



# ROCHESTER

INDEPENDENT COLLEGE





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YEAR 9 CURRICULUM PLAN  
2021/22

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### Aims of the course

In line with National Curriculum guidance, we aim to ensure that students:

- Develop the ability to use a range of skills, techniques and art mediums to create their work.
- Deepen their understanding of how different mediums respond and affect their outcomes.
- Understand and apply the skills required to use pencils, soft pastels, oil pastels, watercolours and acrylic paint. To learn how to work with clay and mod roc as well as a range of collage and 3d materials.
- To learn a basic understanding of how a digital camera works and pictures are taken as well as digital manipulation.
- To gain an understanding of basic graphic design.
- To learn how to sew and use textiles to present images and ideas.
- Extend their use of subject specific vocabulary.
- Discuss and analyse the issues and themes involved in their work, showing an awareness of their own experience and that of others.
- To gain understanding of the artists and specific art periods and cultures that relate to the work they are making and being influenced by.
- Develop their ability to reflect upon and respond constructively and sensitively to their own work and that of others in the class.

### Homework

Homework in the Lower School is set project by project allowing students to contribute to their class work through their own investigation.

### Assessment

Assessment is ongoing in lessons, by peers and in a more formal manner at the end of a scheme of work and through written testing.

### Teaching Staff

Carmel Park  
Gretel Warner

<p><b>Autumn Term: 1a</b> Is This Art?</p> <ul style="list-style-type: none"> <li>● Unpicking what constitutes Art, is there a way of measuring this, who decides this and does it really matter?</li> <li>● The students will explore a range of several works made by various artists; examining what it is that makes art art.</li> <li>● They will learn to be analytical and view artwork in a constructive and critical way, whilst closely considering what it is that makes something 'art'.</li> <li>● The students will respond to artists such as Jim Dine, Marcel Duchamp, Damien Hurst, Yayoi Kusama and Mariana Abramović. They will also make their own conceptual artwork, utilising all of their research of these varied artists.</li> </ul>	<p><b>Autumn Term 1b</b> Journals</p> <ul style="list-style-type: none"> <li>● Making a book using sugar paper (French Pleated) and card and secured with PVA.</li> <li>● Personalise the cover of the journal and continue to use the journal throughout the Term as a personal notebook.</li> <li>● Look at a range of journals and diaries to gain insight into the value and significance of keeping personal records.</li> </ul> <p>Collage</p> <ul style="list-style-type: none"> <li>● Look at the art of collage and its place in Art and Art History.</li> <li>● Look at a number of artists who have made artwork using Collage and create a number of transcriptions of their work.</li> <li>● Create an A3 collage using magazines and drawings of an imaginary city.</li> </ul>
<p><b>Spring Term 2a</b> Photography</p> <ul style="list-style-type: none"> <li>● In a group of 4/5 write a short adventure story.</li> <li>● Choose a director and allocate parts to actors and editors.</li> <li>● Using photography record the story using the photographs to tell the story without words.</li> <li>● Edit the pictures and display the story on a storyboard.</li> </ul> <p>Present your photo story to the rest of the class</p>	<p><b>Spring Term 2b</b> Street Art- "Is Street Art, Vandalism or is it Art?"</p> <ul style="list-style-type: none"> <li>● Developing an understanding of the general frame-work of street art- including its history, its uses, the basic styles, the politics and aesthetics.</li> <li>● The students will look at an array of established street artists that are widely recognised; the likes of Basquiat, Swoon and Dain.</li> <li>● The students will use this understanding with confidence when recreating personal artwork in a street-art style. Making use of pencils, paint, spray paint and pens; focusing on layering, collaging, style, composition and colour.</li> <li>● The students will be able to confidently differentiate vandalism and art, offering an informed understanding of what the differences are.</li> </ul>
<p><b>Summer Term 3a</b> Is Everyone Represented in The Art-World?</p> <ul style="list-style-type: none"> <li>● The students will explore diversity amongst artists, looking at female artists, LGBTQ artists and artists of colour. They will look at the work made by these artists and create work in response.</li> <li>● The students will engage in discussion about equality, fair treatment and the role of the artist.</li> </ul>	<p><b>Summer Term 3b</b> John Piper</p> <ul style="list-style-type: none"> <li>● Look at the work of the artist and make paintings of his art.</li> <li>● Take photographs of Rochester Cathedral and create paintings of it in the style of John Piper</li> <li>● Use the photographs to make ink prints.</li> </ul> <p>Ceramics</p> <ul style="list-style-type: none"> <li>● Coil pots. Look at a variety of coil pots and research the artists and their processes.</li> <li>● Draw coil pots.</li> <li>● Design and make your own coil pot.             <ul style="list-style-type: none"> <li>● Decorate the pot with a range of clay glazes.</li> </ul> </li> </ul>

## **PROGRAMME OF STUDY**

## **COMPUTING**

From 2021 students can expect to study a range of topics relating to Computing and Computer Science. Students study six topics per year, building their knowledge, skills and understanding as they progress. The programme of study for Years 9, provides a solid foundation for further study in Computer Science. In addition, as we now live in a connected world where computers are ubiquitous, students develop a good understanding of safety and security, the web, coding skills for app development and how computers and computer software is used across a variety of disciplines. Students also develop algorithmic thinking skills, critical to being able to organise and structure solutions to problems. The complete programme of study for years 7-9 builds over a three year cycle, therefore you can see what students will be studying as they progress through the school.

### **Teaching Staff**

Andrew Smith

## PROGRAMME OF STUDY

## COMPUTER SCIENCE

<p><b>Autumn Term 1</b>          Why is it important to use computers safely, effectively &amp; responsibly?          Students learn about staying safe online and while using technology. They also learn how to communicate safely and responsibly using technology.          Why were computers developed and how do they actually work?          Students learn about the CPU (central processing unit), primary memory (RAM), secondary storage and input/output devices.          Students learn how these components interact to make a modern computer system. We also take a computer apart (and put it back together again).</p>	<p><b>Autumn Term 2</b>          Mac*          How do I take my algorithms and make them work? Programming In Python / Python Next Steps          This is an opportunity to embed and develop core coding skills they will have learned in previous years. In this unit we prepare those students who may wish to pursue computing further for the coding skills they will need at GCSE. For those who may not wish to pursue computer science further, they leave with invaluable coding skills that will benefit future study in a range of other disciplines. *You will also be able to code at home using either a Mac or a PC computer. Make sure you have downloaded the app from <a href="http://www.thonny.org">www.thonny.org</a></p>
<p><b>Spring Term 3</b>          How are computers connected to form communication networks?          Having learned how computers work, students will learn how computers and other devices connect to each other across local networks and across the Internet. We examine what physical devices are needed to make network communication happen and what protocols or rules they in turn depend on. Students will become aware of how their own mobile devices connect and send data including messages, images, sound and video. We will explore how data is sent as 'packets' to send web requests, emails, download games and stream movies.          Option: Programming Challenges</p>	<p><b>Spring Term 4</b>          What is Computational Logic?          Fundamental to computer circuits are components called logic gates that carry out the mathematical and logical operations. We learn how the concept of logic, dating back to the ancient Greek philosophers, combined with mathematics and probability from the 19th Century, is used to make computers function. We also learn about the world's first programmer: Ada Lovelace.          Why is encryption important and necessary?          We explore the concepts used to protect data both when stored and during transmission. We learn about one of the C20th's greatest cryptanalysts: Alan Turing.          Option: Programming Challenges</p>
<p><b>Summer Term 5</b>          What is new? Development In Computer Science (AI / Robotics)          This is an opportunity for students to design their own research project into an aspect of computer science. This Term we will consider: the development of AI and machine learning, robotics, the future of transportation, medical advancements. Students will present their work to their peers.          Option: Programming Challenges</p>	<p><b>Summer Term 6</b>          Mac   BBC Microbit          What is the purpose of Embedded Technology?          For the final Term we examine how technology can be embedded in everyday items. We look at how it is being used to monitor our environment and can even be woven into the fabric of what we wear. We will investigate the use of mini computers such as the BBC Microbit. You will get a Microbit to use at home.          Option: Programming Challenges</p>

Thinking Harder: Programming Challenges From Term 3, students who have completed all work in each topic are encouraged to complete Python Programming Challenges, particularly if they are considering Computer Science at GCSE. Note: the challenges can be coded at home using an Apple Mac or Windows PC. Students will code using the Apple Mac at RIC.

## Aims of the course

Year 9 Drama aims to introduce students to the core skills of the subject and develop and enhance performance abilities

### REHEARSAL:

- Engaging with a variety of dramatic genres, conventions and techniques
- demonstrate an insightful understanding of their own capabilities and ability to support of others when working in a group
- write a detailed assessment of their final performance, using appropriate Drama Terminology

### PERFORMANCE:

- present a controlled display of many aspects of stage performance
- demonstrate a high level of ways to communicate meaning to an audience
- deliver original, creative performances which have been develop through rehearsal

### EVALUATION:

- be able to critically evaluate their own work and the work of others
- set specific, informed targets to develop and enhance their own performance skills
- incorporate accurate drama Terminology within their analytical writing

## Homework

Homework is set using Google Classroom and will follow the Lower School Homework timetable that will be produced each academic year. Homework tasks are designed to develop the students research, creative and evaluation skills. For example, tasks that will be set include:

- researching a specific topic or person
- writing scripts for exploration in class or as a record of class exploration
- evaluation of class performance work

## Assessment

Students will be assessed in the three main areas of Drama: Rehearsal, Performance and Evaluation. They are assessed in lesson throughout the course as well as summative end of unit assessments that have both practical and written elements. This will include both self and peer assessment. Opportunities for teachers, parents and students to provide/access enrichment and further support beyond lessons

- LAMDA Acting Qualification
- School Productions
- Summer Festival productions

## Teaching Staff

Deb Postgate  
Sally Harmer



<p><b>Autumn Term 1</b> How can we creatively input super objectives into a performance?</p> <ul style="list-style-type: none"> <li>● Application of script skills to practical work</li> <li>● Understanding of areas of the stage, types of stage and correct Terminology for elements of staging</li> <li>● Presentation of a script for an audience including presentation of character through voice and movement</li> </ul> <p>Assessment Students will be assessed on their application of skills during the rehearsal process of a script and well as through their final presentation of a script. The class will also evaluate their own performance by way of a written assessment.</p>	<p><b>Autumn Term 2</b> How can we creatively input super objectives into a performance?</p> <ul style="list-style-type: none"> <li>● Application of script skills to practical work</li> <li>● Understanding of areas of the stage, types of stage and correct Terminology for elements of staging</li> <li>● Presentation of a script for an audience including presentation of character through voice and movement</li> </ul> <p>Assessment Students will be assessed on their application of skills during the rehearsal process of a script and well as through their final presentation of a script. The class will also evaluate their own performance by way of a written assessment.</p>
<p><b>Spring Term 3</b> What makes a good script?</p> <ul style="list-style-type: none"> <li>● Understanding of working with a stimulus to create a performance</li> <li>● Learn thow to d=create and develop characters and scenarios for presentation</li> <li>● Explore themes and how to use improvisation to create a devised, structures performance</li> </ul> <p>Assessment Students will create a devised piece for assessment using the skills developed throughout the unit. They will apply the various dramatic techniques learnt through the course for the assessment.</p>	<p><b>Spring Term</b> What makes a good script?</p> <ul style="list-style-type: none"> <li>● Understanding of working with a stimulus to create a performance</li> <li>● Learn thow to d=create and develop characters and scenarios for presentation</li> <li>● Explore themes and how to use improvisation to create a devised, structures performance</li> </ul> <p>Assessment Students will create a devised piece for assessment using the skills developed throughout the unit. They will apply the various dramatic techniques learnt through the course for the assessment.</p>
<p><b>Summer Term 5</b> How can we create a character effectively for performance?</p> <ul style="list-style-type: none"> <li>● Exploration of character through exploration of script, focusing on create a objectives and subtext</li> <li>● To develop understanding stage awareness and effective performance</li> <li>● Explore a text through various rehearsal techniques</li> </ul> <p>Assessment Students will be assessed across the whole unit and are required to show consistent characterisation and investigative skills. They will be assessed on their contribution, performance and reasoning skills.</p>	<p><b>Summer Term 6</b> How can we create a character effectively for performance?</p> <ul style="list-style-type: none"> <li>● Exploration of character through exploration of script, focusing on create a objectives and subtext</li> <li>● To develop understanding stage awareness and effective performance</li> <li>● Explore a text through various rehearsal techniques</li> </ul> <p>Assessment Students will be assessed on the final performance of their devised piece of drama. The assessment will include the conventions they have learnt across the entire year as well as character work. They will also assessed on their written evaluation of their work and the work of their peers</p>

## Aims of the course

In line with National Curriculum guidance, we aim to ensure that students:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn, elaborating and explaining clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.
- engage with cross-curricular subject matter continuously, including aspects relevant to PSHE, fundamental British values and varied spiritual, moral, social and cultural issues
- implement and develop ICT skills

## Homework

Homework is set using Google Classroom and will follow the Lower School Homework timetable that will be produced each academic year. Each week students will be required to learn the spelling of key vocabulary lists including cross-curricular Terms and learn to recite a poem from memory. Beyond this, homework tasks, frequency and depth are differentiated based upon student needs and progress, but tasks set may encompass reading, reviewing own/others' work, researching, summarising, mind mapping/planning, re-drafting, rehearsing, revising, forming presentations, devising annotated storyboards or depictions of symbols and contextual factors as specified in lesson-by-lesson plans within detailed schemes of work for each unit.

## Assessment

Assessment includes self, peer and teacher review along with both formative and summative assessment as suggested in lesson-by-lesson plans within detailed schemes of work for each unit. The nature of the feedback given varies dependent upon task, purposes and individual student needs, at times featuring comments only, yet comprising college attainment grades in more formal tasks. Key assessment pieces are collated in assessment folders, which remain with students throughout each year of study in order to track ongoing progress and thus enable students and teachers to formally and holistically reflect upon targets set and achievements.

## Opportunities for teachers, parents and students to provide/access enrichment and further support beyond lessons

Theatre visits; library visits; independent reading including both non-fiction (such as newspapers) and fiction (also encouraged with the 'Book in a Bag' scheme); independent review and consolidation of grammatical concepts covered in lessons; listening to engaging speakers (live, television and radio performances); homework support; verbal presentations of work to other year groups and parents; attendance of clubs such as Film Club to watch literary adaptations; revisiting work and reviewing targets; correcting any spelling errors identified in work; identifying synonyms for commonly used words to expand personal vocabulary; maintaining a diary/completing creative writing tasks such as poetry and stories; corresponding with a pen friend.

## Teaching Staff

Susan Goodsell  
Gemma Sanchez  
Bob Simpson

<p><b>Autumn Term</b> Teacher 1</p> <ul style="list-style-type: none"> <li>● 'An Inspector Calls', JB Priestley/ 'Journey's End', RC Sherriff: How is the work of dramatists communicated effectively through performance? Textual analysis focused upon the reactions and responses of different character types to fearful scenarios and the dramatic creation of tension and suspense</li> <li>- Cross-curricular links (including PSHE and values): loyalty; morality; social responsibility; class; death</li> <li>- ICT opportunities: using the internet to research the historical context; drafting diary entries/letters/essays/speeches; devising symbols posters</li> </ul>	<p><b>Autumn Term</b> Teacher 2</p> <ul style="list-style-type: none"> <li>● 'Animal Farm', George Orwell: How do writers use language and form to communicate their ideas about society? Textual analysis focused upon the allegorical nature of the text, the history of the Russian Revolution and the portrayal of governance along with associated writing and speaking and listening tasks</li> <li>- Cross-curricular links (including PSHE and values): labour and the workforce; leadership, dictatorships and power; agrarian and capitalist environments</li> <li>- ICT opportunities: researching the Russian revolution using the internet; drafting newspaper articles/letters/speeches/fables; audiovisual viewing; creating posters and book jackets; presenting extension work projects about different dictators</li> </ul>
<p><b>Spring Term</b> Teacher 1</p> <ul style="list-style-type: none"> <li>● Plays through the Ages/ 'Henry V' / 'Richard III', William Shakespeare: How does Shakespeare present the cultural values of his time in his portrayal of history? Textual analysis focused upon the presentation of codes of morality, ethics and justice in different settings and scenarios</li> <li>- Cross-curricular links (including PSHE and values): morality and justice; treachery and betrayal; Elizabethan theatre</li> <li>- ICT opportunities: researching different cultures using the internet; drafting leaflets/essays/newspaper articles/letters; designing play sets; character posters</li> </ul>	<p><b>Spring Term</b> Teacher 2</p> <ul style="list-style-type: none"> <li>● War poetry/Black British Poetry: How are poetic conventions employed to present culture and conflict? Analysis of a range of poems focused upon WWI/by Black British poets to compare attitudes and presentation</li> <li>- Cross-curricular links (including PSHE and values): identity/culture; war/conflict; heroism/strength; politics</li> <li>- ICT opportunities: using the internet for historical/poetic research; drafting diary entries/poems/essays; presentations on poems</li> <li>● War Journalism: What are the features of effective media texts? Analysis of a range of media texts focused on war, including newspapers, memoirs, posters, radio bulletins and television broadcasts</li> <li>- Cross-curricular links (including PSHE and values): war; journalism and propaganda; international politics and relations</li> <li>- ICT opportunities: creating posters; listening to audio extracts; creating own television broadcast</li> </ul>

**Summer Term**

Teacher 1

- 'Refugee Boy', Benjamin Zephaniah/ 'Stone Cold', Robert Swindells/Short story unit: How do writers use language and structure to present plot, characters and themes? Textual analysis focused upon individual fortitude in the face of struggles/danger and the presentation of conflict
- Cross-curricular links (including PSHE and values): dependent on text, could feature war; immigration; multiculturalism; homelessness; youth vulnerability
- ICT opportunities: research of cultural contexts using the internet; drafting leaflets/poems/postcards/letters/articles/creative responses/reviews

**Summer Term**

Teacher 2

- Poe: How is the short story form used to present plot, characters and themes? Analysis of Poe short stories (and poetry) to reflect upon the features of the Gothic genre
- Cross-curricular links (including PSHE and values): mental health; depravity, crime and corruption; detection and justice
- ICT opportunities: using the internet to conduct further research about Poe; drafting essays/letters/crime reports/advisory texts/stories

### Aims of the course

Aim to ensure that students:

- Develop analytical skills and critical thinking
- Are able to understand deeper meanings presented in media texts
- Understand how contextual factors may have influenced media texts: social, cultural, historical
- Develop an understanding of genre codes and conventions
- Understand how different groups are represented in media texts
- Recognise the role of the audience in the creation of texts
- Implement and develop ICT skills
- Will be able to work creatively in teams
- Learn to work to a specific brief set by a 'client'
- Improve writing skills using a variety of styles specific to different media texts
- Improve confidence in writing and presenting ideas
- Develop their own original creative ideas for a range of media products
- Have a knowledge of the film and advertising industries
- Have the skills necessary to excel in creative and technical subjects once they reach GCSE level

### Homework

Differentiated homework tasks will be set once a week for media studies; tasks are always differentiated based upon student need and progress. Tasks set may include, reviewing media texts using a set criteria, researching media products which may inspire their own ideas, revising subject specific Terminology, creating presentations, creating storyboards for moving image media texts and comparing media texts.

### Assessment

Assessment includes self-assessment through consideration of individual progress and peer assessment. Teachers will provide both formative and summative assessment. Students will be provided the opportunity to improve upon assessed tasks at any time. Key assessment pieces also receive a level which students will be able to see clearly in their books to enable students to see their own progress. Targets and suggestions for improvement will always be given, even when the highest grades have been achieved.

### Opportunities for teachers, parents and students to provide/access enrichment and further support beyond lessons

Encouraging an awareness of advertising in everyday life. Encouraging creative skills such as photography, filming and editing would give students an advantage although all of these skills will be taught and practised within lessons. Documentaries concerning media industries may be particularly helpful.

### Teaching Staff

Mark Young

**Autumn Term**

## Film Festival

- Work in groups to devise a programme on a given theme for a College film festival
- Carry out audience research and chart feedback
- Create and design minimalist film posters using Photoshop
- Research and write programme notes, using PowerPoint
- Present ideas to an audience
- Cross-curricular links to ICT through use of Photoshop, PowerPoint and the internet
- Cross-curricular links to Art through designing a poster
- Cross-curricular links to English language through textual analysis, writing for an audience, oral presentation

Assessment: Programme notes for festival

## Creating a brand

- Study of advertising and product design
- Studying audience demographics and psychographics
- Developing a concept for a new brand
- Creating a logo for your brand
- Developing a slogan for your brand
- Creating packaging for a product produced by your company
- Cross curricular links to ICT through use of Photoshop
- Cross-curricular links to Art through product design
- Cross-curricular links to English language through writing to persuade

Assessment: analysis of design using critical framework

**Spring Term**

## Creating a print advert

- Individually, creating a product advert using Photoshop
- In groups, preparing a pitch to persuade an audience to invest in a brand
- Presenting work to a panel
- Cross curricular links to ICT through use of Photoshop
- Cross-curricular links to Art through advert design
- Cross-curricular links to English language through writing to persuade and delivering a presentation

Assessment: Panel evaluation of presentations and adverts – written feedback

**Summer Term**

## Creating a TV Advert

- Study of TV advertising conventions
- Creating a storyboard for a TV Advert
- Working as a group, casting and delegating roles
- Learning camera techniques
- Filming advert
- Editing advert
- Reflective evaluation of TV advert
- Cross curricular links to ICT through use of i-movie

- Cross-curricular links to English language through writing to persuade

Assessment: Evaluation of TV advert.

Animation

- In pairs, creating a short Lego (or similar) stop frame animation.
- Taking photographs of characters/objects
- Manipulating images using Photoshop or iMovie
- Cross curricular links to ICT through use of iMovie
- Cross-curricular links to English language through writing a script.

Assessment: Evaluation of work using a critical framework

### Aims of the course

This course is designed to instil in the students a love and understanding of the French language by encouraging them to:

- gain experience and develop self-confidence in oral and aural skills
- learn about France and its culture
- use basic language structures in written tasks

### Homework

Homework is set using Google Classroom and will follow the Lower School Homework timetable that will be produced each academic year. Homework tasks frequency and depth are differentiated based upon student need and progress, but tasks set may encompass researching, redrafting, completing grammar exercises, listening, reading. All students are expected to learn new vocabulary every week. Students are encouraged and expected to attempt all homework assignments and to seek help before the due date as necessary.

### Assessment

A majority of the marks for French will be based on classroom participation, daily assignments, projects, and topic or unit tests. Student success will be highly dependent on active participation and effective use of classroom resources. There are formal written assessments at the end of each Term.

### Opportunities for teachers, parents and students to provide/access enrichment and further support beyond lessons

We are available throughout the week for support. Lunchtime sessions will be available on request but we are also available at the end of the school day or at breaks for more informal support.

Talk to your son or daughter about their work in French. Test them on their vocabulary.

It is strongly recommended that students have a French-English dictionary to use at home. If internet access is available, [www.wordreference.com](http://www.wordreference.com) and other sites can also be used. The use of online translators and grammar correction software is not advised.

### Teaching Staff

Aurélie Hubert

Nadia Bouakaz



## PROGRAMME OF STUDY

## FRENCH

We follow the AQA GCSE 3-year scheme of work where the themes and the topics within them straddle three years, rather than taking the conventional approach of teaching each theme one by one in full. This means the grammar is transferable: each unit builds on the previous one, and the structures and grammar that a student learns can be constantly reused and recycled by transferring them to other topics.

This approach also promotes effective learning. Students are better prepared for multi-topic listening and reading exams, and multiple themes get underway from the start – which means there's less risk students will forget early themes.

<p><b>Autumn Term 1</b> Identity and culture Unit 1: Me, my family and friends - How do you get on with your family and friends? Talking about yourself and your family, about getting on with others, about personal and future relationships. Grammar: Reflexive, direct object pronouns, near future and future tense. Assessment: reading and translation</p>	<p><b>Autumn Term 2</b> Local, national, international and global areas of interests Unit 5: Home, town, neighbourhood and region - What is your town like? Describing furniture and household chores, describing your home, talking about compass points, surroundings and types of accommodation, describing what a town is like and what there is to see/ do. Grammar: Negatives, partitive articles, conditional tense, prepositions, and revising comparatives and superlatives. Assessment: listening and translation</p>
<p><b>Spring Term 3</b> Current and future study and employment Unit 9: My studies - How cool is your school? Describing school and school subjects, describing a day in school. Unit 10: Life at school and college Comparing school life in France and Britain, talking about school rules and uniforms. Grammar: Revision of the perfect tense of verbs ending in er/ir/re using il faut, learning time phrases, and revising modals verbs. Assessment: speaking</p>	<p><b>Spring Term 4</b> Identity and culture Unit 3: Free time activities - What do you do in your free time? Talking about television, music and films, describing free-time activities in the past, talking about food and meals, about different cuisines and eating out. Grammar: Perfect tense of regular verbs, revision of future tense, perfect tense with etre, verbs +infinitive, demonstrative pronouns. Assessment: writing and translation</p>
<p><b>Summer Term 5</b> Identity and culture Unit 3: Free-time activities - What do you think of extreme sports? Talking about sports and extreme sports Grammar: Using more complex negatives, using quand lorsque and si, using pronouns en and y. Assessment: listening and reading</p>	<p><b>Summer Term 6</b> Identity and culture Unit 4: Customs and festivals - How do you celebrate? Talking about celebrations, discussing what traditions mean to you, about how we celebrate, talking about festivals, describing international festivals, and describing an event. Grammar: Reflexive verbs in past tense, how to use the perfect infinitive, revise imperfect tense, how to use the imperfect and perfect tense together. Assessment: end of Term assessment</p>

### Aims of the course

To enable students to;

- Integrate, revisit and develop advanced cartographic skills in relation to locating specific features and creating and interpreting different map types.
- Develop upon new and existing maps skills to further explore key geographical principles and concepts.
- Develop and practice skills required at KS4 geography, and provide students with a 'taster' for KS4 learning to enable students to make an informed decision of their options.
- Develop spatial awareness and cartographic skills.
- Develop problem solving skills.
- Enable students to work independently on activities as well as in a team and with all other members of the class, consolidating the ability to negotiate, make decisions and apply a range of techniques as part of a group.
- Consider the role of culture, religion, politics, countries development and management issues surrounding contemporary geographical issues.
- Explore the key concepts and processes of glaciation and consider how these have impacted upon the physical and human features of specific glaciated areas.
- Consider topical geographical issues such as migration and development and investigate the impacts of these processes on different groups and communities at a range of scales.
- Identify the key human and physical features of Russia and investigate the ways in which the country has changed and developed over time.
- Analyse and interpret a range of information sources and use specific data and evidence to draw validated conclusions on a variety of geographical issues.
- Effectively communicate geographical understanding through the use of appropriate Terminology and supporting data.
- Develop examination techniques in order to appropriately apply learning and effectively demonstrate geographical knowledge and understanding.

### Homework

Homework is set using Google Classroom and will follow the Lower School Homework timetable that will be produced each academic year. Homework tasks are designed to further extend students' understanding of key geographical issues and develop their independent research and working skills. Students will be set a homework project sheet for each Term consisting of two core tasks alongside four optional tasks, of which students must complete two. These are a variety of activities including comprehension based tasks, designing and creating information posters, worksheets and revision based activities.

### Assessment

Student progress is tracked through the formative assessment of class work and homework throughout the Term as well as regular self and peer assessment. Students complete a summative assessment at the end of each Term to assess their knowledge and understanding and help monitor and track their overall progression throughout the year.

### Opportunities for teachers, parents and students to provide/access enrichment and further support beyond lessons

Teacher support is available every lunchtime and after-school, (4-5pm), in Room 14 for students seeking further guidance or feedback with class or homeworks. Students also have regular opportunities throughout each term to develop their computer literacy through independent research, data manipulation and the creating graphs from geographical data on Excel, as well as presenting the results of geographical enquiries via Publisher and Powerpoint presentations. In addition, students develop their GIS skills through use of programs such as Google Earth to create a higher skilled cartographic experience.

Parents are encouraged to speak to students about their work in Geography and encourage them to practice map skills and identify geographical features outside of school, as well as discussing geographical events taking place around the world and reported in the news to encourage them to take an interest in different countries and cultures. Parents could also encourage their child to create a project about a place they have visited, such as features, currency, food, language, culture, which will be rewarded by the Geography department.

**Teaching Staff**

Nadine Whaymand  
Christopher Barradell  
Harry Gilbert

<p><b>Autumn Term 1</b> How can geography influence conflict and disease and does conflict and disease influence geography?</p> <ul style="list-style-type: none"> <li>● To identify patterns of conflict and disease and consider the reasons for these.</li> <li>● To investigate the various causes of conflict in Sudan, Afghanistan and Iraq.</li> <li>● To explore the impact of conflict on political boundaries through the Treaty of Versailles.</li> <li>● To investigate how the Afghanistan conflict has impacted upon the country's development.</li> <li>● To understand the importance of water and sanitation in reducing the spread of disease.</li> <li>● To understand the importance of education and NGO agencies in providing medical assistance.</li> </ul>	<p><b>Autumn Term 2</b> Moving stories- Is migration an issue for National Governments or a solution to population issues?</p> <ul style="list-style-type: none"> <li>● To define and understand the different reasons for migration.</li> <li>● To consider the push and pull factors that lead to migration in different locations.</li> <li>● To investigate the positive and negative impacts that migration can bring to different parts of the world.</li> <li>● To consider different perceptions of migration and use evidence to inform our own opinion of the process.</li> <li>● To investigate the issues created by growing and declining populations and consider how these can be managed.</li> </ul>
<p><b>Spring Term 3</b> Water, Water Everywhere?</p> <ul style="list-style-type: none"> <li>● To know and understand the hydrological cycle.</li> <li>● To identify key river processes, (erosion, transportation and deposition), and understand how they can create specific features.</li> <li>● To understand how river processes change from the upper to lower course and identify key features in each stage of river development.</li> <li>● To investigate the impacts of river processes on the natural and human environment, linking to key case study locations, (Boscastle, Cockermouth, Pakistan).</li> <li>● To compare the impacts of river flooding and erosion in both MEDC and LEDC countries.</li> <li>● To consider what can be done to effectively manage flooding and river erosion</li> </ul>	<p><b>Spring Term 4</b> What if the world froze over?</p> <ul style="list-style-type: none"> <li>● To identify a range of glacial processes and landforms.</li> <li>● To investigate the Ice Age and interglacial period, evidence of these events and the impact of climate change and sea level rise on our glaciers in a regional, national and global perspective.</li> <li>● To identify tourism opportunities and how tourism can be effectively managed in glacial environments.</li> <li>● To understand the processes, impacts and management of various types of avalanches.</li> <li>● To be introduced to GCSE style activities, resources, exam questions and techniques.</li> </ul>

<p><b>Summer Term 5</b> Can the world be more energy secure?</p> <ul style="list-style-type: none"> <li>● To identify patterns and trends in energy use and consumption</li> <li>● To describe and explain the formation of fossil fuels and the role of the carbon cycle.</li> <li>● To investigate the impacts of fossil fuel consumption and production on contrasting environments. This includes coal, oil, tar sands and shale gas.</li> <li>● To explore and analyse the efficiency of alternative energy such as Solar, Wind, Tidal, hydroelectric power and geothermal.</li> <li>● To Present and analyse a range of complex graphs, (ie compound graphs, spatial representations).</li> <li>● To enquire about the role of geopolitics in Energy transfers and security, with focus on the Middle East, China and Russia.</li> </ul>	<p><b>Summer Term 6</b> Can tourism help countries develop more sustainably?</p> <ul style="list-style-type: none"> <li>● To identify patterns and trends in tourism.</li> <li>● To describe and explain the climate of Thailand, and the physical features of various locations.</li> <li>● To designate appropriate holidays based on tourist needs and, for one tourist group, explore human tourism features by creating a travel itinerary for a specific group.</li> <li>● To investigate the impact of tourism on Thailand's development, inequality and the impact on surrounding countries.</li> <li>● To explore the social and cultural cost of tourism in Thailand.</li> </ul>
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### Aims of the course

To enable students to:

- Gain an introduction to international relations and the development of the modern world
- Understand key historical concepts and processes that help explain the world around us and its development
- Develop skills of source analysis, essay writing and historical interpretation
- Work independently toward the completion of projects
- Assess their own work and to identify and apply improvements

Course outlines are subject to change as we like to respond to students' interests and local archaeological finds as they are discovered.

### Homework

Homework is set using Google Classroom and will follow the Lower School Homework timetable that will be produced each academic year. Homework will be set depending on the needs of the tasks and will be a mixture of preparation, written assessment and skill development. It will consist of tasks that will help students to follow subsequent lessons and / or used to develop and consolidate areas covered in class. Homework will be set as per the lower school homework policy.

### Assessment

A mixture of self, peer and teacher-led assessment are employed, as appropriate to the task set. The students will receive regular assessable written work at least every three weeks. There are formal written assessments at the end of each Term. All formal assessments will follow a similar pattern aimed at assessing both knowledge and understanding as well as historical skills.

### Opportunities for teachers, parents and students to provide/access enrichment and further support beyond lessons

Lower school teachers are available for support throughout the week. Lunchtime sessions will be available on request but teachers are also available at the end of the school day or at breaks for more informal support. Parents are encouraged to discuss with their son or daughter their history work. There is a wealth of material available online and elsewhere which students are encouraged to engage with paying particular attention to concepts such as cause, consequence and interpretations.

### Teaching Staff

Harry Gilbert  
Ellen Crozier  
Anthony Gilliland

<p><b>Autumn Term 1</b> Why was the nineteenth century the age of empires?</p> <ul style="list-style-type: none"> <li>• What were the motives behind European imperialism?</li> <li>• How varied were the impacts of European imperialism on Africans?</li> </ul>	<p><b>Autumn Term 2</b> Did European powers rule the world?</p> <ul style="list-style-type: none"> <li>• Why, and with what effects, did Indians resist British rule?</li> <li>• Why, and with what effects, did the Chinese resist European influence?</li> </ul>
<p><b>Spring Term 3</b> Was the First World War inevitable?</p> <ul style="list-style-type: none"> <li>• How far did colonial problems create tensions between the Great Powers?</li> <li>• How did the assassination of Franz Ferdinand lead to war?</li> </ul>	<p><b>Spring Term 4</b> Did the First World War bring an end to the age of empire?</p> <ul style="list-style-type: none"> <li>• Was the Versailles settlement fair?</li> <li>• Why and how did the Axis powers seek a policy of expansionism?</li> </ul>
<p><b>Summer Term 5</b> Was the Second World War a clash of empires?</p> <ul style="list-style-type: none"> <li>• What contributions did Commonwealth Nations make to the war effort?</li> <li>• Were the Axis driven by the ambitions of the empire?</li> </ul>	<p><b>Summer Term 6</b> Did the age of empires come to an end after the Second World War?</p> <ul style="list-style-type: none"> <li>• Decolonisation and roads to independence</li> </ul>

# COURSE OUTLINE

## MATHEMATICS

### Aims of the course

In line with National Curriculum guidance, we aim to ensure that students

- Are able to calculate with indices and standard form
- Understand and use more complex algebra
- Use data handling techniques to plan a survey
- Understand and use multiplicative reasoning
- Are able to perform basic constructions
- Are able to calculate the circumference and area of circles and the volume and surface area of prisms
- Understand and use Pythagoras' theorem and trigonometry
- Understand and use more complex probability, such as mutually exclusive events, sample space diagrams and Venn diagrams
- Understand and draw more complex graphs, such as quadratic graphs
- Apply the above skills to solve open ended problems.

### Homework

Homework is either set on the online platform HegartyMaths or Google Classroom and it will follow the Lower School Homework timetable that will be produced each academic year. Homework tasks are designed to allow students to consolidate the concepts learned in class, with differentiated tasks appropriate to individual students. This will include some investigational problems, as well as learning vocabulary, and revision for tests.

### Assessment

Questioning in lessons, marking of student work, homework and test results will inform teaching to help students improve. Tests will be given at the end of each unit. Each test will be given an RIC level to enable students to check their progress in each skill throughout the year.

Opportunities for teachers, parents and students to provide/access enrichment and further support beyond lessons

In lesson support, support at lunchtime; revisiting work and reviewing targets;

See Maths Curiosity Sheet on the College website for extension materials

Support with preparation to take part in various local and national Maths Challenges

### Teaching Staff

Nikki Bryan

Ibilola Edward

Ben van Uchelen



## PROGRAMME OF STUDY

## MATHEMATICS

<p><b>Autumn Term 1</b> Unit 1. Indices and standard form Indices, calculations and estimates, standard form. Unit 2. Expressions and formulae Solving equations, substituting into expressions, writing using formulae, using and rearranging formulae, index laws and brackets, expanding double brackets</p>	<p><b>Autumn Term 2</b> Unit 3. Dealing with data Planning a survey, collecting data, calculating averages, displaying, analysing, presenting and comparing data. Unit 4. Multiplicative reasoning Enlargement, negative and fractional scale factors, percentage change, compound measures, direct and inverse proportion.</p>
<p><b>Spring Term 3</b> Unit 5. Constructions Using scales, basic constructions, constructing triangles and using accurate scale diagrams. Unit 6. Sequences, inequalities, equations and proportions 'Nth' Term of arithmetic sequences, non-linear sequences, inequalities, solving equations and proportion.</p>	<p><b>Spring Term 4</b> Unit 7. Circles, pythagoras and prisms Circumference and area of circles, pythagoras's theorem, prisms and cylinders, errors and bounds.</p>
<p><b>Summer Term 5</b> Unit 8. Graphs Using <math>y=mx+c</math>, more straight line graphs, simultaneous equations, graphs of quadratic functions, more non-linear graphs. Unit 9. Probability Mutually exclusive events, experimental and theoretical probability, sample space diagrams, two way tables, Venn diagrams.</p>	<p><b>Summer Term 6</b> Unit 10. Comparing shapes Congruent and similar shapes, ratios in triangles, sine, cosine and tangent ratios, using trigonometry to find angles.</p>

### Overlap with other subjects

Whilst learning mathematics, students develop their skills in numeracy, reasoning and problem solving which allows them to more easily overcome obstacles in many other subjects including physics, biology, chemistry, computer science.

## Aims of the course

The music curriculum includes a number of aims related to performing, listening, composing, improvising and notation, in relation to which progress in music is determined.

- Performing- Students develop performing and/or sequencing skills in vocal and instrumental solos and ensembles and using music ICT. They learn to perform accurately, creatively and expressively.
- Improvising/Composing- Students create and develop musical ideas through the exploration of a range of compositional and improvisational strategies drawn from a range of musical sources. They explore and experiment with the effects of particular musical choices when improvising and composing. They use ICT creatively and as an integral part of the compositional process.
- Notation- Students use notation as an aid to successful performance. They develop a grasp of a range of notational strategies drawn from a range of musical sources and create new notational ideas.
- Listening- Students develop the ability to articulate thoughts about music using different vocabularies, including, but not limited to the description of music in terms of musical elements. They develop the ability to discuss the different effects of particular musical choices.
- Contextual- Students relate music to its social, political, historical context. They relate musical ideas to textual, visual and other media

## Homework

Homework tasks, frequency and depth are differentiated based upon student need and progress, and when these support the work that goes on in class. These include research tasks, presentations, short and longer answer tasks, amongst others.

## Assessment

We use a range of formative and summative assessment strategies at KS3 to assess individual progress, as well as contribution in paired and group work. Assessment is linked to criteria that allow for creative freedom, but that are also clear to students. In addition, these criteria are linked to the requirements of exam courses at KS4 and KS5. Regular recording and playback of work in progress allows students to think about how their work is developing in the shorter and longer term, and allows teachers to give regular feedback to students about this work. Schemes of work are adaptable and have changed significantly over time to accommodate the particular needs and interests of particular groups, and as the results of assessments are fed back into unit and lesson planning. The development of skills of listening to and thinking about music by other composers and performers plays a part in students' assessment of their own work and the work of their peers.

## Opportunities for teachers, parents and students to provide/access enrichment and further support beyond lessons

Music trips, visits to see live music, participation in school lunchtime clubs, school ensembles and school concerts, online tutorials and tasks, independent listening, reviewing recordings of work done in class, developing ideas for musical compositions at home, practicing an instrument, exploring the possibilities of online and offline music technology, forming bands and other self-directed ensembles.

## Teaching Staff

Darren Taggart  
David Milln

<p><b>Autumn Term 1</b>                  Advanced Music Theory                  Developing a further understanding of advanced music theory including:</p> <ul style="list-style-type: none"> <li>● Scales and harmony</li> <li>● Modes</li> <li>● Exotic flavours</li> <li>● Extended chords</li> <li>● Self and peer evaluation</li> </ul>	<p><b>Autumn Term 2</b>                  Advanced Music Production                  Developing an advanced understanding of Digital Audio Workstations including:</p> <ul style="list-style-type: none"> <li>● Audio editing and comping</li> <li>● MIDI techniques</li> <li>● Automation</li> <li>● Mix and master techniques</li> <li>● Self and peer evaluation</li> </ul>
<p><b>Spring Term 3</b>                  Live Music Production                  Introduce and develop understanding of live music production, including:</p> <ul style="list-style-type: none"> <li>● Live sequencing</li> <li>● Live looping</li> <li>● Performance skills</li> <li>● Backstage roles</li> <li>● Self and peer evaluation</li> </ul>	<p><b>Spring Term 4</b>                  Sound Design                  An in-depth course focussed on controlling sound with the purpose of creating soundscapes, including:</p> <ul style="list-style-type: none"> <li>● Soundwaves</li> <li>● Additive and subtractive synthesis</li> <li>● Modular synthesis</li> <li>● Self and peer evaluation</li> </ul>
<p><b>Summer Term 5</b>                  Music for Moving Picture                  Introduction to the history and concept of composing for film, including:</p> <ul style="list-style-type: none"> <li>● The use of sound beds and foley</li> <li>● Analysing a selection of music for moving picture</li> <li>● Composing an original piece for film</li> <li>● Self and peer evaluation</li> </ul>	<p><b>Summer Term 6</b>                  Industry Project                  Introduction to the inner workings of the modern music industry, including:</p> <ul style="list-style-type: none"> <li>● Structure and roles</li> <li>● Releasing your own music</li> <li>● Single release exercise</li> </ul>

Personal, Social, Health & Economic education and Relationships & Sex Education

## **Aims of the course**

To enable students to: -

- Develop their knowledge and understanding of personal health and well-being.
- Develop their knowledge and understanding of relationships in a variety of contexts.
- Develop their knowledge and understanding of living as part of a wider community, considering their economic wellbeing and what it means to be a responsible citizen.

## **Assessment**

Ipsative assessment at the end of each Term. A range of peer and self-assessment strategies are utilised within form time sessions and through class discussion.

## **Homework**

Homework is not set for PSHE in Year 9.

Extra Curricular activities available

N/A

## **Support available**

Students are able to discuss any issues or concerns raised through their PSHE sessions, or further discuss the topics covered with a member of the Year 9 pastoral team (Head of Year, form tutors etc) at any time.

## **Groupings or setting**

PSHE in Year 9 is delivered within lesson groups (mixed ability).

## **What parents can do to help**

Talk to your son or daughter about the topics covered within PSHE and discuss any issues they may have questions or concerns about.

Encourage your son or daughter to speak to their PSHE teacher or pastoral team if they have any particular questions or concerns, or if they wish to further discuss and develop their knowledge and understanding of the topics covered.

## **Teaching staff**

Deb Postgate

<p><b>Autumn Term 1</b>                  Being Me in My World                  Students will be able to:</p> <ul style="list-style-type: none"> <li>● understand what makes a good relationships</li> <li>● identify where they can get advice about relationships</li> <li>● recognise the different expectations and perceptions of relationships at their age</li> <li>● question what they think is acceptable behaviour in relationship</li> <li>● recognise the dangers of coercive control in a relationship</li> <li>● question if others opinions of you matter</li> <li>● understand why we seek others approval and how it can be harmful</li> <li>● define peer on peer abuse</li> <li>● identify what makes a good friend</li> <li>● understand what grooming is and how it can be used in criminal or terrorist activity i.e. county lines, radicalisation</li> <li>● debate positive and negative influences</li> <li>● assess their own use of social media and how influenced they are by it</li> <li>● define what risk is</li> <li>● understand why people might take risk</li> <li>● recognise the risks associated with alcohol, drugs &amp; sex</li> <li>● assess what makes groups work well - formal and informal structures</li> <li>● recognise the importance of individuality</li> <li>● acknowledge how differences can lead to conflict and how to manage those situations</li> <li>● define self-identity and recognise why we should be positive about ourselves</li> <li>● identify the characteristics desired in a relationship</li> <li>● recognise the dangers of having a negative self-identity</li> <li>● understand consent and how to exercise their right to consent</li> </ul>	<p><b>Autumn Term 2</b>                  Celebrating Difference                  Students will be able to:</p> <ul style="list-style-type: none"> <li>● recognise the difference between prejudice and discrimination</li> <li>● recognise the 9 protected characteristics stated in the Equality Act (2010)</li> <li>● debate the difference between banter and bullying</li> <li>● understand that bullying is a form of peer on peer abuse</li> <li>● recognise what the law says about bullying and hate crime</li> <li>● question why some people still discriminate against LGBT+ people in the workplace</li> <li>● identify how students can make their school discrimination free</li> <li>● understand how negative comments can have a greater impact than positive comments</li> <li>● recognise the importance of language and how it can affect other people</li> <li>● acknowledge how the brain reacts to negative and positive comments</li> <li>● examine language and misunderstandings</li> <li>● review banter and bullying</li> <li>● differentiate between online and verbal bullying</li> <li>● identify the effect of bullying on mental health</li> <li>● understand the implications of bullying in the workplace</li> <li>● recognise the importance of being self-aware</li> <li>● review the 9 protected characteristics stated on the Equality Act (2010)</li> <li>● identify the 4 different ways someone can be discriminated against</li> <li>● challenge how equal our society is and suggest how we can improve it</li> </ul>
<p><b>Spring: Term 3</b>                  Dreams and Goals                  Students will be able to:</p> <ul style="list-style-type: none"> <li>● identify their personal strengths</li> <li>● recognise the importance of their health to their wellbeing</li> <li>● understanding how planning can improve their lives</li> <li>● create smart targets</li> <li>● recognise different types of employment</li> </ul>	<p><b>Spring: Term 4</b>                  Healthy Me                  Students will be able to:</p> <ul style="list-style-type: none"> <li>● recognise how young people are stereotyped</li> <li>● understand why the perceptions about young people are not reflective of their true behaviour</li> <li>● acknowledge the issues they feel strongly about and how to make change</li> </ul>

<ul style="list-style-type: none"> <li>• understand why people become addicted plastic surgery</li> <li>• acknowledge the link between happiness and work</li> <li>• define mental health and mental ill health</li> <li>• recognise what factors contribute to mental ill health</li> <li>• know where to get support if they are concerned about their mental ill health</li> <li>• define stigma</li> <li>• understand how to tackle stigma</li> <li>• recognise how we can be manipulated by the media</li> <li>• understand how this can affect someone's mental health</li> <li>• acknowledge that some media can have a positive influence</li> <li>• define self-esteem</li> <li>• recognise how self-esteem and mental ill health are linked</li> </ul>	<ul style="list-style-type: none"> <li>• question the positive and negative things associated with alcohol</li> <li>• debate the legality of alcohol and the drink age</li> <li>• understand the facts about alcohol including what is legal and what is not</li> <li>• recognise various substances and what they do to the body e.g. caffeine, sugar, cannabis etc.</li> <li>• understand the statistics for smoking and vaping in young people</li> <li>• debate why people think young people smoke more than they do</li> <li>• feel more confidence in how to respond in an emergency situation</li> <li>• identify what medical emergencies require calling 999</li> <li>• recognise the signs and symptoms of alcohol poisoning and drug poisoning</li> <li>• understand the effects of substances</li> <li>• question why people might use illegal drugs or use drugs illegally</li> <li>• understand the risk have to their overall health</li> <li>• acknowledge the risk of addiction and how to support someone who is misusing legal or using illegal drugs</li> </ul>
<p><b>Summer: Term 5</b> Relationships Students will be able to:</p> <ul style="list-style-type: none"> <li>• recognise the positive and negative effect someone can have on you</li> <li>• identify what characteristics help make a healthy relationship</li> <li>• understand how uneven power dynamics can affect relationships health</li> <li>• review peer on peer abuse</li> <li>• recognise assertiveness and confidence in others</li> <li>• define the rights that underpin behaviour</li> <li>• identify aggressive, assertive and passive behaviour</li> <li>• acknowledge how to be assertive</li> <li>• review consent</li> <li>• understand how ideal body types have changed throughout history</li> <li>• recognise the law relating to pornography</li> <li>• question their own opinions on pornography, nude and semi-nude images and the media</li> <li>• understand the difference between pornography and real sex</li> <li>• debate the choice to have a child</li> <li>• question why people choose to have sex</li> <li>• understand the law regarding consent</li> <li>• recognise the history of contraception</li> </ul>	<p><b>Summer: Term 6</b> Changing Me Students will be able to:</p> <ul style="list-style-type: none"> <li>• recognise what mental health looks and feels like</li> <li>• question why depression and anxiety levels have increased over the last 25 years</li> <li>• define anxiety, OCD, phobias and depression</li> <li>• understand how to support someone with mental ill health</li> <li>• understand how to manage change</li> <li>• define resilience</li> <li>• acknowledge their own level of resilience</li> <li>• understand the effects of sleep and how much sleep a person needs at 5 key life stages</li> <li>• recognise positive sleep habits</li> <li>• assess the importance of relaxation</li> <li>• debate how a person's resilience can change over time and it may change</li> <li>• offer advice on how improve someone to become more resilient</li> <li>• recognise the effects of changing and growing in teenagers</li> <li>• identify how they cope with change and how it impacts their mental health</li> </ul>

<ul style="list-style-type: none"><li>● state various contraception options including abstinence</li><li>● understand the consequences of unprotected sex</li><li>● question some preconceived ideas held on conception</li><li>● identify types of STI, their symptoms and treatment</li><li>● recognise the emotional consequences of unprotected sex</li></ul>	
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Relationship and Sex education  
Physical Health and Mental Wellbeing  
Both RSE and PH & MH

### Aims of the course

- Become confident citizens in a technological world, able to take or develop an informed interest in matters of scientific importance
- Recognise the usefulness and limitations, of scientific method and appreciate its applicability in other disciplines and in everyday life
- Develop the abilities and skills relevant to the study and practice of science that are also useful in everyday life
- To encourage safe practice
- To stimulate curiosity, interest and enjoyment in science and its methods of enquiry.
- To develop an interest in, and care for, the environment
- Understand that some principles and concepts are common to all science, while others are more particular to the separate sciences of biology, chemistry and physics
- Promote interdisciplinary enquiry through practical investigations
- Demonstrate knowledge and understanding of scientific facts, laws, concepts and theories using appropriate scientific Terminology and vocabulary
- Use information to identify patterns and trends and draw inferences from these, make predictions, hypotheses and problem solve
- Develop and use techniques, apparatus and materials and from this make and record observations
- Be able to plan investigations and/or evaluate methods suggesting possible improvements

### Homework

Termly homework will consist of a combination of project tasks outlined below and online quizzes of each topic covered. Additionally during the Term students will be given topic tests as each topic is completed, these will be written assessments. Revision for these will be set appropriately and additional support will be offered during the school week.

Term 1 Project – Make a 3D model of a cell

Term 2 Project – Research use of models in science

Term 3 Project – Research scientific sources and the peer review process

Term 4 Project – Research space exploration

Term 5 Project – Research electrical generation in given country

Term 6 Project – Research a scientific career you are interested in

### Assessment

Progress is traced through observation of practical work, recording of observations and data. Use of worksheets, assessment sheets and past paper questions. Self, peer and teacher assessments will be recorded at appropriate stages throughout the course. Students will complete topic and relevant vocabulary assessment at an appropriate point in their development.

### Opportunities for teachers, parents and students to provide/access enrichment and further support beyond lessons

Talk to your son or daughter about their work in Science. Encourage them to identify the skills they are developing.



Try to encourage them to use a variety of sources, books, television documentaries, Internet to expand upon the current topics being taught and use some of the online resources as a means of assessment (e.g. BBC Bitesize and Seneca Learning).

Each year we support National Science Week by developing a whole school curriculum theme. We study the wonders of space, forensic investigations, conservation awareness and the human body on a 4 year rotation. As part of these weeks we have organised additional activities such as trips to the Big Bang Fair and to the Wildwood Trust.

#### **Teaching Staff**

Ben Garton

Alex Martinez

Yang Ooi

Michael Stanley

Danielle Taggart

## PROGRAMME OF STUDY 2019-2020 (YEARS 9)

## SCIENCE

Autumn Term 1 <ul style="list-style-type: none"><li>● B1: Cell Biology</li><li>● B2: Organisation</li></ul>	Autumn Term 2 <ul style="list-style-type: none"><li>● C1: Atomic Structure and the Periodic Table</li><li>● C2: Bonding, Structure and Properties of Matter</li></ul>
Spring Term 3 <ul style="list-style-type: none"><li>● P1: Energy</li><li>● P2: Electricity</li></ul>	Spring Term 4 <ul style="list-style-type: none"><li>● B3: Infection and Response</li><li>● B4: Bioenergetics</li></ul>
Summer Term 5 <ul style="list-style-type: none"><li>● C3: Quantitative Chemistry</li><li>● C4: Chemical Changes</li><li>● C5: Energy Changes</li></ul>	Summer Term 6 <ul style="list-style-type: none"><li>● P3: Particle Model of Matter</li><li>● P4: Atomic Structure &amp; Radiation</li></ul>





# COURSE OUTLINE

## SPANISH

### Aims of the course

We aim to ensure that students:

- Communicate and interact effectively in speech and in writing for a variety of purposes across a range of specified contexts
- Convey information and narrate events coherently using and adapting language for new purposes
- Take part in short conversations, asking and answering questions, and exchanging opinions
- Understand different types of spoken language in clear standard speech using familiar language across a range of specific contexts
- Identify the overall message, key points, details and opinions in a variety of spoken passages recognising the relationship between past, present and future events
- Understand and respond to different types of written language
- Understand general and specific details within texts using high frequency familiar language across a range of contexts
- Translate a short passage from Spanish into English and short texts or sentences from English into Spanish to convey key messages accurately
- Write short texts, using simple and familiar language accurately to convey meaning and exchange information
- Make accurate use of a variety of vocabulary and grammatical structures, including some more complex forms, to describe and narrate with reference to past, present and future events.
- Raise awareness of other national and international issues by celebrating the European Day of Languages. Participate in Science Week through activities in Spanish.
- Make the students aware of the variety of customs and culture while also focussing on activities and discussion about Fundamental British Values.

### Homework

Homework is set using Google Classroom and will follow the Lower School Homework timetable that will be produced each academic year. Homework tasks are designed to reinforce the language learnt in the classroom. Every week the students should complete one piece of homework, some reading or writing tasks as well as learning their weekly vocabulary. Other tasks will be set via the course online resources, such as small tests or when required e.g. using the internet to conduct research about an aspect of a country or culture of the Spanish-speaking world.

### Assessment

Assessment includes self, peer and teacher review along with both formative and summative assessment as suggested in lesson-by-lesson plans within detailed schemes of work for each unit. Assessment tasks are designed to support a mixed ability group and adapted to suit individual needs. Assignment of tests may also be done via online course resources.

## PROGRAMME OF STUDY SPANISH

<p><b>Autumn Term: 1a</b> ¿Te llevas bien con tu familia? - Do you get on well with your family?</p> <ul style="list-style-type: none"> <li>• Talk about family members</li> <li>• Describe people physically and personality</li> <li>• Talk about friends</li> <li>• Describe family relationships</li> <li>• Talk about plans for the future</li> </ul> <p>Cross curricular links with Geography and English to celebrate European Day of Languages. Grammar focus - Revision of present tense. Use reflexive verbs. Learn about agreement and position of adjectives. Use the immediate future. Subject pronouns. Baseline assessment - Through observation of students' written work, puzzles, quizzes. Assessment tasks for all skills.</p>	<p><b>Autumn Term 1b</b> ¿Mi vida sin tecnología? - Life without technology?</p> <ul style="list-style-type: none"> <li>• Say how you keep in touch</li> <li>• Give opinions about online messaging</li> <li>• Talk about using a mobile</li> <li>• Give opinions about mobile technology</li> </ul> <p>Cross curricular links with ICT; Art - Activities for seasonal celebrations Grammar focus - Formulate questions. Use the perfect tense. Make comparisons. Use por / para. Use estar and the present continuous. Direct and indirect object pronouns. Assessment- Discuss and evaluate advantages and disadvantages of social media. Self, peer and teacher assessment. Writing, speaking, listening and reading tasks.</p>
<p><b>Spring Term 2a</b> ¿Cómo pasas tu tiempo libre? - How do you spend your free time?</p> <ul style="list-style-type: none"> <li>• Describe what you like and don't like doing</li> <li>• Talk about your free time</li> <li>• Buy food and drink</li> <li>• Talk about eating out</li> <li>• Talk about sport</li> </ul> <p>Cross curricular links with Graphic Design- Project work for Theme week Grammar focus - Improve use of regular and common irregular verbs in the present tense. Use hacer and jugar in the present. Use the future tense. Pronouns after prepositions con and para. Assessment - Create an interview about free time for a friend. Participate in an interview. Describe a picture. Respond to listening texts.</p>	<p><b>Spring Term 2b</b> ¿Te chifla tu ciudad? - Do you love your hometown?</p> <ul style="list-style-type: none"> <li>• Describe your town</li> <li>• Explain the position of buildings</li> <li>• Describe where a place is</li> <li>• Talk about the amenities in your area</li> </ul> <p>Cross curricular links with Science to celebrate Science week. Grammar focus - Prepositions to say where things are. Use hay, ser and estar. Use quantifiers. Revision of preterite tense. Deal with three tenses. Assessment - Worksheets and observation of role play, reading and writing tasks.</p>
<p><b>Summer Term 3a</b> ¿Conoces las costumbres en España? - Do you know Spanish customs?</p> <ul style="list-style-type: none"> <li>• Learn about Spanish life and routines</li> <li>• Compare routines in different countries</li> <li>• Learn and explore local customs</li> <li>• Compare with customs in your country</li> </ul> <p>Cross Curricular links with PSHE to discuss Fundamental British Values. Grammar focus - Revising regular preterite tense. Reflexive verb in the preterite. Express opinions. Assessment: Writing, speaking, listening, reading and translation tasks.</p>	<p><b>Summer Term 3b</b> ¿Te vienes de fiesta? - Do you want to come to a festival?</p> <ul style="list-style-type: none"> <li>• Talk about a Spanish festival – “Las Fallas”</li> <li>• Describe features of various festivals.</li> <li>• Learn about Latin American culture</li> <li>• Explain a festival you went in the past</li> </ul> <p>Cross curricular links with ICT, Art, Geography and History. Choosing a project for research and production of a presentation of a Spanish or Latin American festival. Grammar focus - Recognise the imperfect tense. Recognise some common irregular verbs in the imperfect.</p>

## COURSE OUTLINE

## SPORT

### Aims of the course

We aim to ensure that students:

- Are offered a broad, balanced and differentiated curriculum that encourages excellence, lifelong participation and enjoyment of sport and physical activity
- Develop fundamental skills and competence to excel in a wide range of physical activities
- Develop their physical literacy
- Learn concepts such as fair play and respect
- Develop their cognitive skills such as decision making and analysis
- Broaden their social skills by developing teamwork and communication

### Assessment

Assessment includes self, peer and teacher review. Practical observations are carried out by the teacher and recorded at the end of each sport or physical activity block.

### Opportunities for teachers, parents and students to provide/access enrichment and further support beyond lessons

The students are encouraged to attend enrichment opportunities before and during school to broaden their knowledge of physical activity and sport. Parents are encouraged where possible to provide opportunities for students to engage positively in physical activity and sport.

Lower School Teaching Staff

Claire Carter

<p><b>Autumn Term 1a</b>                  What makes a good team player?</p> <ul style="list-style-type: none"> <li>● Developing tactics</li> <li>● Outwitting opponents</li> <li>● Improving communication</li> <li>● Rules and laws of the game</li> <li>● Developing teamwork and cooperation</li> </ul> <p>Assessment                  A baseline assessment will take place at the beginning of the year to determine the pupil's basic level of fitness.</p>	<p><b>Autumn Term 1b</b>                  How do you become an expert trampolinist?</p> <ul style="list-style-type: none"> <li>● Basic shapes</li> <li>● Basic landings</li> <li>● Linking basic movements</li> <li>● Performing routines</li> <li>● Performing aesthetically</li> </ul> <p>Assessment                  Carried out throughout the Term on a weekly basis to determine level of competency in trampolining.</p>
<p><b>Spring Term 2a</b>                  Which techniques are desirable for a competent rock climber?</p> <ul style="list-style-type: none"> <li>● Safety</li> <li>● Knots</li> <li>● Route planning</li> <li>● Bouldering</li> <li>● Climbing and descending</li> <li>● Semi-direct belay</li> </ul> <p>Assessment                  Carried out throughout the Term on a weekly basis to determine level of competency in .</p>	<p><b>Spring Term 2b</b>                  What does it mean to be versatile in racquet sports?</p> <ul style="list-style-type: none"> <li>● Forehand and backhand</li> <li>● Volley</li> <li>● Serves</li> <li>● Rally and recover</li> <li>● Seeing spaces</li> <li>● Returning serves</li> <li>● Scoring</li> </ul> <p>Assessment                  Carried out throughout the Term on a weekly basis to determine level of competency in racket sports.</p>
<p><b>Summer Term 3a</b>                  Which components of fitness are most beneficial in different athletic events?</p> <ul style="list-style-type: none"> <li>● High jump</li> <li>● Javelin</li> <li>● Long and triple jump</li> <li>● Relay/Sprinting</li> <li>● Shot put</li> </ul> <p>Assessment                  Carried out throughout the Term on a weekly basis to determine level of competency in tennis.</p>	<p><b>Summer Term 3b</b>                  How can awareness and application of strategies aid a performer in striking and fielding games?</p> <ul style="list-style-type: none"> <li>● Batting</li> <li>● Bowling</li> <li>● Catching</li> <li>● Fielding</li> <li>● Tactical awareness</li> </ul> <p>Assessment                  Carried out throughout the Term on a weekly basis to determine level of competency in athletics.</p>