



# Year 9 Curriculum Guide

2026 - 2027



*Be the best you can be!*

Dear Parents/Carers and Students,

Welcome to our Year 9 Curriculum Guide for 2026-2027 which contains brief descriptions of the courses offered for Year 9 and beyond. Please read it with your child so that you are able to make an informed choice about the year ahead and remember that teachers are only too pleased to discuss the options available with students and yourself. I hope that you will find the guide informative and that it will help you to make important decisions about the next stages of the education process.

### **Why have Curriculum Choices?**

Year 8 students are in their second year at Southam College and have experienced a wide range of subjects. At this stage in their education, they have an opportunity to study fewer subjects but to a greater depth, building the necessary skills and knowledge required to be successful in further study. We ensure that everyone maintains a balance of subjects while at the same time students can begin to shape their education just a little, so that it more closely reflects their individual interests and abilities. Making decisions is an important part of students taking responsibility for their own learning and, indeed, their futures. We also hope that the decision-making process will be rewarding and help develop a feeling of taking control.

### **Getting it right**

Students should primarily follow their individual interests and abilities when making decisions about which subjects to select. You cannot be sure that choices made now will be right for a chosen career. Students' ideas will probably change; employment opportunities and entry requirements certainly will. That is why it is essential that, even when the choices are made, a wide range of subjects has been preserved. Students study an extensive Core curriculum in addition to their Options choices to ensure they experience a broad and balanced curriculum overall.

To help students make informed choices, they will be given support from their tutors and the Head of Year as well as subject teachers. We welcome contact from parents, too, if you feel we can provide support. Please email us on [southamcollege@stowevalley.com](mailto:southamcollege@stowevalley.com) if you have any queries.



Mr Miller

Deputy Headteacher

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## Our Learning Ethos

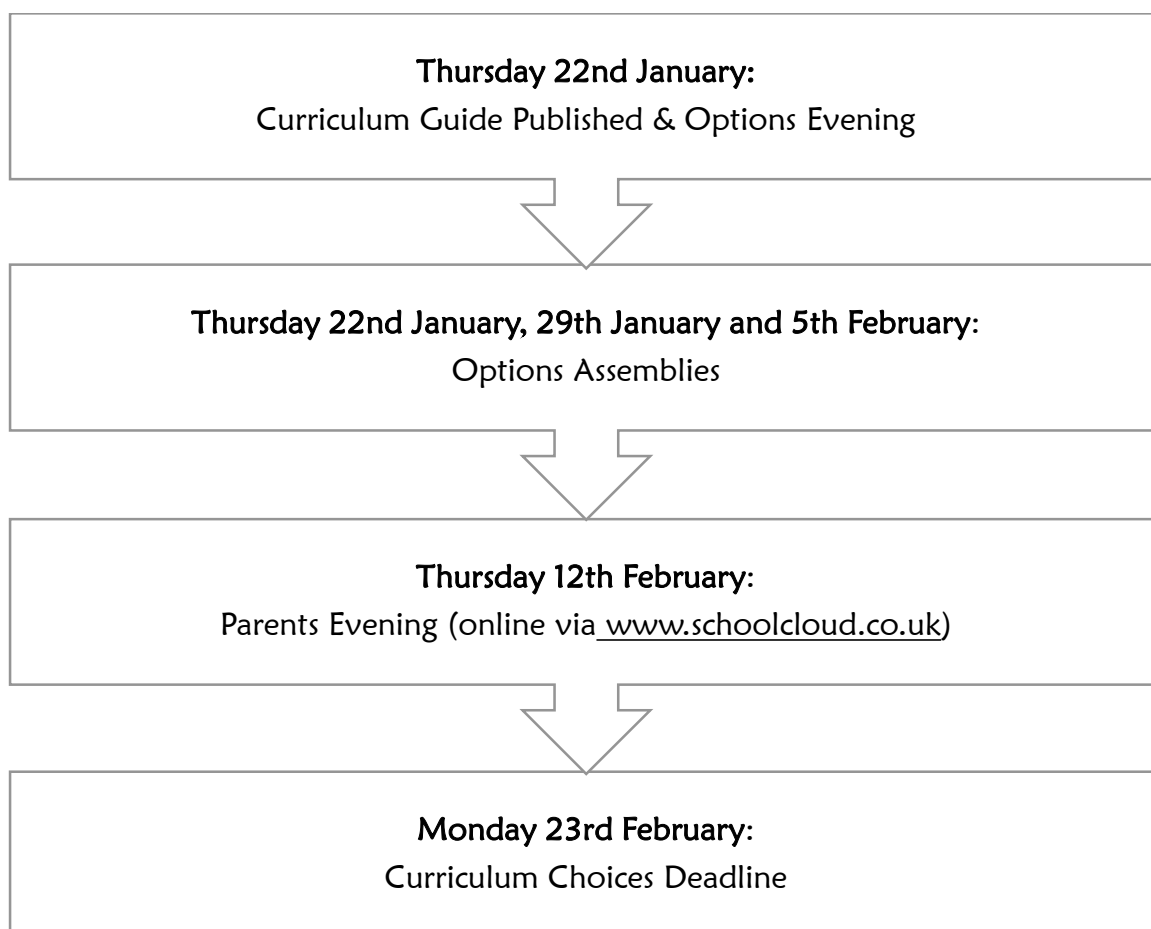
At Southam College teachers ensure that students are purposely engaged in their learning, challenged to do their best and supported to make excellent progress in their studies. This guide provides an overview of the aims and content of each subject.

An electronic version of this guide can be found on the school's website in the Curriculum section.

## The Curriculum Choices (Options) Process

In Year 8 students are supported to make choices about which subjects they will select to study in Year 9. This guide will support students to make informed choices and enable parents and carers to assist their child in making these choices. The guide contains brief descriptions of the courses offered for Year 9. Teachers of each subject will be happy to answer questions and provide more detail as required.

Students must complete their **Y9 Curriculum Choices** by **Monday 23<sup>rd</sup> February**.



## The Y9 Curriculum

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

Core Curriculum:

- English
- Maths
- Biology
- Chemistry
- Physics
- Physical Education
- Philosophy and Ethics
- Character and Culture
- Modern Foreign Language: students continue with the language they have studied in Year 8. The most able will be able to take up the second language they studied in Year 7 again.
- Geography
- History

Students select **1 creative subject** from the following Option subjects:

- Art
- Drama
- Food
- Graphics
- Media Studies
- Music
- Photography
- Resistant Materials
- Textiles

Students select **2 further subjects** from the following Option subjects:

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

Students can choose a second Modern Foreign Language in addition to the Language they study as part of their Core Curriculum if they have studied it in Y7.

Students can select additional creative subjects but they cannot take very closely related subjects e.g. Computer Science and Information Technology; Textiles/Graphics/Resistant Materials; Art/Photography.

A course may not run if an insufficient number of students select it.


## Key Stage 4 Qualifications

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

In addition to GCSEs in English Language, English Literature, Maths, Science and History/Geography, students will select 2 further subjects from those they study in Year 9 to complete a Level 2 qualification in. It is strongly recommended that students continue with a Modern Foreign Language.

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

Please see below a copy of the Options form:



### Y9 Curriculum Choices 2026-2027

**Student Name** [printed]: \_\_\_\_\_ **Tutor Group:** \_\_\_\_\_

**Student Signature:** \_\_\_\_\_ **Parent Signature:** \_\_\_\_\_

Please tick the relevant boxes to confirm your curriculum choices.

<b>CORE Subjects – all students will take these:</b>	
English	Character & Culture
Maths	Geography
Biology	History
Chemistry	Philosophy & Ethics
Physics	Physical Education
Modern Language (cont'd from Year 8)	

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Students choose **ONE** creative subject from:\*\*

<input type="checkbox"/> Art	<input type="checkbox"/> Music
<input type="checkbox"/> Drama	<input type="checkbox"/> Photography
<input type="checkbox"/> Food	<input type="checkbox"/> Resistant Materials
<input type="checkbox"/> Graphics	<input type="checkbox"/> Textiles
<input type="checkbox"/> Media Studies	

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Students choose **TWO** subjects (that were **not** selected above)\*\*

<input type="checkbox"/> Art	<input type="checkbox"/> Information Technology
<input type="checkbox"/> Business	<input type="checkbox"/> Media Studies
<input type="checkbox"/> Computer Science	<input type="checkbox"/> Music
<input type="checkbox"/> Drama	<input type="checkbox"/> Photography
<input type="checkbox"/> Food	<input type="checkbox"/> Resistant Materials
<input type="checkbox"/> French*	<input type="checkbox"/> Spanish*
<input type="checkbox"/> German*	<input type="checkbox"/> Sport Studies
<input type="checkbox"/> Graphics	<input type="checkbox"/> Textiles
<input type="checkbox"/> Health & Social Care	

\*Students can only select a second Modern Language if they have studied it in Y7.

\*\*Students cannot take very closely related subjects e.g. Computer Science and Information Technology; Textiles/Graphics/Resistant Materials; Art/Photography.

**Return deadline: Monday 23 February 2026 – to green letterbox by reception**

## Core Curriculum

### English

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



### Curriculum and Assessment Schedule

Term	Topic	Assessment
Autumn 1	<b>The Crucible</b>	English skills-based assessment: <ul style="list-style-type: none"> <li>• Inference</li> <li>• Drafting</li> <li>• Using ambitious vocabulary</li> </ul>
Autumn 2	<b>Richard III</b>	English skills-based assessment: <ul style="list-style-type: none"> <li>• Analysis of writer's methods</li> <li>• Embedding quotations</li> <li>• Developing a line of argument</li> </ul>
Spring 1	<b>Character Creation</b>	English skills-based assessment: <ul style="list-style-type: none"> <li>• To produce a piece of creative writing</li> <li>• Use of ambitious vocabulary</li> <li>• Conscious crafting of sentence forms</li> </ul>
Spring 2	<b>Visibility of Disability in Literature</b>	English skills-based assessment: <ul style="list-style-type: none"> <li>• Embedding quotations</li> <li>• Analysis of writer's methods</li> <li>• Critical line of argument</li> </ul>
Summer 1	<b>Writing to Describe &amp; Narrate</b>	English skills-based assessment: <ul style="list-style-type: none"> <li>• Use of ambitious vocabulary</li> <li>• Narrative and descriptive techniques</li> <li>• Structure and cohesion</li> </ul>
Summer 2	<b>Developing Inference from Fictional Texts</b>	English skills-based assessment: <ul style="list-style-type: none"> <li>• Retrieval and inference</li> <li>• Language analysis</li> <li>• Structural analysis</li> <li>• Evaluation skills</li> </ul>



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

### Level 2 Qualifications

AQA GCSE English Literature and AQA GCSE English Language

## Maths

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



### Curriculum and Assessment Schedule

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



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

### Level 2 Qualification

Edexcel GCSE Mathematics

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

## Science: Biology



All students begin Year 9 with the topic of Cell Biology, building upon the strong foundation gained at Key Stage 3 to consider different types of cell, microscopy, the emerging field of stem cell technology, the culture of microbes, cell division and the movement of materials in and out of cells.

This is developed by the Organisation topic which looks at whole body systems and the component organs in both animals and plants.

### Curriculum and Assessment Schedule

Term	Topics	Assessment
Autumn 1	<b>Cell Biology 1:</b> Animal and plant cells, Prokaryotic cells, Cell specialisation, Microscopy, Stem cells.	In-class assessment on content covered
Autumn 2	<b>Cell Biology 2:</b> Chromosomes, Mitosis and the cell cycle.	In-class assessment on content covered
Spring 1	<b>Cell Biology 3:</b> Diffusion, Osmosis, Active transport, Surface area: volume ratio.	Year 9 PPE
Spring 2	<b>Organisation 1:</b> Cell organisation, Food tests, Digestive system, Enzymes, Digestion.	In-class assessment on content covered
Summer 1	<b>Organisation 2:</b> Gas exchange, The heart, Circulatory system, Blood, Heart disease, Health, Cancer.	In-class assessment on content covered
Summer 2		



Log onto Educake ([www.educake.co.uk](http://www.educake.co.uk)) and complete extra quizzes on topics you have covered.

Log onto YouTube and look at the content topic areas and practicals you will be completing. Search for Freesciencelessons and Cognito for 2 particularly good channels.

### Level 2 Qualifications

Students will study either:

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

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

Or

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

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

## Science: Chemistry



All students begin Year 9 with the topic of Fundamental Chemistry, building upon the strong foundation gained at Key Stage 3 to consider Elements and compounds, Atoms and equations, Mixtures, Charges and masses, Subatomic particles. This is followed by the sustainable development topic, where they will learn about potable water and wastewater treatment. To end the year they will study the history of the atmosphere and how the periodic table has changed and why it is arranged as it is.

### Curriculum and Assessment Schedule

Term	Topic	Assessment
Autumn 1	<b>Fundamental chemistry 1:</b> Elements and compounds, Atoms, formulae and equations, Mixtures, Changing ideas about atoms, Modelling the atom, relating charges and masses.	In-class assessment on content covered
Autumn 2		In-class assessment on content covered
Spring 1	<b>Sustainable development:</b> The earth's resources and sustainable development, potable water, waste water management, metal extraction, Life cycle assessment and recycling, Reducing the use of resources, Alloys, Ceramics and polymers, Fertilisers.	Year 9 PPE
Spring 2		In-class assessment on content covered
Summer 1	<b>The Atmosphere:</b> Proportions of gases in the atmosphere, The early atmosphere, How gases changed, Greenhouse gases, Human activity and climate change, atmospheric pollutants.	In-class assessment on content covered
Summer 2		<b>Fundamental chemistry 2:</b> History of the periodic table, Chemistry of group 1, group 7 and group 0. In-class assessment on content covered



Log Educake ([www.educake.co.uk](http://www.educake.co.uk)) and complete extra quizzes on topics you have covered. Log onto YouTube and look at hours worth of content topic areas and practicals you will be completing. Search for Freesciencelessons and Cognito for 2 particularly good channels.

### Level 2 Qualifications

Students will study either:

AQA GCSE Combined Science (equivalent to 2 GCSEs covering Biology, Chemistry and Physics): Higher Tier (GCSE grades 9-4) or Foundation Tier (GCSE grades 5-1)

Or

AQA GCSE Separate Sciences (3 separate GCSEs in Biology, Chemistry and Physics): Higher Tier (GCSE grades 9-4) or Foundation Tier (GCSE grades 5-1)

## Science: Physics



All students begin Year 9 with the topic of Energy, building upon the strong foundation gained at Key Stage 3 to consider Potential energy, Kinetic energy, Work and energy transfer, Power, Efficiency, and Insulation. This is followed by the Forces topic which looks at motion, motion graphs, types of forces, motion equations, terminal velocity, impact forces, design of car safety features, moments and the use of balancing moments. There is a strong practical element throughout the course. Maths for Physics is another key theme running throughout the course.

### Curriculum and Assessment Schedule

Term	Topic	Assessment
Autumn 1	<b>Energy 1:</b> Potential energy, Kinetic energy, Efficiency and Work done and energy transfer.	In-class assessment on content covered
Autumn 2	<b>Energy 2:</b> Power, Conduction. Thermal conductivity, Convection, Thermal insulation and Home insulation.	In-class assessment on content covered
Spring 1	<b>Forces 1: Motion,</b> Graphs of motion, Types of Forces, maths skills.	Year 9 PPE
Spring 2	<b>Forces 2:</b> Acceleration, How Force varies with acceleration, Calculating Force using Newton's Second Law of Motion, Terminal Velocity of a skydiver and a cyclist	In-class assessment on content covered
Summer 1	<b>Forces 3:</b> Momentum, The Law of Conservation of Momentum, Rate of change of Momentum, Impact forces, car safety design, Centre of Mass, Centre of Gravity, Moments, Principle of Moments, Levers, Gears, Pressure from solids and pressure in fluids	In-class assessment on content covered
Summer 2	<b>Forces 4:</b> Planning and executing experiments, Identifying random errors and systematic errors, Evaluating experiments and making improvements	In-class assessment on content covered



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

### Level 2 Qualifications

Students will study either:

AQA GCSE Combined Science (equivalent to 2 GCSEs covering Biology, Chemistry and Physics): Higher Tier (GCSE grades 9-4) or Foundation Tier (GCSE grades 5-1)

Or

AQA GCSE Separate Sciences (3 separate GCSEs in Biology, Chemistry and Physics): Higher Tier (GCSE grades 9-4) or Foundation Tier (GCSE grades 5-1)

## Physical Education



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

### Curriculum

Activities include:

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



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

## Philosophy and Ethics

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



### Curriculum and Assessment Schedule

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



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

### Level 2 Qualification

AQA GCSE Religious Studies Specification A

## Character and Culture



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

### Curriculum and Assessment Schedule

Term	Topic	Assessment
Autumn 1	<b>Protected Characteristics and accepting difference</b> Students will learn the laws regarding protecting characteristics and understand why these laws are in place. Students will learn the importance of supporting others and challenging and preventing online hate.	In-class assessment on content covered.
Autumn 2	<b>Sex, Relationships and Being Safe:</b> students will learn about different types of relationship and human sexuality. Students will learn about healthy relationships and some of the consequences associated with sexual relationships.	In-class assessment on content covered.
Spring 1	<b>Financial Capability – Money Skills and Economic Wellbeing:</b> lessons on personal finance and budgeting. Learning about financial habits, financial products and risks associated with financial decisions.	In-class assessment on content covered.
Spring 2 and Summer 1	<b>Responsible and active citizenship:</b> Students will learn about different addictions e.g. drugs, alcohol and the different types of influence. Students will learn about extremism and how extremist views can be challenged.	In-class assessment on content covered.
Summer 2	<b>Talk topics:</b> Students will learn about a variety of topics, such as AI, Fast Fashion, Women in Media. Topics will be added from current news/trends.	In-class assessment on content covered.



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

## Modern Languages: French

Our Year 9 curriculum encourages students to speak, write, listen and read with more confidence in French. Students will broaden their Y7 and Y8 vocabulary into further topics, and consolidate their use of the present, future and past tenses. As the year progresses, students will develop their writing and speaking skills to use a greater variety of structures, including connectives, pronouns, time frames and opinions. Students will be encouraged to use as much French language as possible in class, and lessons will promote knowledge of customs, traditions and festivals in French-speaking countries.



### Curriculum and Assessment Schedule

Term	Topic	Assessment
Autumn	<p><b><u>My town and environment</u></b></p> <p>Town descriptions, invitations, directions, a future trip to Paris, local and global environmental problems and solutions</p> <p><b><u>Past Tense with hobbies</u></b></p>	<p>Listening Task</p> <p>Writing Task</p> <p>Translation Task</p>
Spring	<p><b><u>Media</u></b></p> <p>TV habits, film genres, music preferences, social media use, online activities</p>	<p>Year 9 exam: reading and translations</p> <p>Regular vocabulary tests</p> <p>Extended writing task</p>
Summer	<p><b><u>My world</u></b></p> <p>Family, friends, appearance, personality, relationships, marriage</p>	<p>Regular vocabulary tests</p> <p>Listening Task</p> <p>Reading task</p> <p>Speaking Task</p>



1. Listen to some French music artists in a music genre of your choice and make a list of interesting words you learn from the lyrics or song titles.
2. Change the audio track or subtitles on your favourite shows into French.
3. Listen to a Duolingo podcast on a topic of your choice.

### Level 2 Qualification

Pearson Edexcel GCSE French

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

## Modern Languages: German

Our Year 9 curriculum encourages students to speak, write, listen and read with more confidence in German. Students will broaden their Y7 and Y8 vocabulary into further topics, and consolidate their use of the present, future and past tenses. As the year progresses, students will develop their writing and speaking skills to use a greater variety of structures, including connectives, pronouns, time frames and opinions. Students will be encouraged to use as much German language as possible in class, and lessons will promote knowledge of customs, traditions and festivals in German-speaking countries.



### Curriculum and Assessment Schedule

Term	Topic	Assessment
Autumn	<b><u>My family</u></b> Personal details, family, appearance, personality, relationships, marriage	Regular vocabulary tests Reading Task Writing Task
Spring	<b><u>Free time</u></b> Sports, hobbies, TV, cinema and films, books, music, preferences, food and drink, eating out	Year 9 exam: reading and translations Regular vocabulary tests Listening Task
Summer	<b><u>Media</u></b> Online activities, social networks, pros and cons of social media, dangers of the online world	Regular vocabulary tests Writing Task Speaking Task



1. Listen to some German music artists in a music genre of your choice and make a list of interesting words you learn from the lyrics or song titles.
2. Change the audio track or subtitles on your favourite shows into German.
3. Listen to a Duolingo podcast on a topic of your choice.

### Level 2 Qualification

Pearson Edexcel GCSE German

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

## Modern Languages: Spanish



Our Year 9 curriculum encourages students to speak, write, listen and read with more confidence in Spanish. Students will broaden their Y7 and Y8 vocabulary into further topics, and consolidate their use of the present, future and past tenses. As the year progresses, students will develop their writing and speaking skills to use a greater variety of structures, including connectives, pronouns, time frames and opinions. Students will be encouraged to use as much Spanish language as possible in class, and lessons will promote knowledge of customs, traditions and festivals in Spanish-speaking countries.

### Curriculum and Assessment Schedule

Term	Topic	Assessment
Autumn	<p><b><u>My town and environment</u></b></p> <p>Town descriptions, invitations, directions, a future trip to Paris, local and global environmental problems and solutions</p> <p><b><u>Past Tense with hobbies</u></b></p>	<p>Listening Task</p> <p>Writing Task</p> <p>Translation Task</p>
Spring	<p><b><u>Media</u></b></p> <p>TV habits, film genres, music preferences, social media use, online activities</p>	<p>Year 9 exam: reading and translations</p> <p>Regular vocabulary tests</p> <p>Extended writing task</p>
Summer	<p><b><u>My world</u></b></p> <p>Family, friends, appearance, personality, relationships, marriage</p>	<p>Regular vocabulary tests</p> <p>Listening Task</p> <p>Reading task</p> <p>Speaking Task</p>



1. Listen to some Spanish music artists in a music genre of your choice and make a list of interesting words you learn from the lyrics or song titles.
2. Change the audio track or subtitles on your favourite shows into Spanish.
3. Listen to a Duolingo podcast on a topic of your choice.

### Level 2 Qualification

Pearson Edexcel GCSE Spanish

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

## Geography



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

### Curriculum and Assessment Schedule

Term	Topic	Assessment
Autumn 1	<b>Extreme Environments</b> -Ecosystems, tropical rainforests and hot deserts, the tundra	Decision making exercise – geographical skills and understanding Home learning activities. End of topic test.  Year 9 Exam
Autumn 2	<b>Global Issues</b> – Explore current world issues and how international affairs can be influenced by geographical factors	End of topic test/Year 9 Exam
Spring 1	<b>Glaciated Environments</b> – glacial systems (landforms and processes) and human activity in glacial environments	Concept map/end of topic test
Spring 2	<b>Glaciated Environments</b> – glacial systems (landforms and processes) and human activity in glacial environments	End of topic test - recall and skills Home learning activities End of topic test
Summer 1 and 2	<b>People and Cities</b> – population trends and patterns. Opportunities and issues linked to urbanisation.  <b>Fieldwork</b> – concept of sustainability, using data collection methods, evaluating results	End of topic test – recall and skills Home learning activities End of topic test



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

### Level 2 Qualification

AQA GCSE Geography

## History



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

### Curriculum and Assessment Schedule

Term	Topic	Assessment
Autumn 1	<b>Life in WW1</b>	In class – recall and History skills. Home Learning - Educake / revision.
Autumn 2	<b>Causes of WW1</b>	In class – recall and History skills. Home Learning - Educake / revision.
Spring 1	<b>Inter-war years / Causes of WWII</b>	In class – recall and History skills. Home Learning - Educake / revision.
Spring 2	<b>Life in WWII</b>	In class – recall and History skills. Home Learning - Educake / revision.
Summer 1	<b>Holocaust</b>	Class discussion / completion of class booklet. Home Learning project.
Summer 2	<b>Campaigns for equality in the 20<sup>th</sup> century</b>	Class discussion / completion of class work. Home Learning - Educake / revision.



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

### Level 2 Qualification

Eduqas GCSE History

# Option Subjects

## Art

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



### Curriculum and Assessment Schedule

Term	Topic	Assessment
Autumn	<b>Collections:</b> students will develop a project under the theme, researching relevant contextual references and resources, & exploring observational and mixed media studies in a workshop style.	Large scale outcomes (Mixed media's) Ongoing assessment and feedback of work produced throughout the term.
Spring	<b>Food:</b> Students will develop a project researching contextual influences and develop outcomes & experimentation with paint, colour and 3D forms	Large scale outcomes (Mixed media's) Ongoing assessment and feedback of work produced throughout the term.
Summer	<b>Architecture:</b> Students will develop a project researching contextual influences and develop outcomes & experimentation with 3D forms, mixed media collages and clay.	Large scale outcomes (Mixed media's) Ongoing assessment and feedback of work produced throughout the term.



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

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

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

## Level 2

### Qualification

AQA GCSE Art and Design: Fine Art

## Business

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



### Curriculum and Assessment Schedule

Term	Topic	Assessment
Autumn 1	<b>Entrepreneurs and Enterprise</b> – What is enterprise and who are entrepreneurs, how does this effect the business environment	A short end of unit test on the definitions and effects
Autumn 2	<b>Marketing</b> – what is marketing, market segmentation and how it effects the business around us.	Assessed written task.
Spring 1	<b>Business finance</b> – Exploring business finance and how break even works within a production based business	Finance test
Spring 2	<b>Production/Operations</b> – Exploring production and how different types of production effect quality and speed of manufacturing.	Assessed written task.
Summer 1	<b>Business planning</b> – students will learn about business plans, entrepreneurs and other elements of business	Assessed written task
Summer 2	<b>Business Pitch</b> – Students will prepare a presentation and pitch their business plan.	Assessed presentation



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

### Level 2 Qualifications

EDEXCEL GCSE Business Studies

## Computing

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



Through their studies, students will learn to analyse problems in computational terms through practical experience of solving such problems, including designing, writing and debugging programs. Students will need be at Exceeding grade and top set A1/B1 in Maths at the end of Year 8 to opt for Computing in Year 9.

### Curriculum and Assessment Schedule

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



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

### Level 2 Qualifications

OCR GCSE Computer Science

## Drama



In Year 9 we endeavour to:

- build depth and variety in performance awareness.
- widen awareness of different styles of theatre to equip with future inspiration for work development.
- build understanding of wider design and theatre roles.
- enthuse and excite for how Drama can express in a variety of ways and forms.
- build confidence in expression to an audience of any ilk.

### Curriculum and Assessment Schedule

Term	Topic	Assessment
Autumn 1	<b>Practitioners and Devising strategies</b>	Performance and written test
Autumn 2	<b>How a theatre works</b>	Practical work and Essay
Spring 1	<b>Devising Skills</b>	Practical Explorations Feedback
Spring 2		Sample portfolio tasks and Performance
Summer 1	<b>Performing from a comedy script</b>	Sample Portfolio and Final Performance
Summer 2		



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

### Level 2 Qualification

OCR GCSE Drama

## Health and Social Care

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



### Curriculum and Assessment Schedule

Term	Topic	Assessment
Autumn 1	<b>Growth and Development across Life Stages</b>	End of Topic test
Autumn 2	<b>Impact of Physical Factors on Health</b>	End of Topic test
Spring 1	<b>Impact of Economic and Environmental Factors</b>	End of Topic test
Spring 2	<b>Life Events</b>	End of Topic test
Summer 1	<b>Primary responses to health including First Aid</b>	End of Topic test
Summer 2	<b>Job Roles and Risk Assessment</b>	Human Lifespan Development- Internal Assessment



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

### Level 2 Qualification

Pearson BTEC Level 1 / Level 2 Tech Award

## Information Technology

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



### Curriculum and Assessment Schedule

Term	Topic	Assessment
Autumn 1	<b>Database</b> – students will learn to use Database software. They will create and use databases including their various functions.	End of Topic test
Autumn 2	<b>Database</b> - learn to design and create queries and design and create reports. <b>Word</b> - Learn how to create a mail merge letter using word skills <b>Email</b> -Students learn and demonstrate tools and features of writing formal emails.	End of Topic test Cumulative Skills and Knowledge test
Spring 1	<b>Presentation</b> - students learn tools and features of PowerPoint presentations Topic 1 Design Tools	End of Topic test
Spring 2	Topic 2 Human Computer interface in everyday life Topic 3 Data and Testing	End of Topic test Cumulative Skills and Knowledge test
Summer	<b>Spreadsheet</b> – students will learn how to various functions within spreadsheets. Learn to use absolute cell referencing including macros. <b>Coursework starts in June R060</b>	Cumulative Skills and Knowledge test



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

### Level 2 Qualification

OCR Cambridge National in Information Technologies

## Media Studies

Although Media Studies may be a new subject for many, it links very closely with the analytical skills practised in English, but rather than studying the written and spoken word students look at a range of Media products such as films, newspapers, adverts, music video and adverts. Students will develop their analytical skills, learn to critique the large media institutions that have such an influence on our daily lives and be trained in the employable, industry-standard skill of Adobe Photoshop.



### Curriculum and Assessment Schedule

Term	Topic	Assessment
Autumn 1	<b>Introduction to Media Language</b> Students will explore how media producers use image, language, and design to communicate their message.	Exam Style Question
Autumn 2	<b>Representation in the Music Industry</b> Students will examine how different social groups are represented in the media, in particularly in music videos.	Year 9 PPE
Spring 1	<b>International Film</b> Students will analyse the film <i>Spirited Away</i> , and research how 'coming of age' films are made, distributed, and marketed.	Exam Style Question
Spring 2	<b>Creative Project: Film Marketing</b> Students will create their own film poster and DVD wrap on Photoshop for a film of their invention.	Creative Production Task
Summer 1	<b>Politics and Newspapers</b> Students will scrutinise how news outlets spread information and their ideologies through media language.	Exam Style Question + Creative Production Task
Summer 2	<b>Podcasts and Audiences</b> Students will study how podcasts are pitched, created, and circulated as well as the media's changing relationship audiences.	Exam Style Question



Watch two films (one mainstream and one independent).

Buy two newspapers and compare how they show the same event.

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

### Level 2 Qualification

Eduqas GCSE Media Studies

## Music

Students study a broad range of musical styles and will develop their performing skills, their composing skills, and their knowledge of musical terminology and theory, to be able to describe, perform and create music effectively.



Students are also encouraged and supported to use their existing skill sets to help them achieve their best (e.g. using your own instrument / singing / music tech).

By the end of Year 9 students will have worked towards several performances, developed compositions, and be able to use musical terminology, setting them up for both GCSE Music and music-making generally in their lives.

### Curriculum and Assessment Schedule

<u>Term</u>	<u>Topic</u>	<u>Assessment</u>
Autumn 1	<b>Programme Music</b>	Topic assessments will consist of the following three areas: <ul style="list-style-type: none"><li>• Performances (individually and in groups)</li><li>• Compositions (individual)</li><li>• Listening &amp; appraising exam questions</li></ul>
Autumn 2	<b>Keyboard Skills</b>	
Spring 1	<b>Music Technology: Sequencing</b>	
Spring 2	<b>Song Writing: part 1</b>	
Summer 1	<b>Song Writing: part 2</b>	
Summer 2	<b>Brit Pop</b>	

Practise your instrument / vocals – at home and using the practice rooms at lunchtime!



- Attend extra-curricular music groups
- Complete exercises on [teachinggadget.com](http://teachinggadget.com) and [MusicTheory.net](http://MusicTheory.net)
- Practise composing/songwriting – use MuseScore or BandLab at home
- Attend live music events – gigs and concerts!
- Apply for instrumental / Vocal/ Music Tech tuition (either in school or privately)

### Level 2 Qualification

Eduqas GCSE Music

## Photography



Photography is an exciting subject on offer for GCSE - it inspires creative thinkers. It is about looking, learning, thinking and communicating ideas. Students will develop independent thought by learning to express themselves visually and letting their imagination flourish. Photography is a practical course in which students learn by doing. They will discover and explore a whole range of techniques and processes, both traditional and contemporary. They will learn the technical aspects of taking photographs as well as learning a range of processes, such as darkroom work as well as digital manipulation of images. Students will investigate the work of other artists and photographers as stimulus for your own idea development. This course is perfect for students who enjoy the creative side of the curriculum.

### Curriculum and Assessment Schedule

Term	Topic	Assessment
Autumn	<b>Through the lens</b> – Students will study the visual elements of photography in order the foundations for a successful photograph. We will cover a brief history of photography and how cameras have changed over time. Learn to build digital literacy skills on the computer and to produce basic edits in Photoshop.	Portfolio of work
Spring	<b>Focus on colour</b> – Learning to understand the colour wheel and basic colour theory through exploring how colour choices can impact photographs. Further develop Photoshop skills through experimental editing using a selective colour technique. Studying the work of other artists and photographers to gain inspiration. Creating personal final outcomes in response to the theme of colour.	Portfolio of work
Summer	<b>Alternative perspectives</b> – Exploring various compositional techniques, such as leading lines, rule of thirds and filling the frame. Capturing photographs with creative viewpoints and unusual perspectives. Experimenting with techniques and approaches to image making through contemporary collage.	Portfolio of work



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

Get into the habit of taking photographs regularly, applying the learning as you go. Browse Pinterest (app or online) to find inspiration. Visit art and photography exhibitions, museums and galleries and respond to the work you see by taking your own photographs.

### Level 2 Qualification

AQA GCSE Art and Design: Photography

## Sport Studies

The Sport Studies (Y9) course is the first step on our KS4 pathway and introduces students to an increased focus on theoretical elements as well as practical activities. Students will then be guided to choose the most suitable pathway in Y10. We also promote an understanding of what it means to have a healthy lifestyle – including physical activity, developing social skills and how PE can have a positive impact on emotional well-being.



### Curriculum and Assessment Schedule

Topic	Assessment
<b>Contemporary Issues in Sport</b> <ul style="list-style-type: none"> <li>• Why we participate in physical activity</li> <li>• Barriers to participation</li> <li>• Sportsmanship, gamesmanship &amp; deviance</li> <li>• Performance enhancing drugs</li> <li>• Commercialisation</li> </ul>	End of Unit Test and HL tasks
<b>The Body Systems</b> <ul style="list-style-type: none"> <li>• Skeletal system</li> <li>• Muscular system</li> <li>• Cardiovascular system</li> <li>• Respiratory system</li> </ul>	End of Unit Test and HL tasks
<b>Nutrition in sport</b> <ul style="list-style-type: none"> <li>• Balanced diet</li> <li>• Macronutrients</li> <li>• Micronutrients</li> <li>• Optimum weight</li> </ul>	End of Unit Test and HL tasks
<b>Health and Fitness</b> <ul style="list-style-type: none"> <li>• Health, fitness, exercise and performance</li> <li>• Social, physical and emotional health</li> <li>• Lifestyle choices</li> <li>• Sedentary lifestyle</li> </ul>	End of Unit Test and HL tasks
<b>Training and performance</b> <ul style="list-style-type: none"> <li>• Components of fitness</li> <li>• Methods of training</li> <li>• Principles of training</li> </ul>	End of Unit Test and HL tasks
<b>Sports performer profile</b>	End of Unit Project



#### Level 2 Qualification

GCSE Physical Education

Or

OCR Cambridge National in Sport Studies

## Technology: Food



Throughout this foundation year, students will build on their knowledge from KS3 and deepen their understanding of the key areas of Food. The year starts with us working through the main commodities with theory and practical work being studied. We will finish the year with a mini science investigation.

### Curriculum and Assessment Schedule

Term	Topic	Assessment
Autumn 1	Students will start to work through the commodities starting with fruit and vegetables. We will look at the importance of the nutrients from these as well as how fruit and vegetables are affected by different preparation and cooking methods. Students will apply knowledge into making soup, stuffed peppers and dishes to encourage children to eat more fruit and vegetables.	Test 1– this will test knowledge learnt in practical and theory lessons.
Autumn 2	Students will continue to work through the commodities. The focus this half term will be on Eggs. We will cover a range of functional and chemical properties of eggs through investigative work and practical tasks. There may also be a chance for some Christmas cookery.	Test 2 – this will test knowledge learnt in practical and theory lessons.
Spring 1	Meat and fish will be the focus for this half term. We will have the opportunity to learn how to portion a chicken and observe on how to filet a fish, as well as looking at the nutritional importance of these two foods in the diet. Dishes made this half term will have protein at the heart of the dishes.	PPE - All the theory so far will be tested in PPE in this half term
Spring 2	Milk and milk products will be investigated this half term alongside primary and secondary processing. An opportunity to make home-made butter and soft cheese may be available.	Test 3 – this will test knowledge learnt in practical and theory lessons.
Summer 1	Students will continue to work through the commodities. The focus this half term will be on cereals. How different grains are used in our diets and why. In practical lessons we will focus on bread, and a variety of different pastry products.	FAR marking: A couple of pieces of work will be FAR marked.
Summer 2	The final half term will be based around 2 key aspects: Cooking and Heat Transfer; as well as Food spoilage and contamination, covering the principles of food safety. There will be an opportunity to put the theory into practice in some practical tasks. A mini science investigation will also be undertaken in this half term.	Science investigation will be FAR marked; there will also be a final end of unit test.



Good websites for developing deeper understanding of food curriculum

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

### Level 2 Qualification

A Food based qualification.

## Technology: Graphics

Throughout year 9 students will build on their knowledge from KS3 and deepen their understanding of the key areas of Design and Technology. This year starts with a Graphics focus where students will develop key skills for making products using a range of designing skills and materials. Students will be gaining a deeper knowledge of the materials, properties and processes as well as wider issues in designing throughout the year. Students will undertake multiple projects to allow them to develop their designing skills and knowledge further. Students are assessed at the end of each key skills topic and for their practical work.



### Curriculum and Assessment Schedule

Term	Topic	Assessment
Autumn 1	<b>Introduction to Graphics</b> <b>Key skills – hand drawing skills</b> Students will have a focus on key hand drawing skills such as observation drawing, perspective drawing and rendering. They will use mixed medias throughout; these skills will be the foundation of the projects run throughout Year 9 and beyond. Students will also be introduced to digital design packages such as Photoshop, Illustrator and 2D Design to underpin the theory lessons, understanding vectors and nets.	2 sample piece assessments
Autumn 2	<b>Key skills – use of CAD to produce a final outcome</b> Students will use this half term to focus on creating a piece that will portray their prior research and combine their drawing skills with CAD.	Practical work assessment
Spring	<b>Typography project</b> Throughout this project students will research, design and experiment with different design techniques with a focus on Typography. Students will be given a choice of design movements and Graphic designers to base their research and use as a stimulus for designing. Student will create a final outcome to reflect the theme of Typography.	PPE 1 – this will test knowledge learnt in practical and theory lessons.  Practical work assessment
Summer	<b>Festival project</b> Throughout this project students will research, design and create promotional products for a Festival. Students will use their developed hand drawing skills and CAD abilities learnt from the year to create a range of promotional product for the festival.	Practical work assessment



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

### Level 2 Qualification

AQA GCSE Design and Technology

## Technology: Resistant Materials



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

### Curriculum and Assessment Schedule

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



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

### Level 2 Qualification

AQA GCSE Design and Technology

## Technology: Textiles



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

### Curriculum and Assessment Schedule

Term	Topic	Assessment
Autumn 1	<b>Key skills – construction skills.</b> Students will produce a range of samples focussing on key construction techniques such as different types of seams and hems to create a technical file.	Theory, HL and practical technical file.
Autumn 2	<b>Children’s garment project</b> –Students will start to create a child’s garment using the construction skills learnt earlier on in the year. Focussing on connecting to a client, working on an inspiration board and research. Starting to investigate careers in Fashion.	Theory, HL and practical work.
Spring 1	<b>Children’s garment project continued.</b> - Students will continue to create a child’s garment to a final working prototype and creating manufacturing resources, such as a manufacturing plan. Students will then have time to prepare for their first PPE - construction of fabrics, construction techniques, fabric finishes, lay plans, pattern symbols, product analysis and designing a garment for a client.	PPE 1 – this will test knowledge learnt in practical and theory lessons. Final product.
Spring 2	<b>Decorative Bodice/Waistcoat</b> – Gain knowledge of different Surface techniques, such as machine embroidery and couching to implement them onto a panelled garment. Whilst incorporating the research work of other designers for the decorative work.	HL, practical technical file and final product.
Summer 1	<b>Bulk Bag/ Sports Bag-</b> Working on a mini NEA in preparation for GCSE. Concentrating on the needs and wants of a client, creating their own designs and pattern templates to construction a working prototype. Theory will be imbedded within practical sampling of reinforcement techniques and how methods are used in industry.	HL, Research Portfolio and Practical Technical file.
Summer 2	<b>Bulk Bag/ Sports Bag-</b> Continue with finalising the Bulk bag product concentrating on Design communication, analysing, testing and evaluating the prototype against the specification.	HL, Research Portfolio and Final Prototype.



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

### Level 2 Qualification

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

## Employability Skills and Personal Attributes

Employability skills are skills that allows us to perform jobs well. Year 9 students will develop these skills through their learning experiences both inside and outside of the classroom.



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

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

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

*Be the best you can be!*