



THE YEAR 9

2024 - 25

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
Art	Still Life	Still Life	Still Life	Mini Project	Mini Project	Mini Project
Computing	Computer crime & cyber security	Gdevelop	Understanding computers	AI and Machine Learning	Python	Python Next Steps
CoPE	Working with others	Problem Solving	Science and Technology	International Links	Expressive Arts	Evidence Compilation
Dance	Bootcamp dance training. Set phrase: Physical Skills	Synergy Quartet	Choreography: Dreams and Nightmares	Choreography: Dreams and Nightmares	Style Repertoire Study	A Linha Curva: The Carnival
Design & Tech	History of design movement	Sketching skills	Modelling skills	Product disassembly	Product manufacture	Testing and evaluation skills
Drama	Day At The Beach	Stephen Lawrence & Brecht Workshops	A Monster Calls	Scripted Performance	Devising Workshops	Devising from a stimulus Perform devised projects
English	A Christmas Carol	Frankenstein / story writing	Travel Writing	Introduction to Macbeth	non-fiction texts / S&L	War Poetry
Food	Introduction Energy	Micronutrients Proteins	Fats Sugar	Fair trade Carbohydrates	Sensory analysis	Rising agents
French	World of Media	World of Media	New Technology	New Technology	Family and Relationships	Family and Relationships
Geography	Earth Hazards	Earth Hazards and Decision making exercise – should a cruise ship port be build in Grand Cayman?	Climate change causes	Climate change solutions and fieldwork investigation on ABK sustainability	Global issues – Africa, colonialism and piracy	Global Issues continued
History	20th Century Russia and its rulers, 1900 - 1939	The rise of Hitler in Weimar Germany	Life in Nazi Germany	The Holocaust	African American Civil Rights in the 1950s and 1960s	Life in Britain after World War Two
Mathematics	Core Number	Core Number/Algebra	Algebra	Statistics	Geometry	Extension topics and assessments
Media	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.
Music	Rock ‘n’ Roll and Rock Anthems	Video Game Music	Loop Project- Arranging	Pop Conventions	Bhangra and Calypso Music	Single Release Project

PE - Core	Methods of training	Fitness tests	Leadership/ coaching	Leadership/ coaching	Aerobic and anaerobic	Motivation
PE - GCSE	Physical training	Quantitative and qualitative data	Applied anatomy and physiology	Exam techniques	Movement analysis	Movement analysis
PSHE	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
RE	Sikhism – An Introduction	Judaism – An Introduction	Buddhism - An Introduction	Hinduism – An Introduction	Relationships & Families	War, Peace & Conflict
Science	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
Spanish	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
Sports Studies	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

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	Still Life: Laundry 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. Laundry & washing & confectionary themes.	Still Life: Laundry 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 to working styles seen with Sarah Graham, Nigel Humpheries and Joel Penkman.</i>	Still Life: Laundry Focus is the outcome. A04 A larger scale piece taking lessons to complete with refinements and greater skill. Students respond to the theme.	Mini Project: eg Op Art /Confectionary Start with recording influences and A03- emphasis on independence recall of skills. Creative techniques Numeracy Choice of media.	Mini Project: Op Art /Confectionary Components A01	Mini Project: Op Art /Confectionary 3D process used. Independence. 2D designs and imagination brought to life in 3D. Evaluated
Assessments and End Points	A03- Recording A01- Responding A02- Developing A04- Refining Frequent verbal feedback and Targets set. AFL	A03 A01 A02 A04 8 weeks summative backs of books Weekly 1-1 AFL	A03 A01 A02 A04 Formal assessment. Peer assessment. Self assessment.	A03 A01 A02 A04 8 weeks Summative backs of books. AFL	A03 A01 A02 A04 Frequent verbal feedback and targets set 1-1.	A03 A01 A02 A04 Formative Assessment. Data.
Wider skills	Careers and awareness of options and future intentions.					
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	Computer crime and cyber security Email scams Computer misuse Protecting personal data Copyright	Gdevelop Properties and particle emitters Characters and sprites Collision detection Falling and spawning Rewards and hazards	Understanding computers	AI and Machine Learning	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	Do Now activities – retrieval of prior learning Mid-Point Quiz	Assessment Point 1 – Quizizz Do Now activities – retrieval of prior learning Assessment of Computing skills	Do Now activities – retrieval of prior learning Mid-Point Quiz	Assessment Point 2 – Quizizz Do Now activities – retrieval of prior learning Assessment of Computing skills	Assessment Point 2 – Quizizz Do Now activities – retrieval of prior learning Mid-Point Quiz	Do Now activities – retrieval of prior learning Assessment of Computing skills
Literacy & Numeracy	Literacy – 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. Numeracy : 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	Transferable skills which are developed through this subject are: 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 https://www.thenational.academy/ 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	Working with others- Citizenship and community. Raise money for a good cause	Problem solving- 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.	Science and Technology- 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.	International Links- 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.	Expressive Arts- 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> https://www.onedanceuk.org <i>and they could subscribe to an excellent resource called Artspool</i> https://www.artspool-e-learning.com/artspool/	Training technique and learning performance repertoire: physical and mental skills . Understand differences between stimulus, process/approach and intention.	Rehearsal methods and mental skills developed for an ensemble performance. Practice expressive skills and technical skills . Apply practice to theory questions. Acquire knowledge about production features.	Development of performance and choreography skills (physical, mental, expressive and technical) based on a professional work. Appreciation ability: analyse production features in the first study of a professional piece.	Application of performance and choreography skills to rehearsals and in a live performance based on professional repertoire. 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 physical and interpretive skills to a duet/group performance. Appreciation skills: compare and contrast 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.					

Dance

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

In year 8, students learnt about street dance and how to perform in a stylistically accurate way. They challenged their bodies to learn physical theatre skills and created a duet on the topic confrontation. In year 9, dance appreciation is developed further as students engage with analysis of their own work, learning how their physical skills can be trained. In choreography, students undergo the choreographic process to produce a full piece of dance based on a theme. By year 10, dancers should be ready to embark on further rigour of performance training to support their ability to perform challenging dance work.

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Skills and knowledge	Participate in bootcamp training which aims to develop strength, stamina, balance, control, isolation, coordination, flexibility, extension, mobility, posture and alignment. Learn and perform a set phrase as a duet in exam performance conditions. <i>Look online at the AQA GCSE Dance specification (performance) and ask a ABK Dance Family member for training advice.</i>	Synergise each dancer's physical skill to create a quartet which demonstrates the application of strength, stamina, balance, control, isolation, coordination, flexibility, extension, mobility, posture and alignment.	Know how to create movement material using dreams and nightmares as a stimulus. Students will learn how to structure choreography in order to produce a full piece.	Know how to rehearse and refine a full piece of choreography.	Develop performance skills in different dance styles taking inspiration from a range of professional repertoire.	Increase knowledge of how styles can fuse to create unique performance work. Study Itzik Galili's A Linha Curva and create a practical response to the stimulus, approach and intention of the work.
Key Assessments and assessment criteria	Final lesson: Performance: Perform a physical theatre in a duet.	Peer and self-assessment throughout the process.	Teacher and peer assessment throughout the process.	Final lesson: Performance and written evaluation	Peer and self-assessment throughout the process.	Final lesson: Performance: Teacher assessed.
Literacy and Numeracy	Literacy: Learn and apply a writing framework for self-assessment. 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.					
Wider skills and enrichment	Collaborative tasks to promote creative working. Study of professional works link to: 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	Students will investigate different design movements throughout history and be able to draw out their key features and general trends. Then the students will look at product design and the use of CAD to be able to support design development. Students will then produce a series of models which represent the different movements throughout history.			Students will begin this term looking at product disassembly and how to safely repair and replace products. After they will begin the manufacture of their 3D clocks based of one of the designs they has original made. Finally, they will evaluate their design against ACCESS FM, suggesting any improvements or changes they could make.		
Assessments and End Points	<u>Formative assessment 1:</u> Students will be graded based on their practical output from their drawings/models. <u>Summative assessment 1:</u> Students will need to demonstrate a focus task on a CAD programme.			<u>Formative assessment 1:</u> Students will be graded based on their practical output from their final prototype. <u>Summative assessment 1:</u> Students will complete a written paper consisting of the theory work they have covered over KS3.		
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
Component Knowledge	<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>
Assessments and End Points	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.
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.					

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
	A Christmas Carol	Frankenstein / Narrative Writing	Travel Writing	An Introduction to Macbeth	Non-Fiction texts / S&L	War Poetry
Component Knowledge	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.	Reading Thematic Foci: Science vs Religion/Social responsibility/Repression/Secrecy Plot sequence Description of character Writing Skills Using the novel form to help create: Characterisation Plot Structure Exposition/Climax/Resolution/Climax Cyclical Structures Shifts in perspective	Writing to create a viewpoint Arguing & Persuading Applying devices for effect Cohesion in writing	Reading Thematic Foci: Hamartia/ Tragic Heroes/ Powerful Relationships/ Obligation/Violence/ Gender/ Destiny & Fate Characterisation Plot Structure Analytical Skills: Analysing language & structure Evaluating a writer's intentions Applying devices to analysis, judiciously	Reading Thematic Foci: Reading a variety of non-fiction texts to identify perspective and make thoughtful, developed and relevant responses. Analytical Skills: Language analysis Structural analysis Contextual links Comparison of writers' themes and ideas	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.
Assessments and End Points	Literature Essay Structure	Narrative Writing Assessment	POV Writing	Literature Essay Structure	Speaking and Listening	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). https://senecalearning.com/en-GB/ https://www.bbc.co.uk/bitesize/levels/z98jmp3					

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.

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Component Knowledge	Theory: Introduction- going over routines and expectations of food lessons. Energy- looking at the use of energy in our body, discussing key words like BMR, PAL, ENERGY BALANCE. Practicals : Chopping skills- potatoes	Theory: Micronutrients- Vitamins and minerals Proteins- Function of proteins, excess and deficiency. Discussing key words: Denaturing, coagulation, amino acids. Practicals : Moroccan cous cous salad Ultimate burgers	Theory: Fats- Function of fats, Sources, Excess and deficiency. Looking at the chemical properties of fats and the makeup of fats. Key words: Saturated, Unsaturated, Lipids, Triglyceride, plasticity, Shortening, Aeration, Emulsification. Sugar- Sources, Provenance of sugar, uses of sugar. Key words: Monosaccharide, Disaccharide, Glucose, Fructose, Lactose, Caramelisation, Dextrinization. Practicals : Mini Apple pies Sweet and sour chicken	Theory: Fair trade- looking at chocolate and the fair-trade industry. Carbohydrates- The chemical properties of carbohydrates. Key words: Gelatinisation, Dextrinization, Caramelisation. Practicals: Brownies Spring rolls	Theory: Sensory analysis- how to carry out sensory analysis, the conditions for sensory analysis. Key words: Senses, star diagram, sensory descriptive words. Practicals: Cheese tasting	Theory: Rising agents- How raising agents work and the different types of Raising agents. Mini NEA 1 practice. Practical: Cupcake tasting
Assessments and End Points	Baseline assessment	Summative Assessment 1 Covers all work this term	Mini Assessment- Sweet and sour chicken.	Summative Assessment 2 Covers all work this term	Mini assessment- Sensory analysis	Summative assessment based on all the content of the year.
Literacy & Numeracy	Literacy -developing the understanding of new terms/vocabulary/developing an understanding of detail needed in extended questions. Numeracy -developing an understanding of time and timings in practical work/developing an understanding of how to compare nutritional data against the Governments guidelines.					
Wider skills and enrichment	Resourcefulness -developing problem solving with investigative and practical work. Developing creativity with practical work. Reflectiveness -seeking and responding to feedback. Time management and personal organisation with assignments. Reciprocity -Working as a team in a practical context.					
How you can help your child at home	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</i> www.foodafactoflife.org.uk , www.nutrition.org.uk , www.bbc.co.uk/bitesize					

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	Theme 1 – Identity and Culture Music, cinema and TV: 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		Theme 1 – Identity and Culture Technology in everyday life: 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		Theme 1 – Identity and Culture Relationships with family and friends: Talking about yourself and your family Getting on with others Marriage and Partnership: 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 www.gcsepod.com (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
Component Knowledge	Earth Hazards Explore what causes tectonic hazards of volcanoes, earthquakes and subsequent Tsunamis. Investigate a case study of Montserrat's volcanic eruption in 1997.	Earth Hazards continued We will compare the cause, effects and responses to the earthquakes that occurred in Nepal and L'Aquila in Italy. DME – We will explore real life decision making exercise of whether a cruise ship port should be built in Grand Cayman	Climate Change causes Using the film 'The Lorax', we will explore the causes of climate change on our planet.	Climate Change solutions We will explore the mitigation and adaptations that form the current solutions for climate change. We will design a future sustainable city and consider what students can do to help tackle climate change Fieldwork – To investigate the sustainability of our school ABK	Global Issues and solutions To explore Africa's past of colonialism, and the issue that has left the continent with some big issues, starting with Piracy. The film 'Captain Phillips' will be used to explore this issue.	Global issues continued Overfishing Plastics in our oceans. COVID Ebola
Additional Websites:	https://www.bbc.co.uk/bitesize/topics/zn476sg		https://www.bbc.co.uk/bitesize/guides/zx234j6/revision/1	https://www.bbc.co.uk/bitesize/guides/zx234j6/revision/1	https://www.bbc.co.uk/bitesize/topics/zjsc87h/articles/zjqwjsq	https://www.bbc.co.uk/bitesize/topics/zjsc87h/articles/z72q7yc
Assessments and End Points	Mid point assessment on Earth hazards	Assessment point 1 Earth hazards		Designing a sustainable city – learning grade	Assessment point 2	
Literacy & Numeracy	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.					
Wider skills and enrichment	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.					
How you can help your child at home	Use BBC bitesize to explore more topics in detail https://www.bbc.co.uk/bitesize/subjects/zrw76sg					

History

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

The economic, social and military developments of the 20th century is explored using rigorous analysis of historical information which prepares students well for the future.

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Component Knowledge	<ul style="list-style-type: none"> - The Tsar - Russia under communist rule 1917 – 1939. -Changing experiences of Russian people. -Causation -Political history -Capitalism and communism 	<ul style="list-style-type: none"> -The rise of Hitler in Weimar Germany -the impact of World War One on Germany in the 1920s. -economic history - political change 	<ul style="list-style-type: none"> -Life in Nazi Germany -Interpretation skills -Social history - The different experiences of social groups in Nazi Germany. 	The Holocaust: Students learn about the atrocities experienced by Jewish people in the 1930s and the holocaust.	<ul style="list-style-type: none"> -African American Civil Rights. -Discrimination. -Changes. Civil rights - Causation and change. 	<ul style="list-style-type: none"> -Life in Britain after World War Two. -The changing experiences for ethnic minorities and the youth in the latter part of the 20th century Britain. -Social history.
Assessments and End Points	Assessment: In class extended writing	Assessment: In class extended writing	Assessment: Essay writing	Assessment: In class extended writing	Assessment: In class extended writing	Assessment: In class extended writing
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 Hegartymaths.co.uk and vle.Mathswatch.co.uk .					

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	Literacy: · 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. Numeracy: · 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	Rock 'n' Roll and Rock Anthems -Students will learn the key features from both genres. -There will be an opportunity to develop instrumental skills and begin to play as an ensemble. -Listening activities in every lesson to ensure that wider listening from the genre is covered.	Video Game Music -Students will develop their understanding of how music is used in video games. -Compose music for characters using the elements of music as their focus. -Students will compose their own video game music. -Students will start to use Music software Bandlab to record in their ideas for composition.	Loop Project- Arranging -Students will use music software Bandlab to develop their music technology skills. -Using the elements of music, they will create a piece of music. -Students will also learn how to create their own loops on Bandlab.	Pop Conventions -Students will learn the key features from the different genres within Pop Conventions. -There is an opportunity to further develop instrumental skills from the first unit of the year. -Wider listening to cover all the different types of music within this genre.	Bhangra and Calypso Music -Students will start to look at World Music and in particular the above styles. -Learn about the key features of this genre and begin to play music from this style. -Students will develop their listening and appraising skills and try to identify key instruments from this genre.	Single Release Project -Students will work in groups to create a piece of music that could be released as a single. -Develop and strengthen skills from Bandlab to make the music. -Develop and strengthen instrumental skills to enhance their piece further. -Work as a group to create a successful project.
Assessments and End Points	End of unit performance and quiz on the key features.	Composition of video game music.	Submit their arrangement of loops from Bandlab.	End of unit performance.	End of unit performance and quiz on key features.	Submit their piece from bandlab and create short presentation.
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
Component Knowledge	Methods of training · Invasion games · Net games · Dance · Trampolining · 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 · Trampolining · 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 · Trampolining · 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 · Trampolining · 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
Assessments and End Points	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
Important literacy and numeracy developed this year	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.					
How you can help your child at home	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
Component Knowledge	Know the personal qualities, styles, roles and responsibilities associated with effective sports leadership <ul style="list-style-type: none"> • different leadership roles and opportunities in sport • role-related responsibilities • personal qualities which relate to leadership roles • leadership styles 	Be able to plan a sports activity session to include: <ul style="list-style-type: none"> • objectives for the session • appropriate venue • equipment needs • supervision needs • timing of activities • introduction/conclusion of session • basic warm up/cool down • skills and technique development • engaging • organisation • safety considerations when planning sports activity sessions • risk assessments • emergency procedures 	Be able to deliver sports activity session <ul style="list-style-type: none"> • safe practice • delivery style • communication skills • motivation techniques • activity-specific knowledge • adaptability 	Be able to evaluate own performance in delivering a sports activity session <ul style="list-style-type: none"> • what went well? - against the plan - against the delivery • what did not go well? - against the plan - against the delivery • what could be improved for the future? - against the plan - against the delivery 	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"> • performance of skills and techniques • creativity • appropriate use of tactics/strategies/compositional ideas • decision-making during performance • ability to manage/maintain own performance 	Be able to officiate in a sporting activity • how to apply rules and regulations relevant to the activity <ul style="list-style-type: none"> • the importance of • the importance of accuracy • the use of signals • how to communicate decisions • the importance of positioning
Assessments and End Points	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	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					
Wider skills and enrichment	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					
How you can help your child at home	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.					

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
Component Knowledge	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?
Assessments and End Points	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
Component Knowledge	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: https://classroom.thenational.academy/units/atoms-and-the-periodic-table-68d3	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: https://classroom.thenational.academy/units/digestion-and-nutrition-9fd9	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 Units of work here: https://classroom.thenational.academy/units/chemical-reactions-5ffa	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 Units of work: https://classroom.thenational.academy/units/infection-and-response-4f71	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 Units of work here: https://classroom.thenational.academy/units/energy-changes-b607	Photosynthesis Respiratory system Respiration Types of bonding; covalent, ionic and metallic Properties of bonding Evaluating methodology Units of work: https://classroom.thenational.academy/units/bonding-structure-and-the-properties-of-matter-e93f
Assessments and End Points	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
Literacy and Numeracy	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.					
Wider skills and enrichment	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.	
How you can help your child	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
Component 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.
Assessments and End Points	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	
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
Component Knowledge	Know the personal qualities, styles, roles and responsibilities associated with effective sports leadership <ul style="list-style-type: none"> different leadership roles and opportunities in sport role-related responsibilities personal qualities which relate to leadership roles leadership styles 	Be able to plan a sports activity session to include: <ul style="list-style-type: none"> objectives for the session appropriate venue equipment needs supervision needs timing of activities introduction/conclusion of session basic warm up/cool down skills and technique development engaging organisation safety considerations when planning sports activity sessions risk assessments emergency procedure 	Be able to deliver sports activity session <ul style="list-style-type: none"> safe practice delivery style communication skills motivation techniques activity-specific knowledge adaptability 	Be able to evaluate own performance in delivering a sports activity session <ul style="list-style-type: none"> what went well? - against the plan - against the delivery what did not go well? - against the plan - against the delivery what could be improved for the future? - against the plan - against the deliver 	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"> performance of skills and techniques creativity appropriate use of tactics/strategies/compositional ideas decision-making during performance ability to manage/maintain own performance 	Be able to officiate in a sporting activity <ul style="list-style-type: none"> how to apply rules and regulations relevant to the activity the importance of the importance of accuracy the use of signals how to communicate decisions the importance of positioning
Assessments and End Points	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	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					
Wider skills and enrichment	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					
How you can help your child at home	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					