

Hornsea School & Language College



Curriculum Summaries

Year 9

2015 – 16



September 2015

Dear Parents/Carers,

This booklet contains a summary of themes and topics for each subject area to be studied by your son/daughter this new academic year 2015– 2016.

I hope that you will find it a useful guide to your son/daughter's studies this year. I would like to take this opportunity to remind you that the information in this booklet, plus other information regarding your child's studies at Hornsea School and Language College can be accessed in September on our website: www.hornsea.eriding.net

If you have any queries, please contact the relevant subject teacher, Head of Faculty, Head of Year or me.

Yours sincerely,



Mr S Lawrence
Headteacher

Contents:

- **English**
- **Mathematics**
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- **Design & Technology – Food , Fashion/Textiles, Resistant Materials, Graphics**
- **History**
- **Geography**
- **MFL - French, Spanish, German**
- **Physical Education**
- **Religious Education**
- **Drama**
- **Music**

Why Study English

English is a compulsory subject taken by all students. It provides us with the means by which most of us communicate and allows us to develop our understanding and enjoyment of the world within which we live.

What skills will it develop?

Students will be given opportunities to practise and develop their reading, writing and speaking and listening skills. They will experience media, prose, poetry and drama texts and learn to be critically aware of the power of language. Students will be encouraged to develop as independent learners and participate in paired and group activities. Attention will be paid to the formulative processes of drafting and proof-reading and regular practice in the basic technicalities of spelling, punctuation and grammar will be given.

Reading for pleasure is encouraged through DEAR (drop everything and read) sessions which take place once a week. Those with an interest in public speaking can audition for our very successful Youth Speaks teams. Furthermore, opportunities to participate in Creative Writing clubs are also available.

Course Content

All Schemes of Work have been written in compliance with the Key Stage Three National Framework.

Fiction Unit: Other Cultures

Students will study the novella *Of Mice and Men* and a range of poetry from other cultures. As a part of this, they will explore and analyse poetic and literary techniques. Work will focus on reading; the author's craft of language; character study; comparison of texts their audience. This work is often completed in teams and poems are differentiated to suit pupils' ability and learning styles. Students will complete a GCSE style reading task based on *Of Mice and Men*.

Non Fiction Unit: The Joy of Sport

This Scheme of Work will focus on:

- Research project on an aspect of sport
- Descriptive writing
- Conventions of article writing
- Writing diaries
- Speaking and Listening activity based on sport commentary
- Writing focused on reporting
- Writing to persuade

Drama text: Shakespeare

Writing will focus on:

- The stylistic conventions of the main text types
- Producing formal essays within a specified time
- Improving sentence structure and punctuation
- Writing with differing degrees of formality.

Reading will focus on:

- Understanding of the Shakespeare play
- Exploring the Shakespeare play using a range of strategies, including drama
- Exploring genre and its components.

Speaking and Listening Unit: Speeches

Students will study the components of persuasive rhetoric using examples of oration across history. Work will focus on the use of written and oral persuasive techniques, as well as on producing formal, structured and organised pieces of writing. Pupils will also study the element of 'performance' and how to deliver a speech successfully with work centred on tone and delivery. The unit will culminate in students delivering their own speeches.

A Literary Heritage:

In order to prepare them for GCSE, students will study a range of extracts from 19th Century texts. Initially, they will explore the concept of 'heroes and villains', before moving on to read and explore the texts and characters from the film, 'The League of Extraordinary Gentleman'. This includes: Dracula (Mina Harker), The Picture of Dorian Gray (Dorian Gray), The Adventures of Huckleberry Finn (Tom Sawyer), Twenty Thousand Leagues Under the Sea (Captain Nemo), Sherlock Holmes (Moriarty) King Solomon's Mines (Allan Quartermaine). Work undertaken will encompass creative written tasks, non-fiction writing tasks such as newspaper/leaflet/media work, as well as giving a focus to reading and understanding character and setting.

Homework

Homework is an integral part of English and will be set regularly by individual class teachers. This will include a spelling list each fortnight, linked to students' SPAG (spelling, punctuation and grammar) lessons. Homework allows students to practise and consolidate skills and is a means by which support and challenge can be offered. It can take various forms which may not always involve written work.

Assessment

Students will be assessed at various points during the year using National Curriculum levels following the APP assessment programme (Assessing Pupil Progress). A major focus of this is Assessment for Learning, where students are encouraged to set their own targets for work. Assessment pieces will be kept in exercise books as evidence of progression, along with students' own target setting sheets and teacher feedback sheets. Work done in exercise books will, where appropriate, include teachers' comments relating to the quality of ongoing work completed in class. This evidence will inform the Reviews sent to parents.

Grouping Arrangements

Students in Year 9 are taught in sets based on Teacher Assessments of students' abilities and attainment in Year 8. KS3 target grades are also taken into account when this setting takes place. Groups will be reviewed at regular points across the year and adjusted on an individual student basis where appropriate.

For further information please contact your child's teacher of English in the first instance. Mr Batten (English School Improvement Leader) can also be contacted regarding assessment and setting.

Why Study Mathematics?

Mathematics is a core subject in the National Strategy. Developing mathematics as an enjoyable and creative activity, as a tool for problem solving and as an appreciation of pattern and structure is central to the Mathematics lessons in year 9.

What Skills Will It Develop?

Pupils will read write and talk about mathematics in a variety of ways. They will carry out calculations using a variety of methods (mentally, on paper and with a calculator) and associate calculation with measurement in appropriate units and become familiar with the relative sizes of these units.

Course Content:

Students in year 9 will begin their GCSE course. This is due to the new GCSE having around 50% more content and so will take more time to study. Students will continue to study topics in the mathematical areas of algebra, number, space and measure, data handling, ratio and problem solving.

There are two tiers of study, foundation and higher, with the final decision as to tier of entry not taking place until year 11.

Homework:

Homework will be set on a regular basis. These homeworks provide opportunity for mathematical skills to be consolidated and are set according to the needs and ability of the group.

Assessment:

Pupils will be assessed at appropriate intervals. They will be given a current working GCSE grade from these assessments. The grades will be based on the new GCSE grading system of a number from 1 to 9 with a grade 4/ 5 being in line with the current grade C.

Grouping Arrangements:

Pupils are placed in a mathematics group according to their mathematical needs. The choice of class is based upon information gathered from the year 8 maths teachers and Optional SATs results. During the year pupils may change classes if it is appropriate.

Why Study Science?

Science is a compulsory subject taken by all students. It provides us with a general knowledge and understanding of the way things work in the world around us.

What skills will it develop?

Pupils will learn how to safely plan and carry out experiments using a wide variety of apparatus. Pupils will analyse and evaluate their data to form conclusions, which will support their subject knowledge. In Science students are encouraged to develop ICT skills for research and data collection and analysis. We have a dedicated ICT suite available for this purpose in the school.

Course Content

Y9 is a particularly important time for students studying Science as we begin teaching the GCSE course in January. This is to maximise the time available to complete the Key stage 4 course.

The topics studied by students in their first term have been selected for their importance and relevance to the students' future high performance. These topics are:

Biology: Plants, Health Issues and How Science Works

Chemistry: Trends in the reactivity of metals and metals compounds

Physics: Forces and Motion

Students will not be undertaking any GCSE exams until Y11 but there will be tests at regular intervals.

Homework

Students will complete homework during each unit at predetermined intervals.

Assessment

Pupils are assessed regularly and tested at the end of each topic. These assessments are used to generate students' working levels and predict their future GCSE performance.

Grouping Arrangements

Students in Year 9 are taught in sets (based on assessed ability from Y8). The results from all assessments, completed during this first term, will determine whether any further setting is required for the GCSE student sets.

For further information please contact your child's teacher of Science or:

Mrs I Bullamore Head of Faculty

Why study Personal, Social, Health and Citizenship Education? And Economic Well Being and Financial capability (PSHCE)

PSHCE enables pupils to study, reflect upon and discuss topical, political, spiritual, moral, social and cultural issues, problems and events. They continue to be actively involved in the life of the school and wider communities and learn about fairness, social justice and respect for diversity at school, local and national level. Education for economic wellbeing and financial capability aims to equip students with the knowledge, skills and attributes to make the most of changing opportunities in learning and work. Students learn to manage their money and finances effectively.

What skills will it develop?

Students gain knowledge and understanding about becoming informed citizens through the different topics taught. They develop skills of enquiry and communication by analysing information and its sources. They are able to justify orally and in writing personal opinions about issues, problems or events and contribute to group and class discussions – using their imagination to think about, express and explain views that are not their own. It is appropriate to use ICT throughout some of the units. Through their learning and experiences inside and outside school, students begin to understand the nature of the world of work, the diversity and function of business, and its contribution to national prosperity.

A strong relationship is established between the school and the youth support service. There are clear referral protocols in place between the PSHE provision, IAG and the external support services.

Course content

- Getting to know you – new group and new group tutor
- Sex education including contraception and Sexually transmitted diseases
 - Pregnancy and birth
 - Marriage
 - Abortion
 - HIV/Aids
- Drug awareness including drug abuse and Illegal drugs
 - Alcohol misuse
 - The law
- Decisions and pathways
 - KS4 options
 - Linking subjects and skills to jobs
 - Use of Kudos and U-explore
- Economic Well-being
 - Shoplifting and theft
 - Managing your money
- Child Sexual Exploitation Film
 - Exploited lessons on – the law, Grooming, Power and Control, Healthy relationships, equality and respect, managing disclosure.

During this year students will also undertake advice and guidance in choosing their options for GCSE. They will have 'taster' sessions of subjects and will work with their tutor on materials called "which way now?" available on the school intranet, they will start to plan their transition and progression with careers and further education and information, advice and guidance will be open to them.

Homework

Follow up work is provided if and when the Tutor thinks it is suitable for each topic.

Assessment

A summary assessment is based on knowledge of how the pupil achieves over time across a range of contexts, taking account of pupils' strengths and areas for development. This forms part of the evidence used to produce the progress review sent to you each term.

Grouping Arrangements

Pupils in Year 9 are taught in mixed ability tutor groups. For further information please contact your child's group tutor or Mrs Mason – PSHCE Co-ordinator

Why study Computing/ICT?

At a time when employment opportunities are reducing, the ICT sector is expected to grow at up to 3.5 per cent every year. This is leading to the need for 180,000 new workers annually. The ICT sector is a major contributor to the UK economy making up roughly seven per cent of the value of the economy and it is growing at a faster rate than the economy as a whole.

ICT is now at the very core of many businesses; as such ICT is seen as a core skill with colleges and many employers expecting that students are able to demonstrate Level 2 ICT skills. The national trend shows an increase of 13% of students choosing ICT last year reflecting the increasing importance of these skills

Source: http://www.bcs.org/content/conWebDoc/47703_9/1/13

Outside of employment, ICT skills are an essential part of our everyday lives and our programme of study has the potential to enable students to leave us with a range of relevant qualifications that are well recognised by educators and employers. Studying ICT should even make you happier [see link](#)



What skills will be developed

Through this course students will learn how to use a wide range of ICT applications to help in their other school subjects. As well as learning how to use and manage their use of ICT outside of school.

In year 9 pupils will work towards successfully passing the ICT Functional Skills exam. The 2 hour functional skills exam assesses their knowledge of how ICT is used in real world situations; it also requires them to demonstrate basic ICT skills such as the use of office software and email. There are a range of examination windows throughout the year. Students will be entered for the next available assessment window once they have successfully completed at least 2 past papers. Pupils can be entered for either level one functional skills, equivalent to a GCSE grade D – G, or level two functional skills, equivalent to a GCSE grade A* - C

Pupils will also progress to look at Computing and be taught to write basic computer programs using SCRATCH and Python.

Course content

Topic	Unit	Content
Functional Skills	Topic 1- Searching	Using the internet to find reliable information.
	Topic 2- Computer modelling	Focus on using formulas and functions to automate calculations. Pupils will also look at presenting information in appropriate forms including formatting spread sheets and presenting information in a range of graphs and charts.
	Topic 3- Presenting information	Pupils will look at using different applications to combine and present a range of information to an identified audience. Pupils will be asked to consider concepts such as house style and consistency in terms of layout.
	Topic 4- Email	The use and risks of using electronic mail are covered in this unit. Pupils will look at the standard conventions when using email, as well as looking at some of the other implications of communicating online such as safeguarding.

Topic	Unit	Content
	Topic 5- File and folder management	Pupils will be taught the importance of using sensible file names within a folder management system. As well as looking at ways in which files can be managed across multiple locations.
Computing	Topic 1- Computing the basics	Pupils will be introduced to basics of computing learning the basics of hardware and software. They will present their work in the form of a WordPress site
	Topic 2- App Inventor	Students will be given the opportunity to explore the world of app development, by using App Inventor to create their first app.
	Topic 3- Python	Following on from programming using a graphical interface in year 8 pupils use a text based programming language to create a basic computer programs.

VLE

The ICT department uses the schools VLE, Moodle, to present and deliver all ICT lessons. Students can access Moodle from anywhere with an internet connection meaning pupils can still complete lessons away from the classroom.

Homework

Homework will be set to consolidate and reinforce learning in the classroom. One piece of assessed homework will be given per topic.

Assessment

At the start of the year students complete a baseline test to establish their ICT skills which is reported in the first review, this is then repeated at Christmas, Easter and towards the end of the summer term.

During the functional skills topics pupils will complete multiple past papers which will be used to whether or not pupils are to be considered to sit the functional skills exam at the next available window. Pupils will be given two opportunities to achieve their functional skills qualification in either March 2014 or June 2014. The functional skills exam is graded as pass or fail.

For each topic there will be an assessed piece of work, normally at the end of each topic. Students will also carry out self-assessment. All assessed work will be graded using levels approximated to National Curriculum levels. Assessments will form part of the evidence for Academic Reviews.

Grouping arrangements

Year 9 are taught in mixed ability tutor groups. For further information please contact your child's ICT teacher or Miss Ridley.

Why study Design and Technology

Food Technology

(It is the responsibility of the student to provide ingredients for their food lessons. Every effort will be made to provide ingredients lists to students in good advancement of the lesson. Failure to regularly bring ingredients will see them removed to another area of Technology)

Aims

- To enable the students to be more independent workers.
- To empower the students to work with understanding to hygiene and safety guidelines.
- To introduce a new range of practical techniques and skills.
- To link all practical work to healthy eating/ meal planning and balanced diet.
- Encouraging the adaption of recipes to promote healthy eating.

- To learn how to be more cost efficient when meal planning.
- To become familiar and have awareness of new foods.

Topics and areas covered:

- Chilli / Bolognese – Adapting a recipe
- Foods from other cultures – Examine and investigate eating cultures and foods staple to other countries.
Make: Stir Fry, Thai Curry, Meat Balls in tomato sauce.
- Bread making – to include making bread and bread products to include pizza.
- Great British bake off competition.
- Vegetarian options will be given for each recipe used.

Further Study Opportunities: KS4 GCSE Food / V. Cert level 2 Food and Cookery

Fashion/Textiles Technology

Aims/ Topics Covered

- Create initial design ideas and developments for fashion accessories.
- Produce mood boards and illustration boards.
- Learn how to make patterns for your own designs.
- Learn a range of fabric surface decoration techniques such as stencil printing and appliqué.
- Produce a mobile phone case with embellishment and surface decoration techniques

Further Study Opportunities: KS4 BTEC Fashion level 2, KS5 BTEC Fashion Level 3

Resistant Materials Technology

Aims

- Improve students creativity
- To provide students with the knowledge & understanding of materials and processes when working with Resistant Materials.
- To introduce a new range of practical techniques and skills.
- Learn techniques to help present ideas for consideration.
- Learn how to develop designs effectively.

Topics and areas covered:

- Acrylic Clock – Create a creative clock made from thermoplastic.
- Cam Mechanism– Experiment with cams to create different movements.

Further Study Opportunities: KS4 GCSE Resistant Materials, KS5 A level Product Design

Graphic Products Technology

Aims

- Improve students creativity
- To provide students with the knowledge & understanding of materials and processes in making Graphic products.
- To introduce a new range of practical techniques and skills.
- Improve the use of ICT as a tool to aid with design work.
- Learn how to display designs effectively and learn new technical drawing styles to convey ideas in both 2D and 3D

Topics and areas covered:

- Board game design – model making and ICT layout and Design.
- Shop Design– Logo and Signage Design, window display. 3D Modelling.
- Packaging & Point of Sale – Product packaging and suitable display to advertise the product.

- Technical Drawing – 1pt,2pt Perspective, Isometric, Orthographic, Pictorial and Wording Drawings.
- DTP and CAD– Using computers to help create design work. Learning programs such as 2D Design & Photoshop.

Further Study Opportunities: KS4 GCSE Graphic Products, KS5 A level Product Design

Why study History

History and philosophy are the two eyes of wisdom, and if one is missing, then one has only half vision.
Christian Thomasius, German Law Professor at Halle University (1655-1728)

History is not simply the study of the past; it is also the study of how the present world was created. It is the story of the world that we live in. At Hornsea School, we are passionate about the study of history.

What skills will it develop?

As well as developing an understanding of how the world has been shaped and what our place in it is today, students focus on developing these key historical skills throughout KS3:

- Change and continuity: analysing trends and patterns across time
- Cause and Consequence: explaining why and how things have happened
- Significance: assessing why and how some people/events are important
- Source Skills: looking at evidence, assessing and explaining its trustworthiness.
- Interpretations and Representations: balancing the strengths and weaknesses of differing views of the past.

Course Content

Unit 1: The Calm before the Storm: Britain before the First World War

This unit sets the scene for Britain at the start of the 20th century. It considers the differences between people's lives and has a depth study on the Titanic disaster.

Unit 2: The First World War

Students will study the causes of the Great War and the experiences of soldiers on the battlefields of the Western Front. They will study the impact that the war had on British society and investigate how world leaders tried to prevent such a catastrophe from ever happening again.

Unit 3: The Second World War

During this topic students will develop their own theories as to why many parts of Europe fell under dictatorships in the 1920s/30s. They will investigate why there was another world war, just twenty years after the signing of the peace treaties which ended the First World War, and the controversial decisions that were made during the war such as the use of atomic weapons.

Unit 4: Holocaust and Genocide

This unit considers the sensitive and traumatic topic of the persecution and execution of Jews, Slavs, Romani Gypsies, Sinti, homosexuals and political opponents under the Nazis between 1933 and 1945.

Unit 5: The Cold War

This topic begins by focussing on the consequences of WW2 in the establishment of the United Nations and the development of the Cold War. Students will investigate 'hot points' of the Cold War such as the Korean War, Cuban Missile Crisis and Vietnam War.

Unit 6: Britain since 1945

Students will study the changing nature of British society since 1945. They will investigate the impact of the end of empire on Britain, the development of the welfare state and the extent to which Britain can be regarded as a 'classless' society.

Homework

Homework is set as appropriate by the class teacher. This may involve a piece of research, investigating the local area, preparing for an assessment etc.

Assessment

Students will complete one assessment per half-term in history. This will be self and peer assessed before being assessed by their teacher. They will receive a National Curriculum Level for their assessment.

Grouping Arrangements

Students are all taught in mixed abilities groups.

For more information please see Mr Slone or any history teacher.

Why Study Geography

Geography is a foundation subject at Key Stage 3 National Strategy.

Learning about our lives and the impact they have on the environment is central to the Geography lessons in year 9.

What skills will it develop?

To help them get the best research skills, they learn how to use maps, photographs and computer based programs such as GIS and Excel which should prove useful in other subjects as well as when they leave school. Furthermore, they develop their skills in thinking and working in teams, as well as working independently.

In year 9 we aim to prepare our students for GCSE by introducing some of the skills and assessment techniques that they will become familiar with in years 10 and 11.

What the year 9 course includes:

Topic 1: Hostile world

This topic will look at the various challenges that living in the US can bring. This will range from volcanoes, super volcanoes, earthquakes, hurricanes and tornadoes as well as the impact of humans on species such as the Florida Panther. This will look at the causes, effects and responses to these disasters through a variety of methods.

Topic 2: Globalisation

Our world is continuing to shrink due to globalisation, therefore it is vital that we study how and why this is happening. In this topic we look at what a trans-nation corporation (TNC) is, such as Coca Cola and analyse the 'exploitation' TNCs can potential cause. We evaluate the positive and negative effects of globalisation and focus on food production and free trade.

Topic 3: Population

Students will study what places mean something to them in Europe, as well as understanding the role that the UK plays as part of the European Union. They will develop knowledge about the different industrial sectors as well as popular destinations and migration in the EU. We will also look at how and why population in certain countries changes over time, focussing on birth rates, death rates and natural increase.

Geography in the News

If a major event occurs then we will suspend normal lessons and study that event. Examples in the past have included the Asian Tsunami and the outbreak of bird flu.

Pupils in Y9 are taught in mixed ability tutor groups.

Why study Foreign Languages?

Learning foreign languages is increasingly important in a worldwide economy and also has great value in terms of cultural and linguistic richness in our society, personal fulfilment and global citizenship and understanding. All Pupils in Year 9 begin the Key Stage 4 syllabus preparing them for their exams at the end of Year 11. Through the course pupils will be given the skills to make direct and personal contact with other people and cultures. The majority of pupils will study the full GCSE, a small group will study the AQA foundation certificate in secondary education (FCSE) which examines GCSE grades D-G. Teaching for this will begin in Year 10.

What skills will it develop?

The programme followed by pupils adheres closely to both the KS3 Language Framework and the GCSE Specification develops the following skills:

- Key vocabulary/frequent-use words to build up a core of language which can be used across different contexts. Learning at GCSE is skills-based rather than topic/vocabulary based.
- Dictionary skills to find new words – an understanding of word types is key to success in this area.
- Developing sentences and paragraphs using new words
- Thinking and investigative skills – now key to how pupils approach language-learning.
- Speaking skills
- Reading skills
- Listening skills
- Writing skills
- Students will be encouraged to work independently in class and also at home to build up the necessary knowledge for next year.

Pupils will also acquire some cultural knowledge of the countries where the languages are spoken.

Homework

Homework will be issued at the discretion of class teachers and will usually take the form of some learning/revision, or a comprehension/written exercise to be completed at home. Homework can be completed using a computer at home or at school. Pupils should expect to receive some form of homework every week.

Assessment

In Year 9 pupils will prepare GCSE style writing and speaking assessments. The scores for these pieces, combined with the teacher's assessment of classroom performance and homework will determine each pupil's current GCSE level and Attitude to Learning grade published in the **Academic Review**.

Written assessments in the foreign language – these consist of:

1. Single words from memory
2. Sentence answers to a range of questions
3. 100-150 word written piece
4. Translation into the foreign language

Speaking assessments in the foreign language – these consist of:

1. Describing a picture
2. Role play
3. Answering set questions on 3 different topics

Grouping arrangements Pupils in Years 9 to 11 are placed in sets according to their ability.

FRENCH

Key Learning Objectives

Year 9 Autumn Term

Pupils learn:

- To talk about different towns and places to live
- To talk about urban and rural environments
- To answer questions from memory
- To write in paragraphs using more complex sentences
- To talk about environmental issues
- More about key verbs in the present tense
- More about the use of infinitives
- The imperfect tense
- To make comparisons and discuss preferences
- To use qualifying words (too much, very, quite, not enough, rather)
- The conditional tense
- To read longer texts
- To translate sentences

Year 9 Spring Term

Pupils learn:

- To describe yourself and other people in some detail
- To talk about relationships
- To describe hobbies in some detail
- To learn about famous people from the French speaking world
- To describe your daily routine – reflexive verbs
- The conjugation of 'avoir' and 'être'
- More about adjectival agreement
- More about negatives
- More about connectives and adverbs
- More about the perfect tense with 'avoir' and 'être'
- To work in 3 tenses – past, present and future of key verbs

Year 9 Summer term

Pupils learn:

- To use prior learning regularly in their work
- To edit and redraft work
- To justify ideas and points of view
- More about expressions of time
- About school life in French speaking countries
- Comparing school life in the UK and France
- To talk about school life in some detail
- To talk about school rules and pressures
- To give advantages and disadvantages of aspects of school life
- To think about future plans

Some pupils will also complete the B.A. Flag award, a spoken language qualification accredited by British Airways based on the training they give their staff and crew. This involves:

- Conversation in French

- Reading announcements out loud
- Role plays
- A listening test

SPANISH

Key Learning Objectives

Year 9 Autumn Term

Pupils learn:

- To describe yourself and other people in some detail
- To talk about relationships
- To describe hobbies in some detail
- To learn about famous people from the Spanish speaking world
- To describe your daily routine – reflexive verbs
- The conjugation of ‘tener’ and ‘ser/ estar’
- More about adjectival agreement
- More about negatives
- More about connectives and adverbs
- To work in 3 tenses – past, present and future of key verbs

Year 9 Spring Term

Pupils learn:

- To use prior learning regularly in their work
- To edit and redraft work
- To justify ideas and points of view
- More about expressions of time
- About school life in Spanish speaking countries
- Comparing school life in the UK and Spain
- To talk about school life in some detail
- To talk about school rules and pressures
- To give advantages and disadvantages of aspects of school life
- To think about future plans

Year 9 Summer term

Pupils learn:

- To talk about different towns and places to live
- To talk about urban and rural environments
- To answer questions from memory
- To write in paragraphs using more complex sentences
- To talk about environmental issues
- More about key verbs in the present tense
- More about the use of infinitives
- The imperfect tense
- To make comparisons and discuss preferences
- To use qualifying words (too much, very, quite, not enough, rather)
- The conditional tense
- To read longer texts
- To translate sentences

GERMAN

Key Learning Objectives

Year 9 Autumn Term

Pupils learn:

- To describe holidays
- To extend use of perfect tense and revise future tense
- To use *ich war* and *es war* to describe a past holiday

- To use the perfect tense with *haben* and *sein*.
- To talk about sport and healthy eating
- The parts of the body.
- More about *possessive adjectives*.
- To use *wenn (if/when)*.
- To use *modal verbs*.
- More about adverbs of frequency
- To read and understand longer texts
- To work in 3 tenses – past, present and future of key verbs

Year 9 Spring Term

Pupils learn:

- What you can buy in different shops
- How to order in a café
- More about the perfect tense with *er/sie/wir*
- *um ... zu (in order to ..)*.
- Skills to work out words in context.
- To use prior learning regularly in their work

Year 9 Summer term

Pupils learn:

- Different types of TV programmes.
- To say what they like or prefer using *gern, lieber* and *am liebsten*.
- To say when they watch TV
- To use *müssen with an infinitive*.
- To justify ideas and points of view
- More about word order: *time, manner, place*.
- To edit and redraft work
- To translate sentences
- To answer questions from memory
- To write in paragraphs using more complex sentences

For further information please contact your child's Languages teacher or Mrs Johnson, MFL Curriculum Leader

Why Study PE?

Our physical education curriculum aims to inspire all pupils to succeed and excel in competitive sport and other physically-demanding activities. We provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

PE enables pupils to enjoy and succeed in many kinds of physical activity. They develop a wide range of skills and the ability to use tactics, strategies and compositional ideas to perform successfully. When performing, they think about what they are doing, analyse the situation and make decisions. They also reflect on their own and others' performances and find ways to improve them. As a result, they develop the confidence to take part in different physical activities and learn about the value of healthy, active lifestyles.

PE helps pupils develop personally and socially. They work as individuals, in groups and in teams, developing concepts of fairness and of personal and social responsibility. They take on different roles and responsibilities, including leadership, coaching and officiating. Through the range of experiences that PE offers, they learn how to be effective in competitive, creative and challenging situations.

Aims

The national curriculum for physical education aims to ensure that all pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives

Subject content

Boys	Girls
Rugby	Netball
Fitness	Fitness
Football	Trampolining
Trampolining	Badminton
Table Tennis	Rugby
Athletics	Athletics
Softball	Rounder's

Assessment

Pupils are continually assessed during lessons to enable the teacher to adapt practices and activities to suit their needs. Halfway through a unit of work students are asked to peer assess their work and record progress in their planners with a specific target for improvement. At the end of every unit the teacher records each individual pupil's progress and attainment within the activity, this information then informs the academic review, which is currently issued to parents on a termly basis.

Grouping arrangements

Pupils are taught in single sex, mixed ability classes. Classes are set for rugby only based on ability, and previous experience. For further information please contact your child's PE teacher or Mr. Martin head of PE.

Why Study Religious Education?

Religious Education develops pupil's knowledge, understanding of and ability to respond to Christianity and other religions of Britain, increasing their awareness and understanding of the influence and importance of religion, beliefs, values and traditions on individuals, societies, communities and cultures.

What skills will it Develop ?

Through the use of distinctive language, listening and empathy, Religious Education develops skills of enquiry and response in analysis, expression, reflection, evaluation and application.

Religious Education does not seek to urge religious beliefs on pupils nor compromise the integrity of their own faith by promoting one religion over another.

Year9/10 GCSE Short Course

Pupils in year 9 will be embarking on a two-year GCSE Short Course in Religious Education. There will be no course work involved and there will be one written examination at the end of Year 10.

In Year 11 pupils will have the opportunity to turn their half GCSE into a full GCSE by completing a 'top up' course which will involve no course work and one written examination at the end of Year 11.

The two religions to be studied are Christianity and Islam

Course Content

Term 1/2

Our World

- ✓ What makes us human?
- ✓ Why are we here?
- ✓ How did the universe begin?

Is it Fair?

- ✓ What is fair?
- ✓ Why are people prejudiced?
- ✓ Why do people treat others differently?
- ✓ Wealth.

Term 2/3

Looking for meaning

- ✓ What is God like?
- ✓ The nature of God
- ✓ Symbolism and Imagery
- ✓ Why do people believe in God?
- ✓ How do people experience God?
- ✓ How do people respond to God?
- ✓ Whose life is it anyway?
- ✓ Is that it?

Term 4/5/6

Relationships/Revision

- ✓ What commitments and responsibilities do we have?
- ✓ What is love?
- ✓ What about sex?
- ✓ Religious marriage ceremonies
- ✓ What about the children?
- ✓ Happily ever after?

Homework

Each unit of work has specified homework tasks attached to it. These homeworks provide the opportunity for the skills to be consolidated and are written to allow all pupils to be supported or challenged as appropriate.

Assessment

Pupils will be assessed at the end of each unit of work. This assessment will be graded using the examination board-marking scheme and will form part of the evidence used to produce the progress report sent to you each term.

Grouping Arrangements - Pupils in Year 9 are taught by mixed ability.

For further information please contact your child's Religious Education teacher or Mr Stoddart-Seller, Head of Religious Education.

Why study Drama?

Drama offers all students the opportunities to:

- achieve a heightened sense of enjoyment, excitement and fulfilment
- develop their knowledge, understanding and appreciation of a wide range of drama, to extend their own interests and to increase their ability to make critical judgements.
- acquire the skills, knowledge and understanding associated with drama
- make advances in social and cultural issues
- develop skills and attributes that support learning in other subjects, eg listening skills, thinking skills, control, creativity, intuition, team work skills, perseverance, self-confidence, self-expression and sensitivity towards others
- prepare for cultural life as critical, reflective and active 'consumers' of the arts.

What skills will it develop?

- Develop each of the interrelated skills of making, performing and responding.
- Extend these skills through applying knowledge and understanding of drama
- Develop empathy and valuing of others
- Enable pupils to make connections between all areas of knowledge and dramatic experience
- Enable pupils to make connections between drama and the other art forms

In particular, pupils should acquire and apply knowledge of:

- ✓ How drama is constructed
- ✓ Performance techniques
- ✓ Different genres
- ✓ Social and historical context
- ✓ Technical aspects of drama (sound, lighting, costume, properties, stage management)
- ✓ Movement techniques

Course content will consist of the following:

Autumn Term 1: Physical Theatre

Develop knowledge and understanding of the use of physical theatre

Develop use of physical theatre to create 'Propless theatre' in story telling

Develop the skill of using body language/movement to create different settings and mood and atmosphere

Develop the use of soundscapes to enhance the use of physical theatre in a drama

Autumn Term 2: Commedia dell'arte

Develop knowledge and understanding of the history of Commedia dell'arte

Develop knowledge and use of a range of Commedia characters and conventions

Develop acting skills to portray a Commedia character within a scripted scene

Develop the ability to evaluate use of acting skills in producing effective characterisation

Spring Term 1: Teechers – by John Godber

Develop knowledge and understanding of the plot and themes of the play

Develop approaches in developing multi-role characters in rehearsal effectively

Develop acting skills within the performance of characters in key scenes from the play

Develop ways of using set/lighting/sound effectively to achieve an engaging scene

Spring Term 2: Dance- Musical Theatre

Develop knowledge and understanding of the history of Musical Theatre

Develop the use of different dance styles in a range of musicals to develop different styles

Develop choreography skills in order to adapt and develop existing choreography

Develop ability to create different dance pieces for specific audiences in different styles

Summer Term 1: Theatre Practitioner 3 - Brecht

Develop knowledge and understanding of Bertolt Brecht and Epic Theatre
Develop understanding and use of Brechtian techniques in developing structure
Develop use of acting skills in creating a range of multi-role characters
Develop the use of minimalistic set/props/lighting/sound to enhance meaning

Summer Term 2: Horror

Develop knowledge and understanding of the use of Horror within the theatre
Develop ways to explore different Horror pieces and understand their attributes and structure
Develop acting skills to create a performance piece based on an existing script
Develop skills in using light/sound to enhance mood and atmosphere

Extra-curricular

Students may wish to extend their skills in a wide range of extra-curricular activities offered- KS3 Drama club, Shakespeare School's Festival, annual school production.

Assessment

Students will be assessed at the end of each unit of work. The assessments will form part of the evidence to inform parents of progress in the progress reviews sent to you each term.

Grouping Arrangements

Pupils in Year 7 are taught in mixed ability tutor groups. Pupils are taught for one hour each week.

For more information please contact your child's Drama teacher: Mr D Sellers, Miss K Harrison, Miss N Chambers

Why Study Music

By engaging pupils in making and responding to music, music education offers opportunities for them to:

- develop their understanding and appreciation of a wide range of music, extend their own interests and increase their ability to make judgements about music quality;
- acquire the knowledge, skills and understanding needed to make music;
- develop the skills, attitudes and attributes that can support learning in other subject areas and are needed for employment and life, e.g. creativity, listening skills, concentration, creativity, intuition, aesthetic sensitivity, perseverance, self-confidence and sensitivity towards others.

What skills will it develop?

Music teaching in key stage 3 should:

- develop each of the interrelated skills of performing, composing and appraising in all activities;
- extend these skills through applying listening skills and musical knowledge and understanding;
- enable pupils to make connections between all areas of knowledge and musical experiences.

In particular, pupils should acquire and apply knowledge and understanding of:

- how music is constructed, e.g. the use of musical elements and devices;
- how music is produced, e.g. the use of instruments, ICT, musical processes and procedures, including relevant symbols and notations;
- how music is influenced by time and place, e.g. the effect of the occasion, purpose or venue.

Course content and Assessment

Due to issues relating to management of resources, not all pupils will study the topics in the following order.

Topic 1- Understanding the conventions of Jazz

In this topic pupils will learn about the development of this musical style from New Orleans Jazz through Swing and onto Cool Jazz. They will learn about the social, political and cultural context of Jazz and will create their own music in the style of Cool Jazz using a swing drum beat, walking bass line, extended piano chords and improvised solos.

Topic 2- Understanding the conventions of the Romantic period

Pupils will explore the ways and reasons that music from a different age sounds different from our present day music. They will listen to and perform music by famous Romantic composers such as Beethoven.

Topic 3- Understanding the conventions of Popular Music

This unit develops pupils' understanding of popular music styles. Students will work on a variety of instruments with the opportunity to try new ones. They will work together to create class performances of a variety of pieces working as a band. Students will learn about conventions of structure and instrumentation in popular music as well as using communication, listening and team-work skills to create a successful performance.

Topic 4- Understanding the conventions of Remixing

This unit develops pupils' arranging and remixing skills. They will learn to use Garageband to work with audio samples to cut, add effects and use pitch shift on pre-existing pieces of music to create something new. Students will also compose new parts such as bass lines and drum kit rhythms to complete this creative and imaginative process.

Grouping Arrangements - Pupils in Y9 are taught in mixed ability groups.

Instrumental lessons - Lessons are available on a variety of instruments in school, including piano, voice, guitar, bass, drum kit, woodwind, strings and brass.

For further information please contact your child's Music teacher: Mr.J.Hart or Mrs J Turnbull.