



# THE YEAR 9

2020 - 21

## CURRICULUM@ ALDERBROOK

*"Look up at the stars and not down at your feet. Try to make sense of what you see, and wonder about what makes the universe exist. Be curious."*

*Stephen Hawking*

AMBITION | BRAVERY | KINDNESS



## Ambition for our Year 9 Curriculum:

Year 9 is a crucial transitional year which provides a bridge onto GCSE or Technical Award courses. The knowledge and skills developed in Year 7 and 8, are further developed in Year 9, whilst students are beginning to explore their chosen subjects in more depth. The breadth and balance of the curriculum is maintained as students continue to study Maths, English, Science, PE, RE and PSHCE, then a further **four** option subjects.

Whilst Year 9 students will be given aspirational target grades for each subject, there will be a continuing focus on a student's approach to learning, including their effort, resilience, contributions in class, independence and response to feedback. A combination of these qualities is vital not only for academic success, but also for future employment. Feedback will be provided regularly for students both in lessons and on school reports, with frequent opportunities for students to revisit content, make corrections and address misconceptions. As in Year 7 and 8, Year 9s will sit Summer Term Assessments which will test their learning from the start of the year. This process of revisiting learning content is important as it allows students to practise strategies for revising and develop long term memory. We know that the more times students visit learning content in different ways – the more likely they are to remember our Independent Career's Advisor.

Students continue to be supported through our Careers Programme, including considering the fast-moving economic environment and ever-changing job market. They will have opportunities to reflect upon their personal strengths, preferences and broader employability skills.

The **Personal, Social, Health, Citizenship and Economic Education** programme supports students of this age to become increasingly aware of physical and emotional changes, how to keeping themselves well in all senses and how to stay safe in society including online. Students are guided to debate and evaluate scenarios that will help them to appreciate and personalise these important messages. **Literacy and numeracy** remain vital skills in Year 9. Continuing to read every day should be encouraged at home and all teachers will support students to develop their literacy, particularly through reading in lessons and learning key vocabulary. Understanding key terminology now, will support them to make progress next year. Students with a broader vocabulary will have an advantage as they progress through their school life.

## Bravery:

**Year 9 is a key age where personal and social confidence needs to be a focus. Students are strongly encouraged to continue or begin to pursue extra-curricular activities.** The programme of assemblies, Personal and Social lessons, and Life Ready Days in Year 9 encourage this growth, whilst supporting students to make the right decisions and stay safe.

## Kindness:

In our **Pastoral System**, Year 9s continue to have a form tutor and a Year 9 tutor group they will meet each day. This will be the key member of staff who will support your child with any day to day pastoral issues they may have. The Pastoral Manager will provide further support where needed, and the Head of Year will oversee the overall progress of students. **The Head of Year 9 is Mrs. S. Desjarlais, and the Pastoral Manager for Year 9 is Mrs S. Wedgbury.** These members of staff know this year group very well, having supported them through Year 7 and 8. The form time programme in Year 9, has been developed to support students to develop their literacy and reflect on their overall progress in school.

# Topic Tracker

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
<b>Art</b>	Still Life	Still Life	Still Life	Mini Project	Mini Project	Mini Project
<b>Business</b>	Unit 1 The purpose of Business	Unit 1 The purpose of Business	Unit 1 The purpose of Business	Unit 1 The purpose of Business	Unit 2 Influences on a Business	Unit 2 Influences on a Business
<b>Computer Science</b>	Component 2: Computational thinking, algorithms and programming.	Component 2: Computational thinking, algorithms and programming.	Component 2: Computational thinking, algorithms and programming. Component 1.1 Systems Architecture	Component 2: Computational thinking, algorithms and programming. Component 1.2 Memory and Storage	Component 2: Computational thinking, algorithms and programming. Component 1.3 Computer networks, connections and protocols.	Component 2: Computational thinking, algorithms and programming. Component 1.4 Network Security
<b>CoPE</b>	Working with others	Problem Solving	Science and Technology	International Links	Expressive Arts	Evidence Compilation
<b>Dance - GCSE</b>	Performance skills: Introduction to physical, mental, expressive and technical skills	Performance skills: Applying physical, mental, expressive and technical skills to performance work Dance Appreciation - Production feature	Performance skills: Developing physical, mental, expressive and technical skills for performance Dance Appreciation – study of professional work (1)	Performance and choreography skills Dance Appreciation – study of professional work (1)	Performance and choreography skills Dance Appreciation – study of professional work (2)	Performance skills: Introduction of the solo set phrase (Breathe). Dance Appreciation – study of professional work (2)
<b>Design &amp; Tech</b>	Introduce the course and expectations and requirements.	Bird Feeder	Learning to learn	Learning to learn	Evolution and the Future	Floating Gardens
<b>Drama</b>	Creating a play	Creating a play	Working with scripts	Working with scrips	Set play studies	Set play studies
<b>Engineering Design</b>	Engineering drawings	Engineering drawings	Engineering drawings	Engineering drawings	Engineering drawings	Engineering drawings
<b>English</b>	Jekyll and Hyde English Literature Paper 1	Jekyll and Hyde English Literature Paper 1	Macbeth English Literature Paper 1	Macbeth English Literature Paper 1	Conflict Poetry War English Literature Paper 1	An Inspector Calls English Literature Paper 2 Knowledge focus
<b>Food</b>	Food preparation skills Energy Needs. Protein. Carbohydrates Functional and chemical properties of food	Food preparation skills Fats Functional and chemical properties of food	Food preparation skills. Minerals, Water	Food preparation skills . Nutritional needs and health. Making informed choices for a varied and balanced diet. How to carry out a nutritional analysis	Food preparation skills. Factors affecting food choice Factors which influence food choice. Relationship between diet and health	Food preparation skills. Environmental impact and sustainability of food. Food Sources. Environmental issues associated with food. Sustainability of food
<b>French</b>	World of media	New technology	Relationships with others	Special celebrations	School life	Future study and employment
<b>Geography</b>	The Living World (focus on cold environments)– Paper 1	The Living World (focus on cold environments)– Paper 1	Resource Management (Focus on water) – Paper 2	Resource Management focus on water) – Paper 2	UK Physical environments – (focus on Rivers and Coasts) – Paper 1	UK Physical environments – (focus on Rivers and Coasts) – Paper 1

<b>Health &amp; Social Care</b>	Understand how to communicate effectively	Factors affecting communication	Barriers to communication and Personal qualities	Personal qualities continued...	Planning one-to-one and group interaction	Carrying out interactions. Theory: types of behaviour that fail to value people.
<b>History</b>	The impact of World War One	Conflict and Tension, 1918 – 1939 part 1 and 2	Conflict and Tension, 1918 – 1939 part 3	America, 1920 – 1973 part 1	America, 1920 – 1973 part 2	America, 1920 – 1973 part 3
<b>IT</b>	Module 1 & Module 4	Module 3 & Module 4	Module 2 & Module 4	Module 2 & Module 4	Module 5	Module 5
<b>Mathematics</b>						
<b>Media</b>	Introduction to key media frameworks – Media Language, Representation, Contexts, Audience and Industry	The James Bond franchise – films and posters past and present	Sitcom – understanding genre conventions and moving image analysis for media language and representation	Music videos – analysis of examples past and present for use of media language and representation	Practice NEA (coursework). Designing an original magazine according to set brief.	Practice NEA (coursework). Designing an original magazine according to set brief.
<b>Music - GCSE</b>	Solo Performance	Group performance	Music Theory	Composition	Performance revisited	Intro to Composition Coursework
<b>Music - BTEC</b>	Solo Performance	Group performance	Intro to the Music Industry	Arts award	Performance revisited	Intro to Composition Coursework
<b>PE - Core</b>	Methods of training	Fitness tests	Leadership/ coaching	Leadership/ coaching	Aerobic and anaerobic	Motivation
<b>PE - GCSE</b>	Physical training	Quantitative and qualitative data	Applied anatomy and physiology	Exam techniques	Movement analysis	Movement analysis
<b>Photography</b>	Exploration; Learning to use the cameras.	Exploration	Cs5 photoshop; getting to grips with Photoshop and digital editing.	Cs5 photoshop	Mini Project	Mini Project
<b>PSHCE</b>	Recovery, relationships, hope, wellbeing	Sexual relationships	Skills for work and learning	Health and fitness, first aid	Online Safety	Careers and employability
<b>RE</b>	Relationships and Families	Peace and War	Relationships and Families and Peace and War comparison	Christian Beliefs GCSE content	Christian Beliefs GCSE content	Christian Beliefs GCSE content
<b>Science</b>	Waves – light and sound Cells and transport Atomic structure and the periodic table Energy	Energy Digestion Particles Mixtures Plants and transport	Chemical Force Disease	Disease Genetic Electricity Atmosphere Energy changes	Energy changes Ecology Magnets Waves	Photosynthesis Respiration Bonding
<b>Spanish</b>	Me, my family and friends	Technology in everyday life	Free time activities: Food, Drink, Sport	Free time activities: TV, Cinema, Music	Customs and Festivals	Tourism
<b>Sports Studies</b>	Identify leaderships roles and responsibilities.	Planning and preparing for leading a sports session.	Delivering a sports session	Evaluation a sports session	Performing an individual sport	Officiating a sport

## Art

*'All children are artists. The problem is how to remain an artist when one grows up' Picasso*

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Skills and knowledge	<p><b>Still Life</b> Recap of the formal elements and expanded and refined to meet standards expected for GCSE. Observation drawing from Primary sources and a wide range of media and scale used. Familiarity, competence and consistency. Revisit Colour Theory.</p>	<p><b>Still Life</b> Introduce A01, Greater depth, more thorough related studies linking artists to the A03 components and presenting creatively and consistently.  <i>Eg Dutch painters Bottles and still life. Georgia O'Keffee Bones. Durer, Haeckel Natural forms.</i></p>	<p><b>Still Life</b> Focus is the outcome. A04 A larger scale piece taking lessons to complete with refinements and greater skill. Students respond to the theme.</p>	<p><b>Mini Project: Fantastic Beasts</b> Imagination, originality and creativity. Start with recording influences and A03- emphasis on independence. Creative techniques used. Choice of media.</p>	<p><b>Mini Project: Fantastic Beasts</b> Components A01 and the trip to WB studios. Concept artists, illustrators and sculptors introduced. 2D designs produced in preparation for 3D outcomes. Viewpoint, technical terms and understanding of media.</p>	<p><b>Mini Project: Fantastic Beasts</b> 3D process used. Independence. 2D designs and imagination brought to life in 3D. Evaluation.</p>
Key Assessments	Recording, responding, developing, refining Frequent verbal feedback and Targets set.	Summative assessment. One to one.	Summative assessment. Peer assessment. Self- assessment.	Summative assessment.	Formative assessment and one to one.	Formative Assessment.
Wider skills	Trip to Warner Bros studios; Harry Potter- careers within industry and Arts.					
Literacy & Numeracy	Worksheets, analysis support handouts. Key glossary and terminology found in backs of student's sketchbooks.					
How you can help your child at home	<p>Support them with Art resources/School Art packs. Enjoy seeing progress after time has been spent on a piece of work and skills are developed, refined and confidence grows. Encourage creativity, expression and reflection. On <b>You tube</b> series of tutorials- <b>Sally Roundell</b> and <a href="http://thevirtualinstructor.com">http://thevirtualinstructor.com</a> try art exercises outside of the Alderbrook Art curriculum also from <a href="https://classroom.thenational.academy/">https://classroom.thenational.academy/</a></p>					

# Business

*‘Success usually comes to those who are too busy to be looking for it.’ Henry David Thoreau*

Business in Year 9 seeks to introduce students to the basics of business. Considering the objectives of entrepreneurs, the decisions made when setting up a business and how they are affected by external influences. Students are also encouraged to link their learning to what is going on in the economy and business world. By examining and thinking critically about the real-life business situations students will gain an insight into different contexts which will help them to develop their employability skills for the future.

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Skills and knowledge	<b>Unit 1 The purpose of Business</b> · Reasons for starting a business · Factors of production · Opportunity Cost · Entrepreneurs Dynamic Nature of Business	<b>Unit 1 The purpose of Business</b> · Business ownership · Setting aims & objectives Stakeholders	<b>Unit 1 The purpose of Business</b> · Business location Business planning	<b>Unit 1 The purpose of Business (expanding)</b> · Methods of internal (organic) expansion · Methods of external expansion Economies & diseconomies of scale	<b>Unit 2 Influences on a Business</b> · Technology · Environmental & ethical considerations The economic climate on businesses (Interest rates, levels of employment & consumer spending).	<b>Unit 2 Influences on a Business</b> · Globalisation · Exchange rates · Legislation (employment & consumer law) Competitive environment
Key Assessments	<b>Summative assessment 1</b> Knowledge recall on business basics & applying knowledge.	<b>Summative assessment 2</b> Knowledge recall & applying. Introduce 6-mark analysis questions.	<b>Summative assessment 3</b> Knowledge recall, applying and analysing in relation to a business context.	<b>Summative assessment 4</b> Knowledge recall, applying and analysing in relation to a business context.		<b>Summative assessment 5</b> Knowledge recall, applying and analysing in relation to a business context. Introduce the 9-mark evaluative question.
	<b>Embedding tasks during half term:</b> quizzes, maths moments and key term tests.					
Important literacy and numeracy developed this year	<b>Literacy</b> – key terminology. These are reinforced via students utilising knowledge organisers for each topic of work and key terms tests. Terminology such as: Ownership, Entrepreneur, Stakeholders, Shareholders, Opportunity Cost, Exchange rates, Interest rates, Limited & unlimited liability. <b>Extended writing</b> – Writing frames and model answers to support the analysis skills required for 6-mark questions and the introduction of the 9-mark evaluative questions. <b>Numeracy</b> – Basic numeracy skills required to conduct business such as: percentages & percentage changes, averages & revenue, costs & profit. Interpret and use quantitative data in business contexts to support, inform and justify business decisions, including information from graphs and charts.					
Wider skills and enrichment	<b>Transferable skills which are developed through this subject are:</b> Problem solving, calculated risk taking & Reflectiveness. Students may take part in business-based challenges at the end of the year. Throughout the year students are encouraged to view what is going on in Business by using newspaper-based articles, case studies based on different business contexts and set research tasks.					
How you can help your child at home	Use the knowledge organisers in exercise books to support them in learning key terminology related to each topic covered throughout the year. Discuss current business issues raised in the news and how it relates to what they have been learning in classroom. Discuss jobs/industries family are employed in and how it relates to what they have been learning in the classroom. Suitable sources for wider reading and research into business can be found on the following websites: BBC Bitesize & Seneca Learning.					

## Computer Science

*'The greatest enemy of knowledge is not ignorance, it is the illusion of knowledge.'* Stephen Hawking

Computer Science in Year 9 encourages students to understand the fundamentals of Computer Science by looking into both hardware of a computer and programming. Students will develop a Computational Thinking approach to solving problems and design working solutions through algorithms and code. Students are encouraged to apply these skills not just in the classroom but also to everyday problems, as this can be a valuable skill in the workplace. By not just looking at the products of a computer but looking at Ethical, Legal, Cultural, Environmental and Privacy issues surrounding computer science. Students will have an awareness of how Computer Science is influencing everyday life

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Skills and knowledge	Component 2: Computational thinking, algorithms and programming. · Abstraction · Decomposition · Algorithmic thinking	Component 2: Computational thinking, algorithms and programming. · Structure diagrams · Create interpret, correct, complete and refine algorithms using pseudocode, flowcharts and high-level programming language	Component 2: Computational thinking, algorithms, programming. · Create interpret, correct, complete and refine algorithms using pseudocode, flowcharts and high-level programming language · Identify common errors · Trace tables Component 1.1 Systems Architecture · CPU architecture, performance, embedded systems. Component 1.2 Memory and Storage · Primary storage, secondary storage, data, compression.		Component 2: Computational thinking, algorithms and programming. · Create interpret, correct, complete and refine algorithms using pseudocode, flowcharts and high-level programming language Component 1.3 Computer networks, connections and protocols. · Networks and topologies, wired and wireless networks. 1.4 Network Security · Threats to computer systems and networks. Identify and preventing vulnerabilities.	
Key Assessments	<b>Summative assessment 1</b> Knowledge recall on programming basics & applying knowledge.	<b>Summative assessment 2</b> Knowledge recall on programming & applying knowledge. Introducing 6 mark questions.	<b>Summative assessment 3</b> Application of knowledge on System Architecture structuring a 6 mark answer. Applying programming knowledge	<b>Summative assessment 4</b> Application of knowledge on Memory and Storage structuring a 6 mark answer. Applying programming knowledge	<b>Summative assessment 5</b> Application of knowledge on Networks and Protocols structuring a 6 mark answer. Applying programming knowledge	<b>Summative assessment 6</b> Application of knowledge on Networks Security structuring a 6 mark answer. Applying programming knowledge
	Embedding tasks during half term: Quizzes, key terms tests and supportive resources.					
Literacy & Numeracy	Improved knowledge of adding and subtracting money, managing budgets, dealing with weight and volume.					
Wider skills	Gain new experiences by visiting the theatre and using new equipment such as a digital camera.					
How you can help your child at home	You can support your child at home by allowing them to deal with money when out shopping and by helping them to budget for something they would like to purchase.					

## CoPE

*‘When words are both true and kind, they can change the world.’ Buddha*

	<b>Autumn Term 1</b>	<b>Autumn Term 2</b>	<b>Spring Term 1</b>	<b>Spring Term 2</b>	<b>Summer Term 1</b>	<b>Summer Term 2</b>
Skills and knowledge	<b>Working with others-</b> Citizenship and community. Raise money for a good cause	<b>Problem solving-</b> Independent Living: Budget by furnishing an imaginary flat, cleaning and maintaining a room over a period of time Carry out a survey about the kinds of accommodation different groups of people live in and considering payment methods.	<b>Science and Technology-</b> Conduct a survey to investigate consumers’ opinions, use appropriate software to design a calendar, use the digital camera to produce a photo for the school website, consider weights and volume in cooking, and make a scale model of our solar system.	<b>International Links-</b> Plan an overseas tour for a famous singer or group, produce a study on a country focusing on either food and drink, environment, sports and leisure, special occasions, traditions, education.	<b>Expressive Arts-</b> Visit the theatre and produce a detailed review, produce an illustrated study of the life and works of a famous person, interview someone who makes a living from a creative activity and prepare questions, present findings, create an artistic product.	Compile all evidence needed for portfolio and complete the relevant paperwork.
Key Assessments	Working together as part of a team safely.	Problem solving by planning, doing and reviewing.	Using new software and material	Using maps and enhancing research skills	Improving our artistic skills and broadening our knowledge on expressive arts.	Organisation skills.
Important literacy and numeracy developed this year	Improved knowledge of adding and subtracting money, managing budgets, dealing with weight and volume.					
Wider skills and enrichment	Gain new experiences by visiting the theatre and using new equipment such as a digital camera,.					
How you can help your child at home	You can support your child at home by allowing them to deal with money when out shopping and by helping them to budget for something they would like to purchase.					



## Design & Technology

*“Many things difficult to design prove easy to performance” Samuel Johnson*

Design and Technology in Year 9 encourages students to understand the fundamentals of Design and Making by covering a range of projects using different material areas and the use of CAD/CAM as well as an introduction to software programmes. Students will develop projects based around given briefs or target markets approach to solve problems and design working solutions.

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Skills and knowledge	Designing graphics based repeat patterns. Developing drawing and sketching techniques.	Bird Feeder Conservation 6R's 3D modelling and CAD	Learning to Learn. Design and make and educational product for a child, identifying a 'client' Material Knowledge and understanding	Understand the main features of design briefs and specifications. Developing skills with specialist tools and equipment	Use CAD software to test and model designs. Produce moulds for casting. Material knowledge and understanding. Environmental issues.	Working in groups to design and manufacture lanterns to understand the design and manufacturing processes.
Key Assessments and assessment criteria	<b>Teacher assessed:</b>  Final repeat pattern tile against initial task criteria (links to Grades 1-9) Assessment 1 (exam style questions):	<b>Teacher assessed:</b>  Know how tools can be used skilfully to produce accurate components Assessment 2 (exam style questions)	<b>Teacher assessed:</b>  Demonstrate health and safety practices in a workshop environment Assessment 3 (exam style questions)	<b>Teacher assessed</b>  Understanding how jigs, formers and templates can be used in manufacturing Assessment 4 (exam style questions)	<b>Self and peer</b> assessment of modelling skills against criteria (links to Grades 1-9) Assessment 5 (exam style questions)	<b>Teacher assessed:</b>  Final design sheet. (links to Grades 1-9)  End of year exam
Important literacy and numeracy developed this year	Literacy – developing the understanding of new terms and vocabulary. Learning how to structure work in and drawings to industry standard. Numeracy – developing of an understanding of critical dimensions, scale and anthropometrics.					
Wider skills and enrichment	Resourcefulness – IT Skills and File Management Reflectiveness – Seeking and responding to feedback. Responsibility – Working to deadlines, enthusiasm, zest and confidence.					
How you can help your child at home	Encourage organisation and time management to meet deadlines. Encourage an interest in the built environment and evolving technologies.					

## Drama

*'What is drama but life with the dull bits cut out' Alfred Hitchcock*

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Skills and knowledge	How to use improvisation and devising skills to create extended drama. · Responding to stimulus Collaboration and sharing ideas · Evaluating progress	How to write about and review developed knowledge of devising · Describing created work Explaining why work was created · Evaluating work for its audience	Responding to and interpreting different kinds of play texts. · Creating mini performances of play extracts. Developing different skills in response to the needs of a text · Delineating and interpreting- page to stage	Developing an extended text extracts to performance level · Learning about how to use staging resources · Consideration of design elements · Using feedback to shape and polish work to performance standard	Developing an understanding of the context and style of the set play. · Exploring the setting and characters · Learning from the first production of the text · Developing an understanding of design elements	Beginning to write about the set play. · Understanding the demands of Q1-4 Section B · Using models and structures to inform writing · Linking action and performance choices to written text.
Key Assessments and assessment criteria	The performance of an extended devised piece of theatre.	Two pieces of evaluative writing based on the devised performance.	The performance of an abstract fragment of play text	The performance of an extended extract of a play text.	Mini monologue performances with statements of intention	Questions 1-4 Section B completed.
Important literacy and numeracy developed this year	Literacy: Interpretation of text, exploring textual meaning, developing evaluative writing skills, developing their own language for performance, understanding how words become stage action. Numeracy- The structure of scenes and acts in a play texts, using patterns and rhythm in movement and improvisation, structuring a Q sheet and numbering lighting and sound Qs.					
Wider skills and enrichment	Teamwork, collaboration, communication skills, leading and being led, negotiation, creation, compromise. Understanding professional roles within the creative and cultural sector. Meeting deadlines, working to a schedule, organising an event.					
How you can help your child at home	Help with line learning, being a supportive audience for work in progress, help student negotiate and resolve problems with their peers. Help student deal with natural anxieties related to performing.					

## Engineering Design

*‘Math is my Passion. Engineering is my Profession.’ Wilfred James Dolor*

Engineering in Year 9 encourages students to develop an eye for detail and a methodical work process. Students will build analytical and numeracy skills and will apply these skills not only in the classroom by developing a range of Engineering drawings but also acquiring valuable transferrable skills for the workplace.

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Skills and knowledge	<p>Be able to generate design proposals using a range of techniques</p> <p><i>Further information and activities on this topic visit: -</i></p> <p><a href="https://www.technologystudent.com/despro_fish/mobapp5.html">https://www.technologystudent.com/despro_fish/mobapp5.html</a></p>	<p>Know how to develop designs using engineering drawing.</p> <p><i>Further information and activities on this topic visit: -</i></p> <p><a href="https://www.technologystudent.com/despro_fish/graphics_ortho1.html">https://www.technologystudent.com/despro_fish/graphics_ortho1.html</a></p>	<p>Researching needs of a client</p> <p><i>Further information and activities on this topic visit: -</i></p> <p><a href="https://www.technologystudent.com/pdf16/PROCESS_inclusivity1.pdf">https://www.technologystudent.com/pdf16/PROCESS_inclusivity1.pdf</a></p>	<p>Be able to use 3d software and techniques to produce and communicate design proposals.</p> <p><i>Further information and activities on this topic visit: -</i></p> <p><a href="https://www.technologystudent.com/mobapps/sketching_techniques1.pdf">https://www.technologystudent.com/mobapps/sketching_techniques1.pdf</a></p>	<p>Pupils to use techniques to prepare their design proposals for presentation.</p> <p><i>Further information and activities on this topic visit: -</i></p> <p><a href="https://www.technologystudent.com/pdf18/smart-graphics5.pdf">https://www.technologystudent.com/pdf18/smart-graphics5.pdf</a></p>	<p>Presentations and final paperwork.</p> <p><i>Further information and activities on this topic visit: -</i></p> <p><a href="https://www.technologystudent.com/pdf18/smart-graphics8.pdf">https://www.technologystudent.com/pdf18/smart-graphics8.pdf</a></p>
Key Assessments	First draft	L01 Final Hand in	L02 First Draft	L02 Final Hand in	L03 First Draft	L03 Final Hand in
Literacy & Numeracy	<p><b>Literacy</b> – developing the understanding of new terms and vocabulary. Learning how to structure work in and drawings to industry standard.</p> <p><b>Numeracy</b> – developing of an understanding of critical dimensions, scale and anthropometrics.</p>					
Wider skills and enrichment	<p>Designing with different clients in mind –developing empathy. To consider how actions can impact ourselves and others (H&amp;S). Environmental considerations when selecting materials – how our individual choices can have a positive or negative effect on the wider world.</p>					
How you can help your child at home	<p>Encourage organisation and time management to meet deadlines.</p> <p>Encourage an interest in the built environment and evolving technologies.</p>					

# English

*'Today a reader tomorrow a leader' Margaret Fuller*

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1 Conflict Poetry War	Summer Term 2 An Inspector Calls
Skills and knowledge	<b>Jekyll and Hyde</b> <b>English Literature</b> <b>Paper 1</b> Exploring and responding to a text's ideas. Selecting apt quotations to support ideas. Analysing the writer's methods and using apt subject terminology. Exploring the text's conceptual factors. In addition – students will begin to identify their style as writers. In this unit they will be exposed to a range of literary texts that will enable them to adopt ideas for their own style.		<b>Macbeth</b> <b>English Literature</b> <b>Paper 1</b> Evaluating the text in a detailed and convincing way. Exploring and responding to a text's ideas. Selecting apt quotations to support ideas. Analysing the writer's methods and using apt subject terminology. Exploring the text's conceptual factors.		<b>English Literature</b> <b>Paper 2</b> Developing thoughtful and effective comparative skills. Exploring and responding to a text's ideas. Selecting apt quotations to support ideas. Analysing the writer's methods and using apt subject terminology. Exploring the text's conceptual factors. In addition – students will be able to identify their style as writers. In this unit they will be exposed to a range of literary texts that will enable them to adopt ideas for their own style.	
Key Assessments and assessment criteria	English Literature Assessment	English Language Assessment – Paper 1-Question 5	English Literature Assessment	English Language Paper 1 – Question 4	English Literature Assessment	English Language Paper 2 – Question 5
Important literacy and numeracy developed this year	An explicit focus on SPAG will be imminent for all units of work. The ability to build on the skills of reading and comprehension through practising the techniques of skimming and scanning, reading for meaning, note making and question posing when reading a text.					
Wider skills and enrichment	Understanding and discussion of issues around identity, morality, social responsibility and retribution (SMSC) through the study of the wider literary texts.					
How you can help your child at home	Seneca learning is a great way to consolidate and enrich grammar skills, encourage independent reading and test newly acquired knowledge. Also encouraging students to use GCSE Bitesize to revisit and revise the content of the GCSE texts. Re-reading literature texts throughout the year is also a great way for students to gain confidence with the literature texts. <a href="https://senecalarning.com/en-GB/">https://senecalarning.com/en-GB/</a> <a href="https://www.bbc.co.uk/bitesize/levels/z98jmp3">https://www.bbc.co.uk/bitesize/levels/z98jmp3</a>					

## Food

*'Food is the place where you begin' Vandana Shiva*

Students in year 9 will build on their nutritional knowledge of all nutrients and the science of how the nutrients work when preparing and cooking food. They will then investigate factors that affect people's choices including lifestyles, medical issues and environmental issues. Practical work will link and embed the area covered and will focus on the 12 practical skills specified by the exam board.

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Skills and knowledge	<p><b>Practical Work:</b> Cheese and Potato Pie, Beef Burgers Cheese and tomato flan, Sweet and Sour Chicken with Rice, Fish Pie</p> <p>Group experiment-using different sugars to make fairy Cakes</p> <p><b>Theory:</b> Nutrients produce different amounts of energy. Basal metabolic rate. PAL. Low and high biological value proteins Protein complementation, Protein alternatives. Protein denaturation, Protein coagulation, Gluten formation, Foam formation, Starch, Sugar, Dietary fibre. Gelatinisation, Dextrinisation, Caramelisation</p>	<p><b>Practical Work:</b> Sausage plait or Raspberry jalousie (Rough Puff Pastry)</p> <p>Group activity – pastry experiment</p> <p>Modified Cookies</p> <p>Carrot Cake Swiss Roll</p> <p><b>Theory:</b> Saturated Fats Unsaturated Fats (monounsaturated and polyunsaturated) Shortening Aeration Plasticity Emulsification</p>	<p><b>Practical Work:</b> Soup</p> <p>Eve's Pudding</p> <p><b>Theory:</b> Fat soluble vitamins: A, D, E, K</p> <p>Water soluble vitamins: B group (1, 2, 3, 6 + 12) Vitamin C</p> <p>Loss of water soluble vitamins when cooking. Antioxidant functions of vitamins: A, C, E Minerals: Calcium, Iron, Sodium (salt), Fluoride Iodine, Phosphorous</p> <p>The importance of hydration and the function of water in the diet.</p>	<p><b>Practical Work:</b> Filo Pastry Parcels, Jointing a Chicken Cottage Pie</p> <p>Choosing a teenage meal against a design brief</p> <p><b>Theory:</b> The current guidelines for healthy eating. Nutritional needs for life stages. How to plan a balanced meal for specific dietary groups: vegetarian and vegan, coeliac, lactose intolerant and high fibre diets. How to plan and modify recipes, meals and diets to reflect the nutritional guidelines for a healthy diet.</p>	<p><b>Practical Work:</b> A balanced family meal that reflects the Eatwell guide. Vegetarian main meal must include Vitamin B complex and iron. Luscious Lemon and Raspberry Sandwich cake (ceoliacs)</p> <p><b>Theory:</b> The relationship between diet, health and nutrition. The major diet related health risks. Food choices related to religion and medical conditions, culture, ethical and moral beliefs</p>	<p><b>Practical Work:</b> Produce a dish using a seasonal fruit or vegetable</p> <p>Produce a dish that includes 2 Fairtrade products</p> <p>Produce a dish that uses up some waste food</p> <p>Taste test comparison of an organic product versus mass produced.</p> <p><b>Theory:</b> Where and how ingredients are grown, reared and caught. Environmental issues associated with food. The impact of food and food security on local and global markets and communities.</p>
Key Assessments	<p><b>Mini Assessment</b> macronutrients</p>	<p><b>Mini Assessment</b> micronutrients.</p>	<p><b>Summative Assessment</b> Based on Nutrients and Food Science</p>	<p><b>Summative Assessment</b> Practical tasks (time plan, nutritional analysis, practical skills, evaluation)</p>	<p><b>Mini Assessment</b> Food choices.</p>	<p><b>Mini Assessment</b> Food provenance</p>
Literacy & Numeracy	<p><b>Literacy</b>-developing the understanding of new terms/vocabulary/developing an understanding of detail needed in extended questions. <b>Numeracy</b>-developing an understanding of time and timings in practical work/developing an understanding of how to compare nutritional data against the Governments guidelines.</p>					
Wider skills and enrichment	<p><b>Resourcefulness</b>-developing problem solving with investigative and practical work. Developing creativity with practical work. <b>Reflectiveness</b>-seeking and responding to feedback. Time management and personal organisation with assignments. <b>Reciprocity</b>-Working as a team in a practical context.</p>					
How you can help your child at home	<p>Encourage organisation and time management to meet the assignment deadlines. Encourage a broad interest in any food issues in the news. Encourage a broad interest and understanding of a range of cookery techniques and chefs. Encourage your child to cook at home. <i>Further information and activities can be found at <a href="http://www.foodafactoflife.org.uk">www.foodafactoflife.org.uk</a>, <a href="http://www.nutrition.org.uk">www.nutrition.org.uk</a>, <a href="http://www.bbc.co.uk/bitesize">www.bbc.co.uk/bitesize</a></i></p>					

## French

*'For a valiant heart nothing is impossible' Jacques Cœur*

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Skills and knowledge	Giving opinions and preferences on a wide range of media including – music, TV, film and books. Use of all three time-frames	Comparing old and new technology. Identifying the advantages and disadvantage of the internet and social media.	Discussing relationships with both family and friends. Talking about future relationships and marriage.	Describing how we celebrate special occasions and events. Learning about French traditions, customs and festivals.	Describing a day in school and school life in different countries. Views on school rules, uniform and ideal school.	Talking about future options. Discussing university and apprenticeship. Advantages and disadvantages of different jobs
Key Assessments	Writing Translation Listening & Reading	Writing Translation Listening & Reading Speaking: Photocard	Writing Translation Listening & Reading Speaking: Photocard	Monitor and assess preparation of AQA GCSE General Conversation Questions, Theme 1	End of year exams as per School Assessment Calendar, across all 4 skills	Monitor and assess preparation of AQA GCSE General Conversation Questions, Theme
Important literacy and numeracy developed this year	Building on grammar concepts introduced in KS3. Confidently using glossaries and bilingual dictionary to adapt ideas for personal use. Increasing the level of complexity of language used. Transferring connectives, sequencing words, personal opinions, emotions and preferences across topics.					
Wider skills and enrichment	Exploring French cinema, music, traditions and celebrations in French-speaking countries. Onatti Theatre Visit. Skills for Success – becoming more effective communicators, taking part in debates on important issues that affect young people.					
How you can help your child at home	Every pupil work booklet includes an overview of the topic and key grammar points that you and your child can refer to for support. We continue to use Quizlet which was introduced in Year 7. Regular Quizlet study sets will be provided by the French Department in line with the scheme of work via Classcharts. GCSEpod <a href="http://www.gcsepod.com">www.gcsepod.com</a> (pupils need to register) is the main revision website we recommend. All students need a pocket size bilingual dictionary. CGP revision guides may be bought at a discounted price through the French Department.					

# Geography

*‘Geography is the subject which holds the key to our future’ Michael Palin*

Students that choose to study Geography in Year 9, will build on their knowledge from topics in year 7 and 8 such as Physical UK and Our Future Resources. They will also develop their geographical skills and GCSE exam technique which will prepare them for studying Geography in Year 10

The skills that students will learn whilst studying Geography will allow them to have a greater awareness of the world around them and how they can have a positive impact upon it.

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Skills and knowledge	<p>Living World- Paper 1</p> <p>Ecosystems – small scale to biomes –</p> <ul style="list-style-type: none"> <li>· interactions between the biotic and abiotic</li> <li>· Deforestation - economic and environmental impacts – focus on the Amazon · Managing Tropical rainforests sustainably · Assessment feedback and target setting.</li> </ul>	<p>Living World- Paper 1</p> <ul style="list-style-type: none"> <li>· Distinctive characteristics of Cold environments (polar and tundra)</li> <li>· Opportunities and challenges of cold environments – focus on Svalbard</li> <li>· How cold environments are at risk from economic development</li> <li>· Assessment feedback and target setting</li> </ul>	<p>Resource Management- Paper 2</p> <ul style="list-style-type: none"> <li>· Food, water and energy are fundamental to human development and well-being</li> <li>· The Changing UK demand of food, water and energy resources</li> <li>· How this creates opportunities and challenges for the UK. · Assessment feedback and target setting</li> </ul>	<p>Resource Management Paper 2- Focus on Water</p> <ul style="list-style-type: none"> <li>· Reasons why there is a rising global demand for water.</li> <li>· How a demand for water resources can lead to insecurity and conflict. · Focus on different strategies to increase water supply - water conservation, groundwater management, recycling, ‘grey’ water. · China’s south to north water transfer scheme and India’s Wakel River basin project</li> <li>· Assessment feedback and target setting</li> </ul>	<p>Physical Landscapes- Rivers</p> <p>The UK’s range of diverse landscapes - location of major upland/ lowland areas and river systems.</p> <ul style="list-style-type: none"> <li>· How the shape of river valleys changes downstream.</li> <li>· River landforms from erosional and depositional processes -waterfalls, interlocking spurs, meanders oxbow lakes, levees and floodplains</li> <li>· Flooding- the factors which affect flooding, hydrographs, and management strategies – Banbury</li> <li>· Assessment feedback and target setting</li> </ul>	<ul style="list-style-type: none"> <li>· Physical Landscapes- Coasts</li> <li>How the coast is shaped by physical processes – erosion and deposition</li> <li>· coastal landforms as a result of these processes- headlands and bays, arches, caves, stacks, spits.</li> <li>· Management strategies used to protect coastlines</li> <li>1. hard engineering – sea walls, rock armour, gabions and groynes</li> <li>2. soft engineering – beach nourishment and reprofiling, dune regeneration managed retreat – coastal realignment – Management in Lyme Regis</li> <li>· Assessment feedback and target setting</li> </ul>

<b>Additional Websites:</b>	<a href="https://classroom.thenational.academy/units/understanding-ecosystems-3b24">https://classroom.thenational.academy/units/understanding-ecosystems-3b24</a>  <a href="https://www.bbc.co.uk/bitesize/topics/z2tqwxs">https://www.bbc.co.uk/bitesize/topics/z2tqwxs</a>	<a href="https://www.bbc.co.uk/bitesize/guides/zp37hv4/revision/1">https://www.bbc.co.uk/bitesize/guides/zp37hv4/revision/1</a>	<a href="https://www.bbc.co.uk/bitesize/guides/zywpg82/revision/1">https://www.bbc.co.uk/bitesize/guides/zywpg82/revision/1</a>	<a href="https://www.bbc.co.uk/bitesize/guides/zgx382p/revision/1">https://www.bbc.co.uk/bitesize/guides/zgx382p/revision/1</a>  <a href="https://classroom.thenational.academy/units/the-global-water-resource-e327">https://classroom.thenational.academy/units/the-global-water-resource-e327</a>	<a href="https://www.bbc.co.uk/bitesize/topics/zpygdm">https://www.bbc.co.uk/bitesize/topics/zpygdm</a>  <a href="https://classroom.thenational.academy/units/rivers-ba2f">https://classroom.thenational.academy/units/rivers-ba2f</a>	<a href="https://www.bbc.co.uk/bitesize/topics/zs3ptyc">https://www.bbc.co.uk/bitesize/topics/zs3ptyc</a>  <a href="https://classroom.thenational.academy/units/coasts-efff">https://classroom.thenational.academy/units/coasts-efff</a>
<b>Key Assessments</b>	Mid topic assessment	End of topic assessment	Mid topic assessment	End of topic assessment	Mid topic assessment and End of year 9 Mock	End of topic assessment
<b>Literacy &amp; Numeracy</b>	Literacy – Defining and Understanding the meanings of key terms such as ecosystems, sustainability, biomes, climate, management, resources, processes, features to apply them Numeracy – being able to read and locate places and biomes on an atlas using latitude and longitude, and on an OS map using 6 figure grid references. Being able to read the story behind the data on graphs, including climate graphs. To create a graph from data.					
<b>Wider skills and enrichment</b>	Students will place themselves in the wider world and their impact upon today’s global ecosystems, resources and natural systems. They will study how people adapt to living in extreme environments compared to how they live. They will connect with the role they play as citizens of this planet and the role they play in solving its issues. They will learn how to create a field sketch by visiting the woodland in our school grounds and start to look at ecosystems around where they live and go to school.					
<b>How you can help your child at home</b>	A revision guide will be offered for you to purchase from the school which is cheaper than buying this retail. This whole book will support their learning throughout the whole of their Geography GCSE course to year 11. Purchasing this in year 9 is highly recommended.					



## Health & Social Care

*‘In recognizing the humanity of our fellow beings, we pay ourselves the highest tribute.’  
-Thurgood Marshall*

The year 9 curriculum builds on student experiences from previous years and will help them use their skills effectively when carrying out practical work in year 10. Good quality health, social and early years care depends on practitioners having excellent communication skills which positively impacts on individuals’ health and well-being. Students will learn these communication skills putting them in good stead for life.

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Skills and knowledge	The importance of effective communication Different types of communication skills; Verbal communication Non-verbal communication Written communication	Specialist communication Factors influencing positive communication; · Environmental factors · Interpersonal factors	Barriers to communication Ways to overcome barriers to communication. · Adapt the environment · Remaining calm · Training staff Introduction of personal qualities.	Understand the personal qualities that contribute to effective care; Patience Empathy Understanding Respect Willingness Cheerfulness Sense of humour	Planning a one-to-one and group interaction. · Time · Environmental factors · Activity or topic of conversation · Skills to be used · Showing value and respect	Carrying out the interactions. Types of behaviour that fail to values people · Inappropriate body language · Aggressive behaviour · Making service users wait for care. The importance of adapting communication to meet needs of individuals
Key Assessments	Part 1 assignment submitted for feedback	Part 2 submitted for feedback	Part 3 submitted for feedback	Submitted for feedback.	Assignment submitted for feedback.	Observations of both interactions- witness statements completed.
Important literacy and numeracy developed	Introducing new vocabulary, improving sentence and paragraph structuring. Reading and summarising text. Numeracy: Managing time and calculating an appropriate amount of time interaction will take.					
Wider skills and enrichment	Team working, listening to others and showing values and respect for others. Could arrange placements during the school holiday at private day nurseries or care homes.					
How you can help your child at home	Discuss the importance of using a positive tone, days out or trips and encouraging students to communicate with adults or children. Reading newspapers and watching the news especially related to Health and Social Care					

# History

*"The more you know about the past the better prepared you are for the future" Theodore Roosevelt.*

Learning from year 8 is embedded at GCSE through revisiting the impact of World War One and then exploring the aftermath of this in both Europe and the USA. The economic, social and military developments of the 20th century are explored using rigorous analysis of historical information which prepares students well for the remainder of the GCSE course.

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Skills and knowledge	<ul style="list-style-type: none"> <li>- Impact of World War One.</li> <li>- Understanding of terms such as communism, capitalism, autocrat and tsar.</li> <li>- The Armistice</li> <li>- The Versailles Settlement and impact</li> <li>- Analysis of historical events</li> </ul>	<ul style="list-style-type: none"> <li>-The League of Nations</li> <li>- Diplomacy outside the League.</li> <li>- The collapse of the League.</li> <li>- The effects of the Depression.</li> <li>- Analysis and evaluation of sources.</li> <li>- Cause and consequence.</li> <li>- Historical judgement.</li> </ul>	<ul style="list-style-type: none"> <li>-Hitler's foreign policy aims.</li> <li>- German rearmament.</li> <li>- Appeasement.</li> <li>- The outbreak of war.</li> <li>- Analysis and evaluation of sources.</li> <li>- Cause and consequence.</li> <li>- Historical judgement.</li> </ul>	<ul style="list-style-type: none"> <li>-The economic boom.</li> <li>- Social and cultural developments.</li> <li>- Women in society. - Racial tension.</li> <li>- Causation and change.</li> <li>- How and why interpretations differ. - Evaluate interpretations.</li> <li>- Analysis of historical events.</li> </ul>	<ul style="list-style-type: none"> <li>- Economic history.</li> <li>- Social developments</li> <li>- Change and continuity.</li> <li>- Impact of War on the economy.</li> <li>- Causation and change.</li> <li>- How and why interpretations differ. - Evaluate interpretations.</li> <li>- Analysis of historical events.</li> </ul>	<ul style="list-style-type: none"> <li>- Post-war society.</li> <li>- Racial tensions.</li> <li>-The Civil Rights campaigns.</li> <li>- How and why interpretations differ. - Analysis of historical events.</li> </ul>
Key Assessments.	<b>Summative Assessment 1:</b> Essay writing	<b>Summative Assessment 2:</b> Source skills and essay writing.	<b>Formative assessment:</b> In class AFL.	<b>Summative Assessment 3:</b> Source skills and essay writing.	<b>Summative Assessment 4:</b> Source skills and essay writing	<b>Formative assessment:</b> In class AFL.
Important literacy and numeracy	Literacy: structured answers on causes, events and consequences develop students' understanding of quality paragraph writing.					
Wider skills and enrichment	Transferable skills are developed in this subject, namely critical thinking through making historical judgements about key historical debates. For example the quality of leadership of world leaders.					
How you can help your child at home	<p>Encourage students to read around the topics studied throughout the year and encourage them to take advantage of the various opportunities available such as dramas, documentaries and interactive media.</p> <p>Use this hyperlink for access to a series of good revision videos on the Treaty of Versailles and, the League of Nations.  <a href="https://www.youtube.com/playlist?list=PLXtShDmDvfwxflE3YjYragx83FhfDaiuX">https://www.youtube.com/playlist?list=PLXtShDmDvfwxflE3YjYragx83FhfDaiuX</a></p> <p>Use this hyperlink for access to a series of revision videos which focus on the build up to the Second World War. You want to focus on the videos entitled 'Appeasement', 'Hitler's Foreign Policy Aims' and 'The Nazi-Soviet Pact'. <a href="https://www.youtube.com/playlist?list=PLygA1_PUbd9czijbNOPziPoBIWp_pX754">https://www.youtube.com/playlist?list=PLygA1_PUbd9czijbNOPziPoBIWp_pX754</a></p>					

# IT

*'Technology is anything that wasn't around when you were born.'* Alan Kay

IT in year 9 enable students to use all the knowledge & skills they have developed in their KS3 computing course such as cybercrime & computers in the workplace. Students will learn what different technologies could be used, why they should use them and how to make best use of them, to gather, store, manipulate and present data; this is known as data management. The skills, knowledge and understanding they will develop through this qualification are very relevant to both work and further study.

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Skills and knowledge	R012: Module 1 & 3 Tools and techniques used to initiate plans ·Planning Tools ·Diagrams ·Flowchart symbols ·Planning Documentation ·Algorithm ·Mind maps ·CPD charts ·Gantt Charts R013: Module 04: Spreadsheets ·Key Terminology Basic Excel formulae	R012 - Module 2 Threats and Vulnerabilities ·Malware ·Social engineering ·Threats to a system ·Impacts of a cyber attack Legislation: ·Legislation affecting individuals / Businesses ·Intellectual property R013: Module 04: Collecting, processing & storing data ·Spreadsheets Advanced Excel formulas, Graphs and Charts	R012: Data Collection - Using IT to collect Data ·Data Storage ·Cloud storage ·Physical devices ·Some more key terminology relating to data sharing and storage ·Methods of data being stolen ·Tips to keeping data safe ·Big Data R013: Factors to consider when collecting, processing & storing data Databases key terminology Fields, Records, Tables, Primary / foreign keys	Module 05: The purpose and suitability of methods of presenting data. · Import and manipulate data · To develop a solution to meet an identified need R013: Factors to consider when collecting, processing & storing data ·Databases ·Relational Databases ·Queries/ Forms	How to initiate a project by analysing the requirements to a given context ·Mitigating risks for a project. ·Planning ·Execution review ·Evaluation · Iterative review R013: Presenting information using appropriate software tools and techniques ·PowerPoint ·MS Word	Module 01/02/03/05 revision ·Tools & techniques used to initiate plans ·Planning Tools & Diagrams ·Planning Documentation ·Threats and Vulnerabilities R013: Practical Assessment practice ·Key facts and tips Sample project
Key Assessments and assessment criteria	Module 01&03 assessment Module 04 Assessment	Module 02 assessment Module 04 Assessment (Excel)	Module 04 Assessment (Databases)	Module 05 Assessment Databases practical project	R012 Assessment	R012 Assessment R013 Assessment
Important literacy and numeracy developed this year	Literacy — key terminology relating to Information technology and software planning. Terminology such as – Gantt chart, intellectual property, data, spreadsheets, foreign keys, databases & legislation. Numeracy – Basic to moderate numeracy skills. Such as: formulas and functions using Excel and databases					
Wider skills and enrichment	Transferable skills which are developed through this subject are: By end of the course students should be able to plan basic projects by identifying (initiating) the project requirements and plan their actions. They should be able to able to measure the project progress using different tools and evaluate the project outcomes (products). This will develop skills of creativity, problem solving and reflectiveness. Equipping students with transferable skills required by employers.					
How you can help your child at home	Revision Booklets, Revision materials available on School OneDrive including: Teaching slides, assessment practice materials, intervention resources. Discuss jobs/industries family are employed in and how it relates to what they have been learning in the classroom.					

# Mathematics

*'Nature is written in mathematical language' Galileo Galilei*

The work in every year is crucial we strengthen and build on the foundations that are essential for GCSE; you must be fully confident with these topics.

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Skills and knowledge	Prime numbers, factors and multiples review Order of operations and inverse operations Use a calculator efficiently Negative numbers Long multiplication and division Using algebra review including brackets, solve linear equations, solve problems using algebra, factorising expressions Congruent shapes Construction	Properties of quadrilaterals and triangles Polygons Data handling: averages and range collecting and displaying data Algebra: Multiplying brackets	Indices Standard form	-solve problems involving numbers in standard form learn to use standard form on a calculator Applying mathematics in a range of contexts solve problems by applying mathematical knowledge across a range of subjects draw constructions using a ruler and compasses Geometrical reasoning	-Pythagoras' theorem use Pythagoras to find lengths Number Review review non-calculator arithmetic-- use negative numbers use fractions and percentages -work out probabilities, examine mutually exclusive events Interpreting graphs, use travel graphs, sketch and interpret line graph	-draw an interpret frequency polygons Compound Measures - find speed, distance and time, use other compound measures Algebra Review multiply out and factorise expressions -review index laws and substituting into formulas draw graphs - solve equations and find sequence rules Errors in measurement -find and use upper and lower bounds
Key Assessments and assessment criteria	Summative Assessment 1		Summative Assessment 2		Summative Assessment 3	
Important literacy and numeracy developed this year						
Wider skills and enrichment						
How you can help your child at home	Ensure your child completes their Independent Study on <a href="http://vle.mathswatch.com">vle.mathswatch</a> or <a href="http://Hegartymaths.com">Hegartymaths.com</a> .					

# Media

*'He who controls the media controls the minds of the public' Noam Chomsky*

In Year 9, students are introduced to the 5 main areas of the GCSE Media framework: Media Language, Representation, Media Audiences, Industries and Contexts. Students have the opportunity to engage with a wide range of media forms, including print adverts, newspapers, magazines, music videos, video games, film and TV. They will engage with a plethora of texts – both historic and current – thereby coming to appreciate how meanings are constructed by media producers as a means of targeting specific audiences. They will furthermore reach an understanding of how media products are a reflection of the times in which they are produced. Students will also undertake a mock NEA (coursework) component which will better acquaint them with the key practical skills necessary for their completion of the official equivalent in Year 10.

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term
Skills and knowledge	INTRODUCTION · Introduction to media language and the codes and conventions of print adverts, newspapers and magazines. · Introduction to key media terminology. · Developing students' ability to deconstruct media texts: unpick choices producers have made and explain connotations of media language in detail	OND · Analysing moving images, film posters and DVDs in relation to media language. · Understanding they key codes and conventions involved in each form, plus the associated terminology. · Deconstructing representations of gender and ethnicity within Bond film posters – both historic and current. · Understanding how media texts reflect the historical, social and political context in which they are produced	SITCOM · An introduction to key codes and terminology associated with audio-visual texts. · Practising moving image extract analysis. · Understanding codes and conventions of sitcom. · Gaining an appreciation for what is meant by genre, and being able to comment on how far a text is typical of its genre. · Analysing and comparing a range of sitcom extracts with a focus on the connotations of media language.	MUSIC VIDEO · Understanding the key codes and conventions associated with music video. · Deconstructing representations of gender and ethnicity in music videos via an analysis of media language · Considering music videos past and present to understand how the medium has evolved and how music. · videos are a product of the time times in which they were produced.	Mock NEA (Coursework) · Pupils will study how the magazine industry entice specific audiences through representation of products and people. · Pupils will then create and evaluate their own draft magazine front cover and accompanying pages responding to a brief given. · Pupils will be introduced to key software packages involved in coursework production, including Photoshop and Canva
Key Assessments	Component 1- Media Language question Q1 a,b,c (5 marks each) based on one of the media forms studied so far and will assess their ability to analyse media language by explaining connotations and applying media terminology.	Component 1 – Representation and Context questions Q2 a (5 marks) and b (25 marks) Comparison of one of two Bond film posters, past and present. Comparing differing contexts and representations.	Component 2 – Media Language questions Q1a- 8 marks and 1b (12 marks based on an extract from a text studied and will assess their ability to analyse connotations of media language, as well as identify conventions of the sitcom genre.	Component 2 – Representation question (20 marks) Students will be asked to compare one of the music videos we have studied with a further music video from a different era. The question will be based on the representation of gender or ethnicity.	Component 3 – NEA 60 marks in total. 10 marks for the statement of aims, 20 marks for meeting the brief and 30 marks for their control of media language and construction of representations. The students' finished products will be marked against the previous year's brief.
Literacy & Numeracy	<b>Literacy:</b> · The correct spelling and application of key media terminology. · The ability to construct a coherent and well-substantiated argument. · The ability to make intelligent inferences from text and image. <b>Numeracy:</b> · Understanding of percentages, e.g. in terms of audience demographic. · Understanding of measurement and ratio, e.g. when designing their NEA products.				
Wider skills and enrichment	· An understanding of how people of colour amongst other minority groups are often underrepresented or misrepresented by the media. · An appreciation for the unfair beauty standards cultivated by the media, and the impact that this can have on the mental health of those consuming it. · A greater awareness of the dangers of social media. · Development of a more 'critical' eye when it comes to engaging with a variety of news sources; an understanding of what "fake news" is, the idea that some news sources are more reliable than others, as well as the idea that media institutions have their own particular agenda, and will mediate the information they transmit to that end.				
How you can help your child at home	Encourage your child to engage with a wide range of media platforms and products from the past and present. Encourage them to follow the news and to consider how different news outlets choose to portray different news stories. Follow the department youtube tutorials to help your child with the practical element of the course.				

## Music - GCSE

*'Music awakens the soul' Lailah Gifty Akita*

Students are expected to develop their instrumental skills as well as their musicianship. Improving these skills will help with the Music Theory unit as well as composition. Determination to succeed will be a key skill needed for this year.

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Skills and knowledge	-Students will develop overall their performance skills as musicians. -They will seek to improve their musicianship and confidence in performing. -They will explore what it takes to become a better musician and performer.	-Students will explore how to become a better performer within a group. -They will work together to create a performance that will be performed to the class and an external audience. -They will develop their collaboration skills.	-Students will develop their Music Theory skills. -Students will develop their listening and appraising skills that will help with theory. -Students will be required to complete a series of theory tasks.	-Students will develop their composition skills using their previous music theory knowledge. -Students will compose a piece of music for their instrument. This will be in response to a set brief.	-Students will revisit their performance skills and seek to perform a more challenging piece. -Students will review their efforts and consider what they need to do to improve.	Coursework -Students will begin their composition coursework. They will be assessed using the specification assessment criteria. -Students will start to notate their compositions and begin their write ups.
Key Assessments	End of unit solo performance. Evaluation of their performance	End of unit group performance. Evaluation of their performance	End of unit test based on Music Theory.	Assessment of their composition.	Assessment of performance piece.	Mid way assessment of their coursework
Important literacy and numeracy developed this year	Students will develop their music vocabulary from a range of different components such as listening, composition, performance and music theory. Numeracy will be developed further in the Music theory unit when considering timing and rhythmic notation.					
Wider skills and enrichment	Students will develop wider skills such as team work, commitment, bravery, ambition, responding to feedback, confidence, perseverance and creativity. Students are encouraged to attend extra-curricular groups and to attend the Music curricular trips that take place throughout the year.					
How you can help your child at home	Students at home are encouraged to rehearse their instrument throughout the year, whether or not performance is being studied in lesson. Regular practice is beneficial and is proven to improve performance skills. Encouragement to hand work in on time is also vital.					

## Music - BTEC

*'Music awakens the soul' Lailah Gifty Akita*

Students will build on their skills by developing their instrumental, creativity and communication skills. This course is all about team work and independence as well as ensuring work is completed to a high standard and considering how they can become better musicians.

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Skills and knowledge	<ul style="list-style-type: none"> <li>-Students will develop overall their performance skills as musicians.</li> <li>-They will seek to improve their musicianship and confidence in performing.</li> <li>-They will explore what it takes to become a better musician and performer.</li> </ul>	<ul style="list-style-type: none"> <li>-Students will explore how to become a better performer within a group.</li> <li>-They will work together to create a performance that will be performed to the class and an external audience.</li> <li>-They will develop their collaboration skills.</li> </ul>	<ul style="list-style-type: none"> <li>-Students will be learning about the job roles and responsibilities within the Music Industry.</li> <li>-Students will look into case studies that will be based around jobs as well as carrying out research tasks</li> </ul>	<ul style="list-style-type: none"> <li>-Students will complete an in class version of the Arts Award qualification where they complete a mini project in sharing a musical skill with another student.</li> <li>-They will complete a skills audit and research an artist of their choice.</li> </ul>	<ul style="list-style-type: none"> <li>-Students will revisit their performance skills and seek to perform a more challenging piece.</li> <li>-Students will review their efforts and consider what they need to do to improve.</li> </ul>	Coursework -Students will begin their composition coursework. They will be assessed using the specification assessment criteria. -Students will start to notate their compositions and begin their write ups.
Key Assessments	End of unit solo performance. Evaluation of their performance	End of unit group performance. Evaluation of their performance	End of unit test based on the job roles and responsibilities.	Assessment of their portfolio.	Assessment of performance piece	Mid way assessment of their coursework
Important literacy and numeracy developed this year	Students will develop their music vocabulary from a range of different components such as composition and performance. Numeracy will be developed when looking at rhythmic notation					
Wider skills and enrichment	Students will develop wider skills such as team work, commitment, bravery, ambition, responding to feedback, confidence, perseverance and creativity. Students are encouraged to attend extra-curricular groups and to attend the Music curricular trips that take place throughout the year.					
How you can help your child at home	Students at home are encouraged to rehearse their instrument throughout the year, whether or not performance is being studied in lesson. Regular practice is beneficial and is proven to improve performance skills. Encouragement to hand work in on time is also vital					

## P.E. - Core

*“Obstacles don’t have to stop you. If you run into a wall, don’t turn around and give up. Figure out how to climb it, go through it, or work around it.”- Michael Jordan*

Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games. To develop their technique and improve their performance, analyse and refine techniques in a range of physical and intellectual challenges

	<b>Autumn Term 1</b>	<b>Autumn Term 2</b>	<b>Spring Term 1</b>	<b>Spring Term 2</b>	<b>Summer Term 1</b>	<b>Summer Term 2</b>
<b>Skills and knowledge</b>	Methods of training · Invasion games · Net games · Dance · Trampolineing · Problem solving · Fitness · Develop tactics · Improve techniques · Introduce competition · Analysis of performance · Intellectual and physical challenges · Dance techniques	Fitness tests · Invasion games · Net games · Dance · Trampolineing · Problem solving · Fitness · Develop tactics · Improve techniques · Introduce competition · Analysis of performance · Intellectual and physical challenges · Dance techniques	Leadership/Coaching · Invasion games · Net games · Dance · Trampolineing · Problem solving · Fitness · Develop tactics · Improve techniques · Introduce competition · Analysis of performance · Intellectual and physical challenges · Dance techniques	Leadership/Coaching · Invasion games · Net games · Dance · Trampolineing · Problem solving · Fitness · Develop tactics · Improve techniques · Introduce competition · Analysis of performance · Intellectual and physical challenges · Dance techniques	Aerobic and anaerobic · Athletics · Net games · Striking and fielding · Working at/near maximal levels · Develop tactics · Improve techniques · Introduce competition · Analysis of performance · Intellectual and physical challenge	Motivation · Athletics · Net games · Striking and fielding · Working at/near maximal levels · Develop tactics · Improve techniques · Introduce competition · Analysis of performance · Intellectual and physical challenges
<b>Key Assessments</b>	Assessed using Head, Heart, Hands criteria in line with thresholds	Assessed using Head, Heart, Hands criteria in line with thresholds	Assessed using Head, Heart, Hands criteria in line with thresholds	Assessed using Head, Heart, Hands criteria in line with thresholds	Assessed using Head, Heart, Hands criteria in line with thresholds	Assessed using Head, Heart, Hands criteria in line with thresholds
<b>Important literacy and numeracy developed this year</b>	Literacy – Key terminology related to physical activity: Health and fitness, anatomy and physiology, preparation for exercise Numeracy – Scoring within activities, leadership tasks and problem solving.					
<b>How you can help your child at home</b>	Ensure your child arrives fully prepared for PE on timetables days. Encourage exercise at home, support with extra-curricular clubs and be flexible and support participation with external clubs and organisations.					



## P.E. - GCSE

*“The difference between the impossible and the possible lies in a person’s determination.” GCSE 9 - Tommy Lasorda*

Understanding the practical and theoretical requirements of the course by learning Paper 1 content and developing practical sports

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Skills and knowledge	<p>Know the personal qualities, styles, roles and responsibilities associated with effective sports leadership</p> <ul style="list-style-type: none"> <li>• different leadership roles and opportunities in sport</li> <li>• role-related responsibilities</li> <li>• personal qualities which relate to leadership roles</li> <li>• leadership styles</li> </ul>	<p>Be able to plan a sports activity session to include:</p> <ul style="list-style-type: none"> <li>• objectives for the session</li> <li>• appropriate venue</li> <li>• equipment needs</li> <li>• supervision needs</li> <li>• timing of activities</li> <li>• introduction/conclusion of session</li> <li>• basic warm up/cool down</li> <li>• skills and technique development</li> <li>• engaging</li> <li>• organisation</li> <li>• safety considerations when planning sports activity sessions</li> <li>• risk assessments</li> <li>• emergency procedures</li> </ul>	<p>Be able to deliver sports activity session</p> <ul style="list-style-type: none"> <li>• safe practice</li> <li>• delivery style</li> <li>• communication skills</li> <li>• motivation</li> <li>• techniques</li> <li>• activity-specific knowledge</li> <li>• adaptability</li> </ul>	<p>Be able to evaluate own performance in delivering a sports activity session</p> <ul style="list-style-type: none"> <li>• what went well? - against the plan - against the delivery</li> <li>• what did not go well? - against the plan - against the delivery</li> <li>• what could be improved for the future? - against the plan - against the delivery</li> </ul>	<p>Be able to use skills, techniques and tactics/strategies/compositional ideas as an individual performer in a sporting activity</p> <ul style="list-style-type: none"> <li>• performance of skills and techniques</li> <li>• creativity</li> <li>• appropriate use of tactics/strategies/compositional ideas</li> <li>• decision-making during performance</li> <li>• ability to manage/maintain own performance</li> </ul>	<p>Be able to officiate in a sporting activity</p> <ul style="list-style-type: none"> <li>• how to apply rules and regulations relevant to the activity</li> <li>• the importance of</li> <li>• the importance of accuracy</li> <li>• the use of signals</li> <li>• how to communicate decisions</li> <li>• the importance of positioning</li> </ul>
Key Assessments	Assignment submitted for feedback	Assignments (Risk Assessment and Session Plan) submitted for feedback	Assessment of students delivery of sports session	Assignment submitted for feedback	Assessment of students performance in an individual sport	Assessment of students performance as an official in an individual sport
Important literacy and numeracy	<p>Literacy – developing the understanding of new terms/ vocabulary/ developing word processing and typing skills/ developing skills to structure information and factual texts</p> <p>Numeracy – developing an understanding of time and timing within sports practices and drills/ developing accuracy in measuring and recording results in a practical context</p>					
Wider skills and enrichment	<p>Resourcefulness – IT Skills and File Management Reflectiveness – Seeking and responding to feedback Responsibility – Enthusiasm, zest and confidence Attendance at extra-curricular sports clubs are encouraged to develop either performance, leadership or officiating skills</p>					
How you can help your child at home	<p>Support and guide students with technology for research tasks to utilise websites to gather information to support and expand upon student's lesson notes. Where possible, provide opportunities for students to access and commit to sports outside of school to improve practical performance.</p>					

# Photography

*‘Photography takes an instant out of time, altering life by holding it still.’ Dorothea Lange*

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Skills and knowledge	Exploration : series of mostly practical exploring what the camera will do.eg: B&W, Panorama Zoom & Macro, Aperture, Shutter Speed. A03 and A01 focus Key terminology for composition. Students will present evidence of learning on Powerpoint.	Exploration : series of mostly practical exploring what the camera will do. B&W, Panorama Zoom & Macro, Aperture, Shutter Speed. Key terminology for composition.	Cs5: A series of exercises involving editing and learning about Photoshop Cs5. Students will save and present their evidence on Powerpoint. Main focus is A02 and A04.	Cs5: A series of exercises involving editing and learning about Photoshop Cs5. Students will save and present their evidence on Powerpoint.	Mini Project: A mini GCSE style project exploring all A0's A01,A02, A03, A04 and with independence. Students will relate to a general theme such as A-Z or mini figures, bubbles and food. They will present the evidence back via powerpoint.	Mini Project: A mini GCSE style project exploring all A0's A01,A02, A03, A04 and with independence. Students will relate to a general theme such as A-Z or mini figures, bubbles and food. They will present the evidence back via powerpoint.
Key Assessments and assessment criteria	Frequent feedback 1-1 during practical. Peer Assessment	Summative assessment and Afl targets.	Frequent feedback 1-1 during practical. Peer assessment	Summative assessment and Afl targets.	Frequent feedback 1-1 during practical.	Summative assessment-predicted grade potential.
Important literacy and numeracy developed this year	Ability to be independent and resourceful as well as reflect on skills and prior learning. Worksheets with key terms and course references. Worksheets with analysis tips for A01 Glossary of terms.					
Wider skills and enrichment	Independence, resourcefulness and creativity and originality. An ability to be responsible with regards equipment.					
How you can help your child at home	Use the phone cameras and any photographic resources, events and scenery etc to add depth to projects and later in the course add personalisation to the projects. Download the Photoshop app which is a simplified version of the full Cs5 Adobe software we use. Manipulation and editing on cameras. Use SharePoint and Teams to access the powerpoints and add evidence to. <a href="https://www.creativeblog.com/">https://www.creativeblog.com/</a> and <a href="#">Photoshop CS5 Tutorial</a> - Layers for Beginners search you tube but say Adobe Cs5					

## PSHCE

*'The time is always right to do what is right'. Martin Luther King*

As they progress into Year 9, students are encouraged to consider aspects of safe and positive relationships in more depth. Their understanding of aspects of health is deepened in the context of keeping well and safe.

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Skills and knowledge	Recovery, relationships, wellbeing and hope	Sexual relationships, intimacy, consent and respect, safe sex and delay	Skills for work, learning habits, future employability	Health and Fitness, basic first aid, emergency help, diet and benefits, drugs and risks	Online Safety, privacy and boundaries, explicit imagery, sharing harmful content.	Careers and employability
Key Assessments and assessment criteria	Each topic includes a before and after assessment of knowledge and understanding.					
Important literacy	Key words associated with topics, including consent, intimacy, delay, boundaries					
Wider skills and enrichment						
How you can help your child at home	Encourage your child to discuss topics with you at home, and encourage the application of positive behaviours in every day life.					

## R.E.

*‘Just as a candle cannot burn without fire, men cannot live without a spiritual life’ Buddha*

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Skills and knowledge	<p>Peace and Conflict: What types of war are there? Do all Christians think the same things about war? Do Muslims think the same things about war? What is the Just War theory? What is a holy war? Religious views about terrorism. Religious views about Weapons of Mass Destruction. What is pacifism? How should religious people treat victims of war? Forgiveness.</p>	<p>Relationships and Families: What sorts of relationships might people have? Christian marriage. Muslim marriage. Religious attitudes to divorce. Religious attitudes to contraception. Religious attitudes to homosexuality. Family in Islam. Family in Christianity. The role of men. The role of women.</p>	<p>Peace and Conflict and Relationships and Families over run the half terms and will run into the first half of the Spring term.</p>	<p>Christian Beliefs: The nature of God: What do Christians think God is like? God as omnipotent, omnibenevolent and omniscient: How does this affect a Christians beliefs about God and how they live their lives? T he oneness of God and the Trinity. Christian beliefs about creation.</p>	<p>Christian Beliefs: The incarnation. Jesus the Son of God. The crucifixion: How important is this to Christians? How does it affect how a Christian lives their life? The resurrection: How important is this to Christians? How does it affect how a Christian lives their life? The ascension. Life after death: How does it affect how a Christian lives their life?</p>	<p>Christian Beliefs: The afterlife and judgement: What do Christians believe about this? How does it affect how they live their lives? Heaven and hell: What do Christians believe about this? How does it affect how they live their lives? Sin and Salvation: What do Christians believe about this? How does it affect how they live their lives? The role of Christ in salvation: How important is this to Christians? How does it affect how a Christian lives their life?</p>
Key Assessments	Practice exam paper on Peace and Conflict.	Practice exam paper on Relationships and Families.	Practice exam questions.	Practice exam questions on Christian beliefs.	Practice exam questions on Christian beliefs.	Practice exam paper on Christian beliefs.
Important literacy and numeracy	Students learn key terms for each topic area. Students build on their use of PEEL paragraphs and practice how to write answers to exam questions.					
Wider skills	Students are encouraged to be aware of the world around them.					
How you can help your child at home	It is important that students are encouraged to complete all home work to the best of their abilities. Students can purchase the revision guide. Extra help can be found at BBC Bitesize.					

## Science

*'Theory helps us to bear our ignorance of facts' George Santayana*

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
<b>Skills and knowledge</b>	<p>Light and sound waves Structure and role of cell Magnification Transport Current and history of periodic tables Structure of the atom Trends in the periodic table Group 1, 7 and 0 Transfer of energy Efficiency Work done Power Literacy - use of key terminology Drawing ray diagrams Analysing data Substituting equations</p> <p>Units of work here: <a href="https://classroom.thenational.academy/units/atoms-and-the-periodic-table-68d3">https://classroom.thenational.academy/units/atoms-and-the-periodic-table-68d3</a></p>	<p>Transfer of energy Efficiency Work done Power Structure and function of enzymes Structure and function of the digestive system States of matter Change of state Latent heat of fusion and vaporisation Separation techniques Structure and function of parts of a plant Drawing particle diagrams Analysing data Substituting equations Evaluating method</p> <p>Units of work: <a href="https://classroom.thenational.academy/units/digestion-and-nutrition-9fd9">https://classroom.thenational.academy/units/digestion-and-nutrition-9fd9</a></p>	<p>Chemical reactions and equations Forces, springs and pressure Non communicable and communicable disease Spread, prevention and treatment Symbol and word equations Force diagrams Substituting equations</p> <p>Units of work here: <a href="https://classroom.thenational.academy/units/chemical-reactions-5ffa">https://classroom.thenational.academy/units/chemical-reactions-5ffa</a></p>	<p>Non communicable and communicable disease Spread, prevention and treatment Genetic crosses and genetic diseases Electrical components, circuits and measurements Resistance, charge, power calculations Resistance in fixed resistors Evolution of the atmosphere and human impact Exothermic/endothermic reactions Reaction profiles</p> <p>Units of work: <a href="https://classroom.thenational.academy/units/infection-and-response-4f71">https://classroom.thenational.academy/units/infection-and-response-4f71</a></p>	<p>Exothermic/endothermic reactions Reaction profiles Relationships within a food chain and factors that affect populations Temporary and permanent magnets Types of waves and the electromagnetic spectrum Graph construction Analysing data</p> <p>Units of work here: <a href="https://classroom.thenational.academy/units/energy-changes-b607">https://classroom.thenational.academy/units/energy-changes-b607</a></p>	<p>Photosynthesis Respiratory system Respiration Types of bonding; covalent, ionic and metallic Properties of bonding Evaluating methodology</p> <p>Units of work: <a href="https://classroom.thenational.academy/units/bonding-structure-and-the-properties-of-matter-e93f">https://classroom.thenational.academy/units/bonding-structure-and-the-properties-of-matter-e93f</a></p>
<b>Key Assessments</b>	Individual tests on waves, cell and transport, atomic structure and the periodic table	Individual tests on energy, digestion, plants and transport Combined test on particles and mixtures	Individual tests on chemical change and forces	Individual tests on disease, genetics, electricity and atmosphere	Individual tests on energy changes, ecology, magnets and waves	Individual tests on photosynthesis, respiration and bonding
<b>Literacy and Numeracy</b>	Correct use of key terminology, phrases and definitions. Substitute equations. Use and determine units and conversions. Use decimal places and standard form. Explain a scientific plan (variables, equipment, safety and accuracy, precision and resolution of equipment). Construct, analyse data (including tables and graphs) to draw conclusions. Evaluate experimental technique.					
<b>Wider skills and enrichment</b>	Students will ...understand how scientific methods and theories develop over time. ...be aware of hazards associated with science-based technologies which have to be considered alongside the benefits. ...appreciate the power and limitations of science and consider any ethical issues which may arise. ...explain everyday and technological applications of science; evaluate associated personal, social, economic and environmental implications; and make decisions based on the evaluation of evidence and arguments.			...evaluate risks both in practical science and the wider societal context, including perception of risk in relation to data and consequences. ...recognise the importance of peer review of results and of communicating results to a range of audiences.		
<b>How you can help your child</b>	Use BBC bitesize for any further information on these topics. Video links can be watched to practice practical skills. Workbooks and revision guides can be purchased to test knowledge.					

## Spanish

*'When one door closes, another one opens' Miguel de Cervantes*

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Skills and knowledge	Discussing relationships with family and friends. Explaining reasons for their opinions and applying this to writing	Exploring a range of technology including social media and the internet. Assessing the positives and the negatives.	Researching leisure activities, including eating out, to compare and contrast with Hispanic countries and prepare role-play scenarios.	Observing cultural aspects of Hispanic TV, Cinema and Music, making links in order to justify and evaluate opinions.	Discussing tourism in Spain, geography, culture, festivals, traditions in order to imagine past and predict future holidays.	Outlining and suggesting accommodation and different services in Spain, speculating on choices.
Key Assessments	Writing Translation Listening & Reading	Writing Translation Listening & Reading Speaking: Photocard	Writing Translation Listening & Reading Speaking: Role-play	Reading Speaking: Photocard	End of year exams all 4 skills	Preparation of AQA GCSE General Conversation Questions, Theme 1
Important literacy and numeracy developed this year	Reinforcement and developing the use of past, present and future tenses. Confidently using glossaries and bilingual dictionary to adapt ideas for personal use. Increasing the level of complexity of language used. Transferring connectives, sequencing words, personal opinions, emotions and preferences across topics.					
Wider skills and enrichment	Cultural Capital – Exploring Spanish cinema, music, traditions and celebrations in Spanish-speaking countries. Onatti Theatre Visit. Skills for Success – Translation and Conversational skills.					
How you can help your child at home	Every pupil work booklet includes an overview of the topic and key grammar points that you and your child can refer to for support. GCSEpod (pupils need to register) is the main revision website we recommend. Continue to assimilate vocabulary by using Quizlet. All students need a pocket size bilingual dictionary. CGP revision guides may be bought at a discounted price through the Spanish Department.					

# Sports Studies

*'It's hard to beat a person who never gives up.'* Babe Ruth

The Year 9 Sports Studies curriculum builds on the practical skills developed in KS3 and also introduces other roles within sport, to include leading and officiating.

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Skills and knowledge	<p>Know the personal qualities, styles, roles and responsibilities associated with effective sports leadership</p> <ul style="list-style-type: none"> <li>• different leadership roles and opportunities in sport</li> <li>• role-related responsibilities</li> <li>• personal qualities which relate to leadership roles</li> <li>• leadership styles</li> </ul>	<p>Be able to plan a sports activity session to include:</p> <ul style="list-style-type: none"> <li>• objectives for the session</li> <li>• appropriate venue</li> <li>• equipment needs</li> <li>• supervision needs</li> <li>• timing of activities</li> <li>• introduction/conclusion of session</li> <li>• basic warm up/cool down</li> <li>• skills and technique development</li> <li>• engaging</li> <li>• organisation</li> <li>• safety considerations when planning sports activity sessions</li> <li>• risk assessments</li> <li>• emergency procedure</li> </ul>	<p>Be able to deliver sports activity session</p> <ul style="list-style-type: none"> <li>• safe practice</li> <li>• delivery style</li> <li>• communication skills</li> <li>• motivation techniques</li> <li>• activity-specific knowledge</li> <li>• adaptability</li> </ul>	<p>Be able to evaluate own performance in delivering a sports activity session</p> <ul style="list-style-type: none"> <li>• what went well? - against the plan - against the delivery</li> <li>• what did not go well? - against the plan - against the delivery</li> <li>• what could be improved for the future? - against the plan - against the deliver</li> </ul>	<p>Be able to use skills, techniques and tactics/strategies/compositional ideas as an individual performer in a sporting activity</p> <ul style="list-style-type: none"> <li>• performance of skills and techniques</li> <li>• creativity</li> <li>• appropriate use of tactics/strategies/compositional ideas</li> <li>• decision-making during performance</li> <li>• ability to manage/maintain own performance</li> </ul>	<p>Be able to officiate in a sporting activity</p> <ul style="list-style-type: none"> <li>• how to apply rules and regulations relevant to the activity</li> <li>• the importance of accuracy</li> <li>• the use of signals</li> <li>• how to communicate decisions</li> <li>• the importance of positioning</li> </ul>
Key Assessments and assessment criteria	LO (Learning Objective) 1 Assignment submitted for feedback	LO2 Assignments (Risk Assessment and Session Plan) submitted for feedback	LO3 Assessment of students delivery of sports session	LO4 Assignment submitted for feedback	LO1 Assessment of students performance in an individual sport	LO3 Assessment of students performance as an official in an individual sport
Important literacy and numeracy developed this year	<p>Literacy – developing the understanding of new terms/ vocabulary/ developing word processing and typing skills/ developing skills to structure information and factual texts</p> <p>Numeracy – developing an understanding of time and timing within sports practices and drills/ developing accuracy in measuring and recording results in a practical context</p>					
Wider skills and enrichment	<p>Resourcefulness – IT Skills and File Management Reflectiveness – Seeking and responding to feedback Responsibility – Enthusiasm, zest and confidence Attendance at extra-curricular sports clubs are encouraged to develop either performance, leadership or officiating skills</p>					
How you can help your child at home	<p>Encourage organisation and time management to meet assignment deadlines Encourage students to commit to attending extra curricular sports clubs Encourage a broad interest and understanding of a range of sports and performers</p>					