

Sydenham School

Curriculum Information for Parents

Summer Term 2022

Year 9



Contents

Assessment Calendar	3
Year 9 English Curriculum Guide	4
Year 9 Maths Curriculum Guide.....	5
Year 9 Science Curriculum Guide.....	6
Year 9 History Curriculum	8
Year 9 Geography Curriculum.....	9
Year 9 Latin Curriculum	10
Year 9 French Curriculum	12
Year 9 German Curriculum	13
Year 9 Spanish Curriculum	15
Year 9 RE Curriculum	17
Year 9 PSHE Curriculum	18
Year 9 Business Studies Curriculum.....	19
Year 9 Art Curriculum	21
Year 9 Drama Curriculum.....	23
Year 9 Food Curriculum	25
Year 9 Health and Social Care Curriculum	27
Year 9 Sociology Curriculum	30
Year 9 Textiles Curriculum	32
Year 9 Product Design Curriculum	34
Year 9 Media Studies Curriculum	36
Year 9 Child Development Curriculum	38
Year 9 Music Curriculum.....	40
Year 9 GCSE PE Curriculum	42
Year 9 Computer Science Curriculum	44
Year 9 Dance Curriculum	45

Assessment Calendar

Year 9 Parents' Eveninig	3 rd November
Year 9 Assessment Week	W/b 10 th January
Year 9 Assessment Week	w/b 17 th January
Year 9 Assessment Week	w/b 16 th May
Year 9 Assessment Week	w/b 23 rd May

Year 9 English Curriculum Guide

<p>Staffing: Sarah Millar, Acting Curriculum Leader English and Media Faculty Email: s.millar@sydenham.lewisham.sch.uk</p>		
<p>Exam Board: AQA</p>		
<p>Assessment Overview:</p> <p>Autumn Term 1: Poetry comparison Autumn Term 2: Reading (Language Paper 1-style questions) Spring Term 1: Creative writing Spring Term 2: Response to an extract from <i>Much Ado about Nothing</i> Summer Term 1: Language Paper 2, Questions 1, 2, 4 and 5 Summer Term 2: Essay on a key theme or character in <i>An Inspector Calls</i></p>		
<p>Subject Curriculum Intent: Students study a range of engaging and significant fiction and non-fiction as part of their preparation for exams in GCSE English Language and GCSE English Literature. The curriculum aims to support students to appreciate the depth and power of the English literary heritage and critically evaluate texts through close and careful examination of writers' methods (the ways writers make meaning) and purpose within the specific contexts in which the texts are produced and received. The course encourages personal and informed responses from students and encourages them to debate and challenge the interpretations of other readers building on the knowledge and skills they have developed through their Key Stage 3 study of English.</p>		
<p>Curriculum Content Overview:</p>		
<p>Autumn Term 1: Poetry: Character and Voice</p>	<p>Spring Term 1: Shakespeare's <i>Much Ado About Nothing</i></p>	<p>Summer Term 1: Introduction to GCSE English Language Paper 2</p>
<p>Autumn Term 2: The Gothic</p>	<p>Spring Term 2: Shakespeare's <i>Much Ado About Nothing</i></p>	<p>Summer Term 2: Priestley's <i>An Inspector Calls</i></p>
<p>How will your child be assessed in the Summer Term? Knowledge checks Formal assessment</p>		
<p>Summer Term Assessment Revision Topics (students will be given detailed checklists): English Language Paper 2: Q1, Q2, Q4, Q5 <i>An Inspector Calls</i> – key characters, themes, messages and context</p>		
<p>What can you do to support your child in English?</p> <ul style="list-style-type: none"> • Encourage your child to read for pleasure every day • Discuss with your child the texts they are studying and the writers' wider ideas, including how and to what extent these ideas are still relevant today • Encourage your child to make revision cards for the texts they are studying, focusing on plot, characters, key events, context, methods and messages 		
<p>Wider reading and useful websites or activities to support learning:</p> <ul style="list-style-type: none"> • Unit - Oak National Academy (thenational.academy) 		

Year 9 Maths Curriculum Guide

Staffing: Mark Freakes Email: m.freakes@sydenham.lewisham.sch.uk		
Exam Board: Edexcel		
Assessment Overview: Exam assessed		
Subject Curriculum Intent To ensure that all pupils become fluent in recall of mathematical facts and algorithms, are able to reason mathematically and to combine these skills to then solve problems.		
Curriculum Content Overview:		
Autumn Term 1: Higher: Number and Algebra Foundation: Number	Spring Term 1: Higher: Graphs and Geometry Foundation: Equations	Summer Term 1: Higher: Advanced Algebra Foundation: Graphs
Autumn Term 2: Higher: Data and Proportion Foundation: Basic Algebra	Spring Term 2: Higher: Spatial Reasoning Foundation: Fractions and Percentages	Summer Term 2: Higher: Probability Foundation: Angles
How will your child be assessed in the Summer Term? 90 minutes test		
Spring Term Assessment Revision Topics Number, Algebra, Ratio and Proportion, Geometry and Measures, Probability and Statistics		
What can you do to support your child in Mathematics? Check they are using the HegartyMaths website on a regular basis for homework and revision Encourage them to attend Maths Clinic (Wednesday lunchtime) for extra support		
Wider reading and useful web-sites or activities to support learning: www.hegartymaths.com www.corbettmaths.com		

Year 9 Science Curriculum Guide

<p>Staffing: Amy Vickers, Curriculum Leader Science (a.vickers@sydenham.lewisham.sch.uk) Sapna Reuben, Head of KS4 Science (s.reuben@sydenham.lewisham.sch.uk)</p> <p>9X1 Sinead Furlong and Muneema Rafaa 9Y1 Catherine Pang and Ian Martin 9X2 Antonia McDonald and Solomon Wilson 9Y2 Kirsty Abbs and Brenda Jinadu 9X3 Abimbola Bakare and Ian Martin 9Y3 Abimbola Bakare and Muneema Rafaa 9X4 Brenda Jinadu and Solomon Wilson 9Y4 Sinead Furlong and Antonia McDonald</p>			
<p>Exam Board: Pearson Edexcel GCSE (9-1)</p>			
<p>Assessment Overview:</p> <ul style="list-style-type: none"> Assessment 1 Fortnight commencing 10th January 2022 Assessment 2 (Mock exams) Fortnight commencing 16th May 2022 			
<p>Subject Curriculum Intent:</p> <p>The importance of Science to our students and how it impacts the world around us is emphasised from the beginning of Key Stage 3, and students can understand the purpose and significance of learning about the subject. Our Science curriculum enables students to use their knowledge and skills to develop a deeper understanding of the mechanisms that explain the world around us. All three disciplines are interlinked and taught to enable students to develop their knowledge of Biology, Chemistry and Physics. In line with the school intent, students develop a sense of their responsibilities and possible actions they should carry out as they learn of the important issues that we face as a society.</p> <p>Students can link their learning from across the curriculum and feel empowered to learn new, unfamiliar material, solve problems and hypothesize. The science curriculum offers students the chance to become High Performance Learners by building their confidence in vocabulary and numeracy skills which they can independently apply to explain observations and interpret data from contextual situations.</p> <p>The curriculum is well planned, and lessons are sequenced to build on prior learning. Lessons are taught with enthusiasm by teachers who delve into a deeper understanding of the material to meet the national curriculum and beyond. Teachers have high standards and expect to be ready to learn and work with perseverance. They use practical work, modelling, collaborative learning opportunities alongside a strong focus on deliberate practice and retrieval practice when planning and delivering the material. Students are encouraged to ask questions and postulate ideas and explanations of theory while developing their investigative and problem-solving skills.</p>			
<p>Curriculum Content Overview:</p> <p>Note: All classes will be completing the Combined Science course until Year 11. All classes are taught on rotation, while they will cover the content listed below, they may complete it in a different order.</p>			
Autumn Term 1		Autumn Term 2	
CB1	Key concepts in Biology	CB2	Cells and control
CC3	Atomic structure	CC1	States of matter
CC4	The periodic table	CC2	Methods of separating and purifying
CP3	Conservation of energy	CP4	Waves
Spring Term 1		Spring Term 2	

CC5	Ionic bonding	CB3	Genetics
CC6	Covalent bonding	CC8	Acids and alkalis
CC7	Types of substances		
CC5	Light and the electromagnetic spectrum		

Summer Term 1		Summer Term 2	
CB4	Natural selection and genetic modification	CP2	Motion and forces
CC9	Calculations involving masses	CP7	Energy- Forces doing work
CP1	Motion	CP8	Forces and their effects

How will your child be assessed in the Summer Term?

Students will sit a written paper during the fortnight commencing 16th May 2022.

Summer Term Assessment Revision Topics (students will be given detailed checklists):

The following topics will be assessed:

Biology: CB1; CB2, CB3

Chemistry: CC1; CC2; CC3; CC4; CC5; CC6; CC7

Physics: CP3; CP4; CP5

What can you do to support your child in Science?

- Encourage your child to read Science articles and news stories along with documentaries on platforms such as BBC iPlayer.
- Ask your child questions about what they have been learning in Science.
- Encourage your child to make revision cards for the texts they are studying.
- Ask your child about upcoming assessments, to make sure they have a full understanding of the expectations.

Wider reading and useful websites or activities to support learning:

- ActiveLearn.co.uk Student logins have been issued by teachers of the class.
- SamLearning.co.uk Student logins have been issued by teachers of the class.
- BBC Bitesize Science
- Revision guides, flashcards and practice question booklets are available to buy through ParentPay.

Year 9 History Curriculum

<p>Staffing: Rachel Wylie (Curriculum Leader, Humanities & Head of History), Jess Stoddart, Stuart Pickford, Josephine Alexander, Emma Quartey Email: R.Wylie@sydenham.lewisham.sch.uk</p>		
<p>Assessment Overview:</p>		
<p>Subject Curriculum Intent</p> <p>Our history curriculum aims to provide students with a deep understanding of how the past has shaped the world we live in, equipping them to make sense of the dynamic environment of the twenty-first century.</p> <p>Our curriculum will explore ‘hidden histories’ to enable students to explore the diversity of the past. Students learn how to use sources to discover and construct the past, igniting their curiosity. The history curriculum is rooted in subject discipline. The history curriculum empowers students to read, engage with and analyse historical scholarship, understanding that the past is also constructed. They are supported by strong substantive and disciplinary knowledge, enabling them to achieve academically.</p> <p>Our history curriculum aims to encourage students to develop a chronological framework of British and world history to help them make sense of the knowledge they acquire. Through our history curriculum, students will expand their historical vocabulary and communicate their ideas in discussion, debates and in extended written work, demonstrating depth of historical thinking and argument.</p> <p>We develop high performance learning by teaching historians to be analytical and critical thinkers, able to articulate the importance of freedom, democracy and the challenges faced to get there.</p>		
<p>Curriculum Content Overview:</p>		
<p>Autumn Term 1: What happened after the First World War? Who were the forgotten soldiers of the First World War?</p>	<p>Spring Term 1: The Holocaust Was there one road to Auschwitz?</p>	<p>Summer Term 1: British Civil Rights Where should Claudia Jones have a plaque?</p>
<p>Autumn Term 2: How similar were the dictatorships of Hitler and Stalin?</p>	<p>Spring Term 2: US Civil Rights Why has Robert F William been forgotten?</p>	<p>Summer Term 2: What can Lewisham reveal about British Civil Rights?</p>
<p>How will your child be assessed in the Summer Term? Essay style questions, understanding and analysis of different interpretations of the past</p>		
<p>Summer Term Assessment Revision Topics (students will be given detailed checklists): Knowledge test and essay based on topic in Year 9 (Democracy & Dictatorship and Civil Rights)</p>		
<p>What can you do to support your child?</p> <ul style="list-style-type: none"> • Use your child’s knowledge organiser to support quizzing on key historic terms and core knowledge • Look out for historic documentaries on TV to broaden your child’s historic knowledge, for example Hitler’s Circle of Evil • Encourage your child to read widely; history is a written subject and reading helps with writing great history. Historic fiction is a good place to start • Historic Films / TV series– e.g. Hidden Figures, The Help, Jo Jo Rabbit, Small Axe (BBC I Player) 		
<p>Wider reading and useful web-sites or activities to support learning: David Olusoga – Black & British / The World’s War</p>		

Year 9 Geography Curriculum

Staffing: Tom Davidson, Deborah Gostling, George Ranson, Caitlin Dunham, Adam Dallimore-Levinson

Email: t.davidson@sydenham.lewisham.sch.uk

Subject Curriculum Intent:

By the end of Year 9, Sydenham will have studied a broad range of topics that further develop their understanding of core geographic concepts that were studied in Years 8 & 9. Students will explore a range of issues and learn about both the natural world and human society. These issues will also support students to broaden their 'geographic literacy' - the ability to understand the world around us and to consider our place within it.

During Year 9, Sydenham geographers will develop their core geographic skills such as critical thinking, data interpretation and extended writing with a focus on discussing major issues by using real-world examples, facts and figures.

We aim to provide all students with tools that enable them to engage in discussion and thought about our changing world, and their role within it, with the intention of preparing those students who wish to pursue GCSE Geography.

Curriculum Content Overview:

Autumn Term 1: <i>Natural Hazards - Tectonics</i>	Spring Term 1: <i>Climate Change</i>	Summer Term 1: <i>Ecosystems & Rainforests</i>
Autumn Term 2: <i>Urban Change in the UK & Urban Sustainability</i>	Spring Term 2: <i>Challenge of Resource Management - Energy</i>	Summer Term 2: <i>Development & the Development Gap</i>

How will your child be assessed in the Summer Term?

- Between April and July, your child will complete two end of unit assessments on global ecosystem sand rainforests and the development gap
- In July there will be an end of year assessment on content from across year 9
- These assessments will be a mixture of multiple-choice, resource-based and extended writing questions

Spring Term 2 Assessment Revision Topics (students will be given detailed checklists):

Ecosystems and Rainforests:

- Distribution of global ecosystems
- Characteristics of tropical rainforests
- Causes, impacts and solutions to deforestation

Development and the Development Gap

- Patterns of global development
- Ways to measure development
- Causes and impacts of the development gap
- Strategies to reduce the development gap

What can you do to support your child?

- Engage with your child around homework and retrieval (revision) of key knowledge. Quizzes and discussion are good ways to encourage students to test their understanding.
- Watch documentaries or films about the natural world. Geography is a broad so anything that focuses on the natural world or how our planet is changing would be relevant.

- Encourage your child to read widely; websites, books and magazines are all great places to learn about current global issues.

Wider reading and useful web-sites or activities to support learning:

- No one is too small to make a difference – Greta Thunberg
- BBC Bitesize – KS4 Geography

Year 9 Latin Curriculum

Staffing: A.Bauer

Email: a.bauer@sydenham.lewisham.sch.uk

Exam Board: eduqas (part of WJEC)

Assessment Overview:

Autumn 1: Weekly vocabulary and Grammar tests

Autumn 2: Level 1 Core Language exam paper (comprehension)

Spring 1: Weekly vocabulary and Grammar tests

Spring 2: Level 1 Additional language exam paper (translation)

Summer 1: Weekly vocabulary and Grammar tests

End of Year Exam : Level 1 Core Language and Additional language exam paper

Subject Curriculum Intent

We aim to enable to students to understand written Latin with its richness of vocabulary and syntax. We teach Grammar explicitly to understand how language works and support the acquisition of MFL as well as English.

Curriculum Content Overview:

Autumn Term 1: Revisit key concepts of CLC Book I	Spring Term 1: CLC Book II – Stage 15	Summer Term 1: CLC Book II – Stages 17&18
Autumn Term 2: CLC Book II – Stages 13 & 14	Spring Term 2: CLC Book II – Stage 16	Summer Term 2: CLC Book II – Stages 19&20

How will your child be assessed in the Summer Term?

Reading Comprehension & Translation

Summer Term Assessment Revision Topics (students will be given detailed checklists):

As outlined in Vocabulary & Grammar Booklet

What can you do to support your child?

Monitor weekly vocabulary learning on Quizlet

Wider reading and useful web-sites or activities to support learning:

[Book I | Cambridge Latin Course \(cambridgescp.com\)](https://www.cambridgescp.com/)

Year 9 French Curriculum

Staffing: Ms Walker, Ms M'Bolo Email: d.walker@sydenham.lewisham.sch.uk l.dhima@sydenham.lewisham.sch.uk		
Exam Board: AQA		
Assessment Overview: Autumn 1: baseline reading and listening past paper GCSE Autumn 2: writing – photo card and 90 words Spring 1: photo card and translation Spring 2: speaking assessment in class Summer 1: translation Summer 2: end of year writing on all topics		
Subject Curriculum Intent <p>In French at Year 9, we aim to give students a basis for working independently and learning much vocabulary from the specification. We discuss topics such as free time activities, school studies, family and relationships, holidays and social issues. All these topics are related to the GCSE, however we go into more depth in Years 10 and 11.</p> <p>By the end of Year 9, students should have a good knowledge of how to begin planning and writing a 90 word essay in French. They will hopefully be able to write in more than three different tenses and they will have built on the basics they learnt in Years 7 and 8, adding to their rich vocabulary bank.</p> <p>Grammar-wise, students will consolidate three tenses and build on imperfect tense and conditional tense. Grammar is perfected through learning endings in the verbs.</p> <p>We focus on the structure of the exam and tips on how to achieve a good grade at Foundation level GCSE. Students will have the opportunity to complete Higher tier extension activities but will not be assessed on Higher tier.</p>		
Curriculum Content Overview:		
Autumn Term 1: Free time	Spring Term 1: School	Summer Term 1: Writing practice on the topic of holidays
Autumn Term 2: Customs and traditions	Spring Term 2: Holidays	Summer Term 2: My family, characteristics and relationships
How will your child be assessed in the Summer Term? Reading and listening assessment – past paper GCSE Students will be given checklists in class and via Classcharts		
Summer Term Assessment Revision Topics (students will be given detailed checklists): All topic vocabulary is available to access on the online resource http://quizlet.com Your child should have login details for this as this is also used for vocabulary tests		
What can you do to support your child? Test them on their vocabulary Ensure they are using quizlet correctly. We recommend 10 mins a day.		
Wider reading and useful web-sites or activities to support learning: https://senecalearning.com/en-GB/ GCSE French - BBC Bitesize Learn a language. Meet the world. Memrise		

Year 9 German Curriculum

Staffing: Ms Bauer, Ms Walker Email: a.bauer@sydenham.lewisham.sch.uk d.walker@sydenham.lewisham.sch.uk		
Exam Board: AQA		
Assessment Overview: Autumn 1: baseline reading and listening past paper GCSE Autumn 2: writing – photo card and 90 words Spring 1: photo card and translation Spring 2: speaking assessment in class Summer 1: translation Summer 2: end of year writing on all topics		
Subject Curriculum Intent <p>In German at Year 9, we aim to give students a basis for working independently and learning much vocabulary from the specification. We discuss topics such as role models, music, extreme sports, age limits, school studies and charity/voluntary work. All these topics are related to the GCSE, however we go into more depth in Years 10 and 11.</p> <p>By the end of Year 9, students should have a good knowledge of how to begin planning and writing a 90word essay in German. They will hopefully be able to write in more than three different tenses and they will have built on the basics they learnt in Years 7 and 8, adding to their rich vocabulary bank.</p> <p>Grammar-wise, students will consolidate three tenses and build on imperfect tense and conditional tense. Grammar is perfected through learning endings and vowel changes in the verbs.</p> <p>We focus on the structure of the exam and tips on how to achieve a good grade at Foundation level GCSE. Students will have the opportunity to complete Higher tier extension activities but will not be assessed on Higher tier.</p>		
Curriculum Content Overview:		
Autumn Term 1: Role models	Spring Term 1: Jobs, ambitions,	Summer Term 1: Human rights, teenagerhood, age limits
Autumn Term 2: Music, music festivals	Spring Term 2: Childhood memories, comparing primary school to secondary school	Summer Term 2: Grimm fairy tales – story writing
How will your child be assessed in the Summer Term? Reading and listening assessment – past paper GCSE Writing assessment		
Summer Term Assessment Revision Topics (students will be given detailed checklists): Students will be given checklists in class and via homework app All topic vocabulary is available to access on the online resource http://quizlet.com Your child should have login details for this as this is also used for vocabulary tests		
What can you do to support your child? Test them on their vocabulary Ensure they are using quizlet correctly. We recommend 10 mins a day.		
Wider reading and useful web-sites or activities to support learning: https://senecalearning.com/en-GB/ https://www.bbc.co.uk/bitesize/subjects/z8j2tfr Learn a language. Meet the world. Memrise		

<https://www.pearsonactivelearn.com/default.asp> (please email
d.walker@sydenham.lewisham.sch.uk for direct log in details)

Year 9 Spanish Curriculum

Staffing: Ms Bauer, Ms Ossa Email: a.bauer@sydenham.lewisham.sch.uk g.ossa@sydenham.lewisham.sch.uk		
Exam Board: AQA		
Assessment Overview: Autumn 1: baseline reading and listening past paper GCSE Autumn 2: writing – photo card and 90 words Spring 1: photo card and translation Spring 2: speaking assessment in class Summer 1: translation Summer 2: end of year writing on all topics		
Subject Curriculum Intent <p>We set out to teach and practise three main bodies of knowledge that research indicates are fundamental to progress for beginner language learners in a classroom setting. These are: phonics (sound-writing relations), vocabulary, and grammar.</p> <p>The year 9 Spanish curriculum is designed to be used flexibly and to meet a range of pupil needs. Its grammar spine is a condensed version of the essential grammar required to start current GCSE courses.</p>		
Curriculum <p>Y9 content, selected on the basis of word frequency, core grammar and phonics ensure that Y9 lessons have substantial value, both as standalone learning opportunities and as preparation for progression in the KS4 curriculum.</p>		
Autumn Term 1: <ul style="list-style-type: none"> Describe people - in general and right now Talk about what people do Talk about one and more than one thing Say what people do and don't do Describe locations Talk about family Ask and answer questions about activities 	Spring Term 1: <ul style="list-style-type: none"> Give and want (presents) Describe events in the present and past (travel) Ask what people can and must do (in class) Compare what you and someone else (we) do (News and media) Describe different family members (at a party) Celebrate different occasion 	Summer Term 1: <ul style="list-style-type: none"> Say what you do for other people Talk about what you and others like Experiences now and in the past Experiences visiting other places Compare two places / different media Talk about possessions
Autumn Term 2: <ul style="list-style-type: none"> Talk about what you do with others Talk about places and locations Describe people and possessions Say when and where people go, and future plans 	Spring Term 2: <ul style="list-style-type: none"> Describe events in the present and past (in the classroom and free time activities) Describe where people go, are going to go, and why Things you do, to and for others 	Summer Term 2: <ul style="list-style-type: none"> Compare things (shopping) Describe what is happening now Talk about activities right now Talk about how and where you are and

<ul style="list-style-type: none"> • Describe what people do • Describe what activities different people do (virtual and real exchanges) • Talk to people you know and don't know 	<ul style="list-style-type: none"> • Things you do, to and for yourself • Talk about achievements / foods from different countries 	<p>were, talk about now and then</p> <ul style="list-style-type: none"> • Say what you were doing and what you are doing now • Talk about trips • Talk about festivals
--	--	---

How will your child be assessed in the Summer Term?

Reading and listening past paper

Writing describing a picture and 90 Words

Summer Term Assessment Revision Topics (students will be given detailed checklists):

Students will be given checklists in class and via homework app

All topic vocabulary is available to access on the online resource <http://quizlet.com>

Your child should have login details for this as this is also used for vocabulary tests

What can you do to support your child?

- Check that your child commits fully to their weekly Spanish homework.
- Learning and revising vocabulary will be weekly homework together with speaking, listening and reading exercises.
- The vocabulary list can be found on the Language Guide given to your child at the beginning of the year.
- Encourage your child to join their teacher class on Quizlet and make sure your child spends at least 10 minutes daily revising and learning vocabulary.
- Learn some Spanish, you can either use our class on Quizlet or Duolingo.
- Keep in contact with your child's teacher and encourage your child to contact their teacher for support when need it.

Wider reading and useful web-sites or activities to support learning:

<https://quizlet.com>

Your child will receive a language guide booklet, on it you will find also the weekly set of words to be learn, and all the information of what will be taught in lessons.

BBC Spanish KS3 <https://www.bbc.co.uk/bitesize/subjects/zfckjxs>

Year 9 RE Curriculum

Staffing: Abigail Thirunavukarasu, Joe Mathers, Email: a.thirunavukarasu@sydenham.lewisham.sch.uk		
Exam Board: EDUQAS		
Assessment Overview: Paper 1: Christians Teachings and Beliefs 25% Paper 2: Islamic Teachings and Belief 25% Paper 3: Religion, Philosophy & Ethics (Relationships, Life and Death) 50%		
Subject Curriculum Intent: At Sydenham, students start their RE Short Course GCSE in year 9 and will take their examination in year 11. Throughout year 9 we aim to develop student understanding of Christian and Islamic beliefs. Students will develop integral skills which enable them to understand the society around them and how religion plays a major part within the communities in which they live in. The GCSE course looks at aspects of religion such as the purpose of the death of Jesus and the need for religious law. This will allow all students at Sydenham to be given the opportunity to explore two of the six world religions whilst looking at religious scriptures to gain an in-depth understanding of religious viewpoints. This will strengthen students to evaluate and formulate their own understanding beyond GCSE as they are given skills to delve deeper within religion. Through the study of religion, students are encouraged to think critically and it provides them with the ability to evaluate logical arguments and present these in a variety of formats. Religious Education encourages students to develop as individuals as it gives students the opportunity to work out what they believe in and question why they do. Wherever you work or live, religion plays a part in people's lives, by giving students the opportunity to study the subject, we empower them to make up their own minds about critical matter.		
Curriculum Content Overview:		
Autumn Term 1: Christian beliefs and teachings	Spring Term 1: Christian beliefs and teachings	Summer Term 1: Muslim beliefs and teachings
Autumn Term 2: Christian beliefs and teachings	Spring Term 2: Muslim beliefs and teachings	Summer Term 2: Muslim beliefs and teachings
How will your child be assessed in the Summer Term? 15 mark question		
Summer Term Assessment Revision Topics (students will be given detailed checklists): Prophethood (importance of all prophets vs importance of prophet Muhammad)		
What can you do to support your child? <ul style="list-style-type: none">• Use your child's glossary at the back of their books to support quizzing on key religious terms.• Encourage your child to read the news on topics focused to religion as it could help them with their link to life• Have conversations with your child about how religion affects everyday life.		
Wider reading and useful web-sites or activities to support learning: Study of Christianity - GCSE Religious Studies Revision - Eduqas - BBC Bitesize Islam - GCSE Religious Studies Revision - Eduqas - BBC Bitesize Resource (eduqas.co.uk)		

Year 9 PSHE Curriculum

Staffing: Halicon Virgo- Furr, Fay Nkrumah and Sherene Forrest Email: h.virgo-furrs@sydenham.lewisham.sch.uk		
Exam Board: N/A		
Assessment Overview: Effort Grades.		
Subject Curriculum Intent <p>The PSHE curriculum intent is to provide a safe environment where our students develop their confidence, sense of responsibility and resilience when faced with challenge. To deliver a curriculum which is accessible to all and that will maximize the outcomes for every child. Our PSHE curriculum equips students with relevant and meaningful content, which is supported through a strong emphasis on emotional literacy, nurturing mental and physical health.</p> <p>We further enable through curriculum the development of students' respect, acceptance, and celebration of the diversity of modern society. It helps them to understand how they are developing personally and socially, and tackles many of the moral, social, and cultural issues that are part of growing up. Our students will have a more in-depth understanding of the importance of relationships, health, and well-being, connecting to the wider world and the impact this has on their everyday lives.</p> <p>We develop High Performance Learners by teaching students how to use meta-cognition in a wide range of thinking approaches and transfer knowledge from one circumstance to another. To show concern for society in their ability to empathize with those less fortunate, to show and respect diversity as a key part of our society. To work collaboratively, to listen to the views of others and show willingness to work in teams.</p>		
Curriculum Content Overview:		
Autumn Term 1: Peer influence, substance misuse and gangs.	Spring Term 1: Respectful relationships.	Summer Term 1: Intimate relationships.
Autumn Term 2: Inequalities and the Law.	Spring Term 2: Healthy lifestyle.	Summer Term 2: Mental Health.
How will your child be assessed in the Summer Term? Classwork		
Summer Term Assessment Revision Topics (students will be given detailed checklists): N/A		
What can you do to support your child? <ul style="list-style-type: none"> • Discuss with them topics around respectful relationships and social issues. • Encourage them to watch and read the news through child friendly platforms such as Newsround about healthy lifestyles 		
Wider reading and useful web-sites or activities to support learning: <ul style="list-style-type: none"> • Newsround: Watch Newsround - CBBC Newsround • BBC Bitesize: KS3 PSHE and Citizenship - BBC Bitesize 		

Year 9 Business Studies Curriculum

Staffing: H. Heidari Email: h.heidari@sydenham.lewisham.sch.uk		
Exam Board: Edexcel		
Assessment Overview: Autumn 1: Enterprise & Entrepreneurship Autumn 2: Spotting a Business Opportunity Spring 1: Putting a Business Idea into Practice Assessment Week: Component 1 Exam Paper (short version) Spring 2: Making the Business Effective Summer 1: Making the Business Effective Note: Making the Business Effective is a bigger topic, therefore, more time is allocated to this topic. Assessment Week: Theme1 Exam Paper (longer version) Summer 2: Understanding External Influences on Business		
Subject Curriculum Intent: Business will help you to develop understanding of: <ul style="list-style-type: none"> • Business concepts • Business terminology • Business objectives • The integrated nature of business activity • The impact of business on individuals and wider society <p>By studying this subject, you will have the opportunity to apply knowledge and understanding to contemporary business issues ranging from small local businesses to national and global context. As a result, you will develop the skills and confidence to think commercially and creatively and be able to draw on evidence to make informed business decisions and solve problems.</p> <p>Through the class activities and examinations, you develop analytical skills which will enable you to develop well – argued, evidenced, balanced, and structured arguments enabling you to demonstrate the depth and breadth of your knowledge. Furthermore, you will develop quantitative skills relevant to business and business performance.</p> <p>Business is a unique subject as it allows you to apply skills learned from other subjects such as English, Mathematics and/ or science, art etc. directly to this subject.</p>		
Curriculum Content Overview:		
Autumn Term 1: Theme 1: Enterprise & Entrepreneurship – (Risk & Reward, Dynamic Nature of Business)	Spring Term 1: Theme 1: Putting a Business Idea into Practice – (Business Aims & Objectives, Revenue, profit & Cash Flow)	Summer Term 1: Theme 1: Making the Business Effective – (Marketing Mix & Business Plan)
Autumn Term 2:	Spring Term 2: Theme 1: Making the Business Effective – (Legal ownership, Business Location)	Summer Term 2: Theme 1: Understanding External Influences on Business – (

Theme1: Spotting a Business Opportunity – (Market research, Customer Needs)		Business Stakeholder & Technology)
How will your child be assessed in the Summer Term? End of Unit in class assessment consisting of multiple-choice questions, 3-, 6- & 9-mark questions		
Summer Term Assessment Revision Topics (students will be given detailed checklists): Theme 1: Making the Business Effective		
What can you do to support your child? Ask your child to summarise the key ideas from a lesson; ask them to teach you a key idea/concept. <ul style="list-style-type: none"> • Watch news about business and world affairs • Read newspapers including The Financial Times (will help your child to get into the habit of gathering detailed analysis of business news). <p>Discuss specific business news and ask your child to explain the meanings in the text using business language points; discuss how different businesses maybe affected differently, how this event affects society in different ways.</p>		
Wider reading and useful web-sites or activities to support learning: GCSE Business - Edexcel - BBC Bitesize BBC News Yahoo Finance Financial Times (copies should be available in the library)		

Year 9 Art Curriculum

Staffing: C. Henderson, S. Bailey, M.Edwards, K.Slipper, L. Griffiths
Email: C.Henderson@sydenham.lewisham.sch.uk

Exam Board: OCR

Assessment Overview: Fine Art

Assessment Objective 1 Develop

Develop a diverse range of ideas through investigations informed by artists' work and other sources, demonstrating analytical and cultural understanding.

Assessment Objective 2 Refine

Refine work through experimenting and selecting appropriate resources, media, materials, techniques and processes.

Assessment Objective 3 Record

Selecting and recording from sources is purposeful, relevant and clear. Assured use of visual/other forms, consistent command of skills, techniques. Any specialist terms are expressed accurately.

Assessment Objective 4

Present

A personal and meaningful final outcome showing knowledge and understanding to realise intentions. Connections made between visual and other elements.

Subject Curriculum Intent:

In GCSE Art students will develop their art skills to record ideas through photography, drawing, painting, clay and printing. Students develop the techniques needed for visual expression. They will learn the skills needed to represent accurate observations of the Urban environment and portraits. Student's knowledge is deepened through learning about art history and the work of contemporary artists.

The focus in year 9 is portraiture

Curriculum Content Overview:

Autumn Term 1: <ul style="list-style-type: none"> Drawing basics – Skull and portrait drawing 	Spring Term 1: <ul style="list-style-type: none"> Exploring design and clay inspired by the art of Benin. 	Summer Term 1: <ul style="list-style-type: none"> Colour mixing and fauve style portrait painting
Autumn Term 2: <ul style="list-style-type: none"> Painting basics – Skull and portrait painting 	Spring Term 2: <ul style="list-style-type: none"> Clay construction exploring the structure of the face and 3D modelling of heads 	Summer Term 2: <ul style="list-style-type: none"> Exploring skin tone and colour mixing - Portrait painting inspired by artist Barbara Walker

How will your child be assessed in the Summer Term?

Portrait paintings.

Summer Term Assessment Revision Topics (students will be given detailed checklists):

Students will be taught new skills in drawing and painting in lesson and practice them at home.

What can you do to support your child in Art ?

- Encourage your child complete at least two hours of homework to refine and complete tasks fully.
- Ask your child to explain the techniques and processes they use and why?
- Discuss the ideas and links in your child's work.
- Encourage your child to make use of online tutorials and to discuss how they are developing precision in their work.
- Ensure your child meets the coursework deadlines.
- Provide black and white acrylic paint and brushes.

Wider reading and useful web-sites or activities to support learning:

Microsoft Sway tutorials [Practising Tone \(office.com\)](#)

YouTube channels**Proko tonal drawing tutorials**

[Live Shading Demo - Drawing Light on Form - YouTube](#)

Year 9 Drama Curriculum

Staffing: Maylene Catchpole and Sian Morrison

Subject/Faculty Leader: Maylene Catchpole

Email: m.catchpole@sydenham.lewisham.sch.uk

Subject Curriculum Intent:

Year 9 is a foundation year for GCSE drama preparing students to explore a range of dramatic styles and conventions looking at ways into text and performance elements. The course covers all 3 key components and the skills needed to collaborate effectively to produce work for performance to a variety of audiences. A range of new and exciting play texts are explored focusing on analysing work as a performer, director, and designer. Students will make links to theatre practitioners as well as study a range of performance styles. Each student will be able to gain an understanding of production and design elements and its impact on performance.

Curriculum Content Overview:

Autumn Term 1:

Naturalism

- Exploring naturalistic drama and key conventions of naturalism and realism

Autumn Term 2:

Theatre practitioners and didactic theatre

- Exploring Brecht's methodologies in practice looking at political theatre in action

Spring Term 1 and 2:

Text in Performance

- In depth character analysis exploring motivation and status.
- Interpretation of a range of play texts suitable for component 2 exploring historical and social context.
- Performance skills looking at audience impact.

Summer Term 1 and 2:

Devising Plays

- Exploration of a range of different stimuli
- Analysis and exploration of Character dialogue
- Structure and narrative
- Climax and anti-climax

Through the Year

- Component 3
- Set text study with key examination practice questions

How will your child be assessed in the Summer Term?

Students are assessed informally by their teacher throughout the term looking and key skills of collaboration, vocal and physical skills in performance as well as drama knowledge through use of key terminology.

Formal assessments will take place focused on key components for devising plays and the set text study for component 3.

Summer Term Assessment Revision Topics (students will be given detailed checklists):

Play script extracts

Examination questions for component 3

What can you do to support your child in Drama?

- Support your child by asking them about their drama learning
- Encourage your child to practice learning lines at home where appropriate
- Engage with homework via classcharts and Teams
- Support you child using Teams for independent study
- Facilitate your child to visit the theatre or watch filmed theatre performances online (The school have a subscription to Digital Theatre plus -see link below)
- Encourage your child to read a wide range of books including play texts (this helps with their imagination and creativity as well as their understanding of genre)

Wider reading and useful web-sites or activities to support learning:

Digital Theatre www.edu.digitaltheatreplus.org

BBC bitesize drama [GCSE Drama - Edexcel - BBC Bitesize](#)

Set text reading for component 3 (DNA/ The Crucible)

GCSE drama revision guides

Port - Simon Stephens

Constantin Stanislavski- An actor Prepares

Bertolt Brecht- The Caucasian Chalk Circle

Year 9 Food Curriculum

<p>Staffing: Ms. Thompson Email: a.thompson@sydenham.lewisham.sch.uk</p>		
<p>Exam Board: WJEC Eduqas (course code 601/8093/6)</p>		
<p>Assessment Overview: Baseline test Low-stakes quizzes and tests- GCSE Model questions – Link to aspects of the 6 Core topics. Planning work being assessed by the teacher for practical and experimental activities. Practical and Experimental activities being monitored by the teacher and assessed on criteria of skills shown, working safely, time management, quality control when working and quality of finish.</p>		
<p>Subject Curriculum Intent: We aim to foster an environment in which students are equipped with the knowledge, understanding and skills required to cook and apply the principles of food science, nutrition, and healthy eating. The focus is on creating a balance between practical and theoretical knowledge and understanding; thus, enabling students to demonstrate effective and safe cooking skills by planning, preparing and cooking a variety of food commodities whilst using different cooking techniques and equipment.</p>		
<p>Curriculum Content Overview:</p>		
<p>Autumn Term 1: Food commodities</p> <ul style="list-style-type: none"> Fruits and Vegetables- provenance and growth Variety and Nutrition of Fruit and Vegetables – Seasonality Food Science-Enzymic browning Choosing, storing and using Fruit and Vegetables – Processing, preservation, gelatinization and food safety Preparation of fruit and Vegetables NEA1 Practice Assessment 	<p>Spring Term 1:</p> <ul style="list-style-type: none"> Commodities -Meat, Poultry, fish and Eggs Meat, Poultry, fish and Eggs Cooking food Assessment summary – end of topic recap Food Commodities – Fish GCSE Model question – Link to Where Food comes from in GCSE specification- Food Commodities – Eggs Food Science- Foams Writing a time plan Writing a time plan – practice NEA 2 GCSE Model question – Link to Principles of nutrition in GCSE- Cooking Food/ Heat Transfer Technical skills Practical – Meringues GCSE Model question – Link to Principles of nutrition in GCSE specification- 	<p>Summer Term 1: Macronutrients – Proteins GCSE Model question – Link to Principles of nutrition in GCSE- Macronutrients- Proteins. Explain with examples, the differences between high and low biological value proteins. (6 marks) Macronutrients- Carbohydrates NEA2 – Student Task Assessment – Food & Nutrition</p> <ul style="list-style-type: none"> Diet and good health Plan balanced diets

Autumn Term 2: Food commodities	Spring Term 2: Principles of nutrition	Summer Term 2: The science of food
<ul style="list-style-type: none"> • Cereals – Oats, Barley and Rye Theory • Fibre • Rice and Breakfast Cereals- all other cereals information • Food poisoning in cereals • Nutritional information • Food Science- Sauces thickening / gelatinization • GCSE Model question – Link to Principles of nutrition in GCSE • Meat and Poultry - Red meat/mince Chicken • GCSE Model question – <i>GCSE Model question</i> – Link to Principles of nutrition and Diet and good health in GCSE. 	<ul style="list-style-type: none"> • Where food comes from • End of Unit Test • GCSE Model question – GCSE Model question – Link to Food commodities In GCSE specification • Nutrients • Dietary Needs • Nutrients of different stages 	<ul style="list-style-type: none"> • Functional Properties of ingredients Product analysis • Practice NEA2 – Student Task • NEA2 Practice booklet1
<p>How will your child be assessed in the Spring Term? Assessment 50% of Practical work 50% written test on Core Knowledge.</p>		
<p>Spring Term Assessment Revision Topics (students will be given detailed checklists):</p> <ul style="list-style-type: none"> - Principles of Nutrition - Diet and Good Health - Food Spoilage - Food Provenance and Food waste 		
<p>What can you do to support your child in Food Preparation and Nutrition? Be aware of deadlines and check work occasionally to assess that it is at an appropriate standard Discuss what has been happening in class and ask if they are having difficulties. Encourage your child to ask Ms. Thompson for help if they need it. Familiarise yourself with school systems like Teams and Class Charts so that you can further support your child in online assignments etc. Contact Ms. Thompson if you have any queries or concerns.</p>		
<p>Wider reading and useful websites or activities to support learning:</p> <p>https://www.nutrition.org.uk/nutritionscience/nutrients-food-and-ingredients/protein.html https://www.nutrition.org.uk/healthyliving/healthyeating/protein.html https://www.nutrition.org.uk/nutritioninthenews/headlines/eatwell.html www.BBC bitesize.co.uk/foodpreparation www.nutrition.org.uk www.foodfactoflife.org.uk www.nutrition.training https://www.nutrition.org.uk/nutritionscience/nutrients-food-and-ingredients/minerals-and-trace-elements.html</p>		

Year 9 Health and Social Care Curriculum

<p>Staffing: Ms Napp & Ms Begum Email: m.napp@sydenham.lewisham.sch.uk j.begum@sydenham.lewisham.sch.uk</p>		
<p>Exam Board: OCR Cambridge Nationals</p>		
<p>Assessment Overview: Year 9 units covered</p> <ul style="list-style-type: none"> ○ Unit R021: Essential Values of care for use with individuals in care settings (Exam unit) ○ Unit R022: Communicating and Working with Individuals in health and social care and early years settings <p>➤ R034: Creative and Therapeutic Activities (Coursework unit)</p>		
<p>Subject Curriculum Intent: Health and Social Care studies encourages learners to think creatively, innovatively, analytically, logically and critically to develop independence and confidence in using skills that would be relevant to the health and social care sector and more widely. The curriculum will assess the application of Health and Social Care through their practical use. It will provide learners with essential knowledge, transferable skills and tools to improve their learning in other subjects with the aim of enhancing their employability when they leave education, contributing to both their personal development and future economic well-being. Cambridge Nationals in Health and Social Care will equip learners with sound specialist knowledge and skills for everyday use. They will also challenge all learners, including high attaining learners, by introducing them to demanding material and skills; encouraging independence and creativity; providing tasks that engage with the most taxing aspects of the National Curriculum (including Values of Care and the current legislation requirements and the importance of softer skills such as communication skills to ensure individuals right to independence and dignity). The subject incorporates the use of the hands-on approach for both teaching and learning and aims to appropriately support with the way young people use new technology and underpins a highly valid approach to the assessment of their skills. The qualification design incorporates a range of units that enable learners the freedom to explore more deeply the things that interest them as well as providing good opportunity to enhance their learning in a range of curriculum areas.</p>		
<p>Curriculum Content Overview:</p>		
<p>Autumn Term 1:</p> <p>R021: L01 Supporting Individuals to maintain their rights (part 1-L01 mini assessment) Unit R022: L01-Learning techniques to communicate effectively (Coursework)</p>	<p>Spring Term 1:</p> <p>R021: The importance of the values of care (short assessment) Unit R022: L03-Practical application of communication techniques in health and social care Assessment Week: R021 L03 (Short assessment)</p>	<p>Summer Term 1:</p> <p>R021: Legislation and the Impact on care settings (short assessment) Assessment Week: R021 L01-L04 Exam Paper (short paper)</p> <p>R034- Creative and Therapeutic Activities (Coursework unit) L01- Therapies used in Health and Social Care</p>

<p>Autumn Term 2: R021: L01 Supporting Individuals to maintain their rights (part 2-short assessment) Unit R022: L02- Personal qualities that contribute to effective care (coursework)</p>	<p>Spring Term 2: R021: The importance of the values of care (Mini-assessment) Unit R022: L03-Practical application of communication techniques in health and social care</p>	<p>Summer Term 2: R021: Personal Hygiene, safety and security measures to protect individuals (Application) R034- Creative and Therapeutic Activities (Coursework unit) L02-Creative Activities and their benefits</p>
---	--	---

How will your child be assessed in the Summer Term?

Your child will be assessed through undertaking a short exam paper for RO21 and ongoing coursework for RO34

Summer Term Assessment Revision Topics (students will be given detailed checklists):

R021-

L03-Understand how legislation impacts on care settings

L04-Understand how personal hygiene, safety and security measures protect individuals

R034- Creative and Therapeutic Activities (Coursework unit)

L01- Therapies used in Health and Social Care

L02-Creative Activities and their benefits

What can you do to support your child?

- You can support your child in managing their coursework deadlines
- Help them to access the wider reading and learning available on our Teams platform

Wider reading and useful web-sites or activities to support learning:

Websites

www.ageuk.org.uk

www.alzheimers.org.uk

www.autism.org.uk

www.banardos.org.uk

www.mencap.org.uk

www.nhs.uk

www.nhs.uk/conditions

www.mind.org.uk

www.makaton.org

www.rnib.org.uk

www.scie.org.uk

Books

Fisher, A Blackmore, C., McKie, S Riley, M., Seamons, S. and Tyler, M (2012) Applied AS Health & Social Care Student Book for OCR. Oxford

Butler, S. J. (2004) Hearing and sight loss- A Handbook for Professional Carers, Age Concern England.

Moss, B. (2015) Communication Skills in Health and Social Care (3rd edition), Sage Publications Ltd

Moonie, N., Aldworth, ., Billingham, M. and Talman, H (2010) BTEC Level 3 National Health & Social Care Book 1. Pearson.

Year 9 Sociology Curriculum

Staffing: H Altinok Email: h.altinok@sydenham.lewisham.sch.uk
Exam Board: AQA
Assessment Overview: <ul style="list-style-type: none">• Autumn 1: The Sociological Approach• Autumn 2: Social structures, social processes and social issues Assessment Week: Exam Paper (short version) <ul style="list-style-type: none">• Spring 1: Sociological research methods• Spring 2: Sociological research methods Assessment Week: Exam Paper on Sociological research methods <ul style="list-style-type: none">• Summer 1: Families• Summer 2: Families Assessment week: End of year 9 paper which included all content taught in year 9.
Subject Curriculum Intent Topic: The Sociological Approach / Social structures, social processes and social issues For each topic area students are asked to critically evaluate and compare and contrast theories or explanations, including the key features of each theory or explanation in the context of a specific topic and area of sociology. Students are expected to demonstrate knowledge and understanding of key sociological theories by reading and responding to extracts which illustrate the different views of sociologists. They should be able to critically analyse and evaluate how the issues have been interpreted by these sociologists. For each topic area students are expected to demonstrate an understanding of relevant methods and methodological issues, for example the use of official statistics, qualitative and quantitative approaches and the use of mixed methods. They will explore and debate contemporary social issues in order to be able to challenge everyday understandings of social phenomena from a sociological perspective. The knowledge, understanding and skills they develop will provide a basis for further study and career choices. Topic: Sociological research methods: In the context of the various social structures, social processes and social issues detailed in the specification, students should be able to: <ul style="list-style-type: none">• identify, describe and explain various methods and methodological issues• identify and explain the advantages and disadvantages, strengths and weaknesses of a particular method for a specific area of research• demonstrate an understanding of the process of research design for a specific area of research, including practical difficulties and ethical issues• demonstrate an understanding of the relevance and usefulness of various primary and secondary sources for a specific area of research• demonstrate the ability to interpret data presented in a variety of forms. Families: <ul style="list-style-type: none">• Differing views of the functions of families.• Parsons functionalist perspective on primary socialisation and the stabilisation of adult personalities.

- How family forms differ in the UK and within a global context.
- The work of the Rapoport on family diversity.
- Different views of conjugal role relationships.
- The feminist perspective of Oakley on the idea of the conventional family.
- Changing relationships within families.
- How relationships within families have changed over time.
- The theory of the symmetrical family and the principle of stratified diffusion developed from the functionalist perspective of Willmott and Young.
- Different criticisms of families (isolation and unrealistic idealisation, loss of traditional functions, lack of contact with wider kinship networks, the status and role of women within families, marital breakdown, dysfunctional families).
- The work of Zaretsky on developments in families from a Marxist perspective and Delphy and Leonard's feminist critique of families.
- Changes in the pattern of divorce in Britain since 1945 and the consequences of divorce for family members and structures.

Curriculum Content Overview:

Autumn Term 1: The Sociological Approach	Spring Term 1: Sociological research methods	Summer Term 1: Families
Autumn Term 2: Social structures, social processes and social issues	Spring Term 2: Sociological research methods	Summer Term 2: Families

How will your child be assessed in the Summer Term?

Sociological research methods - Mid unit and end of unit short written assessments

Summer Term Assessment Revision Topics (students will be given detailed checklists):

- Research design
- Qualitative and quantitative methods
- Different types of data
- Primary and secondary sources
- Interpretation of data
- Practical issues
- Ethical issues

What can you do to support your child in Sociology?

Encourage them to get into the habit of revision.

Encourage them to read outside of the classroom through wider reading.

Wider reading and useful web-sites or activities to support learning:

[AQA | Sociology | GCSE | Sociology](#)

Year 9 Textiles Curriculum

Staffing: Ms Forbes and Ms Winters Email: c.forbes@sydenham.lewisham.sch.uk a.winters@sydenham.lewisham.sch.uk		
Exam Board: AQA (course code 8552)		
Assessment Overview: Low-stakes quizzes and tests Design work being assessed by the teacher at the end of the design process. Practical activities being monitored by the teacher and assessed on criteria of skills shown, working safely, quality control and quality of finish.		
Subject Curriculum Intent: We aim to foster an environment in which students can express their creativity and make their ideas a reality through exercising the practical skills we teach them in the textiles workroom. The focus is on investigation, experimentation and evaluation, leading to improved high quality products and more independent learning of knowledge and skills. Students will gain a deeper understanding of the impact their choices, as a designer, can have on society and the wider world.		
Curriculum Content Overview:		
Autumn Term 1: Project: Patchwork bag Health and safety Fabric construction Marking and cutting out Seams Other designers Environmental issues Industrial processes Design communication Product analysis	Spring Term 1: Project: Little black dress <ul style="list-style-type: none"> • Materials properties • Fairtrade • 3D communication • Decorative techniques • Fabric finishes 	Summer Term 1: Project: Belt or collar <ul style="list-style-type: none"> • Design strategies • Decorative techniques • 2D to 3D development • Client investigation
Autumn Term 2: Continuation of Patchwork bag project <ul style="list-style-type: none"> • Continue project • Quality control • Colourways • Smart fabrics • Linings • Selecting components 	Spring Term 2: Continuation of Little black dress project Continue project <ul style="list-style-type: none"> • Fabric manipulation • Industrial processes • Sustainability and lifecycle 	Summer Term 2: Continuation of belt or collar project Continue project <ul style="list-style-type: none"> • Manufacturing processes and records • Iterative design process
How will your child be assessed in the <u>Autumn</u> Term? 50% practical assessment: Processes, accuracy, safety and independence 50% short test on Textiles theory		
<u>Autumn</u> Term Assessment Revision Topics Health and safety Fabric construction Environmental issues Smart fabrics Selecting components		
How will your child be assessed in the <u>Spring</u> Term? 50% design & make assessment: Creativity, design development, making processes and precision 50% short test on Textiles theory		

Summer Term Assessment Revision Topics

Design strategies

Manufacturing processes

Client investigation

What can you do to support your child in Textiles?

Be aware of deadlines and check work occasionally to check that it is at an appropriate standard

Discuss what has been happening in class and ask if they are having difficulties. Encourage your child to ask their teacher for help if they need it.

Familiarise yourself with school systems like Teams and ClassCharts so that you can be more involved in the online uploading of assignments etc

Contact Ms Winters if you have any queries or concerns

Wider reading and useful web-sites or activities to support learning:**Websites**

www.technologystudent.com

BBC bitesize

Seneca learning

www.technologystudent.com

Year 9 Product Design Curriculum

<p>Staffing: Mr Bima</p> <p>Email: d.bima@sydenham.lewisham.sch.uk</p>		
<p>Exam Board: AQA (course code 8552)</p>		
<p>Assessment Overview:</p> <p>Low-stakes quizzes and tests</p> <p>Design work being assessed by the teacher at the end of the design process.</p> <p>Practical activities being monitored by the teacher and assessed on criteria of skills shown, working safely, quality control when working and quality of finish.</p>		
<p>Subject Curriculum Intent:</p> <p>We aim to foster an environment in which students can express their creativity and make their ideas a reality through exercising the skills we teach them in the workshop. The focus is on experimentation and analysis of successes and mishaps, leading to improved products and more independent learning of knowledge and skills.</p>		
<p>Curriculum Content Overview:</p>		
<p>Autumn Term 1:</p> <p>Project: CAD v Traditional Keyring</p> <ul style="list-style-type: none"> • Physical properties of materials • Mechanical properties of materials • Overview of polymers • Bending polymers • Intro to CAD/CAM • CAD/CAM vs traditional methods • Systems diagrams (manufacturing logs) • Oblique sketching • Thick/thin lines 	<p>Spring Term 1:</p> <p>Project: Chocolate Product – Packaging</p> <ul style="list-style-type: none"> • Inclusive design (eg Braille on packaging) • Paper & Card over overview • Offset Lithography <p>Assessment Content for Assessment Fortnight:</p> <ul style="list-style-type: none"> • Product Analysis (taught beforehand, then ‘low-stakes’ tested in lesson time) • Practical Skills: drawing packaging nets in class 	<p>Summer Term 1:</p> <p>Project: Box of Tricks Speaker</p> <ul style="list-style-type: none"> • Automation in manufacture (eg pick and place assembly, flow soldering) • Impact of new technology on society • Finite vs non-finite resources • Maths – area & volume • Client interview & market research •
Autumn Term 2:	Spring Term 2:	Summer Term 2:

<p>Project: Chocolate Product – Vacuum-Formed Chocolate Moulds</p> <ul style="list-style-type: none"> • Scales of production (one-off, batch, mass) • Woods overview • H&S overview • Basic risk assessments • Oblique sketching • Hatching • Vacuum-forming <p>Laser-Cutting (decoration on moulds)</p>	<p>Continue project</p> <ul style="list-style-type: none"> • 3 Rs & landfill & carbon footprint • Colour Wheel • Blow-Moulding • Product Analysis 	<p>Continue project</p> <ul style="list-style-type: none"> • Product analysis • Biomimetics • Systems and control: Input, process, output • Systems Diagrams • Creating and working to a specification • Working to tolerances • QA & QC in manufacture
<p>How will your child be assessed in the Spring Term? Assessment will be based on a short test as well as teacher assessment of design work and skills shown in manufacturing in the project so far</p>		
<p>Spring Term Assessment Revision Topics (students will be given detailed checklists):</p> <p>Theory content for revision will set at the time and handed out in class as well as being emailed out to students.</p>		
<p>What can you do to support your child in Product Design?</p> <p>Be aware of deadlines and check work occasionally to check that it is at an appropriate standard</p> <p>Discuss what has been happening in class and ask if they are having difficulties. Encourage your child to ask Mr Bima for help if they need it.</p> <p>Familiarise yourself with school systems like Teams and ClassCharts so that you can be more involved in the online uploading of assignments etc</p> <p>Contact Mr Bima if you have any queries or concerns</p>		
<p>Wider reading and useful web-sites or activities to support learning:</p> <p>YouTube channels</p> <p>How It's Made</p> <p>Product Design Maker</p> <p>Producttank</p> <p>Websites</p> <p>www.technologystudent.com</p> <p>BBC bitesize</p>		

Year 9 Media Studies Curriculum

Staffing: L Marcus Email: l.marcus@sydenham.lewisham.sch.uk		
Exam Board: Eduqas (part of WJEC)		
Assessment Overview: Autumn 1: Media Language analysis of a film poster Autumn 2: Media Language analysis of a magazine front page Spring 1: Analysis of how social groups have been represented on magazine front covers Assessment Week: Component 1 Exam Paper (short version) Spring 2: Analysis of Media Language and Representations in film posters and print adverts Summer 1: Regulation of film (Media Industries) Assessment Week: Component 1 Exam Paper (longer version) Summer 2: How video games target audience groups and the ways in which audiences respond to video games (Media Audiences)		
Subject Curriculum Intent Media Studies will help you to develop skills that you'll be able use in your other subjects such as critical thinking, analysis, research, planning, practical skills, time management, essay writing skills and more. As a GCSE Media Studies student, you will analyse how media products (like TV programmes and music videos) use images, sounds, language, and representations to create meaning. You will learn about the media industry and how the industry affects how media products are made. You will investigate media audiences, exploring the people who watch, read and consume the products, and considering how different people might be affected by media products differently, and why. In your practical work, you'll also be able to apply what you've learned about the media to the production of your own media products (such as magazine front covers/film posters).		
Curriculum Content Overview:		
Autumn Term 1: GCSE Induction	Spring Term 1: Component 1: Magazines and Newspapers	Summer Term 1: Component 1: Newspapers, Film Posters and Print Adverts
Autumn Term 2: Component 1: Magazines	Spring Term 2: Component 1: Newspapers	Summer Term 2: Media Industries and Audiences – Film and Radio
How will your child be assessed in the Summer Term? Analysis of how media language is used to create meaning on the front page of The Guardian newspaper. Analysis of how media language is used to create meaning on the film posters for Spectre and The Man With the Golden Gun, as well as print adverts for Quality Street and This Girl Can. Analysis of how representations are created in newspaper, film poster and print advert texts.		
Summer Term Assessment Revision Topics (students will be given detailed checklists): Media Language key terms and how to apply Media Language when analysing the connotations of print texts: newspapers, film posters and print adverts. Media language key terms and how they are used to explain representations of social groups and issues in newspaper, film poster and print advert texts.		

What can you do to support your child in Media?

Ask your child to summarise the key ideas from a lesson; ask them to teach you a key idea/concept; look at examples of print texts (magazine front cover/newspaper front page/print advert/film poster, as well as the home page of a website) and ask your child to explain the meanings in the text using media language points; look at examples of moving image texts (extract from a TV programme/film trailer/music video) and ask your child to explain the meanings in the text using media language points; discuss how different groups in society may interpret a media text in different ways.

Wider reading and useful web-sites or activities to support learning:

<https://www.bbc.co.uk/bitesize/subjects/ztnygk7>

https://www.eduqas.co.uk/qualifications/media-studies-gcse/#tab_overview

Year 9 Child Development Curriculum

Staffing: Sinead Shirfield Email: s.shirfield@sydenham.lewisham.sch.uk		
Exam Board: OCR Cambridge National		
Assessment Overview: 3 units over 3 years Unit 1 – R018 Health and well-being for child development (exam) Unit 2 - R020: Understand the equipment and nutritional needs of children from birth to five years (coursework) Unit 3 - R020: Understand the development of a child from birth to five years (coursework)		
Subject Curriculum: Child Development covers all aspects of child development and parental responsibility, from conception to five years. Students develop the essential theoretical knowledge and practical skills needed to create the best conditions for a child’s development and well-being. This qualification will prepare students for further qualifications in Child Care, Health and Social Care, Psychology, Sociology and Biology.		
Curriculum Content Overview: Unit 1: The first topic of study underpins all of the other learning in this qualification. Students will develop the essential knowledge and understanding in child development, covering reproduction, parental responsibility, antenatal care, birth, postnatal checks, postnatal provision, conditions for development, childhood illnesses and child safety. Knowledge gained would be of use for further studies in PHSE, Biology and other child development qualifications. Unit 2: In the second topic of study, students will gain knowledge of the equipment needs of babies and young children and an understanding of the factors to be considered when choosing appropriate equipment to meet all of these needs. This topic will also cover nutrition and hygiene practices and students will be given the opportunity to investigate feeding solutions, comparing these to nutritional requirements and evaluating the outcomes. Evaluation skills are developed, which would be of use in further studies in a number of areas Unit 3: In the third topic of study, students will gain an understanding of the development norms from birth to five years and the stages and benefits of play. Students will gain knowledge of, and skills in, developing activities to observe development norms in children up to the age of five. This topic will include researching, planning and carrying out activities with a child and observing and evaluating these activities, as well as comparing the child to the expected development norms. Researching, planning, observing and evaluating skills would be useful in further studies as these are transferable skills and could be applied to many subject areas.		
Autumn Term 1: Unit 1: Pre-conception Unit 1: Child safety	Spring Term 1: Unit 2: Childhood accidents, reasons why they happen and how they can be prevented	Summer Term 1: Unit 1: Childhood illnesses and how to meet the needs of an ill child
Autumn Term 2: Unit 2: Choosing suitable essential equipment for a childcare setting	Spring Term 2: Unit 2: Government dietary recommendations, essential nutrients Unit 2: Plan and preparing a feed/meal. How to evaluate	Summer Term 2: Unit 1: Types of contraception methods and their advantages and disadvantages

	planning and preparation of a feed/meal	
<p>How will your child be assessed in the Summer Term? Your child will be assessed through undertaking a practical food preparation demonstration and coursework assignments for Unit R019. In unit R018 your child will undertake 2 30-minute short assessments and homework tasks.</p>		
<p>Summer Term Assessment Revision Topics (students will be given detailed checklists): R018: LO4 – Childhood illnesses and a child safe environment LO1 - Reproduction and the roles and responsibilities of parenthood</p>		
<p>What can you do to support your child?</p> <ul style="list-style-type: none"> • Ask child to recall what they learnt in their class • Provide a quiet space (where possible) to complete homework tasks. • Encourage child to attend 'Child Development Club' – an extra curriculum activity group offering one to one support for assessments. Provides an opportunity to practice for practical skills assessments (e.g bottle making). 		
<p>Wider reading and useful web-sites or activities to support learning:</p> <ul style="list-style-type: none"> • Learn About Child Development CDC • Baby and toddler safety - NHS (www.nhs.uk) • Child Accident Prevention Trust (capt.org.uk) • Interactive Child Development Timeline NHS GGC • Cambridge National Level 1/2 Child Development. Author: Miranda Walker. ISBN: 9781471899751 		

Year 9 Music Curriculum

Sydenham School Year 9 GCSE Music Curriculum Guide

<p>Staffing: Joe Mathers and Ayesha Akkari</p> <p>Email: j.mathers@sydenham.lewisham.sch.uk a.akkari@sydenham.lewisham.sch.uk</p>		
<p>Exam Board: Eduqas</p>		
<p>Assessment Overview:</p> <p>Component 1: Performing</p> <p>Internally assessed, externally moderated 30% of qualification A</p> <p>Component 2: Composing</p> <p>Non-exam assessment: internally assessed, externally moderated 30% of qualification</p> <p>Component 3: Appraising Written examination</p> <p>1 hour 15 minutes (approximately) 40% of qualification</p>		
<p>Subject Curriculum Intent</p> <p>GCSE in Music offers a broad and coherent course of study which encourages learners to:</p> <ul style="list-style-type: none"> • engage actively in the process of music study • develop performing skills individually and in groups to communicate musically with fluency and control of the resources used • develop composing skills to organise musical ideas and make use of appropriate resources • recognise links between the integrated activities of performing, composing and appraising and how this informs the development of music • broaden musical experience and interests, develop imagination and foster creativity • develop knowledge, understanding and skills needed to communicate effectively as musicians • develop awareness of a variety of instruments, styles and approaches to performing and composing • develop awareness of music technologies and their use in the creation and presentation of music • recognise contrasting genres, styles and traditions of music, and develop some awareness of musical chronology • develop as effective and independent learners with enquiring minds • reflect upon and evaluate their own and others' music • engage with and appreciate the diverse heritage of music, in order to promote personal, social, intellectual and cultural development. 		
<p>Curriculum Content Overview:</p>		
<p>Autumn Term 1 and 2</p> <p>Popular Music</p> <p>Students will work as a group to perform a piece of Popular Music.</p>	<p>Spring Term 1 and 2</p> <p>Solo Performance</p> <p>Students will develop their skills at performing a solo (as a vocalist,</p>	<p>Summer Term 1 and 2</p> <p>Jazz and Blues</p> <p>Students will explore techniques and conventions used in Jazz and Blues</p>

<p>Students will explore rehearsal techniques and typical band set up.</p> <p>Song Writing</p> <p>Students will learn how to write a typical Pop/Rock song. They will explore how to write a range of musical layers as well as develop their skills at using Music ICT.</p>	<p>pianist, guitarist or their chosen instrument if they already play one)</p> <p>Pupils will explore techniques for developing their skills and preparing a piece for performance.</p>	<p>Class Concert</p> <p>Students will select to specialise in either solo performance or an ensemble and will prepare a piece in their chosen field.</p>
<p>How will your child be assessed in the Summer Term?</p> <p>Students will be assessed in three areas of Performing, Composing and Listening. They will be asked to recognise the key musical layers, structure and texture in popular music.</p>		
<p>Summer Term Assessment Revision Topics (students will be given detailed checklists):</p> <p>Main concepts</p> <p>Popular song composition technique</p> <p>Musical layers, for example: melody, bassline, harmony (chords) counter-melody and drum beat</p> <p>Structure: Popular song forms</p> <p>Music technology, for example: digital effects</p> <p>Texture: For example: homophonic, polyphonic, melody and accompaniment</p>		
<p>What can you do to support your child in Music GCSE?</p> <p>Provide opportunities for your child to listen to music and talk to them about the musical instruments and elements they hear. Ask them to talk to you about how it makes them feel and what it is in the music that does that.</p> <p>Encourage your child to look into more examples of the music we are studying at this time and to explore how the same or different musical elements are present in each piece.</p>		
<p>Wider reading and useful web-sites or activities to support learning:</p> <p>BBC Bitesize KS4 Music Eduqas: GCSE Music - Eduqas - BBC Bitesize</p> <p>Exam Specification: edukas-gcse-music-spec-from-2016 (28.04.15)</p>		

Year 9 GCSE PE Curriculum

Sydenham School Year 9 GCSE PE Curriculum Guide

<p>Staffing: Schakara Notice</p> <p>Email: a.fullilove@sydenham.lewisham.sch.uk</p>		
<p>Exam Board: Edexcel</p>		
<p>Assessment Overview:</p> <ul style="list-style-type: none"> • Low stakes assessments • Component 1- Exam paper- 30%- 1 hour 45 minutes • Component 3- Assessment in 3 chosen sports 		
<p>Subject Curriculum Intent</p> <p>GCSE PE will equip students with the knowledge, understanding, skills and values they need to be able to develop and maintain their performance in physical activities. Students will also gain understanding of how physical activities benefit health, fitness and wellbeing.</p> <p>Students will develop theoretical knowledge and understanding of the factors that underpin physical activity and sport and use this knowledge and understanding to improve their performance.</p> <p>Students will perform effectively in different physical activities by developing skills and techniques and selecting and applying tactics/strategies.</p>		
<p>Curriculum Content Overview:</p>		
<p>Autumn Term 1 and 2 theory: Applied Anatomy and Physiology</p> <ul style="list-style-type: none"> • Structure and function of Musculo-skeletal system • Structure and function of Cardiovascular system • Structure and function of Cardiovascular system 	<p>Spring Term 1 and 2 theory: Applied Anatomy and Physiology</p> <ul style="list-style-type: none"> • Aerobic and Anaerobic exercise • The short-term effects of exercise <p>Movement Analysis</p> <ul style="list-style-type: none"> • Levers • Benefits of levers • Planes and axes 	<p>Summer Term 1 and 2 theory: Physical training</p> <ul style="list-style-type: none"> • Health, fitness and exercise • The components of fitness • Principles of training • Long term effects of exercise • Sports injuries • Performing enhancing drugs
<p>Autumn Term 1 and 2: Practical Sport</p>	<p>Spring Term 1 and 2: Practical Sport</p>	<p>Summer Term 1 and 2: Practical Sport</p>
<p>How will your child be assessed in the Summer Term?</p>		

Students will be assessed through low stakes assessments mainly as Microsoft forms. Students will sit practice exam papers for component 1. Students will be assessed on their practical ability in their chosen sports. This will be recorded and assessed by the class teacher.

Spring Term Assessment Revision Topics (students will be given detailed checklists):

Theory assessments- Components of fitness

Practical assessments- key rules in chosen sports

What can you do to support your child in PE GCSE?

- Support your child by asking them about their PE learning
- Encourage your child to participate in their chosen sport in school and outside of school
- Engage with homework via classcharts and Teams
- Support you child using Teams for independent study
- Encourage your child to watch sport on TV

Wider reading and useful web-sites or activities to support learning:

[Edexcel GCSE PE BBC bitesize](#)

Teams resources- knowledge organisers

[Revision guide-](#)

Year 9 Computer Science Curriculum

<p>Staffing: Mr Shah and Mrs Warner Email: r.shah@sydenham.lewisham.sch.uk; m.warner@sydenham.lewisham.sch.uk</p>		
<p>Exam Board: Edexcel</p>		
<p>Assessment Overview: Paper 1 – written examination – 1hr 30mins – 50% qualification Paper 2 – onscreen examination – 2hrs – 50% qualification</p>		
<p>Subject Curriculum Intent: Further develop students’ knowledge and understanding of Computer Science through studying the importance of computation in the world, and how it will evolve in the future.</p>		
<p>Curriculum Content Overview: Principles of Computer Science: - Computational Thinking, Data, Computers, Networks, and Issues and Impact. Application of Computational Thinking: - Computational Thinking and Problem solving with programming.</p>		
<p>Autumn Term 1: Programming with Python Data</p>	<p>Spring Term 1: Programming with Python Networks</p>	<p>Summer Term 1: Programming with Python Computer Issues & impact</p>
<p>Autumn Term 2: Programming with Python Data</p>	<p>Spring Term 2: Programming with Python Networks</p>	<p>Summer Term 2: Programming with Python Computer Issues & Impact</p>
<p>How will your child be assessed in the Summer Term? A test during lesson</p>		
<p>Summer Term Assessment Revision Topics (students will be given detailed checklists): Topic 1: Computational Thinking – Flowcharts Topic 2: Data – Binary Topic 4: Networks Topic 6: Problem solving with programming - Python</p>		
<p>What can you do to support your child in Computer Science? Ensure access to a suitable device with internet access Encourage completion of all class work in OneNote Notebook Support completion of all homework to deadline For missed lessons, ensure independent completion of all missed classwork and homework</p>		
<p>Wider reading and useful websites or activities to support learning: Videos: https://student.craigndave.org/gcse-edexcel-videos Learning Tool and flash cards: https://quizlet.com/en-gb BBC Bitesize: https://www.bbc.co.uk/bitesize/examspecs/zdqy7nb</p>		

Year 9 Dance Curriculum

Staffing: A.Hemstead T.Walker

Email: A.Hemstead@sydenham.lewisham.sch.uk

Exam Board: Pearson

Assessment Overview:

3 Components over 2 years

Component 1 – Exploring the Performing Arts (Coursework)

Component 2 - Developing Skills and Techniques in the Performing Arts (coursework)

Component 3 – Responding to a Brief (Exam)

Subject Curriculum Intent:

The BTEC Level 1/Level 2 Tech Award in Performing Arts is for learners who want to acquire technical knowledge and technical skills through dance.

The qualification recognises the value of learning skills and knowledge covering the

- development of key skills that prove your aptitude in Dance such as reproducing repertoire or responding to stimuli
- process that underpins effective ways of working in the Performing Arts, such as development of ideas, rehearsal and performance
- attitudes that are considered most important in the Performing Arts, including personal management and communication
- knowledge that underpins effective use of skills, process and attitudes in the sector such as roles, responsibilities, performance disciplines and styles.

Curriculum Content Overview:

Component 1

- ▶ This unit gives you a broad understanding of performance work and influences, looking at how practitioners create their work and the process they take from creation, developments and performance.
- ▶ You will study three professional works each of a different style both theoretically and practically.
- ▶ You will present a written report to show your findings from your research.

Component 2

- ▶ This unit assesses your ability as a dancer and your technical and interpretive skills. You will explore a chosen style of dance and participate in regular technique and creative classes in this style.
- ▶ This unit also requires you to study an already existing piece of work in the chosen dance style to replicate.
- ▶ You will focus on your physical and interpretive skills, setting yourself targets and reviewing these regularly to understand and improve your performance.
- ▶ You will apply these skills in a final performance to a live audience.

Component 3

- ▶ This unit is externally marked by the exam board.
- ▶ You will be able to work in small groups of 3 – 7 dancers.
- ▶ The exam board will provide you with a stimulus on which you must choreograph a group performance lasting between 10-15 minutes.
- ▶ Your performance must respond appropriately to the given stimulus and communicate your ideas clearly to a target audience of your choice.
- ▶ You will evaluate your creative process which will be completed in controlled assessment conditions.

Autumn Term 1: Performance Supports with Component 2 Repertoire	Spring Term 1: Within Her Eyes Contact Supports with Component 1 Written reports	Summer Term 1: A Linha Curva Brazilian Dance Supports with Component 1 Written reports
Autumn Term 2: Choreography Supports with Component 3 Responding to a Brief	Spring Term 2: Emancipation of Expressionism Street Dance Supports with Component 1 Written reports	Summer Term 2: Artificial Things Inclusive Dance Supports with Component 1 Written reports

How will your child be assessed in the Summer Term?

Practical Assessment for each unit of work.

Written Assessment: Written reports x3

Summer Term Assessment Revision Topics (students will be given detailed checklists):

Physical Skills

Technical skills

Expressive skills

Choreographic devices

Within Her Eyes fact file

Emancipation of Expressionism fact file

A Linha Curva fact file

Artificial Things fact file

What can you do to support your child in Dance?

Encourage your child to meet deadlines when submitting homework.

Ask your child to explain the work they are doing and evaluate their success and areas for development.

Encourage your child to practise their work at home.

Encourage your child to watch live Dance performances either at an outside venue or online.

Encourage your child to participate in Dance Curriculum Enrichment Activities including clubs and the annual Dance Show.

Encourage your child to attend Dance classes outside of school or to learn dances via online tutorials.

Wider reading and useful web-sites or activities to support learning:

Within Her Eyes [Within Her Eyes Film | James Cousins Company](#)

Emancipation of Expressionism [EMANCIPATION OF EXPRESSIONISM | ...::: - Boy Blue - :::... \(boyblueent.com\)](#)

A Linha Curva [A-Linha-Curva-Teacher-Resource-1-Features-of-the-Production.pdf \(rambert.org.uk\)](#)

Artificial Things [Artificial Things | Dance Film – Stopgap \(stopgapdance.com\)](#)

Glossary of subject specific vocabulary [AQA | Subject specific vocabulary](#)