

# Sydenham School

Curriculum Information for Parents

Spring Term 2023

Year 9



## Contents

Assessment Calendar .....	3
Year 9 English Curriculum Guide .....	4
Year 9 Maths Curriculum Guide.....	6
Year 9 Science Curriculum Guide.....	7
Year 9 History Curriculum .....	9
Year 9 Geography Curriculum.....	10
Year 9 Latin Curriculum .....	12
Year 9 French Curriculum .....	13
Year 9 German Curriculum .....	14
Year 9 Spanish Curriculum .....	16
Year 9 RE Curriculum .....	18
Year 9 PSHE Curriculum .....	19
Year 9 Business Studies Curriculum.....	20
Year 9 Art Curriculum .....	22
Year 9 Drama Curriculum.....	24
Year 9 Food Curriculum .....	26
Year 9 Health and Social Care Curriculum .....	28
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' Evening	3 <sup>rd</sup> May
Year 9 Assessment Week	21 <sup>st</sup> – 25 <sup>th</sup> November
Year 9 Assessment Week	5 <sup>th</sup> - 9 <sup>th</sup> June

## Year 9 English Curriculum Guide

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<b>Exam Board:</b> AQA		
<b>Assessment Overview:</b>  <b>Autumn Term 1:</b> Poetry comparison <b>Autumn Term 2:</b> Creative writing <b>Spring Term 1:</b> Response to an extract from <i>Much Ado about Nothing</i> <b>Spring Term 2:</b> Response to an extract from <i>Much Ado about Nothing</i> <b>Summer Term 1:</b> Language Paper 2, Questions 1, 2, 4 and 5 <b>Summer Term 2:</b> Essay on a key theme or character in <i>An Inspector Calls</i>		
<b>Subject Curriculum Intent:</b> 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.		
<b>Curriculum Content Overview:</b>		
<b>Autumn Term 1:</b>  Poetry: Character and Voice	<b>Spring Term 1:</b>  <i>Shakespeare's Much Ado About Nothing</i>	<b>Summer Term 1:</b>  Introduction to GCSE English Language Paper 2
<b>Autumn Term 2:</b>  The Gothic	<b>Spring Term 2:</b>  <i>Shakespeare's Much Ado About Nothing</i>	<b>Summer Term 2:</b>  <i>Priestley's An Inspector Calls</i>
<b>How will your child be assessed in the Spring Term?</b> Knowledge checks Analytical writing Formal assessment : You will answer ONE essay question which will include an extract from the play. The extract will be selected from any scene in the play. You must write about the extract <u>and</u> use examples/quotations from other parts of the play.		
<b>Spring Term Assessment Revision Topics (students will be given detailed checklists):</b> <i>Much Ado About Nothing:</i> <ul style="list-style-type: none"> <li>• Key characters</li> <li>• Key themes</li> <li>• Important quotations</li> </ul>		
<b>What can you do to support your child in English?</b> <ul style="list-style-type: none"> <li>• Encourage your child to read for pleasure every day</li> <li>• 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</li> </ul>		

- Encourage your child to make revision cards for the texts they are studying, focusing on plot, characters, key events, context, methods and messages

**Wider reading and useful websites or activities to support learning:**

- [BBC Bitesize – Much Ado About Nothing](#)

## Year 9 Maths Curriculum Guide

<b>Staffing: Mark Freakes</b> <b>Email: m.freakes@sydenham.lewisham.sch.uk</b>		
<b>Exam Board: Edexcel</b>		
<b>Assessment Overview:</b> Exam assessed		
<b>Subject Curriculum Intent</b>  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.		
<b>Curriculum Content Overview:</b>		
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
<b>How will your child be assessed in the Spring Term?</b> Informal in class teacher assessment such as low stakes quizzes or end of module tests in class		
<b>Spring Term Assessment Revision Topics</b> Number, Algebra, Ratio and Proportion, Geometry and Measures, Probability and Statistics		
<b>What can you do to support your child in Mathematics?</b>  Make sure your child is completing their Homework  They should be aiming for 100% on their Sparx tasks  If they need extra help they can come to Maths Clinic, Wednesday lunchtimes in SL03		
<b>Wider reading and useful web-sites or activities to support learning:</b> <a href="#">Sparx Maths</a>  <a href="#">Videos and Worksheets – Corbettmaths</a>		

## Year 9 Science Curriculum Guide

<b>Staffing:</b> Amy Vickers, Curriculum Leader Science ( <a href="mailto:a.vickers@sydenham.lewisham.sch.uk">a.vickers@sydenham.lewisham.sch.uk</a> ) Sapna Reuben, Head of KS4 Science ( <a href="mailto:s.reuben@sydenham.lewisham.sch.uk">s.reuben@sydenham.lewisham.sch.uk</a> )			
<b>Exam Board:</b> Pearson Edexcel GCSE (9-1)			
<b>Assessment Overview:</b> Exam assessed			
<b>Subject Curriculum Intent:</b> 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. 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. 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.			
<b>Curriculum Content Overview:</b> <b>Note:</b> 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.			
<b>AUTUMN TERM 1</b>		<b>AUTUMN TERM 2</b>	
<b>Unit</b>	<b>Title</b>	<b>Unit</b>	<b>Title</b>
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
<b>SPRING TERM 1</b>		<b>SPRING TERM 2</b>	
<b>Unit</b>	<b>Title</b>	<b>Unit</b>	<b>Title</b>
CC5	Ionic bonding	CB3	Genetics
CC6	Covalent bonding	CC8	Acids and alkalis
CC7	Types of substances		
CP5	Light and the electromagnetic spectrum		

SUMMER TERM 1		SUMMER TERM 2	
Unit	Title	Unit	Title
CB4	Natural selection and genetic modification	CC9	Calculations involving masses
CP1	Motion	CP2	Motion and forces
<p><b>How will your child be assessed in the Spring Term?</b>  Assessment will continue in lessons via Marked Tasks activities based on topics being taught</p>			
<p><b>Spring Term Assessment Revision Topics (students will be given detailed checklists):</b>  The following topics will be assessed:  Biology: CB3  Chemistry: CC5, CC6, CC7, CC8  Physics: CP5</p>			
<p><b>What can you do to support your child in Science?</b></p> <ul style="list-style-type: none"> <li>• Ask your child questions about what they have been learning in Science.</li> <li>• Encourage your child to make revision cards for the texts they are studying.</li> <li>• Ask your child about upcoming assessments, to make sure they have a full understanding of the expectations.</li> <li>• Encourage your child to read Science articles and news stories along with documentaries on platforms such as BBC iPlayer.</li> </ul>			
<p><b>Wider reading and useful websites or activities to support learning:</b></p> <ul style="list-style-type: none"> <li>• ActiveLearn.co.uk Student logins have been issued by teachers of the class.</li> <li>• BBC Bitesize Science</li> <li>• Seneca Learning</li> <li>• Revision guides, flashcards and practice question booklets are available to buy through ParentPay.</li> </ul>			



## Year 9 History Curriculum

**Staffing: Rachel Wylie (Curriculum Leader, Humanities & Head of History), Jess Stoddart, Stuart Pickford, Joe Pengelly, Eleanor George**  
**Email: R.Wylie@sydenham.lewisham.sch.uk**

### Assessment Overview:

#### Subject Curriculum Intent

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.

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.

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.

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.

### Curriculum Content Overview:

Autumn Term 1: What happened after the First World War? Who were the forgotten soldiers of the First World War?	Spring Term 1: The Holocaust Was there one road to Auschwitz?	Summer Term 1: British Civil Rights Where should Claudia Jones have a plaque?
Autumn Term 2: How similar were the dictatorships of Hitler and Stalin?	Spring Term 2: US Civil Rights Why has Robert F William been forgotten?	Summer Term 2: What can Lewisham reveal about British Civil Rights?

#### How will your child be assessed in the Spring Term?

Essay style questions, understanding and analysis of different interpretations of the past – Was there one road to Auschwitz

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

The Holocaust – Was there one road to Auschwitz? Essay based on differing historical interpretations about why the Holocaust took place.

#### What can you do to support your child?

- 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)

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

## Year 9 Geography Curriculum

**Staffing:** George Ranson, Caitlin Dunham, Adam Dallimore-Levinson

**Email:** [g.ranson@sydenham.lewisham.sch.uk](mailto:g.ranson@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:

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

### How will your child be assessed in the Spring Term?

- Between September and December students will complete two end of unit assessments; one on Climate Change and the Challenge of Resource Management.
- These assessments will be a mixture of multiple-choice, resource-based and extended writing questions

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

#### Climate Change

- Human and natural causes of climate change
- Effects of climate change
- Strategies to mitigate and adapt to climate change

#### Challenge of Resource Management

- Global distribution of resources
- Case study of fossil fuel extraction
- Energy insecurity and its effects

### 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 websites or activities to support learning:**

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

## Year 9 Latin Curriculum

<b>Staffing: A.Bauer</b>		
<b>Email: a.bauer@sydenham.lewisham.sch.uk</b>		
<b>Exam Board: eduqas (part of WJEC)</b>		
<b>Assessment Overview:</b>		
<b>Autumn 1:</b> Weekly vocabulary and Grammar tests		
<b>Autumn 2:</b> Level 1 Core Language exam paper (comprehension)		
<b>Spring 1:</b> Weekly vocabulary and Grammar tests		
<b>Spring 2:</b> Level 1 Additional language exam paper (translation)		
<b>Summer 1:</b> Weekly vocabulary and Grammar tests		
<b>End of Year Exam :</b> Level 1 Core Language and Additional language exam paper		
<b>Subject Curriculum Intent</b>		
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.		
<b>Curriculum Content Overview:</b>		
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
<b>How will your child be assessed in the Spring Term?</b>		
Reading Comprehension & Translation		
<b>SpringTerm Assessment Revision Topics (students will be given detailed checklists):</b>		
As outlined in Vocabulary & Grammar Booklet		
<b>What can you do to support your child?</b>		
Monitor weekly vocabulary learning on Quizlet		
<b>Wider reading and useful web-sites or activities to support learning:</b>		
<a href="http://cambridgescp.com">Book I   Cambridge Latin Course (cambridgescp.com)</a>		
<a href="http://cambridgescp.com">Book II   Cambridge Latin Course (cambridgescp.com)</a>		

## Year 9 French Curriculum

<b>Staffing: Sarah Waddingham</b> <b>Email: <a href="mailto:s.waddingham@sydenham.lewisham.sch.uk">s.waddingham@sydenham.lewisham.sch.uk</a></b>		
<b>Exam Board: AQA</b>		
<b>Assessment Overview:</b> <b>Autumn 1:</b> baseline reading and listening past paper GCSE <b>Autumn 2:</b> writing – photo card and 90 words <b>Spring 1:</b> photo card and translation <b>Spring 2:</b> speaking assessment in class <b>Summer 1:</b> translation <b>Summer 2:</b> end of year writing on all topics		
<b>Subject Curriculum Intent</b> 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. 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.  Grammar-wise, students will consolidate three tenses and build on imperfect tense and conditional tense. Grammar is perfected through learning endings in the verbs.  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.		
<b>Curriculum Content Overview:</b>		
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
<b>How will your child be assessed in the Spring Term?</b> Reading and listening assessment – past paper GCSE Students will be given checklists in class and via Classcharts		
<b>Spring Term Assessment Revision Topics (students will be given detailed checklists):</b> All topic vocabulary is available to access on the online resource <a href="http://quizlet.com">http://quizlet.com</a> Your child should have login details for this as this is also used for vocabulary tests		
<b>What can you do to support your child?</b> Test them on their vocabulary Ensure they are using quizlet correctly. We recommend 10 mins a day.		
<b>Wider reading and useful web-sites or activities to support learning:</b> <a href="https://senecalearning.com/en-GB/">https://senecalearning.com/en-GB/</a> <a href="#">GCSE French - BBC Bitesize</a> <a href="#">Learn a language. Meet the world.   Memrise</a>		

## Year 9 German Curriculum

<b>Staffing: Ms Walker</b> <b>Email: <a href="mailto:d.walker@sydenham.lewisham.sch.uk">d.walker@sydenham.lewisham.sch.uk</a></b>		
<b>Exam Board: AQA</b>		
<b>Assessment Overview:</b> <b>Autumn 1:</b> baseline reading and listening past paper GCSE <b>Autumn 2:</b> writing – photo card and 90 words <b>Spring 1:</b> photo card and translation <b>Spring 2:</b> speaking assessment in class <b>Summer 1:</b> translation <b>Summer 2:</b> end of year writing on all topics		
<b>Subject Curriculum Intent</b> <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 90 word 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>		
<b>Curriculum Content Overview:</b>		
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
<b>How will your child be assessed in the Spring Term?</b> Reading and listening assessment – past paper GCSE Writing assessment		
<b>Spring Term Assessment Revision Topics (students will be given detailed checklists):</b> Students will be given checklists in class and via homework app All topic vocabulary is available to access on the online resource <a href="http://quizlet.com">http://quizlet.com</a> Your child should have login details for this as this is also used for vocabulary tests		
<b>What can you do to support your child?</b> Test them on their vocabulary Ensure they are using quizlet correctly. We recommend 10 mins a day.		
<b>Wider reading and useful web-sites or activities to support learning:</b> <a href="https://senecalearning.com/en-GB/">https://senecalearning.com/en-GB/</a>		

<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](mailto:d.walker@sydenham.lewisham.sch.uk) for direct log in details)

## Year 9 Spanish Curriculum

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<b>Exam Board: AQA</b>		
<b>Assessment Overview:</b> <b>Autumn 1:</b> baseline reading and listening past paper GCSE <b>Autumn 2:</b> writing – photo card and 90 words <b>Spring 1:</b> photo card and translation <b>Spring 2:</b> speaking assessment in class <b>Summer 1:</b> translation <b>Summer 2:</b> end of year writing on all topics		
<b>Subject Curriculum Intent</b> <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>		
<b>Curriculum</b> <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>		
<b>Autumn Term 1:</b> <ul style="list-style-type: none"> <li>Describe people - in general and right now</li> <li>Talk about what people do</li> <li>Talk about one and more than one thing</li> <li>Say what people do and don't do</li> <li>Describe locations</li> <li>Talk about family</li> <li>Ask and answer questions about activities</li> </ul>	<b>Spring Term 1:</b> <ul style="list-style-type: none"> <li>Give and want (presents)</li> <li>Describe events in the present and past (travel)</li> <li>Ask what people can and must do (in class)</li> <li>Compare what you and someone else (we) do (News and media)</li> <li>Describe different family members (at a party)</li> <li>Celebrate different occasion</li> </ul>	<b>Summer Term 1:</b> <ul style="list-style-type: none"> <li>Say what you do for other people</li> <li>Talk about what you and others like</li> <li>Experiences now and in the past</li> <li>Experiences visiting other places</li> <li>Compare two places / different media</li> <li>Talk about possessions</li> </ul>
<b>Autumn Term 2:</b> <ul style="list-style-type: none"> <li>Talk about what you do with others</li> <li>Talk about places and locations</li> <li>Describe people and possessions</li> <li>Say when and where people go, and future plans</li> </ul>	<b>Spring Term 2:</b> <ul style="list-style-type: none"> <li>Describe events in the present and past (in the classroom and free time activities)</li> <li>Describe where people go, are going to go, and why</li> <li>Things you do, to and for others</li> </ul>	<b>Summer Term 2:</b> <ul style="list-style-type: none"> <li>Compare things (shopping)</li> <li>Describe what is happening now</li> <li>Talk about activities right now</li> <li>Talk about how and where you are and</li> </ul>



<ul style="list-style-type: none"> <li>• Describe what people do</li> <li>• Describe what activities different people do (virtual and real exchanges)</li> <li>• Talk to people you know and don't know</li> </ul>	<ul style="list-style-type: none"> <li>• Things you do, to and for yourself</li> <li>• Talk about achievements / foods from different countries</li> </ul>	<p>were, talk about now and then</p> <ul style="list-style-type: none"> <li>• Say what you were doing and what you are doing now</li> <li>• Talk about trips</li> <li>• Talk about festivals</li> </ul>
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**How will your child be assessed in the Spring Term?**

Reading and listening past paper

Writing describing a picture and 90 Words

**Spring 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

<p><b>Staffing:</b> Abigail Thirunavukarasu, Eleanor George, Rachel Wylie  <b>Subject/Faculty Leader:</b> Abigail Thirunavukarasu  <b>Email:</b> <a href="mailto:a.thirunavukarasu@sydenham.lewisham.sch.uk">a.thirunavukarasu@sydenham.lewisham.sch.uk</a></p>								
<p><b>Exam Board:</b> EDUQAS</p>								
<p><b>Assessment Overview:</b>            Paper 1: Christians Teachings and Beliefs 25%            Paper 2: Islamic Teachings and Belief 25%            Paper 3: Religion, Philosophy &amp; Ethics (Relationships, Life and Death) 50%</p>								
<p><b>Subject Curriculum Intent:</b></p> <p>At Sydenham, students start their RE Short Course GCSE in year 9 and will take their examination in year 11.</p> <p>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 it gives students the opportunity to work out what they believe in and question why they do.</p> <p>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.</p>								
<p><b>Curriculum Content Overview:</b></p> <table border="1"> <tr> <td>Autumn Term 1: Christian beliefs and teachings</td> <td>Spring Term 1: Christian beliefs and teachings</td> <td>Summer Term 1: Muslim beliefs and teachings</td> </tr> <tr> <td>Autumn Term 2: Christian beliefs and teachings</td> <td>Spring Term 2: Muslim beliefs and teachings</td> <td>Summer Term 2: Muslim beliefs and teachings</td> </tr> </table>			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
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						
<p><b>How will your child be assessed in the Spring Term?</b>            Keywords and 15 mark question</p>								
<p><b>Spring Term Assessment Revision Topics (students will be given detailed checklists):</b></p> <ul style="list-style-type: none"> <li>• Keywords</li> <li>• quotes</li> </ul>								
<p><b>What can you do to support your child?</b>            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.</p>								
<p><b>Wider reading and useful web-sites or activities to support learning:</b>  <a href="#">Study of Christianity - GCSE Religious Studies Revision - Eduqas - BBC Bitesize</a>  <a href="#">Islam - GCSE Religious Studies Revision - Eduqas - BBC Bitesize</a>  <a href="http://Resource(educas.co.uk)">Resource (educas.co.uk)</a></p>								

## Year 9 PSHE Curriculum

<b>Staffing:</b> Halicon Virgo- Furrs, Fay Nkrumah and Sherene Forrest <b>Email:</b> h.virgo-furrs@sydenham.lewisham.sch.uk		
<b>Exam Board:</b> N/A		
<b>Assessment Overview:</b> Effort Grades.		
<b>Subject Curriculum Intent</b> <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>		
<b>Curriculum Content Overview:</b>		
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.
<b>How will your child be assessed in the Spring Term?</b> Classwork		
<b>Spring Term Assessment Revision Topics (students will be given detailed checklists):</b> N/A		
<b>What can you do to support your child?</b> <ul style="list-style-type: none"> <li>• Discuss with them topics around respectful relationships and social issues.</li> <li>• Encourage them to watch and read the news through child friendly platforms such as Newsround about healthy lifestyles</li> </ul>		
<b>Wider reading and useful websites or activities to support learning:</b> <ul style="list-style-type: none"> <li>• <b>Newsround:</b> <a href="#">Watch Newsround - CBBC Newsround</a></li> <li>• <b>BBC Bitesize:</b> <a href="#">KS3 PSHE and Citizenship - BBC Bitesize</a></li> </ul>		

## Year 9 Business Studies Curriculum

<b>Staffing: H. Heidari</b> <b>Email: h.heidari@sydenham.lewisham.sch.uk</b>		
<b>Exam Board: Edexcel</b>		
<b>Assessment Overview:</b>  <b>Autumn 1:</b> Enterprise & Entrepreneurship <b>Autumn 2:</b> Spotting a Business Opportunity <b>Spring 1:</b> Putting a Business Idea into Practice  <b>Assessment Week: Component 1 Exam Paper (short version)</b> <b>Spring 2:</b> Making the Business Effective <b>Summer 1:</b> Making the Business Effective  <b>Note:</b> Making the Business Effective is a bigger topic, therefore, more time is allocated to this topic. <b>Assessment Week: Theme1 Exam Paper (longer version)</b> <b>Summer 2:</b> Understanding External Influences on Business		
<b>Subject Curriculum Intent:</b>  Business will help you to develop understanding of: <ul style="list-style-type: none"> <li>• Business concepts</li> <li>• Business terminology</li> <li>• Business objectives</li> <li>• The integrated nature of business activity</li> <li>• The impact of business on individuals and wider society</li> </ul> <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>		
<b>Curriculum Content Overview:</b>		
Autumn Term 1: <b>Theme 1:</b> Enterprise & Entrepreneurship – (Risk & Reward, Dynamic Nature of Business)	Spring Term 1: <b>Theme 1:</b> Putting a Business Idea into Practice – (Business Aims & Objectives, Revenue, profit & Cash Flow)	Summer Term 1: <b>Theme 1:</b> Making the Business Effective – (Marketing Mix & Business Plan)
Autumn Term 2:	Spring Term 2: <b>Theme 1:</b> Making the Business Effective – (Legal ownership, Business Location)	Summer Term 2: <b>Theme 1:</b> Understanding External Influences on Business – (

<b>Theme1:</b> Spotting a Business Opportunity – (Market research, Customer Needs)		Business Stakeholder & Technology)
<b>How will your child be assessed in the Spring Term?</b> End of Unit in class assessment consisting of multiple-choice questions, 3-, 6- & 9-mark questions		
<b>Spring Term Assessment Revision Topics (students will be given detailed checklists):</b> <b>Theme 1:</b> Enterprise & Entrepreneurship		
<b>What can you do to support your child?</b> 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"> <li>• Watch news about business and world affairs</li> <li>• Read newspapers including The Financial Times (will help your child to get into the habit of gathering detailed analysis of business news).</li> </ul> <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>		
<b>Wider reading and useful web-sites or activities to support learning:</b>  <a href="#">GCSE Business - Edexcel - BBC Bitesize</a>  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:

- Drawing basics – Skull and portrait drawing.
- Art history discussion and writing.

Spring Term 1:

- Exploring design and clay inspired by the head sculpture of the ancient Benin culture.
- Introduction to photography.

Summer Term 1:

- Colour mixing and exaggerated, Fauve style portrait painting.
- Critical and contextual writing.

Autumn Term 2:

- Painting basics – Skull and portrait painting.
- Art history discussion and writing.

Spring Term 2:

- Clay construction exploring the structure of the face and 3D modelling of heads.
- Developing photography skills.

Summer Term 2:

- Exploring skin tone and colour mixing - Portrait painting inspired by artist Barbara Walker

**How will your child be assessed in the Spring Term?**

Paintings and pen drawings in black and white

**Autumn 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 to 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 \(office.com\)](https://www.office.com)

**YouTube channels Proko tonal drawing tutorials**

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

[Structure Basics - Making Things Look 3D - Bing video](#)

[The Great Women Artists on Apple Podcasts](#)

[Portrait Painting Process Broken Down - Bing video](#)

## Year 9 Drama Curriculum

<p><b>Staffing: Maylene Catchpole and Sian Morrison</b></p> <p><b>Subject/Faculty Leader: Maylene Catchpole</b></p> <p><b>Email: <a href="mailto:m.catchpole@sydenham.lewisham.sch.uk">m.catchpole@sydenham.lewisham.sch.uk</a></b></p>		
<p><b>Subject Curriculum Intent:</b></p> <p>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 in performance.</p>		
<p><b>Curriculum Content Overview:</b></p>		
<p>Autumn Term 1:</p> <p><b>Naturalism</b></p> <ul style="list-style-type: none"> <li>Exploring naturalistic drama and key conventions of naturalism and realism</li> </ul> <p>Autumn Term 2:</p> <p><b>Theatre practitioners and didactic theatre</b></p> <ul style="list-style-type: none"> <li>Exploring Brecht's methodologies in practice looking at political theatre in action</li> </ul>	<p>Spring Term 1 and 2:</p> <p><b>Text in Performance</b></p> <ul style="list-style-type: none"> <li>In depth character analysis exploring motivation and status.</li> <li>Interpretation of a range of play texts suitable for component 2 exploring historical and social context.</li> <li>Performance skills looking at audience impact.</li> </ul>	<p>Summer Term 1 and 2:</p> <p><b>Devising Plays</b></p> <ul style="list-style-type: none"> <li>Exploration of a range of different stimuli</li> <li>Analysis and exploration of Character dialogue</li> <li>Structure and narrative</li> <li>Climax and anti-climax</li> </ul> <p><b>Throughout the Year</b></p> <ul style="list-style-type: none"> <li>Component 3</li> <li>Set text study with key examination practice questions</li> </ul>
<p><b>How will your child be assessed in the Spring Term?</b></p> <p>Students are assessed informally by their teacher throughout the term looking at key skills of collaboration, vocal and physical skills in performance as well as drama knowledge.</p> <p>Formal assessments will take place focused on performing an extract of text looking at key practitioner methodologies.</p>		



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

Key performance skills related to the examination criteria.

Key drama terminology focused on drama practitioners and their work.

Examination practice 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 your 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](http://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
- Extracts from: Constantin Stanislavski- An actor Prepares
- Key scenes from: Bertolt Brecht- The Caucasian Chalk Circle
- Extracts from: Simon Stephens -Port
- Playwright research options: Roy Williams, Charlene James, Debbie Tucker Green, Simon Stephens, Arthur Miller, Kay Ashead, Timberlake Wertenbaker, George Orwell.

## Year 9 Food Curriculum

<p><b>Staffing:</b> Ms. Adeyemo  <b>Email:</b> a.adeyemo@sydenham.lewisham.sch.uk</p>		
<p><b>Exam Board:</b> WJEC Eduqas (course code 601/8093/6)</p>		
<p><b>Assessment Overview:</b>          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><b>Subject Curriculum Intent:</b>          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><b>Curriculum Content Overview:</b></p>		
<p>Autumn Term 1:  <b>Food commodities</b></p> <ul style="list-style-type: none"> <li>Fruits and Vegetables- provenance and growth</li> <li>Variety and Nutrition of Fruit and Vegetables – Seasonality</li> <li><b>Food Science</b>-Enzymic browning</li> <li>Choosing, storing and using Fruit and Vegetables – Processing, preservation, gelatinization and food safety</li> <li>Preparation of fruit and Vegetables</li> <li>NEA1 Practice Assessment</li> </ul>	<p>Spring Term 1:</p> <ul style="list-style-type: none"> <li>Commodities -Meat, Poultry, fish and Eggs</li> <li>Meat, Poultry, fish and Eggs</li> <li>Cooking food</li> <li>Assessment summary – end of topic recap</li> <li>Food Commodities – Fish</li> <li>GCSE Model question – Link to Where Food comes from in GCSE specification-</li> <li>Food Commodities – Eggs</li> <li><b>Food Science</b>- Foams</li> <li>Writing a time plan</li> <li>Writing a time plan – practice NEA 2</li> <li>GCSE Model question – Link to Principles of nutrition in GCSE-</li> <li>Cooking Food/ Heat Transfer</li> <li>Technical skills</li> <li>Practical – Meringues</li> <li>GCSE Model question – Link to Principles of nutrition in GCSE specification-</li> </ul>	<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 &amp; Nutrition</p> <ul style="list-style-type: none"> <li>Diet and good health</li> <li>Plan balanced diets</li> </ul>

<p>Autumn Term 2: <b>Food commodities</b></p> <ul style="list-style-type: none"> <li>• Cereals – Oats, Barley and Rye Theory</li> <li>• Fibre</li> <li>• Rice and Breakfast Cereals- all other cereals information</li> <li>• Food poisoning in cereals</li> <li>• Nutritional information</li> <li>• <b>Food Science</b>- Sauces thickening / gelatinization</li> <li>• GCSE Model question – Link to Principles of nutrition in GCSE</li> <li>• Meat and Poultry - Red meat/mince Chicken</li> <li>• GCSE Model question – <i>GCSE Model question</i> – Link to Principles of nutrition and Diet and good health in GCSE.</li> </ul>	<p>Spring Term 2: <b>Principles of nutrition</b></p> <ul style="list-style-type: none"> <li>• Where food comes from</li> <li>• End of Unit Test</li> <li>• GCSE Model question – GCSE Model question – Link to Food commodities In GCSE specification</li> <li>• Nutrients</li> <li>• Dietary Needs</li> <li>• Nutrients of different stages</li> </ul>	<p>Summer Term 2: <b>The science of food</b></p> <ul style="list-style-type: none"> <li>• Functional Properties of ingredients Product analysis</li> <li>• Practice NEA2 – Student Task</li> <li>• NEA2 Practice booklet1</li> </ul>
<p><b>How will your child be assessed in the Spring Term?</b> Assessment 50% of Practical work 50% written test on Core Knowledge.</p>		
<p><b>Spring Term Assessment Revision Topics:</b></p> <ul style="list-style-type: none"> <li>- Principles of Nutrition</li> <li>- Diet and Good Health</li> </ul>		
<p><b>What can you do to support your child in Food Preparation and Nutrition?</b> 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 their teacher 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. Adeyemo if you have any queries or concerns.</p>		
<p><b>Wider reading and useful websites or activities to support learning:</b></p> <p><a href="https://www.nutrition.org.uk/nutritionscience/nutrients-food-and-ingredients/protein.html">https://www.nutrition.org.uk/nutritionscience/nutrients-food-and-ingredients/protein.html</a>  <a href="https://www.nutrition.org.uk/healthyliving/healthyeating/protein.html">https://www.nutrition.org.uk/healthyliving/healthyeating/protein.html</a>  <a href="https://www.nutrition.org.uk/nutritioninthenews/headlines/eatwell.html">https://www.nutrition.org.uk/nutritioninthenews/headlines/eatwell.html</a>  <a href="http://www.BBCbitesize.co.uk/foodpreparation">www.BBC bitesize.co.uk/foodpreparation</a>  <a href="http://www.nutrition.org.uk">www.nutrition.org.uk</a>  <a href="http://www.foodafactoflife.org.uk">www.foodafactoflife.org.uk</a>  <a href="http://www.nutrition.training">www.nutrition.training</a>  <a href="https://www.nutrition.org.uk/nutritionscience/nutrients-food-and-ingredients/minerals-and-trace-elements.html">https://www.nutrition.org.uk/nutritionscience/nutrients-food-and-ingredients/minerals-and-trace-elements.html</a></p>		

## Year 9 Health and Social Care Curriculum

<p><b>Staffing: Ms Altinok (Maternity Cover) Ms Napp (Subject Lead)</b>  <b>Email: <a href="mailto:m.napp@sydenham.lewisham.sch.uk">m.napp@sydenham.lewisham.sch.uk</a></b></p>		
<p><b>Exam Board: OCR Cambridge Nationals</b></p>		
<p><b>Assessment Overview:</b>  <b>Year 9 units covered</b></p> <ul style="list-style-type: none"> <li>○ Unit R032 (formerly R021): Essential Values of care for use with individuals in care settings (Exam unit)</li> <li>○ Unit R034: Creative and Therapeutic Activities (Coursework unit)</li> </ul>		
<p><b>Subject Curriculum Intent:</b></p> <p>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.</p> <p>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).</p> <p>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><b>Curriculum Content Overview:</b></p>		
<p>Autumn Term 1:</p> <p>R032:  L01 Supporting Individuals to maintain their rights  -Types of care settings  -The rights of service users  -The benefits to service users' health wellbeing when their rights are maintained</p>	<p>Spring Term 1:</p> <p>R032: L02- Person Centred Values  -Benefits for service users of having the person-centred values applied  -Effects on service users' health and wellbeing if person-centred values are not applied</p> <p>L03-Verbal effective Communication techniques in health and social care</p> <p>Assessment Week: R032 L02 and L03 (Written assessment).</p>	<p>Summer Term 1:</p> <p>Unit R034: L01-Therapies and their benefits (coursework unit)</p> <p>R032:  L03-Specialist methods of effective Communication techniques in health and social care</p>

<p>R032:</p> <p>L02- Person Centred Values -Qualities of a service practitioner (the six C's) -Benefits for service providers of applying person-centred values</p>	<p>R032:</p> <p>L03-Non-Verbal Effective Communication techniques in health and social care</p>	<p>Summer Term 2:</p> <p>Unit R034: L01-Creative Activities and their benefits (coursework unit)</p> <p>R021: L04 Protecting service users and service providers in health and social care</p>
<p><b>How will your child be assessed in the Spring Term?</b> R032: Assessment on Learning outcome 2 and 3</p>		
<p><b>Spring Term Assessment Revision Topics (students will be given detailed checklists):</b> -Person-centred values -Communication Techniques in Health and Social Care</p>		
<p><b>What can you do to support your child?</b></p> <p>You can support your child in managing their coursework deadlines Help your child revise exam content using the checklist and resources available on Teams Help them to access the wider reading and learning available on our Teams platform</p>		
<p><b>Wider reading and useful web-sites or activities to support learning:</b></p> <p><b>Websites</b>  <a href="http://www.bacp.co.uk/about-therapy/types-of-therapy">www.bacp.co.uk/about-therapy/types-of-therapy</a>  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</p> <p><b>Books</b>  Fisher, A Blackmore, C., McKie, S Riley, M., Seamons, S. and Tyler, M (2012) Applied AS Health &amp; 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 (3<sup>rd</sup> edition), Sage Publications Ltd  Moonie, N., Aldworth, ., Billingham, M. and Talman, H (2010) BTEC Level 3 National Health &amp; Social Care Book 1. Pearson.  Lindon, J. (2012) Equality and Inclusion in Early Childhood (2<sup>nd</sup>edn), Linking Theory and Practice</p>		

## Year 9 Sociology Curriculum

**Staffing:** Ms Begum, Ms Khan & Ms Nkrumah

**Email:** [j.begum@sydenham.lewisham.sch.uk](mailto:j.begum@sydenham.lewisham.sch.uk) [n.khan@sydenham.lewisham.sch.uk](mailto:n.khan@sydenham.lewisham.sch.uk)  
[f.nkrumah@sydenham.lewisham.sch.uk](mailto:f.nkrumah@sydenham.lewisham.sch.uk)

**Exam Board:** AQA

### **Assessment Overview:**

- **Autumn 1:** The Sociological Approach
- **Autumn 2:** Social structures, social processes and social issues

### **Assessment Week: Exam Paper (short version)**

- **Spring 1:** Sociological research methods
- **Spring 2:** Sociological research methods

### **Assessment Week: Exam Paper on Sociological research methods**

- **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:

- 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:**

- 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 Spring Term?**

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

**Spring 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 websites or activities to support learning:**

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

[Free Homework & Revision for A Level, GCSE, KS3 & KS2 \(senecalearning.com\)](#)

GCSE Collins 9-1 revision guide

## Year 9 Textiles Curriculum

<b>Staffing:</b> Ms Forbes and Ms Winters <b>Email:</b> <a href="mailto:c.forbes@sydenham.lewisham.sch.uk">c.forbes@sydenham.lewisham.sch.uk</a> <a href="mailto:a.winters@sydenham.lewisham.sch.uk">a.winters@sydenham.lewisham.sch.uk</a>		
<b>Exam Board:</b> AQA (course code 8552)		
<b>Assessment Overview:</b> 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.		
<b>Subject Curriculum Intent:</b> 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 textiles workroom. The focus is on experimentation and analysis of successes and mishaps, leading to improved products and more independent learning of knowledge and skills.		
<b>Curriculum Content Overview:</b>		
<b>Autumn Term 1:</b> <b>Project: Patchwork bag</b> Health and safety Fabric construction Marking and cutting out Seams Other designers Environmental issues Industrial processes Design communication Product analysis	<b>Spring Term 1:</b> <b>Project: Little black dress</b> <ul style="list-style-type: none"> <li>• Materials properties</li> <li>• Fairtrade</li> <li>• 3D communication</li> <li>• Decorative techniques</li> <li>• Fabric finishes</li> </ul>	<b>Summer Term 1:</b> <b>Project: Belt or collar</b> <ul style="list-style-type: none"> <li>• Design strategies</li> <li>• Decorative techniques</li> <li>• 2D to 3D development</li> <li>• Client investigation</li> </ul>
<b>Autumn Term 2:</b> <b>Continuation of Patchwork bag project</b> <ul style="list-style-type: none"> <li>• Continue project</li> <li>• Quality control</li> <li>• Colourways</li> <li>• Smart fabrics</li> <li>• Linings</li> <li>• Selecting components</li> </ul>	<b>Spring Term 2:</b> <b>Continuation of Little black dress project</b> Continue project <ul style="list-style-type: none"> <li>• Fabric manipulation</li> <li>• Industrial processes</li> <li>• Sustainability and lifecycle</li> </ul>	<b>Summer Term 2:</b> <b>Continuation of belt or collar project</b> Continue project <ul style="list-style-type: none"> <li>• Manufacturing processes and records</li> <li>• Iterative design process</li> </ul>
<b>How will your child be assessed in the <u>Spring</u> Term?</b> 50% practical assessment: Processes, accuracy, safety and independence 50% short test on Textiles theory		
<b>Spring Term Assessment Revision Topics</b> Health and safety Fabric construction Environmental issues Smart fabrics Selecting components		
<b>What can you do to support your child in Textiles?</b> 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](http://www.technologystudent.com)

BBC bitesize

Seneca learning

[www.technologystudent.com](http://www.technologystudent.com)

## Year 9 Product Design Curriculum

<b>Staffing:</b> Mr Bima <b>Email:</b> d.bima@sydenham.lewisham.sch.uk		
<b>Exam Board:</b> AQA (course code 8552)		
<b>Assessment Overview:</b> 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 when working and quality of finish.		
<b>Subject Curriculum Intent:</b> 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.		
<b>Curriculum Content Overview:</b>		
Autumn Term 1: <b>Project: CAD v Traditional Keyring</b> <ul style="list-style-type: none"> <li>• <b>Physical</b> properties of materials</li> <li>• <b>Mechanical</b> properties of materials</li> <li>• Overview of polymers</li> <li>• Bending polymers</li> <li>• Intro to CAD/CAM</li> <li>• CAD/CAM vs traditional methods</li> <li>• Systems diagrams (manufacturing logs)</li> <li>• Oblique sketching</li> <li>• Thick/thin lines</li> </ul>	Spring Term 1: <b>Project: Art-Deco Inspired Pewter-Cast Pendants</b> <ul style="list-style-type: none"> <li>• CAD to help designing</li> <li>• Creating moulds for pewter-casting</li> <li>• Inclusive design (eg Braille on packaging)</li> <li>• Paper &amp; Card over overview</li> <li>• Offset Lithography</li> </ul> <b>Assessment Content for Assessment Fortnight:</b> <ul style="list-style-type: none"> <li>• Product Analysis (taught beforehand, then 'low-stakes' tested in lesson time)</li> <li>• Practical Skills: drawing packaging nets in class</li> </ul>	Summer Term 1: <b>Project: Box of Tricks Speaker</b> <ul style="list-style-type: none"> <li>• Automation in manufacture (eg pick and place assembly, flow soldering)</li> <li>• Impact of new technology on society</li> <li>• Finite vs non-finite resources</li> <li>• Maths – area &amp; volume</li> <li>• Client interview &amp; market research</li> </ul>
Autumn Term 2: <b>Project: Chocolate Product – Vacuum-Formed Chocolate Moulds</b> <ul style="list-style-type: none"> <li>• Scales of production (one-off, batch, mass)</li> <li>• Woods overview</li> <li>• H&amp;S overview</li> <li>• Basic risk assessments</li> <li>• Oblique sketching</li> </ul>	Spring Term 2: Continue project <ul style="list-style-type: none"> <li>• 3 Rs &amp; landfill &amp; carbon footprint</li> <li>• Colour Wheel</li> <li>• Blow-Moulding</li> <li>• Product Analysis</li> </ul>	Summer Term 2: Continue project <ul style="list-style-type: none"> <li>• Product analysis</li> <li>• Biomimetics</li> <li>• Systems and control: Input, process, output</li> <li>• Systems Diagrams</li> <li>• Creating and working to a specification</li> <li>• Working to tolerances</li> </ul>

<ul style="list-style-type: none"> <li>• Hatching</li> <li>• Vacuum-forming</li> </ul> <p>Laser-Cutting (decoration on moulds)</p>		<ul style="list-style-type: none"> <li>• QA &amp; QC in manufacture</li> </ul>
<p><b>How will your child be assessed in the Spring Term?</b>  Assessment will be based on a short test as well as teacher assessment of all design work and skills shown in manufacturing in the project so far</p>		
<p><b>Spring Term Assessment Revision Topics (students will be given detailed checklists):</b>  Theory content for revision will set at the time and handed out in class as well as being emailed out to students.</p>		
<p><b>What can you do to support your child in Product Design?</b></p> <p>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 Mr Bima 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 Mr Bima if you have any queries or concerns</p>		
<p><b>Wider reading and useful web-sites or activities to support learning:</b></p> <p><b>YouTube channels</b>  How It's Made  Product Design Maker  Producttank</p> <p><b>Websites</b>  <a href="http://www.technologystudent.com">www.technologystudent.com</a>  BBC bitesize</p>		

## Year 9 Media Studies Curriculum

<b>Staffing: L Marcus</b> <b>Email: l.marcus@sydenham.lewisham.sch.uk</b>		
<b>Exam Board: Eduqas (part of WJEC)</b>		
<b>Assessment Overview:</b>  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 print adverts Summer 1: Analysis of Media Language in film posters Assessment Week: Component 1 Exam Paper (longer version) Summer 2: Analysis of Representations in film posters		
<b>Subject Curriculum Intent</b> <i>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 who are the people that watch, read and consume the products, while considering how different people might be affected by media products differently, and why. In your practical work, you will also be able to apply what you've learned about the media to the production of your own media products.</i>		
<b>Curriculum Content Overview:</b>		
Autumn Term 1: GCSE Induction	Spring Term 1: Component 1: Magazines and Newspapers	Summer Term 1: Component 1: Film Posters
Autumn Term 2: Component 1: Magazines	Spring Term 2: Component 1: Newspapers and Print Adverts	Summer Term 2: Component 1: Film Posters
<b>How will your child be assessed in the Spring Term?</b> Analysis of how media language is used to create meaning in magazine front covers. Analysis of how media language is used to create representations in a magazine front covers. Analysis of how media language is used to create meaning in newspaper front pages.		
<b>Spring Term Assessment Revision Topics (students will be given detailed checklists):</b> Media Language key terms and how to apply Media Language when analysing the connotations of print texts: magazines (Pride and GQ magazine magazines) and newspapers. There will also be a focus on how magazines use Media Language to create representations in magazines.		
<b>What can you do to support your child in Media?</b> 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](https://www.eduqas.co.uk/qualifications/media-studies-gcse/#tab_overview)

## Year 9 Child Development Curriculum

<b>Staffing: Sinead Shirfield</b> <b>Email: s.shirfield@sydenham.lewisham.sch.uk</b>		
<b>Exam Board: OCR Cambridge National</b>		
<b>Assessment Overview:</b> <b>3 units over 3 years</b> <b>Unit 1 – Unit R057: Health and well-being for child development (exam)</b> <b>Unit 2 – Unit R058: Create a safe environment and understand the nutritional needs of children from birth to five years (coursework)</b> <b>Unit 3 - Unit R059: Understand the development of a child from one to five years (coursework)</b>		
<b>Subject Curriculum:</b>  <b>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.</b>		
<b>Curriculum Content Overview:</b> <b>Unit 1:</b> <b>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.</b> <b>Unit 2:</b> <b>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</b> <b>Unit 3:</b> <b>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.</b>		
<b>Autumn Term 1:</b> <b>Unit 2: Plan to create a safe environment in a childcare setting. Reasons why accidents happen and how to prevent them</b>	<b>Spring Term 1:</b> <b>Unit 2: Choosing suitable essential equipment for a childcare setting</b>	<b>Summer Term 1:</b> <b>Unit 3: Expected developmental norms from one to five years</b>
<b>Autumn Term 2:</b> <b>Unit 2: Plan to create a safe environment in a childcare</b>	<b>Spring Term 2:</b>	<b>Summer Term 2:</b> <b>Unit 3: Unit 3: The different stages and types of play.</b>

setting. Reasons why accidents happen and how to prevent them.	Unit 2 Government dietary recommendations and essential nutrients	How play benefits development
<p><b>How will your child be assessed in the Spring Term?</b>  Your child will be assessed through undertaking a coursework assignment for Unit RO58  To assist with the assignment, weekly homework tasks will be provided and assessed.</p>		
<p><b>Spring Term Assessment Revision Topics (students will be given detailed checklists):</b>  <b>RO58: Equipment research and evaluation</b>  <b>RO58: Government dietary recommendations and nutrients</b>  <b>RO58: Create a meal for a child (Practical task)</b></p>		
<p><b>What can you do to support your child?</b></p> <ul style="list-style-type: none"> <li>• Ask child to recall what they learnt in their class</li> <li>• Provide a quiet space (where possible) to complete homework tasks.</li> <li>• 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 activity planning and observation).</li> </ul>		
<p><b>Wider reading and useful web-sites or activities to support learning:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Learn About Child Development   CDC</a></li> <li>• <a href="http://www.nhs.uk">Baby and toddler safety - NHS (www.nhs.uk)</a></li> <li>• <a href="http://capt.org.uk">Child Accident Prevention Trust (capt.org.uk)</a></li> <li>• <a href="#">Interactive Child Development Timeline   NHS GGC</a></li> <li>• Cambridge National Level 1/2 Child Development (J809). Author: Miranda Walker. ISBN: 9781398351202</li> </ul>		

## Year 9 Music Curriculum

<p><b>Staffing: Joe Mathers and Ayesha Akkari</b></p>		
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<p><b>Exam Board: Eduqas</b></p>		
<p><b>Assessment Overview:</b></p> <p>Component 1: Performing Internally assessed, externally moderated 30% of qualification A</p> <p>Component 2: Composing Non-exam assessment: internally assessed, externally moderated 30% of qualification</p> <p>Component 3: Appraising Written examination 1 hour 15 minutes (approximately) 40% of qualification</p>		
<p><b>Subject Curriculum Intent</b></p> <p>GCSE in Music offers a broad and coherent course of study which encourages learners to:</p> <ul style="list-style-type: none"> <li>• engage actively in the process of music study</li> <li>• develop performing skills individually and in groups to communicate musically with fluency and control of the resources used</li> <li>• develop composing skills to organise musical ideas and make use of appropriate resources</li> <li>• recognise links between the integrated activities of performing, composing and appraising and how this informs the development of music</li> <li>• broaden musical experience and interests, develop imagination and foster creativity</li> <li>• develop knowledge, understanding and skills needed to communicate effectively as musicians</li> <li>• develop awareness of a variety of instruments, styles and approaches to performing and composing</li> <li>• develop awareness of music technologies and their use in the creation and presentation of music</li> <li>• recognise contrasting genres, styles and traditions of music, and develop some awareness of musical chronology</li> <li>• develop as effective and independent learners with enquiring minds</li> <li>• reflect upon and evaluate their own and others' music</li> <li>• engage with and appreciate the diverse heritage of music, in order to promote personal, social, intellectual and cultural development.</li> </ul>		
<p><b>Curriculum Content Overview:</b></p>		
<p><b>Autumn Term 1</b> <u>Popular Music and introduction to composition (AOS4)</u> Students will work as a group to perform a piece of Popular Music. Students will explore rehearsal techniques and typical band set up.  Students will learn a series of compositional techniques in a variety of styles</p>	<p><b>Spring Term 1</b> <u>Film Music and Composition (AOS 3)</u> Through this area of study learners are encouraged to consider how music for film is created, developed and performed, and the impact this has on the audience. Learners will have the opportunity to compose and perform film music and are encouraged to use musical technology to create mood and atmosphere through engaging with the story of the film.</p>	<p><b>Summer Term 1</b> <u>Revision</u> Learning key revision skills and how to approach the listening paper. Revisiting all topics covered throughout the year.</p> <p><b>Summer Term 2</b> <u>Composition and Performance</u> A focus on consolidating skills from the first two terms to work on performance and composition coursework.</p>
<p><b>Autumn Term 2</b></p>		



<p><b>Musical Forms and Devices and Composition (AOS1)</b></p> <p>In this area of study, learners place music within a broad historical context. The area of study focuses on understanding structural forms and devices across a variety of genres and styles from the Western Classical Tradition 1650-1910.</p>	<p><b>Spring Term 2</b></p> <p><b>Music for Ensemble and Composition (AOS 2)</b></p> <p>Students will learn to perform in smaller ensembles; (e.g. chamber music, jazz, musical theatre etc.) as suited to learner interests.</p> <p>Composing using texture and Sonority.</p>	
<p><b>How will your child be assessed in the Spring Term?</b></p> <p>Students will be assessed with a short listening paper on topics covered. They will also be required to submit their joint composition project and complete a short recital on their solo instrument or in an ensemble (approximately 2-3 minutes)</p>		
<p><b>Spring Term Assessment Revision Topics (students will be given detailed checklists):</b></p> <p><b>Main concepts</b></p> <p>Forms and Devices: Key terminology</p> <p>Film Music: Key Terminology</p> <p>Solo Performance</p> <p>Composition Techniques</p>		
<p><b>What can you do to support your child in Music GCSE?</b></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>Listen to your child performing their solo piece and help them to develop confidence performing in front of others.</p>		
<p><b>Wider reading and useful websites or activities to support learning:</b></p> <p>BBC Bitesize KS4 Music Eduqas: <a href="#">GCSE Music - Eduqas - BBC Bitesize</a></p> <p>Exam Specification: <a href="#">eduqas-gcse-music-spec-from-2016 (28.04.15)</a></p>		

## Year 9 GCSE PE Curriculum

<b>Staffing: Alice Fullilove</b> <b>Email: <a href="mailto:a.fullilove@sydenham.lewisham.sch.uk">a.fullilove@sydenham.lewisham.sch.uk</a></b>		
<b>Exam Board: Edexcel</b>		
<b>Assessment Overview:</b> <ul style="list-style-type: none"> <li>• Low stakes assessments</li> <li>• Component 1- Exam paper- 30%- 1 hour 45 minutes</li> <li>• Component 3- Assessment in 3 chosen sports</li> </ul>		
<b>Subject Curriculum Intent</b> 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. 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. Students will perform effectively in different physical activities by developing skills and techniques and selecting and applying tactics/strategies.		
<b>Curriculum Content Overview:</b>		
Autumn Term 1 and 2 theory: Applied Anatomy and Physiology <ul style="list-style-type: none"> <li>• Structure and function of Musculo-skeletal system</li> <li>• Structure and function of Cardiovascular system</li> <li>• Structure and function of Cardiovascular system</li> </ul>	Spring Term 1 and 2 theory: Applied Anatomy and Physiology <ul style="list-style-type: none"> <li>• Aerobic and Anaerobic exercise</li> <li>• The short-term effects of exercise</li> </ul> Movement Analysis <ul style="list-style-type: none"> <li>• Levers</li> <li>• Benefits of levers</li> <li>• Planes and axes</li> </ul>	Summer Term 1 and 2 theory: Physical training <ul style="list-style-type: none"> <li>• Health, fitness and exercise</li> <li>• The components of fitness</li> <li>• Principles of training</li> <li>• Long term effects of exercise</li> <li>• Sports injuries</li> <li>• Performing enhancing drugs</li> </ul>
Autumn Term 1 and 2: Practical Sport	Spring Term 1 and 2: Practical Sport - Table Tennis	Summer Term 1 and 2: Practical Sport
<b>How will your child be assessed in the Spring Term?</b> 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.		
<b>Spring Term Assessment Revision Topics (students will be given detailed checklists):</b> Theory assessments- paper 1 content Practical assessments- key rules in chosen sports		
<b>What can you do to support your child in PE GCSE?</b> <ul style="list-style-type: none"> <li>• Support your child by asking them about their PE learning</li> <li>• Encourage your child to participate in their chosen sport in school and outside of school</li> <li>• Engage with homework via classcharts and Teams</li> <li>• Support you child using Teams for independent study</li> <li>• Encourage your child to watch sport on TV</li> </ul>		
<b>Wider reading and useful web-sites or activities to support learning:</b> <a href="#">Edexcel GCSE PE BBC bitesize</a> Teams resources- knowledge organisers <a href="#">Revision guide-</a>		



## Year 9 Computer Science Curriculum

<b>Staffing:</b> Ms Forrest <b>Email:</b> <a href="mailto:s.forrest@sydenham.lewisham.sch.uk">s.forrest@sydenham.lewisham.sch.uk</a>		
<b>Exam Board:</b> Edexcel		
<b>Assessment Overview:</b> Paper 1 – written examination – 1hr 30mins – 50% qualification Paper 2 – onscreen examination – 2hrs – 50% qualification		
<b>Subject Curriculum Intent:</b> 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.		
<b>Curriculum Content Overview:</b> Principles of Computer Science: - Computational Thinking, Data, Computers, Networks, and Issues and Impact. Application of Computational Thinking: - Computational Thinking and Problem solving with programming.		
<b>Autumn Term 1:</b> Cybersecurity	<b>Spring Term 1:</b> Data Representation	<b>Summer Term 1:</b> Programming with Python
<b>Autumn Term 2:</b> Media - Animations	<b>Spring Term 2:</b> Programming with Python	<b>Summer Term 2:</b> Physical Computing
<b>How will your child be assessed in the Spring Term?</b> A test during lesson		
<b>Spring Term Assessment Revision Topics (students will be given detailed checklists):</b> Digital images and sound, operators, selection, iteration, lists		
<b>What can you do to support your child in Computer Science?</b> 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		
<b>Wider reading and useful websites or activities to support learning:</b> Videos: <a href="https://student.craigndave.org/gcse-edexcel-videos">https://student.craigndave.org/gcse-edexcel-videos</a> Learning Tool and flash cards: <a href="https://quizlet.com/en-gb">https://quizlet.com/en-gb</a> BBC Bitesize: <a href="https://www.bbc.co.uk/bitesize/examspecs/zdqy7nb">https://www.bbc.co.uk/bitesize/examspecs/zdqy7nb</a>		

## Year 9 Dance Curriculum

**Staffing:** A.Hemstead H Redfern

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**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 Spring Term?

Practical Assessment for each unit of work.

Written Assessment: Written reports x3

### Spring 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](#)

## Year 9 Citizenship GCSE Curriculum

<b>Staffing: Staffing: Halicon Virgo-Furrs and Fay Nkrumah</b> <b>Email: <a href="mailto:h.virgo-furrs@sydenham.lewisham.sch.uk">h.virgo-furrs@sydenham.lewisham.sch.uk</a> <a href="mailto:f.nkrumah@sydenham.lewisham.sch.uk">f.nkrumah@sydenham.lewisham.sch.uk</a></b>		
<b>Exam Board: Edexcel</b>		
<b>Assessment Overview:</b> AO1 - knowledge & understanding (30% final mark) AO2 – application of knowledge & understanding to examples/actions (30% final mark) AO3 – analyse and evaluation evidence to develop reasoned arguments (40% final mark)		
<b>Subject Curriculum Intent:</b> KS4 students can also choose Citizenship as an option and undertake the Edexcel GCSE exam. It is the intent of the Citizenship curriculum to create well rounded and confident citizens able to engage with the wider world, engage with the democratic process, understand the role of law and value diversity and tolerance. The study of Citizenship is about enabling students to make their own decisions; to take responsibility for their own lives and their communities. This subject encourages active citizenship and empowers students to consider local, national and international issues.		
<b>Curriculum Content Overview:</b>		
<b>Autumn Term 1:</b> The changing UK population	<b>Spring Term 1:</b> Respect and understanding Identity	<b>Summer Term 1:</b> Citizens and local government Paying for local services
<b>Autumn Term 2:</b> Migration and its impact	<b>Spring Term 2:</b> Rights, duties and values that underpin democracy Development of human rights	<b>Summer Term 2:</b> Who runs the country?
<b>How will your child be assessed in the Spring Term?</b> <b>Extended writing tasks</b> <b>Short Answers</b>		
Spring Term Assessment Revision Topics (students will be given detailed checklists): Respect and understanding identity		
<b>What can you do to support your child in Citizenship?</b> Use your child's knowledge organiser to support quizzing on key Citizenship terms and core knowledge Watch Prime Minister's Questions - UK Parliament Read up on Human Rights issues		
<b>Wider reading and useful websites or activities to support learning:</b> Wider reading and useful web-sites or activities to support learning: Edexcel GCSE Citizenship Student's Book 4th edition (Collins Citizenship Today) Citizenship in the UK - GCSE PSHE and Citizenship Revision - BBC Bitesize Newsround, Newspapers		