



# THE YEAR 9

2023 - 24

## 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 PSHE, 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.

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. They will participate in our reading initiative 'Uniquely Portable Magic' during form time and students should be encouraged to read a variety of texts at home. 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, PSHE 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 Mr R Graham, and the Pastoral Manager for Year 9 is Mr M Stockman.** These members of staff know this year group very well, having supported them through Year 7 and 8.

# 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>Computing</b>	Understanding computers	Gdevelop	Computer crime and cyber security	Computational thinking	Python	Python Next Steps
<b>CoPE</b>	Working with others	Problem Solving	Science and Technology	International Links	Expressive Arts	Evidence Compilation
<b>Dance – GCSE/BTEC</b>	Performance skills: Introduction to physical, mental, expressive and technical skills.	Performance skills: Applying physical, mental, expressive and technical skills to ensemble performance work Dance Appreciation - Production features.	Performance and choreography skills: Developing physical, mental, expressive and technical skills for a performance inspired by professional repertoire. Dance Appreciation – study of professional work (1).	Performance and choreography skills in response to professional repertoire. Dance Appreciation – study of professional work (1).	Performance and choreography skills (choreographic devices). Dance Appreciation – study of professional work (2)	Duet choreography and performance: Choreographic devices, aural settings and choreographic relationships 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>	Day At The Beach	Stephen Lawrence & Brecht Workshops	A Monster Calls	Scripted Performance	Devising Workshops	Devising from a stimulus Perform devised projects
<b>Engineering Design</b>	Engineering drawings	Engineering drawings	Engineering drawings	Engineering drawings	Engineering drawings	Engineering drawings
<b>English</b>	Frankenstein/Story Writing	A Christmas Carol	Writing to Engage	Victorian Non-Fiction	Introduction to Macbeth	War Poetry/S&L
<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	World of Media	New Technology	New Technology	Family and Relationships	Family and Relationships
<b>Geography</b>	Earth Hazards	Earth Hazards continued				
<b>History</b>	The impact of the British Empire	Russia under communist rule	Life in Weimar Germany	Life in Nazi Germany and the Holocaust	Life in Britain after World War Two	Cold War conflict
<b>Mathematics</b>	Core Number	Core Number/Algebra	Algebra	Statistics	Geometry	Extension topics and assessments

<b>Media</b>	Introduction to key media frameworks – Media Language, Representation, Contexts, Audience and Industry with a Black Panther case study.	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	The James Bond franchise – films and posters past and present	Pokemon Go- exploring industry, marketing and audiences.	Practice NEA (coursework). Designing an original magazine according to set brief.
<b>Music</b>	Video Game Music	Band Project 1	Dance Music	Band Project 2	Minimalism	Band Project 3
<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>PSHE</b>	ABK learner Resilience Healthy Lifestyle STIs	Intimacy Consent Contraception	Cost of living Profit & loss Budgeting	First Aid Diet	Online Safety Pornography Extremism	Careers and employability
<b>RE</b>	Sikhism – An Introduction	Judaism – An Introduction	Buddhism - An Introduction	Hinduism – An Introduction	Relationships & Families	War, Peace & Conflict
<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 Starter into GCSE content
<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 leadership 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

<b>Life Ready Day 1</b>	WELLBEING
<b>Life Ready Day 2</b>	
<b>Life Ready Day 3</b>	

## 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
Component Knowledge	<p><b>Still Life: Laundry</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. A03, A02 Revisit Colour Theory. <b>Laundry &amp; washing &amp; confectionary themes.</b></p>	<p><b>Still Life: Laundry</b> Introduce A01, Greater depth, more thorough related studies linking artists to the A03 components and presenting creatively and consistently. <i>Eg Range of art movements and artists from: Van Gogh, Klimt, Picasso, Monet,</i></p>	<p><b>Still Life: Laundry</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: eg Op Art /Confectionary</b>  Start with recording influences and A03- emphasis on independence recall of skills. Creative techniques Numeracy Choice of media.</p>	<p><b>Mini Project: Op Art /Confectionary</b>  Components A01</p>	<p><b>Mini Project: Op Art /Confectionary</b> 3D process used. Independence. 2D designs and imagination brought to life in 3D. Evaluated</p>
Assessments and End Points	<p>A03- Recording A01- Responding A02- Developing A04- Refining Frequent verbal feedback and Targets set. AFL</p>	<p>A03 A01 A02 A04  8 weeks summative backs of books Weekly 1-1 AFL</p>	<p>A03 A01 A02 A04  Formal assessment. Peer assessment. Self assessment.</p>	<p>A03 A01 A02 A04  8 weeks Summative backs of books. AFL</p>	<p>A03 A01 A02 A04  Frequent verbal feedback and targets set 1-1.</p>	<p>A03 A01 A02 A04  Formative Assessment. Data.</p>
Wider skills						
Literacy & Numeracy	Worksheets, A01 analysis support handouts. Key glossary and terminology found in backs of student's sketchbooks. New Homework resources- termly.					
How you can help your child at home	Support them with Art resources independent learning happens at home too! Enjoy seeing progress after time has been spent on a piece of work and skills are developed, refined and confidence grows. <i>See quote.</i> Encourage creativity, expression and reflection.					

# 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
Component Knowledge	Understanding computers  Elements of a computer system The CPU Understanding Binary Binary Addition Storage Devices	Gdevelop  Properties and particle emitters Characters and sprites Collision detection Falling and spawning Rewards and hazards	Computer crime and cyber security  Email scams Computer misuse Protecting personal data Copyright	Computational thinking  Health and Safety Logical thinking Logic gates Abstraction Decomposition	Python  Input And Output If Statements More If Statements Going Loopy Text And Numbers Random Values	Python Next Steps  The basics Loops Lists Introducing functions Functions returning values
Assessments and End Points	Mis Point assessment	Assessment Point 1 - Forms			Assessment Point 2 - Forms	
Literacy & Numeracy	<b>Literacy</b> – key terminology. Knowledge organisers for each topic of work and key terms tests. Terminology such as: abstraction, decomposition, algorithms, extreme testing, erroneous testing, extreme testing, CPU, wide area networks, local area networks etc. <b>Numeracy:</b> Solving problems through computer programs that can figure out profit, currency exchange, converting numbers to binary, converting numbers to hexadecimal and representing problems through visual representations.					
Wider skills	<b>Transferable skills which are developed through this subject are:</b> Problem solving, calculated risk taking & Reflectiveness. Students are encouraged carry out research via media and the latest news stories surrounding Computer Science. Opportunities to take part in programming competitions to further develop skills.					
How you can help your child at home	Download Python and encourage your child to practise their programming skills at home, by using video resources and supportive texts provided in lessons. Regularly discussing technology developments and issues surrounding tech at home can develop answers in the classroom. Discuss jobs/industries family are employed in and how it relates to what they have been learning in classrooms. For additional activities go to <a href="https://www.thenational.academy/">https://www.thenational.academy/</a> or BBC Bitesize.					

## CoPE

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

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Component 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.
Assessments and End Points	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.					

## Dance

*'No one occupies the totality of his body as great dancers do.'*  
*Amélie Nothomb*

In year 8, students learnt about the use of performance and choreography skills and began to develop an ability to appreciate their own work and the work of others. Year 9 dance builds on the previous year's knowledge of those components however; students become 'dancers in training', improving their physical, technical, expressive and mental skills. Dancers engage in social learning by observing and absorbing what the choreographic process could possibly look like. Dance appreciation is developed further as dancers analyse their work and professional work. By year 10, dancers should be ready to embark on further rigour of performance training to support their ability to perform the mandatory exam solos.

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Skills and knowledge <i>Your child could use the One Dance UK website to support their learning</i> <a href="https://www.onedanceuk.org">https://www.onedanceuk.org</a> <i>and they could subscribe to an excellent resource called Artspool</i> <a href="https://www.artspool-e-learning.com/artspool/">https://www.artspool-e-learning.com/artspool/</a>	Training technique and learning performance repertoire: <b>physical and mental skills</b> . Understand differences between stimulus, process/approach and intention.	Rehearsal methods and <b>mental skills</b> developed for an ensemble performance. Practice <b>expressive skills</b> and <b>technical skills</b> . Apply practice to theory questions. Acquire knowledge about production features.	Development of <b>performance and choreography skills</b> (physical, mental, expressive and technical) based on a professional work. Appreciation ability: <b>analyse</b> production features in the first study of a professional piece.	Application of <b>performance and choreography skills</b> to rehearsals and in a live performance based on professional repertoire. Apply skills in <b>appreciating</b> dance whilst referring to the production features.	Training and application of increasingly challenging <b>performance skills</b> to rehearsals. Appreciation skills: <b>analyse</b> production features to second study of a professional piece.	Development of <b>physical and interpretive skills</b> to a duet/group performance. Appreciation skills: <b>compare and contrast</b> professional works.
Key Assessments and assessment criteria Perform Choreograph Theory knowledge of performing and choreography. Dance appreciation	Baseline written test. Keywords and spelling tests. Self-assessment	Self-assessment Appreciation written responses teacher assessed Performance feedback	Self-assessment and peer- assessment Appreciation written responses teacher assessed	Self-assessment Appreciation written responses teacher assessed Performance feedback	Self-assessment and peer- assessment Appreciation written responses teacher assessed	Self-assessment and peer- assessment Appreciation written responses teacher assessed
Important literacy and numeracy developed this year	Literacy: Learn and apply writing frameworks to short essay questions. Subject vocabulary increases and definitions of key terms must be learnt. Numeracy: Musicality and rhythmical links to sequencing. Study of accumulation and variation in choreography. Formulaic approaches to choreography.					
Wider skills and enrichment	Collaborative tasks to promote creative working. Study of professional works link to: democracy and law and cultural influences. Artistry is key as students are introduced to some of the best in the artistic world.					
How you can help your child at home	Help your child to revise by encouraging them to turn their resources into visual cues (mindmaps/poster/flipcards).					



## Dance - GCSE

*“No one occupies the totality of his body as great dancers do”. Amélie Nothomb*

In year 8, students learnt about the use of performance and choreography skills and began to develop an ability to appreciate their own work and the work of others. Year 9 dance builds on the previous year’s knowledge of those components however; students become ‘dancers in training’. They spend time improving their physical, technical, expressive and mental skills.

Dancers also engage in social learning by observing and absorbing what the choreographic process could possibly look like. Dance appreciation is developed further as dancers engage with analysis of their own work and professional work too. By year 10, dancers should be ready to embark on further rigour of performance training to support their ability to perform the mandatory exam solos.

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Skills and knowledge	Training technique and learning performance repertoire: physical and mental skills. Understand differences between stimulus, process and intention. <i>Your child could use the One Dance UK website to support their learning</i> <a href="https://www.onedanceuk.org">https://www.onedanceuk.org</a>	Rehearsal methods and mental skills developed. Practice expressive skills and technical skills. Apply practice to theory questions. Acquire knowledge about production features. <i>Look online at the AQA GCSE Dance specification (performance)</i>	Development of performance skills (physical, mental, expressive and technical) based on a professional work. Appreciation ability: analyse production features in the first study of a professional piece. <i>Look online at the AQA GCSE Dance specification (production features)</i>	Application of performance skills to rehearsals and in a live performance. Apply skills in appreciating dance whilst referring to the production features.	Training and application of increasingly challenging performance skills to rehearsals. Appreciation skills: analyse production features to second study of a professional piece.	Development of mental skills. Apply physical, expressive and technical skills to begin learning the exam solo piece. Appreciation skills: compare and contrast professional works. <i>Subscribe to an excellent resource called Artspool</i> <a href="https://www.artspool-e-learning.com/artspool/">https://www.artspool-e-learning.com/artspool/</a>
Key Assessments and assessment criteria	Baseline written test. Keywords and spelling tests. Self-assessment: AO3	GCSE Exam style questions: AO3 Performance feedback: AO1	GCSE Exam style questions. AO3 & AO4 Self-assessment: AO3	Choreography and performance feedback: AO1 & AO2 GCSE Exam style questions. AO3 & AO4	Self and peer assessment: Self-assessment: AO1 & AO2 Mock paper: AO4	Self- assessment: AO1 GCSE Exam style questions: AO4
AO1: Perform; AO2: Choreograph; AO3: Theory knowledge of performing and choreography; AO4: Dance appreciation.						
Literacy and Numeracy	Literacy: Learn and apply writing frameworks to short essay questions. Subject vocabulary expands and definitions of key terms must be learnt. Numeracy: Musicality and rhythmical links to sequencing. Study of accumulation and variation in choreography. Formulaic approaches to choreography					
Wider skills and enrichment	Collaborative tasks to promote creative working. Study of professional works link to: democracy and law and cultural influences. Artistry is key as students are introduced to some of the best in the artistic world.					
How you can help your child at home	Help your child to revise by encouraging them to turn their resources into visual cues (mind maps/poster/flipcards).					

## 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
Component 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.
Assessments and End Points	<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
<b>Component Knowledge</b>	<p>How to use comedy improvisation and devising skills to create extended drama.</p> <p>Exploring text through a set play.</p> <p>Intro to 'Things I Know To Be True' characters and themes. Key concepts: objectives, subtext. Using live theatre as a model. Blend of different scenes.</p>	<p>Exploring real life scenarios- the death of Stephen Lawrence. Themes- racism and prejudice. Improv skills in naturalistic style. Blend of whole group improv, duo improv and small groups. Key focus on acting 'real' and exploring naturalistic styles. Emotional connections.</p> <p>Intro to key elements of Brecht in practice. 4 workshops.</p>	<p>Responses to 'A Monster Calls'. Key themes- grief. Intro to more abstract forms of scripted performances. Blend of ensemble and small group scenes.</p> <p>Intro to elements of theatre staging and design. EG How to create a costume design for 'The Monster' character.</p>	<p>Focus on live theatre- students played a selection of live shows from DGP. Intro to methods of staging. Performance styles, genre, assessment of a performer's skills in writing- in the style of a theatre review. Some workshopping of chosen play texts.</p>	<p>Workshops in support of devising skills. Elements covered: Chorus work, physical theatre techniques, story structures, script writing for devising, verbatim theatre, using design as part of a devising project; lighting, costume, props, set. Approaches to minimal staging. Creative transitions.</p>	<p>Application of skills learnt in Summer Term 1 through and extended devising project based on the stimulus 'Automat' by Edward Hopper. In groups of 2-5. Pieces should include all key devising ingredients learnt. Each lesson has a goal EG- L1 develop your storyline and devise the first minute of stage action.</p>
<b>Assessments and End Points</b>	The performance of an extended devised piece of theatre.	Two assessed performances with verbal peer feedback.	The performance of an abstract fragment of play text	The performance of an extended extract of a play text. A evaluative piece of writing.	Assessment of a devised piece of theatre. Peer assessment of devising skills.	The performance of an extended piece of devised theatre- 8-12 mins. Some may opt for design elements, working across groups.
<b>Important literacy and numeracy developed this year</b>	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.					
<b>Wider skills and enrichment</b>	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.					
<b>How you can help your child at home</b>	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
Component 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/shading_techniques1.pdf">https://www.technologystudent.com/mobapps/shading_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>
Assessments and End Points	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	Summer Term 2
	Frankenstein/Story Writing	A Christmas Carol	Writing to Engage	Victorian Non-Fiction	An Introduction to Shakespeare	War Poetry/S&L
Component Knowledge	<p><b>Reading Thematic Foci:</b> Science vs Religion/Social responsibility/Repression/Secrecy Plot sequence Description of character</p> <p><b>Writing Skills</b> Using the novel form to help create: Characterisation Plot Structure Exposition/Climax/Resolution/Cliffhanger Cyclical Structures Shifts in perspective</p>	<p>Making thoughtful, developed and relevant responses to the themes of spirit, responsibility and redemption. Embedding apt, and if possible judicious quotations to support points and analysis. Selecting relevant subject terminology When exploring a text. Exploring the writer's viewpoints and perspectives when studying the novel as a whole and relating these ideas to the social context.</p>	<p>Writing to create a viewpoint Arguing &amp; Persuading Applying devices for effect Cohesion in writing</p>	<p><b>Reading Thematic Foci:</b> Contemporary vs Literary Heritage/ Internal, External, Physical and Mental Conflict</p> <p><b>Analytical Skills:</b> Language analysis Structural analysis Contextual links Comparison of writers' themes and ideas</p>	<p><b>Reading Thematic Foci:</b> Hamartia/Tragic Heroes/ Powerful Relationships/ Obligation/Violence/ Gender/ Destiny &amp; Fate Characterisation Plot Structure</p> <p><b>Analytical Skills:</b> Analysing language &amp; structure Evaluating a writer's intentions Applying devices to analysis, judiciously</p>	<p>Making thoughtful, developed and relevant responses to the themes of power and conflict. Embedding apt, and if possible judicious quotations to support points and analysis. Selecting relevant subject terminology When exploring a text. Exploring and comparing the writers' viewpoints and perspectives when studying the poems and relating these ideas to the social context.</p>
Assessments and End Points	Narrative Writing Assessment	Literature Essay Structure	Creative Writing	Comparison Skills	Literature Essay Structure	Comparison of war poems
Important literacy and numeracy developed this year	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. Encouraging pupils to read widely by introducing them to texts that link to our current topics. Enabling your child to revise future GCSE topics/texts on BBC Bitesize (please see Year 10 topic trackers for this information). <a href="https://senecalearning.com/en-GB/">https://senecalearning.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
Component Knowledge	<p><b>Practical Work:</b> Cheese and Potato Pie, Beef Burgers Cheese and tomato flan, Sweet and Sour Chicken with Rice, Fish Pie Group experiment-using different sugars to make fairy Cakes <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) Group activity – pastry experiment Modified Cookies Carrot Cake Swiss Roll <b>Theory:</b> Saturated Fats Unsaturated Fats (monounsaturated and polyunsaturated) Shortening Aeration Plasticity Emulsification</p>	<p><b>Practical Work:</b> Soup Eve's Pudding <b>Theory:</b> Fat soluble vitamins: A, D, E, K Water soluble vitamins: B group (1, 2, 3, 6 + 12) Vitamin C Loss of water soluble vitamins when cooking. Antioxidant functions of vitamins: A, C, E Minerals: Calcium, Iron, Sodium (salt), Fluoride Iodine, Phosphorous 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 Choosing a teenage meal against a design brief <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 Eat well guide. Vegetarian main meal must include Vitamin B complex and iron. Luscious Lemon and Raspberry Sandwich cake (coeliac) <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 Produce a dish that includes 2 Fairtrade products Produce a dish that uses up some waste food Taste test comparison of an organic product versus mass produced. <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>
Assessments and End Points	<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	<b>Theme 1 – Identity and Culture</b> <b>Music, cinema and TV:</b> Discussing television, music and films Describing free-time activities in all three time-frames with a focus on the world of media Exploring French films and music		<b>Theme 1 – Identity and Culture</b> <b>Technology in everyday life:</b> Communicating online The uses of social media Discussing the pros and cons of social media The uses of mobile technology The benefits and dangers of mobile technology		<b>Theme 1 – Identity and Culture</b> <b>Relationships with family and friends:</b> Talking about yourself and your family Getting on with others <b>Marriage and Partnership:</b> Personal relationships Future relationships	
Key Assessments	One receptive skill and one productive skill assessment		One receptive skill and one productive skill assessment	Launch preparation of AQA GCSE General Conversation Questions, Theme 1	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
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 and music. 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 as well as our very own French website which draws together all the main websites and resources for independent study. All students need a pocket size bilingual dictionary. CGP Revision Guides and Revision Question Cards are recommended purchases.					

# 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
<b>Component Knowledge</b>	<u>Earth Hazards</u>	<u>Earth Hazards continued</u>				
<b>Additional Websites:</b>						
<b>Assessments and End Points</b>	Mid point assessment on Earth hazards	Assessment point 1 Earth hazards			Assessment point 2	
<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.					



## 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
Component Knowledge	Students learn about the impact of the British Empire on various nations around the world. This embeds learning from year 8 and develops key GCSE skills and knowledge in preparation for the GCSE course.	Russia under communist rule 1917 - 1939: Students explore the changing experiences of Russian people in varied parts of Russian society.	Life in Weimar Germany: Students explore the impact of World War One on Germany in the 1920s. Students also examine the seeds of Hitler's rule of Germany.	Life in Nazi Germany and the Holocaust: Students develop interpretation skills through examining the different experiences of social groups in Nazi Germany.	Life in Britain after World War Two: Students explore the changing experiences for women, ethnic minorities and the youth in the latter part of the 20th century Britain.	Conflict after World War Two: Students develop an understanding of how tension and hostility developed between the superpowers in the wake of World War Two.
Assessments and End Points	<b>Assessment:</b> In class extended writing	<b>Assessment 1:</b> Source skills and essay writing.	<b>Assessment:</b> In class extended writing	<b>Assessment:</b> In class extended writing	<b>Assessment 3: Source skills and essay writing.</b>	<b>Assessment: In class extended writing</b>
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	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.					

# 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
Component 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 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	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
Assessments and End Points	Summative Assessment 1		Summative Assessment 2		Summative Assessment 3	
Important literacy and numeracy developed this year	Extensive focus on question interpretation ensuring pupils are aware of the Maths skill they need to use and the importance of showing all relevant working out					
Wider skills and enrichment	Linking Maths skills to real life applications considering how Mathematical 'proofs' have influenced the world					
How you can help your child at home	Ensure they complete all independent study and encourage them to use the online support such as <a href="http://Hegartymaths.co.uk">Hegartymaths.co.uk</a> and <a href="http://vle.Mathswatch.co.uk">vle.Mathswatch.co.uk</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, newspapers, magazines, music videos, video games, film and TV

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Component 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	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.	BOND · 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	POKEMON GO- Understanding how gaming companies target audiences through marketing and promotion, how creative industries generate revenue through convergence and cross-platform marketing with other companies.	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
Assessments and End Points	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 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 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 1- Media Industries and Audiences stepped questions (18 marks)	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

*'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
Component Knowledge	<b>Video Game Music</b> -Students will develop their understanding of how music is used in video games. -Students will compose their own video game music.	<b>Band Project 1- Christmas</b> -Students will learn how music works in a band by learning a new instrument. -Students will then work as part of band to put a Christmas song together.	<b>Dance Music</b> -Students will discover the history of dance music through time. -Students will compose their own dance piece.	<b>Band Project 2- Live Lounge</b> -Students will develop their instrumental skills through band work with a focus on live lounge music by making the song their own.	<b>Minimalism</b> -Students will explore new ways in how music is developed from small ideas. -Students will work on their music technology skills by becoming a producer.	<b>Band Project 3- Song Writing</b> -Students will create their own music as part of a group. -Students will learn the fundamentals of song writing and how to create their own chord patterns and lyrics.
Assessments and End Points	Composition of video game.	Performance of Christmas Song in groups.	Test on key words and definitions.	Performance of Live Lounge song in groups.	Test on key words and definitions.	Performance of their own song as a group.
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.					

## 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

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
<b>Component Knowledge</b>	<ul style="list-style-type: none"> <li>Methods of training</li> <li>· Invasion games</li> <li>· Net games</li> <li>· Dance</li> <li>· Trampolineing</li> <li>· Problem solving</li> <li>· Fitness</li> <li>· Develop tactics</li> <li>· Improve techniques</li> <li>· Introduce competition</li> <li>· Analysis of performance</li> <li>· Intellectual and physical challenges</li> <li>· Dance techniques</li> </ul>	<ul style="list-style-type: none"> <li>Fitness tests</li> <li>· Invasion games</li> <li>· Net games</li> <li>· Dance</li> <li>· Trampolineing</li> <li>· Problem solving</li> <li>· Fitness</li> <li>· Develop tactics</li> <li>· Improve techniques</li> <li>· Introduce competition</li> <li>· Analysis of performance</li> <li>· Intellectual and physical challenges</li> <li>· Dance techniques</li> </ul>	<ul style="list-style-type: none"> <li>Leadership/Coaching</li> <li>· Invasion games</li> <li>· Net games</li> <li>· Dance</li> <li>· Trampolineing</li> <li>· Problem solving</li> <li>· Fitness</li> <li>· Develop tactics</li> <li>· Improve techniques</li> <li>· Introduce competition</li> <li>· Analysis of performance</li> <li>· Intellectual and physical challenges</li> <li>· Dance techniques</li> </ul>	<ul style="list-style-type: none"> <li>Leadership/Coaching</li> <li>· Invasion games</li> <li>· Net games</li> <li>· Dance</li> <li>· Trampolineing</li> <li>· Problem solving</li> <li>· Fitness</li> <li>· Develop tactics</li> <li>· Improve techniques</li> <li>· Introduce competition</li> <li>· Analysis of performance</li> <li>· Intellectual and physical challenges</li> <li>· Dance techniques</li> </ul>	<ul style="list-style-type: none"> <li>Aerobic and anaerobic</li> <li>· Athletics</li> <li>· Net games</li> <li>· Striking and fielding</li> <li>· Working at/near maximal levels</li> <li>· Develop tactics</li> <li>· Improve techniques</li> <li>· Introduce competition</li> <li>· Analysis of performance</li> <li>· Intellectual and physical challenge</li> </ul>	<ul style="list-style-type: none"> <li>Motivation</li> <li>· Athletics</li> <li>· Net games</li> <li>· Striking and fielding</li> <li>· Working at/near maximal levels</li> <li>· Develop tactics</li> <li>· Improve techniques</li> <li>· Introduce competition</li> <li>· Analysis of performance</li> <li>· Intellectual and physical challenges</li> </ul>
<b>Assessments and End Points</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
<b>Component Knowledge</b>	Know the personal qualities, styles, roles and responsibilities associated with effective sports leadership <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>	Be able to plan a sports activity session to include: <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>	Be able to deliver sports activity session <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>	Be able to evaluate own performance in delivering a sports activity session <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>	Be able to use skills, techniques and tactics/strategies/compositional ideas as an individual performer in a sporting activity <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>	Be able to officiate in a sporting activity <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>
<b>Assessments and End Points</b>	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
<b>Important literacy and numeracy</b>	Literacy – developing the understanding of new terms/ vocabulary/ developing word processing and typing skills/ developing skills to structure information and factual texts Numeracy – developing an understanding of time and timing within sports practices and drills/ developing accuracy in measuring and recording results in a practical context					
<b>Wider skills and enrichment</b>	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					
<b>How you can help your child at home</b>	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.					

# 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
Component 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 AO'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 AO'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.
Assessments and End Points	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.  <b>Career focus</b>	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. A series of <b>DIN</b> activities support students with <b>a01 artists</b> , analysis and engagement.					
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					

## PSHE

*'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
Component Knowledge	ABK learner Resilience Healthy Lifestyle STIs	Intimacy Consent Contraception	Cost of living Profit & loss Budgeting	First Aid Diet	Online Safety Pornography Extremism	Careers and employability
Assessments and End Points	Students understanding of the three areas of PSHE : Health & Wellbeing, Living in the Wider World and Relationships & Sex Education are assessed at the start, the midpoint and the end of the school year.					
Important literacy	Key words associated with topics, including consent, intimacy, delay, boundaries, apprenticeship, employment, university					
Wider skills and enrichment	Employability, revision skills, e-safety					
How you can help your child at home	Our lessons take place during once per fortnight. Please ask students what they have been learning about and encourage them to articulate their thoughts and opinions. Encourage your child to discuss topics with you at home, sharing solutions and upholding positive behaviours.					



## 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
<b>Component Knowledge</b>	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.	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.	Peace and Conflict and Relationships and Families over run the half terms and will run into the first half of the Spring term.	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? The oneness of God and the Trinity. Christian beliefs about creation.	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?	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?
<b>Assessments and End Points</b>	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.
<b>Important literacy and numeracy</b>	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.					
<b>Wider skills</b>	Students are encouraged to be aware of the world around them.					
<b>How you can help your child at home</b>	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>Component 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 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 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>Assessments and End Points</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 every day 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
<b>Component Knowledge</b>	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.
<b>Assessments and End Points</b>	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	
<b>Important literacy and numeracy developed this year</b>	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.					
<b>Wider skills and enrichment</b>	Cultural Capital – Exploring Spanish cinema, music, traditions and celebrations in Spanish-speaking countries. Onatti Theatre Visit. Skills for Success – Translation and Conversational skills.					
<b>How you can help your child at home</b>	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
<b>Component Knowledge</b>	Know the personal qualities, styles, roles and responsibilities associated with effective sports leadership <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>	Be able to plan a sports activity session to include: <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>	Be able to deliver sports activity session <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>	Be able to evaluate own performance in delivering a sports activity session <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>	Be able to use skills, techniques and tactics/strategies/compositional ideas as an individual performer in a sporting activity <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>	Be able to officiate in a sporting activity <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>
<b>Assessments and End Points</b>	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
<b>Important literacy and numeracy developed this year</b>	Literacy – developing the understanding of new terms/ vocabulary/ developing word processing and typing skills/ developing skills to structure information and factual texts Numeracy – developing an understanding of time and timing within sports practices and drills/ developing accuracy in measuring and recording results in a practical context					
<b>Wider skills and enrichment</b>	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					
<b>How you can help your child at home</b>	Encourage organisation and time management to meet assignment deadlines Encourage students to commit to attending extracurricular sports clubs Encourage a broad interest and understanding of a range of sports and performers					