Southam College

YEAR 9 CURRICULUM GUIDE

2021 - 2022

Stowe Valley | Southam College | BILTONSCHOOL | Kineton High School

Contents

Core Curriculum

Option Subjects

The Y9 Curriculum

The Year 9 curriculum has been designed to ensure students continue to experience a broad curriculum that prepares them to be successful in the next stage of their education and beyond. Alongside an extensive core curriculum, students have some choice of what subjects they want to study in more depth. This enables teachers to develop a challenging Year 9 curriculum that allows students to learn more about the key concepts and skills required to be successful in their future studies.

Core Curriculum:

- English
- Maths
- Biology
- Chemistry
- Physics
- Physical Education
- Philosophy and Ethics
- Character and Culture
- Modern Foreign Language: students select one modern language from those they have studied in Year 8
- Geography
- History

Students select 3 further subjects from the following Option subjects:

- Art
- Business
- Computing
- Drama
- Engineering
- Food
- French*
- German*
- Graphics
- Health and Social Care
- Information Technology
- Media Studies
- Music
- Photography
- Resistant Materials
- Spanish*
- Sport
- Textiles

*students can choose a second Modern Foreign Language in addition to the Language they select as part of their Core Curriculum.

Students cannot take very closely related subjects e.g. Computer Science and Information Technology; Resistant Materials and Engineering; Textiles and Resistant Materials; Art/Graphics/Photography. A course may not run if an insufficient number of students select it.

Key Stage 4 Qualifications

In Year 9, students will make a further selection to reduce the number of qualifications they will study in Key Stage 4 (Year 10 and 11).

In addition to GCSEs in English Language, English Literature, Maths, Science, MFL, and Philosophy and Ethics, students will select 3 further subjects from those they study in Year 9 to complete a Level 2 qualification in.

Level 2 qualifications are GCSEs and their equivalents. Students will be supported in the Options process in the spring term of Year 9 to ensure they are on the most appropriate Level 2 pathway.

Core Curriculum

English

Year 9 in English takes a skills-based approach, developing those reading and writing skills that prepare students to be successful in the next stage of their studies and beyond. Students will study a range of texts from across all genres to develop them further as creative and critical thinkers.

Curriculum and Assessment Schedule

Term	Topic	Assessment
Autumn 1	**Sherlock Holmes**	Essay Response: To write the opening to a Young Sherlock Holmes story describing a mystery.
Autumn 2	**Transactional Writing**	Newspaper Article
Spring 1	**Poetry – Disturbed Voices**	Speaking & Listening – Group discussion.
Spring 2	**The Crucible**	Essay Response: To what extent is Proctor a moral character?
Summer 1	**20th century classics with writing to describe**	To produce a piece of descriptive writing that uses a structural device for effect.
Summer 2	**An Inspector Calls**	Essay Response: Theme question

GO FURTHER!

Using a stimulus from the Autumn 1 topic, take the title of a Sherlock Holmes extract that you have studied in class. Write your own short story beginning with this title. As a challenge, write it for a completely different genre.

Level 2 Qualifications

AQA GCSE English Literature

and

AQA GCSE English Language

Maths

Students will continue to study all aspects of Mathematics: Number, Algebra, Geometry, Ratio, Probability and Statistics. They will also learn to apply the functional elements of mathematics in everyday and real-life situations.

Curriculum and Assessment Schedule

Term	Higher Topic	Foundation Topic	Assessment
Autumn 1	**Number** – Place value, HCF and LCM, Indices and surds **Algebra** – Expanding, factorising, formulae and sequences	**Number** – Place value, decimals, factors and multiples **Algebra** – simplifying expressions, substitution, expanding and factorising	End of Topic Test
Autumn 2	**Interpreting and representing data** – Statistical diagrams, averages and range **Fractions, ratios and percentages**	**Graphs, tables and charts** – two way tables, pie charts, scatter graphs **Fractions and percentages** – operations with fractions and decimals	End of Topic Test
Spring 1	**Angles and trigonometry** – Interior and exterior angles, Pythagoras' theorem and trigonometry	**Equations, inequalities, sequences** – Solving equations and inequalities and sequences **Angles** – Angles in parallel lines and interior and exterior angles	Y9 Exam
Spring 2	**Graphs** – Linear graphs, Real life graphs, quadratic and cubic graphs **Area and volume** – Volume of prisms, area of sectors and volume of pyramids and cones	**Averages and range** – Types of averages, sampling and estimating the mean **Perimeter, area and Volume** – Area of compound shapes, surface area of 3D solids and volume of prisms	End of Topic Test
Summer 1	**Transformations and constructions** – Reflection, rotations, translation, enlargement, bearings and loci	**Graphs** – Coordinates, linear graphs, real life graphs and distance time graphs	End of Topic Test
Summer 2	**Equations and inequalities** – Solving quadratic equations, simultaneous equations and inequalities **Probability** – Experimental and conditional probability and Venn diagrams	**Transformations** – Reflection, rotation, translation, enlargement and describing transformations	End of Topic Test

GO FURTHER!

Visit https://nrich.maths.org/ and click on the problems for Secondary School students: how many can you solve?

Level 2 Qualification

Edexcel GCSE Mathematics

- Higher Tier (GCSE grades 9-4) or Foundation Tier (GCSE grades 5-1)

Science: Biology

All students begin Year 9 with the topic of Cell Biology, building upon the strong foundation gained at Key Stage 3 to consider different types of cell, microscopy, the emerging field of stem cell technology, the culture of microbes, cell division and the movement of materials in and out of cells. This is developed by the Organisation topic which looks at whole body systems and the component organs in both animals and plants.

Curriculum and Assessment Schedule

Term	Topics	Assessment
Autumn 1	**Cell Biology 1:** Animal and plant cells, Prokaryotic cells, Cell specialisation, Microscopy, Stem cells.	Mid topic test
Autumn 2	**Cell Biology 2:** Culturing microorganisms, Antiseptics, Chromosomes, Mitosis and the cell cycle.	Mid topic test
Spring 1	**Cell Biology 3:** Diffusion, Osmosis, Active transport, Surface area: volume ratio.	End of topic test
Spring 2	**Organisation 1:** Cell organisation, Food tests, Digestive system, Enzymes, Digestion.	Mid topic test
Summer 1	**Organisation 2:** Gas exchange, The heart, Circulatory system, Blood, Heart disease, Health, Cancer.	Mid topic test
Summer 2	**Organisation 3:** Plant tissues, Moving water, Moving sugar, Transpiration, Stomata.	End of topic test

GO FURTHER!

Log onto Seneca Learning https://www.senecalearning.com/ and carry out the activities for these topics.

Log onto YouTube and look at the vast number of short films about required practical experiments you will be studying. One example is called freesciencelessons.

Level 2 Qualifications

Students will study either:

AQA GCSE Combined Science (equivalent to 2 GCSEs covering Biology, Chemistry and Physics)

- Higher Tier (GCSE grades 9-4) or Foundation Tier (GCSE grades 5-1)

Or

AQA GCSE Separate Sciences (3 separate GCSEs in Biology, Chemistry and Physics)

- Higher Tier (GCSE grades 9-4) or Foundation Tier (GCSE grades 5-1)

Science: Chemistry

All students begin Year 9 with the topic of Fundamental Chemistry, building upon the strong foundation gained at Key Stage 3 to consider Elements and compounds, Atoms and equations, Mixtures, Charges and masses, Sub atomic particles, The Periodic Table and Metals and non-metals. This is followed by the Rates of reaction topic which looks in detail at the factors which affect the rates of chemical reactions and then a topic on The Atmosphere and one on Sustainable development.

Curriculum and Assessment Schedule

Term	Topic	Assessment
Autumn 1	**Fundamental chemistry 1:** Elements and compounds, Atoms, formulae and equations, Mixtures, Changing ideas about atoms, Modelling the atom, relating charges and masses.	Mid topic test
Autumn 2	**The Atmosphere**: Proportions of gases in the atmosphere, The early atmosphere, How gases changed, Greenhouse gases, Human activity and climate change, atmospheric pollutants.	End of topic test
Spring 1	**Sustainable development**: The earth's resources and sustainable development, potable water, waste water management, metal extraction, Life cycle assessment and recycling, Reducing the use of resources, Alloys, Ceramics and polymers, Fertilisers.	Mid topic test
Spring 2		End of unit test
Summer 1	**Chemical analysis**: Students will learn about purity and formulations and how to use chromatography to analyse mixtures.	End of unit test
Summer 2	**Hydrocarbons**: Students will learn about crude oil, its composition and uses including fractional distillation.	End of unit test

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Level 2 Qualifications

Students will study either:

AQA GCSE Combined Science (equivalent to 2 GCSEs covering Biology, Chemistry and Physics)

- Higher Tier (GCSE grades 9-4) or Foundation Tier (GCSE grades 5-1)

Or

AQA GCSE Separate Sciences (3 separate GCSEs in Biology, Chemistry and Physics)

- Higher Tier (GCSE grades 9-4) or Foundation Tier (GCSE grades 5-1)

Science: Physics

All students begin Year 9 with the topic of Energy, building upon the strong foundation gained at Key Stage 3 to consider Potential energy, Kinetic energy, Work and energy transfer, Power, Specific heat capacity, Efficiency, and Global energy supplies. This is followed by the Electricity topic which looks at Static electricity, Electric fields, Current, Potential difference, Resistance, Circuits, Electricity in the home, Transmitting electricity and measuring electrical power. There is a strong practical element throughout the course. Maths for Physics is another key theme running throughout the course.

Curriculum and Assessment Schedule

Term	Topic	Assessment
Autumn 1	**Energy 1:** Potential energy, Kinetic energy, Work done and energy transfer.	Mid topic test
Autumn 2	**Energy 2:** Power, Specific heat capacity, Dissipation of energy.	Mid topic test
Spring 1	**Energy 3:** Efficiency, Using energy resources, Global energy resources, maths skills.	End of topic test
Spring 2	**Electricity 1:** Static electricity, Electric fields, Series and parallel circuits, Circuit components.	Mid topic test
Summer 1	**Electricity 2:** Control circuits, Electricity in the home, Transmitting electricity.	Mid topic test
Summer 2	**Electricity 3:** Power and energy transfers, Calculating power, Maths skills.	End of topic test

Log onto Seneca Learning https://www.senecalearning.com/ and carry out the activities for these topics. Log onto YouTube and look at the vast number of short films about practicals you will be studying. One example is called freesciencelessons but there are many others.

Level 2 Qualifications

Students will study either:

AQA GCSE Combined Science (equivalent to 2 GCSEs covering Biology, Chemistry and Physics)

- Higher Tier (GCSE grades 9-4) or Foundation Tier (GCSE grades 5-1)

Or

AQA GCSE Separate Sciences (3 separate GCSEs in Biology, Chemistry and Physics)

- Higher Tier (GCSE grades 9-4) or Foundation Tier (GCSE grades 5-1)

Physical Education

Year 9 students are encouraged to be inspired, moved and challenged by following a broad, coherent, satisfying and worthwhile course of study and to develop an awareness and appreciation of their own and others' cultures in relation to physical education. Students will be actively engaged and increasingly physically competent in a range of activities and roles. The Year 9 curriculum enables students to develop their ability to successfully engage independently in different types of physical activity, and to develop and maintain an increased involvement in physical activity as part of a healthy, active lifestyle.

Curriculum

Activities include:

- Rugby
- Netball
- Volleyball
- Trampolining
- Handball
- OAA
- Table Tennis
- Football
- Badminton
- Basketball
- Fitness
- Hockey
- Athletics
- Cricket
- Rounders
- Tennis
- Gymnastics
- Dance
- Softball

GO FURTHER!

Come along to any one of our lunchtime or after school extra-curricular clubs. There are is a huge variety of sports on offer for students of all abilities. See one of the P.E team for more details.

Philosophy and Ethics

The Year 9 curriculum in Philosophy and Ethics allows all students to become aware of issues of local, national and global concern and placing them within a spiritual and moral context. It supports students to develop as reflective and responsible citizens in a plural society and global community with an emphasis on ethical diversity and religious practices.

Curriculum and Assessment Schedule

Term	Topic	Assessment
Autumn 1 & 2	**Christian Beliefs** Creation, The Trinity, Crucifixion, Resurrection, Life after death, Incarnation, Salvation, Grace	'The Trinity summarises God's nature perfectly.' Discuss. Evaluate this statement.
Spring 1 & 2	**Christian Practices** Prayer and Worship, Baptism, Sacraments, Holy Week, Church, Street Pastors, Food banks, Evangelism, Reconciliation, Charities and Poverty	'Christians' main duty is to liberate the poor.' Discuss. Evaluate this statement.
Summer 1 & 2	**Family** Human Sexuality, Marriage, Contraception, Divorce, Remarriage, Families, Gender equality	'A vow made in the presence of God should never be broken.' Discuss. Evaluate this statement.

GO FURTHER!

Devise a creative response to the statement: "There is no such thing as a truly good person"

Level 2 Qualification

AQA GCSE Religious Studies Specification A

Character and Culture

Throughout their time at Southam College, students will benefit from Character and Culture lessons. The purpose of the Character and Culture curriculum is to ensure students feel valued for their conduct, encouraged to be ambitious as well as resilient, and equipped with the knowledge, skills and self-belief required to lead a successful and happy life.

Curriculum and Assessment Schedule

Term	Topic	Assessment
Autumn 1	**Addiction and Substance Abuse Awareness:** to include learning about the impact of alcohol, drugs, gambling and performance enhancing drugs.	Magazine article on a specific addiction.
Autumn 2	**Sex, Relationships and Being Safe:** students will learn about different types of relationship and human sexuality. Students will learn about healthy relationships and some of the consequences associated with sexual relationships.	End of Topic Test
Spring 1	**Financial Capability – Money Skills and Economic Wellbeing:** lessons on personal finance and budgeting. Learning about financial habits, financial products and risks associated with financial decisions.	End of Topic Test
Spring 2 and Summer 1	**Personal Health, Wellbeing and My Future:** students will learn about self-care and how to manage the stresses they may face. They will also learn about keeping safe and developing effective behaviours.	
Summer 2	**Living in the Wider World – Active Citizenship:** to include learning about Human Rights, sustainability, workplace rights and responsibilities and global organisations that protect Human Rights.	Independent Learning Project

GO FURTHER!

Take an interest in the world around you by watching news broadcasts and listening to current affairs podcasts. Discuss what you learn with someone at home or your Character and Culture teacher in school.

Modern Languages: French

Students build on their vocabulary, grammar and skills from Y7 and Y8. They will consolidate their use of the present tense, future and past time frames. As the year progresses, students will become more confident in writing longer texts using a greater variety of structures and vocabulary, connectives, pronouns, different time frames and opinions. They will practise differing styles of GCSE questions in writing and speaking. The lessons will be delivered as much as possible in the Target Language and there is an expectation that students speak French in the classroom whenever they can.

Curriculum and Assessment Schedule

Term	Topic	Assessment
Autumn	**Health and fitness** Body parts, illnesses and remedies, food and drink, healthy lifestyle **Media** TV programmes, music, cinema and films, media preferences	Regular vocabulary tests Extended pieces of writing
Spring	**Me, my family and friends** Family, appearance, personality, relationships, marriage **Technology in everyday life** Online activities, social networks, pros and cons of social media, dangers of the online world	Year 9 exam: reading and translations Regular vocabulary tests Extended pieces of writing
Summer	**Technology in everyday life** Continued **Free time activities** Sports, hobbies, books, preferences	Regular vocabulary tests Extended pieces of writing End of year speaking assessment: general conversation questions

GO FURTHER!

1. Watch "Extra French" episodes on www.youtube.com
2. Go to www.memrise.com

Complete courses:

- GCSE French Key Words Galvin Southam

Level 2 Qualification

AQA GCSE French

- Higher Tier (GCSE grades 9-4) or Foundation Tier (GCSE grades 5-1)

Modern Languages: German

In Year 9, students start the GCSE syllabus with Theme 1: Identity and Culture. They will consolidate some of the topics covered in Year 7 and 8 as well as learning new ones. Students will continue to practise the present, past and future time frames and start to learn more complex German language structures. As the year progresses, students will become more confident in writing and understanding longer paragraphs using a greater variety of structures and vocabulary, connectives and opinions and they will practise the exam skills necessary for GCSE. The lessons will be delivered as much as possible in German and there is an expectation that students speak German in the classroom whenever they can.

Curriculum and Assessment Schedule

Term	Topic	Assessment
Autumn	**Me, my family and friends** Personal details, family, appearance, personality, relationships, marriage	Regular vocabulary tests Extended pieces of writing
Spring	**Free time activities** Sports, hobbies, TV, cinema and films, books, music, preferences, food and drink, eating out	Year 9 exam: reading and translations Regular vocabulary tests Extended pieces of writing
Summer	**Technology in everyday life** Online activities, social networks, pros and cons of social media, dangers of the online world	Regular vocabulary tests Extended pieces of writing End of year speaking assessment: general conversation questions

1. Watch "Extra German" episodes Sam geht einkaufen on www.youtube.com
2. Go to www.memrise.com German, AQA 2016
Complete course: L 13
Grammar www.languagesonline.org.uk

Level 2 Qualification

AQA GCSE German

- Higher Tier (GCSE grades 9-4) or Foundation Tier (GCSE grades 5-1)

Modern Languages: Spanish

In the autumn term, students will continue to study KS3 topics in order to ensure that they have a good overall grounding in the topic areas. The GCSE syllabus will then be started in the spring term and the topics will be taught in depth in terms of both vocabulary and grammar and students will become more confident in handling more complex sentences and structures and the use of the present, past and future time frames. Students will practise the exam skills necessary for GCSE. The lessons will be delivered as much as possible in the Target Language and there is an expectation that students speak Spanish in class whenever they can.

Curriculum and Assessment Schedule

Term	Topic	Assessment
Autumn	**Clothes and shopping** Clothes, fashion, school uniform, shops, in the department store **Health and fitness** Body parts, illnesses and remedies, healthy diet and lifestyle, daily routine	Regular vocabulary tests Extended pieces of writing
Spring	**Me, my family and friends** Family, appearance, personality, relationships, marriage **Free time activities** Sports, hobbies, TV, cinema and films, books, music, preferences, food and drink, eating out	Year 9 exam: reading and translations Regular vocabulary tests Extended pieces of writing
Summer	**Free time activities** Continued **Technology in everyday life** Online activities, social networks, pros and cons of social media, dangers of the online world	Regular vocabulary tests Extended pieces of writing End of year speaking assessment: general conversation questions

GO FURTHER!

1. Create an agony aunt column offering advice on specific issues
2. www.memrise.com
   Search courses –"MIRA GCSE la salud" and learn the vocab
3. http://www.languagesonline.org.uk Click>español>Grammar

Level 2 Qualification

AQA GCSE Spanish

- Higher Tier (GCSE grades 9-4) or Foundation Tier (GCSE grades 5-1)

Geography

The Year 9 Geography curriculum encourages students to develop a sense of place and an appreciation of physical landscapes and the processes leading to their formation. It enables students to understand the complexities and significance of the interrelationships between people and the environment. Through their studies, students will develop communication skills, graphical and cartographical skills, interpersonal skills, problem solving skills and entrepreneurial skills.

In the Year 9 Exam this year, students will be tested cumulatively on their knowledge of Year 7 and 8 skills and topics as well.

Curriculum and Assessment Schedule

Term	Topic	Assessment
Autumn	**Extreme Environments** – Ecosystems, tropical rainforests and hot deserts, the tundra	Decision making exercise – geographical skills and understanding Home learning activities End of topic test
Spring	**People and Cities** – population trends and patterns, issues linked to urbanisation	Mid unit assessment – recall and skills Home learning activities End of topic test
Summer	**Rivers** – River systems, flooding and water conflicts.	Mid unit assessment – recall and skills Home learning activities End of topic test

Create a portfolio or scrap book of Geography related stories in the news. Highlight and annotate them with your ideas and links to the topics we are studying or have studied in previous years.

Level 2 Qualification

AQA GCSE Geography

History

History in Year 9 encourages students to develop interest, curiosity and enjoyment of a wide range of history, including British and inter-national topics. Students will develop a range of cross-curricular skills that will benefit work in other subject areas (for example: communication, analysis, debate and developing reasoned judgements / arguments). Throughout the year they will develop understanding of a series of history based skills (for example: source analysis, change and continuity, interpretation) and develop a wider subject knowledge in support of specific history topics (for example: political concepts including democracy and dictatorship). Through their studies, students will develop the ability to develop independent opinions and viewpoints.

Curriculum and Assessment Schedule

Term	Topic	Assessment
Autumn 1	**Life in WWI**	In class – recall and History skills. Home Learning activities – exam style questions or revision.
Autumn 2	**Causes of WWI**	In class – recall and History skills. Home Learning activities – exam style questions or revision.
Spring 1	**Inter-war years / Causes of WWII**	In class – recall and History skills. Home Learning activities – exam style questions or revision.
Spring 2	**Life in WWII**	In class – recall and History skills. Home Learning activities – exam style questions or revision.
Summer 1	**Holocaust**	Class discussion / completion of class booklet. Home Learning project.
Summer 2	**Other Significant Events of the 20th Century**	Class discussion / completion of class work. Home Learning project.

GO FURTHER!

Read an historical fiction book connected to a topic we are covering in lessons. Write a review of the book – include a judgement about how well it represents the time period in question.

Level 2 Qualification

Eduqas GCSE History

Option Subjects

Art

Pupils will develop their analytical skills through investigations inspired by contextual influences. They will also develop their practical skills through various media, techniques and processes that allow pupils to explore and develop a sustained project. Pupils will develop new knowledge and skills as well as use prior knowledge/skills from KS3.

Curriculum and Assessment Schedule

Term	Topic	Assessment
Autumn	**Natural Forms**: students will research relevant contextual references and resources. They will undertake observational students and mixed media studies.	Large scale outcomes (oil pastels / chalk-charcoal / graphite)
Spring	Students undertake mixed media experimentations (print/clay/collage/photography). They will explore texture and structure.	Ongoing assessment and feedback of work produced throughout the term.
Summer	Students work towards a final outcome based on their ideas, experimentations and research.	Final Outcome

Visit art & photography exhibitions, museums and galleries and created a review and an outcome inspired by the work you have seen.

Using skills/themes developed in lessons, try and explore and develop new larger scale responses to add to your portfolio.

Use Instagram, Twitter & Pinterest and follow artists and practices to develop your skills and bring them into your work.

Level 2 Qualification

AQA GCSE Art and Design: Fine Art

Business

In Year 9 students develop an understanding of the dynamic environment in which businesses operate, and will study some key areas including: how businesses use segmentation to target customers, the marketing mix, how to create a viable business proposal and business finance.

Curriculum and Assessment Schedule

Term	Topic	Assessment
Autumn 1	**Marketing** – segmentation, the marketing mix, market research.	Marketing test
Autumn 2	**Business finance** – including costs, sales revenue, breakeven analysis.	Assessed written task.
Spring 1	**Business planning** – students will learn about business plans, entrepreneurs and other elements of business.	Finance test
Spring 2	**Marketing** – students will be given a written assignment to complete on various marketing aspects for a given scenario.	Assessed written task.
Summer 1	**Business finance** – written assignment applying business finance knowledge to a given scenario.	Assessed written task
Summer 2	**Business Pitch** – Students will prepare a presentation and pitch their business plan.	Assessed presentation

GO FURTHER!

Create a profile of a successful local Business. Use what you learn in class to identify key areas of research and interview people within the business to find out more about what has made them a success.

Level 2 Qualifications

OCR GCSE Business Studies

or

OCR Cambridge National in Enterprise and Marketing

Computing

Students will understand and apply the fundamental principles and concepts of Computer Science, including abstraction, decomposition, logic, algorithms, and data representation.

Through their studies, students will learn to analyse problems in computational terms through practical experience of solving such problems, including designing, writing and debugging programs. Students should be working at a level 4 in Maths at the end of Year 8 to opt for Computing in Year 9.

Curriculum and Assessment Schedule

Term	Topic	Assessment
Autumn 1	**Systems Architecture** **Algorithms**	End of Module test
Autumn 2	**Memory** **Storage** **Programming techniques**	End of Module test
Spring 1	**Wired and wireless networks** **Programming techniques**	End of Module test
Spring 2	**Network topologies, protocols and layers** **Producing robust programs**	End of Module test
Summer 1	**System Security** **Computational logic**	End of Module test
Summer 2	**System software** **Ethical, legal, cultural and environmental concerns** **Translators and facilities of languages**	End of Module test

GO FURTHER!

Write a report on what a protocol is and why it is necessary
You will have to investigate the following protocols and their features. You must state the purpose of protocols and their common usage in a suitable situation. You must be aware of the TCP/IP protocol stack including common functions in each layer. Show this in your report.

Level 2 Qualifications

OCR GCSE Computer Science

Drama

Students in Year 9 Drama will work to develop their confidence, team work skills and independent learning. They will learn to study and analyse literature in a creative manner and to hone skills such as thinking outside of the box. The Year 9 Drama curriculum enables students to develop their artistic skills through practical exploration and realisation and to engage with themes and issues extending to wider worlds and cultures.

Curriculum and Assessment Schedule

Term	Topic	Assessment
Autumn 1	**Practitioners and Devising strategies**	Practical work and Essay
Autumn 2	**Practical Exploration of a Written Text**	Performance
Spring 1	**Devising Skills**	Practical Explorations Feedback
Spring 2	**Devising skills**	Sample portfolio tasks and Performance
Summer 1	**Devising skills**	Sample Portfolio and Final Performance
Summer 2		

Research and create a poster on one of the following practitioners: Stanislavski, Brecht or Artaud. Focus on the practitioner's methodologies and how this is shown in theatre.

Level 2 Qualification

OCR GCSE Drama

Health and Social Care

In Year 9, students will learn about the range of Health, Social Care and Early Years services that are available to meet an individual's needs. Students will develop an understanding of the main roles, responsibilities and skills required for a range of Health, Social Care and Early Years services. Through their studies, students will learn about human development across the different life stages from infancy to later adulthood.

Curriculum and Assessment Schedule

Term	Topic	Assessment
Autumn 1	**Growth and Development**	End of Topic test
Autumn 2	**Life stages**	End of Topic test
Spring 1	**Impact of Physical Factors**	End of Topic test
Spring 2	**Impact of Economic and Environmental Factors**	End of Topic test
Summer 1	**Life Events**	End of Topic test
Summer 2	**Job Roles and Risk Assessment**	Human Lifespan Development- Internal Assessment

GO FURTHER!

Research and create a PowerPoint on one specific genetic disorder, explain how it can impact someone's PIES (physically, intellectually, emotionally and socially)

Level 2 Qualification

Pearson BTEC Level 1 / Level 2 Tech Award

Information Technology

Students will build on their knowledge and understanding of Information Technologies in Year 9. They will develop further understanding and skills to use technologies to select data, manipulate, store, analyse and present it as information in various formats.

Curriculum and Assessment Schedule

Term	Topic	Assessment
Autumn 1	**Database** – students will learn to use Database software. They will create and use databases including their various functions.	End of Topic test
Autumn 2	**Database** - learn to design and create queries and design and create reports. **Word-** Learn how to create a mail merge letter using word skills **Email-**Students learn and demonstrate tools and features of writing formal emails.	End of Topic test Cumulative Skills and Knowledge test
Spring 1	**Spreadsheet** – students will learn how to various functions within spreadsheets.	End of Topic test
Spring 2	**Spreadsheet** – continue to learn how to use spreadsheets and its functions. Learn to use absolute cell referencing including macros. **Presentation-** students learn tools and features of PowerPoint presentations	End of Topic test Cumulative Skills and Knowledge test
Summer	**HTML** – students will learn about web technologies and their uses. Students will develop their skills in using HTML and related web technologies. **Coursework starts in June**	Cumulative Skills and Knowledge test

Create a .wix website account and build/develop a website based on your hobbies/interests or a revision tool

Level 2 Qualification

OCR Cambridge National in Information Technologies

Media Studies

Although Media Studies may be a new subject for many, it links very closely with the analytical skills practised in English – it is so complementary that we complete a Media Studies scheme on the Jungle Book in Year 7 English. Students will develop their analytical skills, learn to critique the large media institutions that have such an influence on our daily lives and be trained in the employable, industry-standard skill of Adobe Photoshop.

Curriculum and Assessment Schedule

Term	Topic	Assessment
Autumn 1	**Introduction to Media and Key Concepts (Audio Visual and Print Based)**	End of Topic Test
Autumn 2	**Magazines (Analysis and Production)**	Exam style answer Photoshop Production Task
Spring 1	**Newspapers (Industry and contexts)**	Exam style answer Speaking and Listening Task
Spring 2	**Advertising (given 'set' products to learn)**	Year 9 PPE
Summer 1	**Mock Coursework Production**	Photoshop Production Task
Summer 2	**Music Industry/Film Marketing (research)**	Exam style answer

Watch two films (one mainstream and one independent)

Buy two newspapers and compare how they show the same event

Go online and look at film posters and consider, do they represent women in a positive way?

Level 2 Qualification

Eduqas GCSE Media Studies

Music

Students will study a broad range of music and will develop their knowledge of appropriate music theory, musical language and practical musical skills in order to be able to describe, perform and create music.

Students are also encouraged and supported to independently develop their instrumental, vocal and/or music tech skills.

Curriculum and Assessment Schedule

Term	Topic	Assessment
Autumn 1	**March and Waltz**	Performance Assessment
Autumn 2	**March and Waltz**	Composition Assessment Listening and Theory Test
Spring 1	**Reggae**	Performance Assessment
Spring 2	**Reggae**	Composition Assessment Listening and Theory Test
Summer 1	**Programme Music**	Composition Assessment Listening Test
Summer 2	**Classical Remix**	Composition Assessment

- Attend Extra-Curricular clubs
- Complete exercises on MusicTheory.net
- Instrumental / Vocal/ Music Tech tuition
- Attend Live Music Events

Level 2 Qualification

OCR GCSE Music

Photography

Photography is about looking, learning, thinking and communicating ideas. It inspires creative thinkers. Students will develop creativity and independent thought, learn to express themselves visually and let their imagination flourish. Photography is a practical course in which students learn by doing. They will find out about a whole range of techniques and processes, both traditional and contemporary. They will learn the technical aspects of taking photographs as well as exploring a range of processes, such as darkroom work as well as digital manipulation of images. Students will investigate the work of other artists and photographers as stimulus for your own idea development.

Curriculum and Assessment Schedule

Term	Topic	Assessment
Autumn	**Introduction to Photography** – what is a photograph? History of Photography. Rules of composition. Introduction to Photoshop basic tools and techniques.	Portfolio of work
Spring	**Photoshop:** Students will learn about editing and experimenting with photographs in Photoshop.	Portfolio of work
Summer	**Introductory Project** (e.g. light and dark). Introduction to basic artist research and analysis, drawing with light, camera-less photography (cyanotypes and photograms in darkroom). Presentation of work.	Portfolio of work

Suggested Reading: Creative Photography LAB, Steve Sonheim; The Digital Photography Book Part 1, Scott Kelby; The Beginner's Photography Guide, Dorling Kindersley; 52 Weekend Digital Photo Projects, Liz Walker; 50 Photographers You Should Know, Peter Stepan.

Get into the habit of taking photographs regularly, applying the learning as you go. Visit art and photography exhibitions, museums and galleries.

Level 2 Qualification

AQA GCSE Art and Design: Photography

Sport Studies

The Year 9 curriculum enables students to develop their ability to successfully engage independently in different types of physical activity, and to develop and maintain an increased involvement in physical activity as part of a healthy, active lifestyle.

Curriculum and Assessment Schedule

Term	Topic	Assessment
Autumn 1	**Musculo-Skeletal System**	End of Unit Test
Autumn 2	**Musculo-Skeletal System**	End of Unit Test
Spring 1	**Cardio-Respiratory System**	End of Unit Test
Spring 2	**Components of Fitness**	End of Unit Test
Summer 1	**Principles of Training**	End of Unit Test
Summer 2	**PEP**	End of Unit Test

GO FURTHER!

Come along to any one of our lunchtime or after school extra-curricular clubs. There are is a huge variety of sports on offer for students of all abilities. See one of the P.E team for more details.

Level 2 Qualification

GCSE Physical Education

Or

OCR Cambridge National in Sport Science/Studies

Technology: Engineering

Throughout year 9 students will build on their knowledge from KS3 and deepen their understanding of the key areas of Design and Technology. Students will develop key skills for making products using metals (ferrous and non-ferrous) and polymers. Students will be gaining a deeper knowledge of the materials, properties and manufacturing processes as well as an in depth Knowledge of BS8888 and the relevant knowledge of theories. Students will also begin to learn about CAD and its uses.

Curriculum and Assessment Schedule

Term	Topic	Assessment
Autumn 1	**Key skills – BS8888, marking out.** Students will develop a range of different marking out skills. Specific areas to be addressed are measuring accurately and marking out with accuracy, understanding tolerances and quality control. All the skills will be used to manufacture a clock product from a CAD drawing. Introduction to metals.	Metals theory assessment Practical assessment
Autumn 2	**Key skills – Manual Lathe and Health and Safety.** Practical work will continue in rotation through the machines as each students teaches the next with staff support. Students will start to develop their knowledge of Polymers linking them to the Clock project. All skills and knowledge will be used to manufacture a polymer product.	Metals, Polymers and Manual Lathe assessment Practical assessment Theory exam
Spring 1	**Key skills – Pillar Drill and Health and safety.** Students will start to develop their knowledge of Smart materials linking them to the real world application. The practical work on the clock will continue in rotation through the machines as each students teaches the next with staff support.	Smart Materials assessment Practical assessment
Spring 2	**Key skills – Tapping and Milling & Health and Safety.** Students will develop their understanding in machine processes through the use of milling. Students will continue with their practical project.	Assessment on learning so far Practical assessment. Theory exam
Summer 1	**Key skills – Folding and Rolling & Health and safety.** Students will start to develop their knowledge of fixings permanent and non-permanent.	Practical assessment
Summer 2	**Completion of clock project.**	Exam Practical assessment

GO FURTHER!

Compile a portfolio of Engineering occupations. What skills and knowledge are required to pursue a career in Engineering?

Level 2 Qualification

OCR Cambridge National in Engineering Design

Technology: Food

Throughout this foundation year, students will build on their knowledge from KS3 and deepen their understanding of the key areas of Food. This will then allow them to either access the GCSE Food preparation and Nutrition course or the Level 1/2 Hospitality and Catering Course at the start of year 10 depending on their area of interest (Science of Food or Hospitality and Catering industry) The year starts with us working through the main commodities with theory and practical work being studied. We will finish the year with a mini assignment including practical assessment.

Curriculum and Assessment Schedule

Term	Topic	Assessment
Autumn 1	Students will work start to work through the commodities starting with Cereals. We will focus on bread, and a variety of different pastry products.	Test 1– this will test knowledge learnt in practical and theory lessons.
Autumn 2	Students will continue to work through the commodities. The focus this half term will be on Eggs. We will cover a range of functional and chemical properties of eggs through investigative work and practical tasks. We will also look at Job roles and operational activities in the kitchen. There may also be a chance for some Christmas cookery.	Test 2 – this will test knowledge learnt in practical and theory lessons.
Spring 1	Meat and fish will be the focus for this half term. We will hopefully have the opportunity to learn how to portion a chicken and filet a fish as well as looking at the nutritional importance of these two foods in the diet.	PPE - All the theory so far will be tested in PPE towards the end of January.
Spring 2	Fruit and vegetables and Milk and milk products will be investigated this half term alongside primary and secondary processing. An opportunity to make home-made butter and soft cheese may be available.	Test 3 – this will test knowledge learnt in practical and theory lessons.
Summer 1	Food spoilage and contamination and the principles of food safety are the focus for this half term. There will be an opportunity to put the theory into practice in some practical tasks.	FAR marking: A couple of pieces of work will be FAR marked including an exam style question.
Summer 2	The final half term will be based around cooking and heat transfer. Students will be completing a Mini assignment including practical assessment	Mini assignment will be FAR marked

Good websites for developing deeper understanding of food curriculum

https://www.foodafactoflife.org.uk/ and https://www.nutrition.org.uk/

Level 2 Qualification

AQA GCSE Food Preparation and Nutrition

Or

WJEC Level 1 / Level 2 Hospitality and Catering

Technology: Graphics

Year 9 will see students focus on Art based projects that will introduce a variety of Art and Technology skills. This year students are encouraged to find a personal design style whilst being introduced to a variety of mediums and design disciplines. Alongside a sketchbook, students will collate a Skills Journal which they will use in subsequent years throughout this course and continue to build a portfolio that displays a clear subject knowledge. The skills based lessons are preparing students to design and construct a project in response to each Design topic and will follow with an analysis to finalise the practical outcome.

Curriculum and Assessment Schedule

Term	Topic	Assessment
Autumn 1	The introduction to this course focuses on the Art and Design aspect of the specification. Students will have a focus on art based skills such as observation drawing, painting and printmaking using mixed medias throughout; these skills will be the foundation of the projects run throughout the course. Each student will collaborate their design ideas with artist influences to produce a sketchbook of artwork that represents their personal design style.	2 sample piece assessments Skills journal and sketchbook assessment
Autumn 2	Students will use this half term to focus on creating a piece of artwork that will portray their prior research and developed skills.	Practical work assessment
Spring	This term begins with an introduction to Art Graphics. Throughout this project students will research, design and experiment with different design techniques with an introduction to digital design packages such as Photoshop, Illustrator and 2D Design. Skills such as Typography, Illustration, printing and construction techniques, will be built in through workshops to ensure students have a broad range of abilities that they can confidently execute during the composing of their final outcome. Combining new skills and artist inspiration, students will prepare for a Graphics inspired outcome that will meet the specification.	2 sample piece assessments Skills journal and sketchbook assessment
Summer	During this half term students will create a final outcome using all of the skills from the Graphics workshops from the Spring term.	Practical work assessment

Challenge yourself and develop your drawing skills. Collect various objects and create observation drawings from different angles and introduce different mediums such as- pencil, pen and paints.

Level 2 Qualification

AQA GCSE Art and Design: Graphic Communication

Technology: Resistant Materials

Throughout year 9 students will build on their knowledge from KS3 and deepen their understanding of the key areas of Design and Technology. This year starts with a Resistant Materials focus where students will develop key skills for making products using timber, metal and polymers. Students will be gaining a deeper knowledge of the materials, properties and processes as well as wider issues in designing throughout the year. The later part of the year we introduce the other areas of the course; fabrics and electronics through a series of theory and practical lessons. Students are assessed at the end of each key skills topic and for their practical work.

Curriculum and Assessment Schedule

Term	Topic	Assessment
Autumn 1	**Key skills – Construction.** Students will develop a range of different key construction techniques using Timbers. Students will also explore wider design considerations including Design Styles, key designers and specific skills such as measuring and marking out with accuracy, tolerances and quality control. All the skills will be used to manufacture a scaled product from a CAD drawing.	Theory and Knowledge assessment
Autumn 2	**Key skills – Construction.** Students will develop a range of different key processes using Polymers. Students will also explore the wider topic of CAD/CAM. All skills and knowledge will be used to manufacture a polymer product.	Practical Work assessment
Spring	**Design and Make Challenge.** Students will be given the chance to explore a range of materials and techniques they have learnt about and design and manufacture a product to a given brief. Theory lessons will be based around designing skills and understanding card and board, printing processes, industrial polymer processes, social, moral, cultural and environmental issues in design.	Theory and Knowledge assessment Practical Work assessment
Summer 1	**Metals.** Students will learn about metals including the sources, properties and processes involved in manufacture. Students will manufacture a range of skill samples including casting, turning and brazing. The skills learnt will be used to design and manufacture a small product.	Theory and Knowledge assessment
Summer 2	**Mix materials based project** – students will be given a design brief to design and create a product using mixed materials.	Practical Work assessment

GO FURTHER!

Students are encouraged to extend their skills through practice, suggestions will be to develop their drawing skills in 3D, rendering showing how product drawings can appear like the real product. Students will also benefit from practicing model making in card.

Level 2 Qualification

AQA GCSE Design and Technology

Technology: Textiles

Throughout year 9 students will build on their knowledge from KS3 and deepen their understanding of the key areas of Textiles. This year starts with a construction focus where students will develop key skills for making products such as how to hem garments. Students will be gaining a deeper knowledge of fibres and fabrics as well as wider issues in designing throughout the year in their theory lessons. After the initial practical project, students will move on to a decorative focused product where students will be encouraged to experiment with colour and textures to create a garment.

Curriculum and Assessment Schedule

Term	Topic	Assessment
Autumn 1	**Key skills – construction skills.** Students will produce a sample book of different key construction techniques such as different types of seams and hems.	Sample book and theory work.
Autumn 2	**Children's dress project** – Students will create a child dress using the construction skills learnt earlier on in the term.	Practical work will be assessed with feedback given throughout.
Spring 1	**Children's dress project continued.** Students will then have time to prepare for their first PPE and develop their knowledge of key areas such as sustainable sources, working in industry and key designers in Fashion and Textiles.	PPE 1 – this will test knowledge learnt in practical and theory lessons.
Spring 2	**Key skills – surface decoration.** Students will be given the chance to explore a range of dying and surface techniques. Students will add these techniques to their sample books and analyse the effectiveness of theses. Theory lessons are based around designing skills and understanding key social, moral, cultural and environmental issues in design.	Practical work will be assessed with feedback given throughout making.
Summer 1	**Decorative project** – students are given the option of what product they would like to produce using the decorative techniques they have learnt and where possible combine with construction techniques. Students are encouraged to think outside of the box and challenge themselves during this project.	Theory work to support further development of knowledge and understanding of these topics.
Summer 2	**Decorative project continued** A mini project focusing on designing skills will be introduced based on Key designers in the Fashion and Textiles world. The aim of this project is to develop drawing skills and creative thinking.	Practical work will be assessed with feedback given throughout making. PPE 2

GO FURTHER!

Use the internet to research a range of fibres. You can decide on how you present your findings. You must include: The 3 categories of fibres; Name 5 fibres in each category; Explain the process from fibre to fabric.

Level 2 Qualification

AQA GCSE Design and Technology **Or** AQA GCSE Art and Design: Textiles

Employability Skills and Personal Attributes

Employability skills are skills that allows us to perform jobs well. Year 7 students will develop these skills through their learning experiences both inside and outside of the classroom.

Communication	Able to express your ideas clearly and confidently.
Team work	The ability to work well with others and to work confidently within a group.
Analysing & investigating / Problem solving	Examining things in detail so you can explain results and patterns to establish facts and principles.
Initiative and enterprise	Working out answers to problems on your own and identifying new tasks
Drive	Determination to get things done. Make things happen and constantly looking for better ways of doing things.
Planning and organising	Making arrangements for the future and making sure you have all the things necessary to carry out your plan
Flexibility	Being able to make changes to when, where, how you work and easily switch between tasks
Time Management	Using the time you have at work effectively and productively to meet deadlines.
Learning	Quickly picking up new skills and knowledge
Self-management	Taking responsibility for and organising your own work and the way you do it
Perseverance	Continuing to work hard towards a goal despite difficulties and problems and staying motivated
Technology	Being good with computers/phones etc. and showing the ability to learn how to use new things quickly

Personal attributes are qualities that help to build up students' character and personality. A vast range of experiences will develop and strengthen students' attributes and encourage them to do their best.

Ability to deal with pressure	Not getting too stressed when you have a lot of work or particularly difficult work
Adaptability	Being able to change the way you work/behave to work in certain situations/with certain people/when conditions change for the better or worse
Balanced attitude to work and home life	Knowing how to relax properly as well as working hard
Commitment	Sticking to a course of action to achieve a particular goal regardless of any difficulties or problems
Enthusiasm	Showing yourself to be cheerful and upbeat and keen to work
Honesty and integrity	Being honest and sticking to your beliefs, principles and values
Loyalty	Committing to work and supporting colleagues
Motivation	Keeping yourself interested in work, reminding yourself of the reasons for your work and your purpose
Personal presentation	How you appear to others in terms of your actual appearance and behaviour to how you present yourself through your work
Positive self-esteem	Having confidence in yourself, your personality and characteristics and skills and not putting yourself down unnecessarily
Reliability	Maintaining your standards so that you will be expected to produce high quality work on a regular basis
Sense of humour	Staying positive and seeing the funny side of things which can really help you and others in difficult situations

Be the best you can be!