

## Study Overview

## Year 9 Curriculum

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Art	Papier Mache heads Sculpting a representation of a head in papier mache.	GCSE coursework Julian Opie (sketchbook presentation, claywork, Artist study)Caras Ionut (Photography, Digital artwork, Watercolour painting, Artist study)	GCSE Coursework Octavio Ocampo, (photography, Artist study)Lucien Freud (painting, artist study) Luke Dixon (Drawing, zentangle project, Artist study)	GCSE Coursework Kathe Kollwitz (Lino Printing, cross hatching, artist study)Levi Van Veluw (sculpture, Artist study)	GCSE Coursework Independent artist study painting, clay, printing, collage, sculpture.Artist study)	GCSE Coursework Independent artist study painting, clay, printing, collage. ( sculpture Artist study)
Computing	Python programming with sequences of data Sequencing, variables, selection and loops. Planning and implementing programs.	Media – Animations Types of animation Models and colours Lights and cameras	Data science Defining data and big data Statistics and computers Legal data protection	Representations – going audio-visual Digital representation of images and audio Mixing media	Cybersecurity Ethical data protection Types of cyber attacks Network vulnerabilities	Physical computing Planning physical computing devices Connecting electrical components Programming external components.
English	Baseline Assessment AR Tests (3 weeks) Stone Cold – Robert Swindells	Poetry World War 1 Poetry Author/ Poet Study – WW1	Shakespeare Macbeth	Of Mice and Men Steinbeck (Author Study)	Non Fiction Prejudice and Protest Writing is Fighting A study of speeches and extracts	Curious Incident Mark Haddon (Author Study) KS3 Year 9 AQA Paper 1 and Paper 2 Examination Revision
Food	Eatwell guide & healthy eating guidelines Use of electrical equipment Food hygiene and safety	Diet and dietary needs Food hygiene and safety Use of electrical equipment	Food allergens and intolerances Factors affecting food choice.Food labelling Food hygiene and safety	Factors affecting food choice and animal welfare. Food hygiene and safety Food labelling	Food science Food spoilage and contamination Sensory evaluation Food hygiene and safety	Food science Food hygiene and safety  Introduction of 12 practical skills
Modern Foreign Languages	Countries Holiday activities	Holiday questions and answers.  Clothes and items to pack for a holiday Past holiday experiences holiday wishes	Parts of the body Illnesses and injuries Visiting a doctor/pharmacy Healthy lifestyles	Items of food and drink Different courses when eating out. Food preferences and opinions Shopping for food and drink. Amounts, weights, prices	My future and ambitions	Me in the world Revision to prepare for study at Key Stage 4 Project 'Moi'
Mathematics	Number Times tables, Bidmas, Place value, Short/long multiplication, Add and subtract, Square numbers,Cube numbers Negative numbers on scales	Algebra Simplifying, Recognise next number in a sequence, Substitute numbers into expressions	Fractions, decimals, percentages, ratio	Statistics Draw / Interpret charts and diagrams	Measures Tell time using analogue and digital clocks, Read scales with variety of divisions, Identify standard metric units	Geometry Perimeter of 2D shape lines of symmetry Name 2D and 3D shapes
Mathematics Functional Skills	Read, write, order and numbers	Recognise coins and notes and write them in numbers with the correct symbols.Solve a range of calculations involving money	Extract information from lists, tables, diagrams and bar charts. Make numerical comparisons from bar charts.	Revision of topics covered	Exam practice Individual target setting	Exam practice and exams

Geography	Our Restless Planet Structure and plate tectonics.	Volcanoes, Earthquakes and Tsunamis	Our Warming Planet Climate change, greenhouse effect, changes in different parts of the world.	Earth's Resources Renewable and non renewable resources. Water and soil.	GIS Interpret maps, aerial views and GIS.	International Development LEDCs and MEDCs Define, explore causes and effects and compare by continent.
History	The 20 <sup>th</sup> Century: Key events, inventions and people. The Early 20 <sup>th</sup> Century: Life of the Rich and Poor, The Suffragettes, The Titanic.	The Great War: Long and Short-term Causes, Trench Warfare, Weapons of WWI, Were the Lions led by Donkeys?, The Home Front, The End of the War.	Nazi Germany: Young Hitler, The Rise of the Nazis, Life in Nazi Germany, Hitler Youth, The Olympic Games 1936.	World War II: Appeasement, Who were the "few"?, Key Battles, The Home Front, Evacuation, The Blitz, Rationing, Hiroshima and Nagasaki.	The Holocaust: The History of Antisemitism, Antisemitism in Nazi Germany, The Final Solution/Auschwitz, Genocide in the 20 <sup>th</sup> Century.	The World Since 1945: The NHS and the Welfare State, The Cold War, North and South Korea, Man on the Moon, Civil Rights in America, Terrorism: 9/11.
PE	Sports Leadership Outdoor and adventurous activities	Gymnastics, Movement and Trampolining	Team Games	Dance, Movement and Fitness	Athletics and Fitness	Striking and Fielding Activities
Swimming	Front crawl, Back stroke, Breast stroke, push and gliding	Front crawl, Back stroke, breast stroke, push and gliding	Front crawl, Back Stroke, Breast stroke,	Front crawl, Back Stroke, Breast stroke,	Front crawl, back stroke, breast stroke, Life saving language, huddle position, treading water, wading through water	Front crawl, back stroke, breast Stroke, Life saving language – huddle position, treading water, wading through water
PSHE	Peer influence, substance use and gangs Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation	Setting goals  Learning strengths, career options and goal setting as part of the GCSE options process	Healthy Lifestyles Respectful relationships Families and parenting, healthy relationships, conflict resolution, and relationship changes	Healthy lifestyle Diet, exercise, lifestyle balance and healthy choices, and first aid	Intimate relationships Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography	Employability skills  Employability and online presence
Citizenship	Crime and law	Crime and Law	Government voting and elections	Government/voting and elections.	Diversity	Diversity
RE	The Young Philosophers course Vol 1 (Believing, Expressing and Living) Pupils focus on the ways in which a person's beliefs underpin their action in the world with reference to key philosophical thinkers such as Plato and Descartes.		Does morality exist? Focuses on behaviour and what guides our actions.	The Epicurean debate (Living) Explores the moral and ethical issues surrounding the Holocaust.	The young philosophers course Vol 2 Three aspects of philosophy, political, theological and philosophy of the Mind are studied.	
Science	All groups: Completion of KS3 topics. Metals & acids. The earth.	All groups: Completion of KS3 topics.Energy.	9 GCSE group 1: B1 cell level systems and B 2.1 Scaling up. 9 GCSE group 2: C1 Particles and C2.1 Elements, compounds & mixtures. 9 Entry Level group: ELP1 Getting the message and ELP2 Full spectrum.	9 GCSE group 1: P1 Matter and p3.1 Static electricity and magnetism. 9 GCSE group 2: B1 cell level systems and B 2.1 Scaling up 9 Entry Level group: ELC1 Physical & chemical change and ELC2 Acids & alkalis.	9 GCSE group 1: C1 Particles and C2.1 Elements, compounds & mixtures. 9 GCSE group 2: P1 Matter and p3.1 Static electricity and magnetism. 9 Entry Level group: ELB2 Babies and ELB3 Control systems.	9 GCSE group 1: B2.2 scaling up B3 organ level systems. 9 GCSE group 2: C2.2 & 2.3 Elements, compounds & mixtures and C3 Chemical reactions. 9 Entry Level group: ELP3 Medical rays and ELP4 Hot stuff.
Resistant Materials	Clock Project Develop independence range of sources QS, Product analysis, historical change.	Clock Project. Manufacturing hand skills CAD/CAM.	MP3/Board game project research and design	MP3/Board game Project creating circuit	MP3/Board game project. Manufacture of a circuit	Structures and Mechanical systems

## Subject ART

*"If I could say it in words there would be no reason to paint."* Edward Hopper

Year 9	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Knowledge and Skills	Papier Mache heads  Closely observe an image of half of my face and reproduce it in reverse. Sculpt a representation of a head in papier mache.	GCSE Coursework  Julian Opie (sketchbook presentation, claywork, Artist study). Caras Ionut (Photography, Digital artwork. Watercolour painting, Artist study).	GCSE Coursework  Octavio Ocampo, (photography, Artist study). Lucien Freud (painting, artist study). Luke Dixon (Drawing, zentangle project, artist study).	GCSE Coursework  Kathe Kollwitz (Lino Printing, cross hatching, artist study). Levi Van Veluw (sculpture, artist study).	GCSE Coursework  Independent artist study painting, clay, printing, collage, sculpture etc. artist study.	GCSE Coursework  Independent artist study painting, clay, printing, collage, sculpture etc. artist study.
Important literacy and numeracy developed this year	<b>Literacy:</b> Written Artist study, Analysis of artwork. <b>Numeracy:</b> Proportion, Scale.					
Wider Skills	Creativity, Confidence, Problem Solving, Perseverance, Focus, Non Verbal Communication, Receiving Constructive Feedback, Collaboration, Dedication.					
How you can help your child at home	Encourage them to draw, paint, sculpt, print and use photography as much as possible, take chance and experiment, the artwork doesn't have to be perfect every time at this point the process is more important.					

## Subject: Computing

*“Computing is not about computers anymore. It’s about living.”* Nicholas Negroponte

Year 9	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Knowledge and Skills	<p>Python Programming</p> <p>Write programs that display messages, receive keyboard input, and use simple arithmetic expressions in assignment statements. Locate and correct common syntax errors. Create lists and access individual list items. Use selection (<b>**if-elif-else*</b> statements) to control the flow of program execution. Perform common operations on lists or individual items. Use iteration (while statements) to control the flow of program execution. Perform common operations on lists or individual items.</p>	<p>Media-Animations</p> <p>Add, delete, and move objects. Scale and rotate objects. Use a material to add colour to objects. Add, move, and delete key frames to make basic animations. Play, pause, and move through the animation using the timeline. Create useful names for objects. Join multiple objects together using parenting. Use edit mode and extrude. Use loop cut and face editing. Apply different colours to different parts of the same model. Use proportional editing. Use the knife tool. Use subdivision.</p>	<p>Data Science</p> <p>Define data science. Explain how visualising data can help identify patterns and trends in order to help us gain insights. Use an appropriate software tool to visualise data sets and look for patterns or trends. Recognise examples of where large data sets are used in daily life. Select criteria and use data set to investigate predictions. Evaluate findings to support arguments for or against a prediction. Define the terms ‘correlation’ and ‘outliers’ in relation to data trends. Identify the steps of the investigative cycle.</p>	<p>Representations-going audio-visual</p> <p>Describe how digital images are composed of individual elements. Recall that the colour of each picture element is represented using a sequence of binary digits. Define key terms such as ‘pixels’, ‘resolution’, and ‘colour depth’. Describe how an image can be represented as a sequence of bits. Describe how colour can be represented as a mixture of red, green, and blue, with a sequence of bits representing each colour’s intensity. Compute the representation size of a digital image.</p>	<p>Cybersecurity</p> <p>Explain the difference between data and information. Critique online services in relation to data privacy. Identify what happens to data entered online. Explain the need for the Data Protection Act. Recognise how human errors pose security risks to data. Implement strategies to minimise the risk of data being compromised through human error. Define hacking in the context of cyber security. Explain how a DDoS attack can impact users of online services. Identify strategies to reduce the chance of a brute force attack being successful. Explain the need for the Computer Misuse Act.</p>	<p>Physical Computing</p> <p>Describe what the micro:bit is and list the micro:bit’s input and output devices. Use a development environment to write, execute, and debug a Python program for the micro:bit. Write programs that use the micro:bit’s built-in input and output devices. Write programs that use GPIO pins to generate output and receive input. Write programs that communicate with other devices by sending and receiving messages wirelessly. Design a physical computing artifact purposefully, keeping in mind the problem at hand, the needs of the audience involved, and the available resources. Decompose the functionality of a physical computing system into simpler features.</p>
Key Assessments	End of topic assessment	End of topic assessment	End of topic assessment	End of topic assessment	End of topic assessment	End of topic assessment
Important literacy and numeracy developed this year	<p><b>Literacy:</b> Mastery of Tier 2 and Tier 3 Vocabulary, interpreting and writing instructions</p> <p><b>Numeracy:</b> Chronological steps, interpreting data.</p>					
Wider Skills	<p>Makes pupils aware of the opportunities and limitations of living in a digital world and using them safely and effectively.</p> <p>Allows pupils to understand the core principles of information and computation, how digital systems work and how to put this knowledge to use through programming or product creation.</p> <p>Be equipped to use technology to create programmes, systems and a range of content.</p> <p>Become digitally confident and be able to use computers to express themselves and develop their ideas.</p>					
How you can help your child at home	<p>Guide use of technology at home for online learning platforms such as Seneca and Quizlet, and for productive tasks such as online research. Discuss current issues related to technology to encourage further interest. Encourage students to practice programming and skills learned in class at home. For additional activities go to <a href="https://www.thenational.academy/">https://www.thenational.academy/</a> or BBC Bitesize.</p>					



## Subject: English

*“You write in order to change the world, knowing perfectly well that you probably can't, but also knowing that literature is indispensable to the world...” James Arthur Baldwin*

Year 9 THEME: Power, conflict, perseverance, discrimination and isolation.	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Knowledge and Skills	<p>Stone Cold – Robert Swindells Baseline Assessment AR Tests (3 weeks)</p> <p>Exploring and responding to a text’s ideas. Selecting apt quotations to support ideas. Analysing the writer’s methods and using apt subject terminology. Exploring the text’s conceptual factors. Understanding dual narrative Comparing the viewpoints and perspectives of different writers from different time periods on the theme of ‘homelessness’ and how these are conveyed to the reader. Creative writing opportunities: newspaper report and the unwritten chapter.</p>	<p>Poetry Power and Conflict (Poet Study)</p> <p>Developing thoughtful and effective comparative skills. Exploring and responding to the poet’s ideas Selecting apt quotations to support ideas. Analysing the poet’s methods and using apt subject terminology. Understanding the social, cultural, political and historical context of the poems.</p>	<p>Shakespeare Macbeth</p> <p>Respond critically and imaginatively to the play Select and evaluate relevant textual material Selecting quotations to justify interpretations Explain and evaluate dramatic techniques, language, structure and form Relate the play to its context Analyse extracts and understand how a theme or character develops and is portrayed throughout the play Opportunities to dramatise key scenes</p>	<p>Of Mice and Men Steinbeck (Author Study)</p> <p>Understanding of the historical and social context of 1930’s America. Developing pupils’ analytical skills of language, characterisation and structure. Distinguishing between literal and figurative concepts in the novella. Opportunities to dramatise key moments from the novella</p>	<p>Non Fiction Prejudice and Protest Writing is Fighting A study of speeches and extracts</p> <p>Understanding of how people use speeches to protest The art of rhetoric The power of the spoken word to bring about change Understanding the social, historical, cultural and political circumstances which instigated a need to protest and speak out. Formulating opinions on issues Listening and appreciating other people’s points of view Writing speeches to effectively convey your viewpoints and perspectives. Constructing and following a line of argument</p>	<p>Curious Incident Mark Haddon (Author Study) KS3 Year 9 AQA Paper 1 and Paper 2 Examination Revision</p> <p>Exploring and responding to the subject matter of the novel. Maintaining a critical style and a developed and informed personal response to the novel Using textual references, including quotations, to support and illustrate interpretations. Analysing the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate. Show understanding of the relationships between texts and the contexts in which they were written. Discursive Writing opportunities</p>
Key Assessments	<p>How does the writer use language to present homelessness? A description of a night on the streets.</p>	<p>Compare two poems from World War 1? Creative Writing task with the title ‘The Man he Killed’</p>	<p>Analyse an extract from the play Discursive writing: How far is Lady Macbeth to blame for the death of King Duncan?</p>	<p>Analyse an extract from the novella Descriptive writing as suggested by a picture</p>	<p>Analysing a speech Writing a speech</p>	<p>Analyse an extract Discursive Writing on the character Christopher Boone</p>
Important literacy and numeracy developed this year	<p><b>Literacy:</b> Revision of previous years &amp; subject, direct object, indirect object, the passive, auxiliary verbs, participles &amp; word endings, restrictive and non restrictive clauses, comma placement, colons, hyphens and punctuating speech, revision of purpose and audience. <b>Numeracy:</b> Working with the chronological order of sequencing and events. Calculating how many years ago from the present day some texts were written. Non-Fiction texts interpreting factual language and statistics for meaning, such as speed or temperature.</p>					
Wider Skills	<p>Forming opinions, listening to and empathising with other people’s viewpoints and perspectives . Moral questioning. Speaking and listening. Confidence in presenting and contributing to group discussions. Academic resilience in producing extended pieces of writing. Pupils are encouraged to question and evaluate life experiences and understanding of the world around them.</p>					
How you can help your child at home	<p>Seneca learning is a great way to consolidate and enrich grammar skills, encourage independent reading and test newly acquired knowledge. <a href="https://senecalarning.com/en-GB/">https://senecalarning.com/en-GB/</a> Accelerated Reader can be accessed via our school website <a href="https://ukhosted55.renlearn.co.uk/1918494/">https://ukhosted55.renlearn.co.uk/1918494/</a> to enable pupils to take comprehension and literacy quizzes on the books they have read. Encourage your child to read widely, as well as fiction and non fiction books, encourage them to read newspapers, magazines and leaflets to expose them to as much new vocabulary and purposes of writing as possible, to give them a sense of the writer’s use of methods to have an intended impact on the reader for a specific purpose. Visiting the theatre</p>					

## Subject: Food Technology

*“A good cook is like a sorceress who dispenses happiness”* Elsa Schiaporelli

Year 9	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
<p>Knowledge and Skills</p>	<p>Eatwell Guide &amp; Healthy Eating</p> <p>Understand food choices from around the world. Using ingredients &amp; spices from around the world. How to use a pasta machine- making fresh pasta. Eatwell guide and Healthy Eating Guidelines. Use of electrical equipment – food processor, whisk, tin opener.</p>	<p>Diet and Dietary Needs</p> <p>Understanding different cake making methods. Using the whisking method – aeration, structure, and functions of eggs in a recipe. Decorative finishes n cake products- Dutch apple cake, Swiss roll. Nutrients – macro/micro sources and functions.</p>	<p>Food Allergens and Intolerances</p> <p>Product analysis – labelling on food products and how food is made commercially. Understanding the olfactory system and its relationship with food. Main course dishes with carbohydrate accompaniments – foods from around the world. British regional foods – pasties/ sausage rolls. Festive practical linked to food and religion.</p>	<p>Factors Affecting Food Choice and Animal Welfare</p> <p>Food provenance and where food comes from. Staple foods from around the world – cous cous/ rice/ bread. Nutritional labels for the food products- nutrients software. Developing techniques in answering examination questions.</p>	<p>Food Science</p> <p>Investigating ingredients used in bread making, sauce making and cake making. Linked to practical outcomes. Food spoilage investigation task – bread. Sensory testing of seasonal ingredients and linking to practical outcomes. Paired testing/ comparison tests/ hedonic tests. Application of food safety in producing a range of sweet &amp; savoury practical outcomes.</p>	<p>Food Science</p> <p>British food history and regional foods. NEA2 trial task of producing an outcome with consideration given to presentation. Log of 12 practical skills and introduction to the GCSE course. Costing of food products and ingredients and cooking within and budget. Looking at what affects peoples food choices –allergens/ religion/trends/health.</p>
<p>Key Assessments</p>	<p>Spelling assessment with definitions. Peer assessments. End of half term assessment around working safely in the kitchen.</p>	<p>End of term assessment questions. Peer assessments. Self assessment on practical skills level.</p>	<p>Production of nutritional labels for practical outcomes. Peer assessment. Spelling assessment.</p>	<p>End of term assessment – multiple choice. Self reflection assessment on skills levels. Practical outcomes.</p>	<p>Investigation tasks write up with graphical communication. Self reflection assessment on skills levels. Practical outcomes.</p>	<p>NEA2 practical assessment task. Tests on factors affecting food choices.</p>
<p>Important literacy and numeracy developed this year</p>	<p><b>Literacy:</b> Using descriptive, sensory specific adjectives as part of the sensory analysis process. <b>Numeracy:</b> Measurement of ingredients. Ratio of ingredients in a range of recipes. Fractions and equivalents when weighing, measuring or substituting ingredients.</p>					
<p>Wider Skills</p>	<p><b>Science:</b> Understanding relationship between diet and health. Biological hazards – bacterial contamination. <b>Geography:</b> To know where foods are grown and when/how they are harvested. <b>PE:</b>Understanding how diets can differ depending on energy output.To know what macronutrients and micronutrients are, why they are needed and how they are used by the body. <b>Art and Design:</b> To know how to present food and understand an array of different presentation techniques. To know how art can influence food presentation and how to manipulate the ingredients to do so.</p>					
<p>How you can help your child at home</p>	<p>Looking at recipes which are cooked in school and discussing how they could be adapted/ improved. Discussing the ingredients used in meals cooked at home and which preparation techniques have been used. Helping to prepare ingredients towards a recipe and assist with some cooking techniques. Looking at recipes which are cooked in school and discussing how they could be adapted/ improved.</p>					

## Subject: MFL

*“One language sets you in a corridor for life. Two languages open every door along the way.” Frank Smith*

Year 9	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Knowledge and Skills	<p>Countries -Holiday activities</p> <p>To say what country I and others live in and where I and others go on holiday.</p> <p>To say what the weather is like in different countries.</p> <p>To know je and nous form of present tense key irregular verbs in the present tense .</p> <p>To know how to conjugate regular er verbs with all pronouns in the present tense and say what activities I and others do on holiday.</p>	<p>Holiday questions and answers</p> <p>Clothes and items to pack for a holiday.</p> <p>Past holiday experiences.</p> <p>Holiday wishes.</p> <p>To know how to ask and answer questions about a holiday in the present tense.</p> <p>To know clothes and items needed to take on holiday.</p> <p>To talk about holiday disasters in the perfect tense with avoir and être.</p> <p>To say where I would like to go on holiday using the conditional tense.</p>	<p>Parts of the body</p> <p>Illnesses and injuries.</p> <p>Visiting a doctor/ pharmacy.</p> <p>Healthy lifestyles.</p> <p>To name parts of the face and body.</p> <p>To talk about illnesses and injuries.</p> <p>To use mal + à + definite article.</p> <p>To have a conversation at a doctor/pharmacy.</p> <p>To talk about sport and fitness.</p> <p>using ‘Il faut’.</p> <p>To talk about healthy and unhealthy eating using ‘je mange’ and ‘je bois’ du, de, des .</p> <p>Revision of negatives and contraction of the partitive article to de ne...pas / ne... jamais.</p> <p>Near future tense to talk about how I am going to change my lifestyle.</p>	<p>Items of food and drink</p> <p>Different courses when eating out.</p> <p>Food preferences and opinions.</p> <p>Shopping for food and drink.</p> <p>Amounts, weights, prices.</p> <p>To know key food and drink items and say what I like, don’t like.</p> <p>To talk about what I eat for breakfast, lunch and dinner.</p> <p>To have a conversation at the café or restaurant, knowing the different courses and asking for the bill.</p> <p>To look at recipes and talk about what food you need to buy / measures and weights.</p>	<p>My future and ambitions</p> <p>Jobs and work roles.</p> <p>To talk about my future and the future of others using the near future tense.</p> <p>Revision of the verb aller in the present tense plus key infinitives.</p> <p>To know jobs and job roles and responsibilities using common irregular verbs.</p> <p>To revise opinions and to know new adjectives to describe job roles.</p> <p>To talk about my ambition for the future using conditional tense and masculine and feminine nouns.</p>	<p>Me in the world</p> <p>Revision of 7,8,9 and preparation for study at Key Stage 4.</p> <p>To talk about my rights, priorities and happiness.</p> <p>Revision project ‘Moi’.</p> <p>Answering questions about myself .</p>
Key Assessments	End of topic assessments	End of topic assessments	End of topic assessments	End of topic assessments	End of topic assessments	End of topic assessments
Important literacy and numeracy developed this year	<p>Literacy - knowledge of tenses, spellings of English and French words, extended sentences .</p> <p>Numeracy - numbers, weights, measures and prices and change.</p>					
Wider Skills	Knowledge and appreciation of another culture and country’s customs and traditions.					
How you can help your child at home	<p>Use linguascope to practice key vocabulary.</p> <p>Watch Netflix, youtube in French</p> <p>Change phone language to French</p>					

## Subject: Maths

*“Mathematics knows no races or geographic boundaries; for mathematics, the cultural world is one country.”* David Hilbert

Year 9	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Knowledge and Skills	Number Recall Times tables Bidmas Place value Multiply numbers by single digit Add and subtract numbers with up to 4 digits Square numbers Cube numbers Negative numbers on scales 4 rules with negatives Short division Factors Long multiplication and division Rounding Prime numbers Multiply and divide by powers of 10	Algebra Simplifying Recognise next number in a sequence Substitute numbers into expressions plot coordinates in all 4 quadrants Give next value in sequence and describe how sequence built up Solve linear equation involving one operation Collect like terms Multiply terms Solve linear equations involving more than one operation Draw linear graph from table of values	Fractions, Decimals, Percentages and Ratio Shade in fraction of shape and identify fraction shaded Add and subtract fractions with same denominator Recognise equivalent fractions Cancel fractions Find a fraction of an integer Identify equivalent fractions, percentages, decimals for $\frac{1}{4}$ , $\frac{1}{2}$ , $\frac{3}{4}$ , tenths and fifths Add fractions with different denominators Order and compare fractions Find % of quantity Simplify a ratio Compare prices to find best buy	Statistics Data Cycle Draw charts and diagrams Interpret charts and diagrams Measures of average Plot coordinates Work out frequency from frequency table Probability scale Conversion graphs Calculate probability List outcomes of 2 events Correlation Speed, distance, time	Measures Tell time using analogue and digital clocks Read scales with variety of divisions Identify standard metric units Measure and draw line accurately Round decimal numbers to 1,2,3 places Use four operations with decimals Convert from one metric unit to another Convert metric to imperial given conversion	Geometry Perimeter of 2D shape lines of symmetry Name 2D and 3D shapes Circle terminology Draw circle ; given radius/d Nets of 3D shapes Area of rectangle Rotational symmetry Measure and draw angles and lines Use fact angles at a point angles on a straight line Angles in triangles Angles in quadrilateral Area of triangle Reflection in a mirror line Volume of a cuboid Angles in parallel lines Area of parallelogram Area of trapezium Area and circumference of circles Translation Rotation Enlargement
Key Assessments	End of topic assessments  Baseline Assessment Y9	End of topic assessments	End of topic assessments	End of topic assessments	End of topic assessments	End of topic assessments
Important literacy and numeracy developed this year	<p><b>Literacy:</b> Key Words / vocabulary, comprehension, reading, writing explanations and comparisons.  <b>Key vocabulary.</b> Literacy in mathematics means developing a pupil’s structured speaking, vocabulary, writing, and reading to help them solve mathematical problems and present their results and findings.  <b>Numeracy:</b> Develop the ability to reason and to apply numerical concepts. Recognise and understand the role of mathematics in the world and develop the ability and skills to to reason and to apply numerical concepts use mathematical knowledge and skills purposefully.</p>					
Wider Skills	Resilience, application to real life, explaining, communication skills, problem solving, perseverance.					
How you can help your child at home	Handling money. Using 12 and 24 hour clock times, Reading scales and dials – Cooking from recipes, weighing. Reading tables and charts, using maps, using scales and measures, reading news items, encouraging revision of concepts. Using online resources. Planning journeys and reading transport timetables.					



## Subject: Entry Level Functional Skills Maths

*“Go down deep enough into anything and you will find mathematics.” Dean Schlicter*

Year 9	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Knowledge and Skills	<p>Read, write, order and numbers Recognise and continue linear sequences of numbers Recognise and interpret these symbols; +, -, x, / and = Complete simple written calculations involving; addition, subtraction, multiplication and division Approximate by rounding to the nearest 10, 100 and 1000. Understand and use simple fractions Recognise simple fractions (halves, quarters, and tenths) of whole numbers and shapes. Read, write and use decimal to one place. Read 12 hour digital and analogue clocks in hours. Know the number of days in a week, months and seasons in a year. Be able to name and sequence. Read and record time in common date formats. Read and understand time displayed on analogue and 12-hour digital clocks, half hours and quarter hours. Know the number of hours in a day and weeks in a year. Be able to name and sequence.</p>	<p>Recognise coins and notes and write them in numbers with the correct symbols Solve a range of calculations involving money Round amounts of money to the nearest £1 or 10p Understand, estimate, measure and compare length, capacity, weight and temperature. Use measuring equipment for length, weight and capacity. Carry out simple calculations using measure Recognise, draw and name simple 2D and 3D shapes, edges, corners. Use every day positional vocabulary to describe position and direction including left, right, in front, behind, under and above.</p>	<p>Extract information from lists, tables, diagrams and bar charts. Make numerical comparisons from bar charts. Sort and classify objects. Represent information using bar charts Make observations about numerical data Recognise number patterns</p>	<p>Revision of topics covered in:- Autumn 1 Autumn 2 Spring 1</p>	<p>Exam practice Individual target setting</p>	<p>Exam practice and exams</p>
Key Assessments	<p>End of chapter reviews End of topic assessments</p>	<p>Mock Exam</p>	<p>End of chapter reviews End of topic assessments</p>	<p>End of chapter reviews End of topic assessments</p>	<p>End of chapter reviews End of topic assessments</p>	<p>Exams</p>
Important literacy and numeracy developed this year	<p><b>Literacy:</b> Key Words / vocabulary, comprehension, reading, writing explanations and comparisons <b>Key vocabulary.</b> Literacy in mathematics means developing a student's structured speaking, vocabulary, writing, and reading to help them solve mathematical problems and present their results and findings. <b>Numeracy:</b> Develop the ability to reason and to apply numerical concepts. Recognise and understand the role of mathematics in the world and develop the ability and skills to reason and to apply numerical concepts use mathematical knowledge and skills purposefully.</p>					
Wider Skills	<p>Resilience, application to real life, explaining, communication skills, problem solving, perseverance</p>					
How you can help your child at home	<p>Handling money. Using 12 and 24 hour clock times, Reading scales and dials – Cooking from recipes, weighing. Reading tables and charts, using maps, using scales and measures, reading news items, encouraging revision of concepts. Using online resources. Planning journeys and reading transport timetables.</p>					

## Subject: Geography

*“The study of geography is about more than just memorising places on a map. It’s about understanding the complexity of our world, appreciating the diversity of cultures that exists across continents. And in the end, it’s about using all that knowledge to help bridge divides and bring people together.” Barack Obama*

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Knowledge and Skills	<p>Our Restless Planet</p> <p>Name and describe Earth’s layers. Explain what a plate is, why it moves and name major plates. Explain ‘The Ring of Fire.’</p> <p>Drawing and labelling a cross section. Filling in and completing a table. Interpreting a map of the Earth’s plates. Using a glossary. Giving reasons to justify a point.</p>	<p>Volcanoes, Earthquakes and Tsunamis</p> <p>Explain what causes earthquakes, volcanoes and tsunamis. Give examples of earthquake damage. Explain the damage caused by a tsunami</p> <p>Name different types of volcano, magma and explain the damage that is caused by eruptions</p> <p>Interpret a diagram. Understand the Richter scale. Interpret a shake map.</p>	<p>Our Warming Planet</p> <p>Describe how Earth’s temperature has changed over time. Know major greenhouse gases and how they cause global warming. Explain impacts of climate change and how world leaders are tackling emission reductions.</p> <p>Interpret a temperature, climate and bar graph. Consider and evaluate consequences of climate change.</p>	<p>Earth’s Resources</p> <p>Define natural, renewable and non-renewable resource and give examples. Describe why species are declining. Know that water is a resource and what is being done to tackle water scarcity. Know that soil is an important resource and ways in which soil is ruined. Interpret maps and photos.</p>	<p>GIS</p> <p>Explain the basic principles of GIS (computer software, map and data. Know at least ten uses of GIS. Know how to draw conclusions from studying data. Know that information is organised in layers. Know about lines of latitude and longitude.</p> <p>Interpret maps and aerial photos. Define key terms.</p>	<p>International Development</p> <p>Explain what standard of living means. Understand that development is a process and has different aspects. Understand what GDP means. Be able to explain why some countries are less developed than others. Compare a developing country with a developed country.</p> <p>Study photos and draw conclusions. Interpret maps. Use a glossary and write definitions Summarising information.</p>
Key Assessments	Write definitions of key vocabulary.	Write a description of an erupting volcano.	Poster to show how to reduce global warming.	What is being done to tackle desertification?	Research a use of GIS for a presentation.	World poverty is none of our business. Debate for and against.
Important literacy and numeracy developed this year	<p><b>Literacy:</b> Use a glossary, explain and give reasons, describe an imaginary experience, write a report, research. <b>Numeracy:</b> Use measures (km), temperatures (degrees Celsius), Richter scale, interpret data and graphs.</p>					
Wider Skills	Structure of the Earth, climate change and Earth’s resources link to Science. GIS links to ICT.					
How you can help your child at home	Use maps with children to show and talk about places they visit. Support your child with the short weekly homework tasks. Watch documentaries together about the world, anything by David Attenborough. Discuss relevant news items related to the topics being covered. Post cards of places you visit with your child make great points of class discussion.					

## Subject: History

*“History never repeats itself, but it rhymes.”* Mark Twain

Year 9	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Knowledge and Skills	<p>Overview/The Early C20<sup>th</sup></p> <p>The key events and key figures from the C20<sup>th</sup>. The life of rich and poor in the Early C20<sup>th</sup>. How and why suffragettes and suffragists campaigned for equality.</p> <p>Debates around why the titanic sank.</p> <p>Use the internet for historical research.</p> <p>Evaluate sources and interpretations.</p> <p>Understand historical significance.</p>	<p>The Great War</p> <p>The long- and short-term causes of the Great War.</p> <p>Why and how trench warfare was used.</p> <p>The debates of the “Lions led by donkeys” narrative.</p> <p>How Britain was impacted on the Home Front.</p> <p>How the Great War ended.</p> <p>Understand long and short-term historical causation.</p> <p>Critically analyse popular historical understanding.</p> <p>Understand global historical events.</p>	<p>Nazi Germany</p> <p>Why Hitler became politically active and why he and the Nazis rose to power.</p> <p>Life in Nazi Germany for different groups including women and the young.</p> <p>The 1936 Olympics and its significance for Nazi Germany.</p> <p>Understand the factors that led to political extremism.. Analyse the significance of singular historical events.</p>	<p>World War II</p> <p>Why appeasement was used before WWII.</p> <p>The Battle of Britain and other significant battles of WWII.</p> <p>The struggles of the Home Front including the blitz and evacuation.</p> <p>Understand how global events impacted local events.</p> <p>Expand their knowledge of causation and significance.</p>	<p>The Holocaust</p> <p>The history of antisemitism before the Nazis.</p> <p>How antisemitism was enforced in Nazi Germany.</p> <p>The experience of the Holocaust.</p> <p>Understand long-term historical context.</p> <p>Understand the use of individual experiences to analyse history.</p>	<p>The World Since 1945</p> <p>Why the NHS and Welfare State came to be.</p> <p>The origins and overview of the Cold War.</p> <p>Significant events post 1945.</p> <p>The Early C21<sup>st</sup> and how it compares to the Early C20<sup>th</sup>. Expand upon making comparisons through writing.</p> <p>Have a working knowledge of the C20<sup>th</sup>.</p>
Key Assessments	An assessment based on factual recall and ability to interpret a historical source.	An essay-style question on the Great War. More accessible version available for pupils who need it.	Assessment paper covering general knowledge and source questions.	An essay-style question on the Second World War.	An evaluation of documentary <i>The Last Days</i> , as a tool for understanding the Holocaust.	A project based on a post-1945 topic of pupil’s choice.
Important literacy and numeracy developed this year	<p><b>Literacy:</b> Pupils will develop their ability to write historically in preparation for GCSE level writing such as evaluation, significance, comparison, critical thinking and source/interpretation analysis.</p> <p><b>Numeracy:</b> Pupils will build upon their chronological knowledge and understanding and their use of statistics and numbers in historical analysis and research.</p>					
Wider Skills	Pupils will understand the impact on society of poverty, racial/ethnic discrimination, political propaganda and warfare.					
How you can help your child at home	Encouragement of historical reading as part of their wider reading. Encouragement of the use of BBC Bitesize for homework and revision. Encourage the viewing of historical documentaries. Discuss news stories regarding recent historical discoveries or where history plays a significant role. Share family history.					

## Subject: Physical Education

*“Persistence can change failure into extraordinary achievement.”* Marv Levy

Year 9	Autumn Term 1	Autumn Term 2 -	Spring Term 1 – Team	Spring Term 2	Summer Term 1	Summer Term 2
Knowledge and Skills	<p>Sports Leadership. Outdoor and Adventurous Activities</p> <p>Pupils will further develop the skills necessary to compete and achieve in a number of outdoor and adventurous events.</p> <p>They will build on experience at a range of activities demonstrating continued leadership skills.</p> <p>In all tasks, demonstration of accurate technique, inter-personal skills and related performances will be assessed.</p> <p>Pupils will be able to perform and develop an understanding of team work and individual leadership skills by creating their own team-work activities and tasks.</p>	<p style="text-align: center;">Gymnastics</p> <p>Pupils will develop the skills necessary to develop fluent routines. Body tension, control, counter balance and aesthetics will be developed through compositional ideas.</p> <p>Demonstrate high quality performances, techniques and routines. Pupils should be able to link each of the methods of travel learned during the scheme into individual and partner sequences both on the floor and on low apparatus.</p> <p>In trampoline pupils will develop the skills necessary to develop fluent routines.</p> <p>Demonstrate high quality performances, techniques and routines. They will understand what “looks” good and the term aesthetics.</p> <p>Pupils will be able to perform and develop an understanding of the following skills:</p> <p>Gymnastics - Jumping, Rotating, Rolling (forward, backward), balances (individual, paired, and group). Vaulting-developing sequences, trampoline - pike, straddle, tuck, seat landing, swivel hips, front and back landings, develop combinations.</p>	<p style="text-align: center;">Team Games</p> <p>Pupils will develop the skills necessary to outwit opponents. Pupils will replicate shots with control and accuracy. Serves, digs, sets, smashes, blocks &amp; short and deep shots will be developed through game play and conditional situations.</p> <p>Demonstrating high quality performances and accurate replication will be assessed.</p> <p>Pupils will be able to perform and develop an understanding of the following skills:</p> <p>To develop and create strategies and tactics in competitive games.</p> <p>Developing different shots/strokes (serving, dig, set, spike).</p> <p>Develop different shots (serving, hitting the ball).</p> <p>Moving around the court.</p>	<p style="text-align: center;">Dance</p> <p>Pupils will develop the skills and use creativity to develop a fluent dance sequence. Pupils will learn to select and develop a range of compositional principles of their own. Pupils will perform a dance sequence showing an understanding of style, artistic intention and accompaniment.</p> <p>Body language, concept and movement will be developed through compositional ideas.</p> <p>Pupils will demonstrate high quality performances, techniques and sequences.</p> <p>Pupils will be able to perform and develop an understanding of the following skills:</p> <p>Using steps, gestures formations, body shapes, being able to create own longer motif, working with stimulus to develop ideas.</p>	<p style="text-align: center;">Athletics and Fitness</p> <p>Pupils to continue to improve their own personal performance. Pupils will develop advanced skills necessary to compete and achieve in all athletic events. Pupils will gain further experience at jumping events, aiming for height/distance. Pupils will experience throwing events, aiming for distance. Pupils will take part in running disciplines, time taken to cover distance. In all events, demonstration of accurate technique and related performances will be assessed.</p> <p>Pupils will be able to perform and develop an understanding of the following skills:</p> <p>Develop sprint, pace running, introduce relay running, developing throwing techniques in Javelin. In addition, Shot Put, Discuss Hammer throw.</p> <p>Pupils will develop their jumping technique within long jump and triple jump.</p>	<p style="text-align: center;">Striking and Fielding Games</p> <p>Pupils will learn to use principles of play when selecting and applying tactics to produce a successful outcome.</p> <p>Pupils will continue to develop the skills necessary to outwit opponents. Batting, bowling and fielding will be further developed through games and conditional situations. Pupils will be encouraged to demonstrate high quality performances and accurate replication will be assessed.</p> <p>Pupils will be able to perform and develop an understanding of the following skills: Developing throwing, catching, batting, striking and fielding skills.</p> <p>Pupils will develop and create different strategies that can be used in different game scenarios.</p>
Key Assessments	<ul style="list-style-type: none"> <li>• Use of AFL to check knowledge, understanding and performance.</li> </ul>	<ul style="list-style-type: none"> <li>• Use of AFL to check knowledge, understanding and performance.</li> </ul>	<ul style="list-style-type: none"> <li>• Use of AFL to check knowledge, understanding and performance.</li> </ul>	<ul style="list-style-type: none"> <li>• Use of AFL to check knowledge, understanding and performance.</li> </ul>	<ul style="list-style-type: none"> <li>• Use of AFL to check knowledge, understanding and performance.</li> </ul>	<ul style="list-style-type: none"> <li>• Use of AFL to check knowledge, understanding and performance.</li> </ul>
Important literacy and numeracy developed this year	<p><b>Literacy:</b> Developed literacy by giving written feedback to others in the group and written feedback on the lesson. <b>Numeracy:</b> Developed numeracy by counting points, scores and times. Also by measuring accuracy and recording times.</p>					
Wider Skills	<p>Pupils will have an context and an appreciation of the various sporting events that have shaped modern Britain and the world. They will learn the importance of different perspectives and viewpoints with regards to sport and physical activity.</p>					
How you can help your child at home	<p>Encourage your child to undertake sport and physical activity outside of school. Look at joining different sports clubs in your local area. Access internet, including YouTube to take part in different activities (Yoga, Pilates, Home workout’s). Encourage healthy eating, and active lifestyle.</p>					



## Subject: Swimming

*“Don’t be afraid of failure. It is the way we succeed.”* LeBron James

Year 9	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Knowledge and Skills	<p>Swimming</p> <p>Pupils learn how to develop performance of different swimming strokes. Front crawl, Back stroke, Breast stroke, Body action, Leg action, Arm action, Breathing, Timing, push and gliding.</p>	<p>Swimming</p> <p>Pupils learn how to develop performance of different swimming strokes. Front crawl, Back stroke, Breast stroke, Body action, Leg action, Arm action, Breathing, Timing, push and gliding.</p>	<p>Swimming</p> <p>Pupils learn how to develop performance of different swimming strokes. Front crawl, Back stroke, Breast stroke, Body action, Leg action, Arm action, Breathing, Timing, push and gliding.</p>	<p>Swimming</p> <p>Pupils learn how to develop performance of different swimming strokes. Front crawl, Back stroke, Breast stroke, Body action, Leg action, Arm action, Breathing, Timing, push and gliding.</p> <p>Pupils develop knowledge of different life saving techniques.</p>	<p>Swimming</p> <p>Pupils learn how to develop performance of different swimming strokes. Front crawl, back stroke, breast stroke. Body action, Leg action, Arm action, Breathing, Timing, push and gliding.</p> <p>Pupils develop knowledge of different life saving techniques.</p> <p>Pupils develop knowledge of, life saving language – huddle position, treading water, wading through water.</p>	<p>Swimming</p> <p>Pupils learn how to develop performance of different swimming strokes. Front crawl, back stroke, breast stroke. Body action, Leg action, Arm action, Breathing, Timing, push and gliding.</p> <p>Pupils will consolidate knowledge of different life saving techniques.</p> <p>Pupils develop knowledge of, life saving language – huddle position, treading water, wading through water.</p> <p>Water Polo skills Passing Shooting Dribbling Moving with the ball Tactics Tackling</p>
Key Assessments	Use of AFL to check knowledge, understanding and performance.	Use of AFL to check knowledge, understanding and performance.	Use of AFL to check knowledge, understanding and performance.	Use of AFL to check knowledge, understanding and performance.	Use of AFL to check knowledge, understanding and performance.	Use of AFL to check knowledge, understanding and performance.
Important literacy and numeracy developed this year	<p><b>Literacy:</b> Pupils will develop understanding activity and sport related language throughout the year</p> <p><b>Numeracy:</b> Pupils will develop an understanding of how to count points, scores and times in a wide range of activities throughout the year</p>					
Wider Skills	Team-work skills.					
How you can help your child at home	Extra-curricular clubs, YouTube – (PE with Joe Wicks),Netflix, Encourage to undertake physical activity – attending swimming lessons, or swimming sessions					

## Subject: PSHE

*“ Be the change you want to see in the world.” Mahatma Gandhi*

Year 9	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Knowledge and Skills	<p>Peer Influence, substance use and gangs</p> <p>How to distinguish between healthy and unhealthy friendships.</p> <p>How to assess risk and manage influences, including online and look at ‘group think’ and how it affects behaviour.</p> <p>How to recognise passive, aggressive and assertive behaviour, and how to communicate assertively.</p> <p>How to manage risk in relation to gangs and about the legal and physical risks of carrying a knife.</p> <p>Consider positive social norms in relation to drug and alcohol use.</p>	<p>Setting Goals about transferable skills, abilities and interests</p> <p>How to demonstrate strengths.</p> <p>Learn about different types of employment and career pathways</p> <p>How to manage feelings relating to future employment.</p> <p>How to work towards aspirations and set meaningful, realistic goals for the future.</p> <p>Consider and assess GCSE and post-16 options.</p>	<p>Healthy Lifestyles</p> <p>Learn about different types of families and parenting, including single parents, same sex parents, blended families, adoption and fostering.</p> <p>Learn about positive relationships in the home and ways to reduce homelessness amongst young people.</p> <p>Learn about conflict and its causes in different contexts, e.g. with family ( divorce, separation) and friends.</p> <p>Consider and assess conflict resolution strategies and how to access support services.</p>	<p>Healthy Lifestyles</p> <p>Evaluate the relationship between physical and mental health.</p> <p>Learn about balancing work, leisure, exercise and sleep.</p> <p>How to make informed healthy eating choices.</p> <p>How to manage influences on body image.</p> <p>How to make independent health choices and to take increased responsibility for physical health, including testicular self-examination.</p>	<p>Intimate Relationships</p> <p>Learn about readiness for sexual activity, the choice to delay sex, or enjoy intimacy without sex.</p> <p>Consider myths and misconceptions relating to consent.</p> <p>Learn about STIs, effective use of condoms and negotiating safer sex.</p> <p>Consider the consequences of unprotected sex, including pregnancy and how the portrayal of relationships in the media and pornography might affect expectations.</p> <p>Learn how to assess and manage risks of sending, sharing or passing on sexual images.</p>	<p>Employability Skills</p> <p>Learn about young people’s employment rights and responsibilities and skills for enterprise and employability.</p> <p>Understand how to give and act upon constructive feedback.</p> <p>Learn how to manage their ‘personal brand’ online.</p> <p>Consider habits and strategies to support progress.</p>
Key Assessments	End of topic assessments	End of topic assessments	End of topic assessments	End of topic assessments	End of topic assessments	End of topic assessments
Important literacy and numeracy developed this year	<p>Literacy: Reading of texts/ poems/ scenarios</p> <p>Written responses , Looking at appropriate language for different situations</p> <p>Numeracy: Money skills</p>					
Wider Skills	Knowledge and appreciation of another culture and country’s customs and traditions. Communication skills.					
How you can help your child at home	<p>Use linguascope</p> <p>Watch you tube/ Netflix in French</p> <p>Switch phone language to French</p>					

## Subject: Citizenship

*“Citizenship education can transform society; more thoughtful and engaged citizens lead to a stronger and more just society.” Ali Berry*

Year 9	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Knowledge and Skills	<p>Crime and Law</p> <p>What are laws, why do we need them?</p> <p>What types of crime do young people commit?</p> <p>What causes people to break the law?</p>	<p>Crime and Law</p> <p>What is the age of criminal responsibility?</p> <p>How are young people dealt with by the law?</p>	<p>Government, voting and elections.</p> <p>What is the purpose of voting?</p> <p>How do people vote in general elections?</p> <p>What are election campaigns?</p>	<p>Government. Voting and elections.</p> <p>What is parliament?</p> <p>What happens in parliament?</p> <p>How does the government spend its money?</p>	<p>Diversity</p> <p>What different identities do we have?</p> <p>What shapes our identities?</p> <p>What is the local community like?</p>	<p>Diversity</p> <p>What images of Britain do we have?</p> <p>What makes a good citizen?</p>
Key Assessments		End of topic assessment		End of topic assessment		End of topic assessment
Important literacy and numeracy developed this year	<p><b>Literacy:</b> Tier 2 and 3 vocabulary, speaking and listening in debates and discussions</p> <p><b>Numeracy:</b> Understanding chronology through ordering key dates in history and government policies and legislation. Understanding data.</p>					
Wider Skills	General knowledge about local, national and global issues.					
How you can help your child at home	Watch and discuss current news events with them.					

## Subject : RE

*“This is patently absurd; but whoever wishes to become a philosopher must learn not to be frightened by absurdities”* Bertrand Russell

Year 9	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Knowledge and Skills	<p>The Young Philosopher’s Course Vol.1 To understand the connections between philosophy, ethics and religion.</p> <p>To be able to name key thinkers and outline their theories.</p> <p>To critically evaluate philosophical arguments.</p>	<p>The Young Philosopher’s Course Vol.1 To understand the connections between philosophy, ethics and religion.</p> <p>To be able to name key thinkers and outline their theories.</p> <p>To critically evaluate philosophical arguments.</p>	<p>Does Morality exist? To understand how beliefs are conveyed.</p> <p>Explain some of the different ways that individuals show their beliefs.</p> <p>To explore moral issues raised by the Holocaust and explore the barriers to faith.</p> <p>To understand religion alongside a historical context.</p>	<p>The Epicurean debate. Moral and ethical issues surrounding the Holocaust.</p> <p>To consider the lessons which have been learnt from history.</p> <p>To consider the problem of evil in a modern context – Rwanda.</p> <p>To reflect on the statement “never again”.</p>	<p>The Young Philosopher’s Course Vol.2 To understand the connections between philosophy, ethics and religion.</p> <p>To be able to name key thinkers and outline their theories.</p> <p>To critically evaluate philosophical arguments.</p>	<p>The Young Philosopher’s Course Vol. 2 To understand the connections between philosophy, ethics and religion.</p> <p>To be able to name key thinkers and outline their theories.</p> <p>To critically evaluate philosophical arguments for the existence of God. Preparation for KS4 and GCSE.</p>
Key Assessments	Class debate	Presentations Extended answers Debate	Introduction to GCSE style questions	Essay Q – Problem of evil	GCSE style questions Debates	Teacher assessment GCSE style question
Important literacy and numeracy developed this year	<p><b>Literacy:</b> Structuring essay style answers. Speaking and listening skills through paired work and class debate. Recalling keywords and quotes. Explaining religious influences. Explaining beliefs and teachings. Evaluating a statement to create a well-reasoned, critically analysed 12 mark question with suitable evidence.</p> <p><b>Numeracy:</b> Times and dates in RE context</p>					
Wider Skills	Explore and express insights into significant moral and ethical questions posed by being human in ways that are well informed and which invite personal response, using reasoning which may draw on a range of examples from real life and fiction.					
How you can help your child at home	<p><a href="https://www.natre.org.uk/resources">https://www.natre.org.uk/resources</a> BBC bite sized – BBC RE <a href="https://www.youtube.com/c/MrMcMillanREvis">https://www.youtube.com/c/MrMcMillanREvis</a></p>					



## Subject: Science (GCSE pathway)

*“The science of today is the technology of tomorrow.” Edward Teller*

Year 9	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2	
Knowledge and Skills	<p>Completion of KS3 curriculum: Compare the reactions of different metals with acids, oxygen and water. Use the reactivity series to predict displacement reactions. Describe how some metals are extracted from their ores using carbon. Describe the properties of ceramics, polymers and composites. Compare the layers of the Earth. Explain how sedimentary, igneous and metamorphic rocks are formed. Describe the rock cycle and carbon cycle. Explain why global warming happens.</p>	<p>Compare the energy values of food and fuels. Describe energy before and after a change. Describe the difference between temperature and energy. Describe how energy is transferred via conduction, convection and radiation. Describe how electricity is generated. Explain the difference between energy and power. Calculate work done.</p>	<p>B1 Describe the structure and function of different cells and how we can use microscopes to observe them. Describe the structure and role of DNA. Be able to describe respiration and photosynthesis Describe the components of carbohydrates, lipids and fats. B2.1 Be able to describe how substances enter and leave the cells via diffusion, osmosis and active transport. Describe the stages of the cell cycle and the purpose of mitosis. Describe what stem cells are and their uses. Describe what specialised cells are using examples.</p>	<p>C1 Describe the particle model. Describe chemical and physical changes. Describe the structure of an atom. Explain what isotopes are. Describe how the atomic model has changed over time. C2.1 Calculate relative formula mass and empirical formulae. Explain what purity is. Describe and explain how filtration, crystallisation, distillation and chromatography work. C2.2 Describe electronic structure. Explain how ionic, covalent and metallic bonds form. Describe the structure of ionic compounds, small molecules, polymers, giant covalent compounds and metals.</p>	<p>P1 Describe the states of matter including the arrangement of particles. Describe the relationship between gas pressure and temperature and link this to the earth's atmospheric pressure. Describe the factors that affect the pressure in a liquid.  P3.1 Describe how insulators can be charged. Describe how charged items interact with each other. Describe the uses and dangers of static electricity. Describe magnetic fields and how they cause objects to attract and repel. Describe the magnetic forces around a current carrying wire and how the magnetic force can be increased. Describe the uses of electromagnets in everyday life.</p>	<p><b>B2.2</b> Describe some examples of exchange surfaces and transport systems Describe the structure and function of the circulatory system including vessels.. State the function of xylem and Phloem, Describe transpiration and the factors that affect the rate of transpiration. <b>B3</b> Describe the function of the nervous system. Describe the structure and function of the eye. Describe the main structures in the brain. Name examples of endocrine glands and describe the function of the hormones they release. Name the different types of hormone-based contraception. State what is meant by homeostasis and describe how organisms maintain a constant temperature, sugar and water levels.</p>	
Key Assessments	<p>Metals &amp; acids topic assessment. The Earth topic assessment. "Climate change" – 6 mark question.</p>	<p>Energy topic assessment. Climate change" – 6 mark question. "Power" – Calculating power; "Work" – Calculating energy, work and moments.</p>				<p>End of module tests. Checkpoint quizzes.</p>	
Important literacy and numeracy developed this year	<p><b>Literacy:</b> Use scientific vocabulary confidently in explanations and extended questioning. Label diagrams effectively and give definitions where appropriate. Use small paragraphs to explain findings and demonstrate understanding with use of familiar scientific vocabulary. <b>Numeracy:</b> Calculate means from experimental data and start to evaluate the quality of the data and identify anomalies in data. Draw charts, axes and lines of best fit. Use outliers to evaluate the quality of the data. Start to use formulae with help to calculate a range of scientific principles. Start to rearrange formulae with help.</p>						
Wider Skills	<p>Use the correct apparatus to follow a method with help. State a simple conclusion from a scientific observation. State any difficulties encountered carrying out a method. Describe simple observations made during an experiment, and explain with simple Science. Follow safety procedures.</p>						
How you can help your child at home	<p>Support with encouraging home learning tasks set on <a href="http://www.kerboodle.com">www.kerboodle.com</a> – pupils have their login details in their planner.</p>						

## Subject: Resistant Materials

*“Design and technology should be the subject where mathematical brainboxes and science whizz kids turn their bright ideas into useful products.” James Dyson*

Year 9	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
<p>Knowledge and Skills</p> <p>Knowledge of materials and ingredients.KU</p> <p>To Master Practical Skills. MP</p> <p>To Design and Evaluate. D&amp;E</p> <p>Take Inspiration from other sources. INSP</p>	<p>Clock Project designing inc history</p> <p>To use research and exploration, such as the study of different cultures, to identify and understand user needs. D&amp;E</p> <p>To identify and solve their own design problems. D&amp;E</p> <p>To develop specifications to inform the design of functional, appealing products. D&amp;E</p> <p>To use a variety of approaches to generate creative ideas and avoid stereotypical responses.D&amp;E</p> <p>To develop and communicate design ideas using annotated sketches, 3-D and mathematical modelling and computer-based tools. D&amp;E, MP</p> <p>Analyse the work of past and present professionals and others to develop and broaden their understanding. INSP</p> <p>To test, evaluate and refine their ideas and products against a specification, taking into account the views of intended users and other interested groups. D&amp;E, INSP</p>	<p>Clock Project manufacturing hand skills/ CAD CAM</p> <p>To select from and use specialist tools, techniques, processes, equipment and machinery precisely, including computer-aided manufacture. KU, MP</p> <p>To select from and use a wider, more complex range of materials, taking into account their properties. KU, MP</p>	<p>MP3/board game project research &amp; design</p> <p>To develop specifications to inform the design of innovative, functional, appealing products that respond to needs in a variety of situations. D&amp;E</p> <p>To use a variety of approaches to generate creative ideas and avoid stereotypical responses. D&amp;E</p> <p>To develop and communicate design ideas using annotated sketches and computer-based tools. D&amp;E, MP</p> <p>To test, evaluate and refine their ideas and products against a specification, taking into account the views of intended users and other interested groups. D&amp;E, INSP</p>	<p>MP3/Board game Project creating circuit</p> <p>To understand how more advanced electrical and electronic systems can be powered and used in their products. KU, MP</p> <p>To use electronics to embed intelligence in products that respond to inputs. KU, MP</p>	<p>MP3/Board game project manufacture of circuit</p> <p>To select from and use specialist tools, techniques, processes, equipment and machinery precisely. KU, MP</p> <p>To select from and use a wider, more complex range of components. KU, MP</p> <p>To understand how more advanced electrical and electronic systems can be powered and used in their products. KU, MP</p> <p>To use electronics to embed intelligence in products that respond to inputs. KU, MP</p>	<p>Structures and Mechanical Systems</p> <p>To understand and use the properties and the performance of structural elements to achieve functioning solutions. KU</p> <p>To understand how more advanced mechanical systems used in their products enable changes in movement and force. KU</p>
Key Assessments	<p>Questionnaire</p> <p>Existing ideas</p> <p>Historical review</p> <p>Specification</p>	<p>Design drawings</p> <p>Use of ICT for design inc.2D design</p> <p>Practical outcomes hand and CAD/CAM</p>	<p>Worksheets for Gears, Pulleys and Cams</p> <p>Structures work west point bridge design</p>	<p>Components and circuit work</p>	<p>Accuracy and confidence in practical activity.</p> <p>Final circuit</p>	<p>Case design</p> <p>2D design work for case</p> <p>Final outcome</p>
Important literacy and numeracy developed this year	<p><b>Literacy:</b> Pupils will mainly develop their subject knowledge and understanding of keywords in order to appreciate aesthetic and physical properties as well as technical principles. In addition pupils will need to develop evaluative and descriptive skills in order to review their own and others work and justify opinions.</p> <p><b>Numeracy:</b> Pupils will need to develop elements of accuracy and measure in work including units of measure, estimation, sizing, ratio, % and scaling work. Students will use graphical techniques and spreadsheets in their research activities.</p>					
Wider Skills	<p>Pupils will continue to develop skills in research and design as well as their ICT skills in Word, Publisher, Excel, 2D Design and PowerPoint, they will become more independent in their use of this software as well use a simulation software for structures work. They will improve their techniques in order to review their own work and the work of others and consider issues of culture, sustainability and the understanding of trademark, registered design, patent and copyright in their work.</p>					
How you can help your child at home	<p>You can encourage your child by supporting them in their personal study. There a number of websites listed below that support further study in the subject but more importantly by praising their practical work that they bring home you will help develop their self worth and confidence. It is hoped you will see their growing ability and range of skills develop in the products they bring home usually towards the end of each term.</p> <p>Web sites:</p> <p><a href="https://www.technologystudent.com/">https://www.technologystudent.com/</a></p> <p><a href="https://www.bbc.co.uk/bitesize/subjects/zfr9wmn">https://www.bbc.co.uk/bitesize/subjects/zfr9wmn</a></p> <p><a href="https://www.stem.org.uk/gcse-design-and-technology-resources">https://www.stem.org.uk/gcse-design-and-technology-resources</a></p> <p><a href="https://www.theschoolrun.com/best-design-and-technology-home-schooling-resources">https://www.theschoolrun.com/best-design-and-technology-home-schooling-resources</a></p> <p><a href="https://design-technology.org/">https://design-technology.org/</a></p>					