

Year 9 Curriculum Guide

SHOREHAM ACADEMY



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2011/12

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| | | |
|-----------------|-----------------------------|---|
| SUBJECT | Art and Design | Person to contact: Mr. A. Bracey |
| Syllabus / code | AQA (Unendorsed – ART) GCSE | |

Key Areas of Study in 1ST Year GCSE

| Autumn Term | Spring Term | Summer Term |
|---|---|--|
| <p>Unit 1 'Natural Forms'</p> <ul style="list-style-type: none"> • Drawings from natural forms – mark making/tonal/ Line work • Exploration of a range of Media. Larger scale work in 2D and/or 3D • Research project on Artists who have used natural forms to inform their work e.g. Peter Randall-Page /Barbara Hepworth, Georgia O'Keefe. • Ideas/sketchbook work • First hand observational studies • Digital imagery • Completion of practical work (2D-3D) | <p>Unit 2 'Cultural Issues'</p> <ul style="list-style-type: none"> • Range of Non-European Artefacts/Cultures studied to produce large scale graphic painted work e.g Japan, India, Africa, Persia, Egypt, Aboriginal Australia, Native America etc. • Examine a cultural issue. • Ideas/sketchbook work • Research project on a chosen Art/Culture (homework) • Exploring different media • Setting up opportunities for observational work e.g. dressing up in cultural dress then taking photos | <p>Unit 3 'Pop Art'</p> <ul style="list-style-type: none"> • Research undertaken on Artists who fit into the Pop Art genre e.g Andy Warhol, Roy Lichtenstein, Patrick Caulfield etc. • Make initial transcriptions of artists work to inform own ideas • Ideas/sketchbook work • Homework tasks aimed at developing sketchbook • Towards the end of the first year GCSE students are guided and encouraged to identify personal strengths and strongest units produced, they move forward to develop full GCSE units of work • 'Summer Holiday' project set |

Assessment Tasks / External Modules / Coursework
Evaluation and assessment of personal progress built into course and provides opportunities for students to consider strengths and areas for development.
The 1st Year of GCSE provides a strong basis for developing full units in the 2nd Year of GCSE.
Students are given three assessments during year to indicate 'above/on/towards' target grade.

Home resources that will support and help college work (books / equipment / ICT etc)
Range of Art Materials: HB/2B/4B pencils – colour media (wet and dry) – A4 or A3 size Ideas/Sketchbook(s) – Art books (specific Artists/styles + reference book(s) e.g. 'The Art Book', 'The 20th Century Art Book') – ICT drawing/multi-media programs e.g. Photoshop.

Home activities that will support and help college work (internet sites / visits / activities)
Continual and Ongoing: Ideas/sketchbook work – Drawings/Annotations/Collections/ Colleges/Photographs/ICT work/Research on other Art/Culture.
Supporting work: for Coursework Units e.g. 3D models, own photographs, larger scale artwork, visits to exhibitions, galleries, museums e.g. Booth Museum for 'Natural Forms' coursework. Site of special interest/TV arts programmes/library visits/websites.

Other Comments

The structure of the 1ST Year GCSE course is aimed at providing a wide range of themes and approaches, with students working in a variety of media. Students should regard the idea/sketchbook(s) as ongoing and should feel free to undertake their own artwork and research, together with that planned in the course.

| Autumn Half-Term 1 | Spring Half-Term 1 | Summer Half-Term 1 |
|--|--|--|
| <u>Unit 1 – ICT skills for business</u> <u>AO 5 – Business Spreadsheets</u> | <u>Unit 1 – ICT skills for business</u> <u>AO 4 – Business Documents and DTP</u> | <u>Unit 1 – ICT skills for business</u> <u>AO 1 – Safe working practices</u> |
| Overview | Overview | Overview |
| AO5 – Using a spreadsheet to model situations. Revise spreadsheet skills Use a spreadsheet to: <ul style="list-style-type: none"> • Enter and store information • Format information • Use of formulae and functions • Model different scenarios | Presenting information and communicating by using w.p. and DTP. Discussion of SoAP (Sense of Audience and Purpose) Revision on different types of document – in particular – letter, flyer, business card. | <ul style="list-style-type: none"> • Safe working practices with ICT. • Health and safety legislation. • Protection of files • Measuring risks • Ergonomics |

| Autumn Half-Term 2 | Spring Half-Term 2 | Summer Half-Term 2 |
|---|---|--|
| <u>Unit 1 – ICT skills for business</u> <u>AO 6 – Business Databases</u> <u>AO 4 – Business Documents and DTP</u> | <u>Unit 1 – ICT skills for business</u> <u>AO 3 – Business Presentations</u> | <u>Unit 1 – ICT skills for business</u> <u>AO 2 – Business Presentations</u> |
| Overview | Overview | Overview |
| Revise Database skills Use a database to: <ul style="list-style-type: none"> • Use the tools and facilities of a database in a business context. Presenting information and communicating by using w.p. and DTP. Discussion of SoAP (Sense of Audience and Purpose) Revision on different types of document – in particular – letter, flyer, business card. | Research and communication: <ul style="list-style-type: none"> • Using appropriate software, select and use tools and facilities to download files/information. • Search engines. • Produce a business presentation using presentation software. | <ul style="list-style-type: none"> • Research using a search engine • Send and receive email messages • Prepare portfolio of work for moderation. More opportunity for some students to tackle Merit and Distinction tasks. |

Home resources / activities that will support college work
www.atain.co.uk – OCR National, especially the skills tutorials. ICT rooms are open Tuesday – Thursday for extra sessions.

Syllabus / code WJEC / 4390

Key Areas of Study in First Year

| Autumn Term | Spring Term | Summer Term |
|--|--|---|
| <p><u>Introduction to Media Studies</u></p> <p>The Media Industries Genre Representation Visual Analysis</p> <p><u>The Press</u></p> <ul style="list-style-type: none">• Introduction to newspapers and magazines• The Press Industry• Texts and audiences | <p><u>Unit 2 Controlled Conditions Coursework (Representation)</u> Written essay</p> <p><u>Narrative Construction</u></p> <ul style="list-style-type: none">• Introduction to use of camera• Creating moving and still sequences• Analysing TV Title Sequences | <p><u>Production Unit - Planning</u></p> <ul style="list-style-type: none">• Written research and planning coursework to accompany Practical Unit |

Assessment Tasks / External Modules / Coursework

Unit 2 - Spring Term Written Coursework (Controlled Exam Conditions Individual Work)
Unit 3 - Summer Term Practical Coursework – Planning and Research for Video production
(Controlled Exam Conditions Group Work)

Home resources that will support and help college work (books / equipment / ICT etc)

Home activities that will support and help college work (internet sites / visits / activities)

Encourage students to read newspapers on a regular basis and to have a general interest in the world of media (TV, films, newspapers and magazines, radio, advertising, music video).

Other Comments

For Unit 2, students will undertake the written coursework individually in Controlled Exam Conditions in class, but can use homework time for research and preparation.

For Unit 3, students will undertake the practical coursework in Controlled Exam Conditions, working in small groups in class, but can use homework time and after-school time for research and preparation.

SUBJECT: Music

Person to contact: Mrs A. Manton

Syllabus / code Edexcel 2MU01 Papers 1, 2 and 3

Key Areas of Study in Year 9

| Autumn Term | Spring Term | Summer Term |
|---|--|--|
| <p><u>Set Works:</u></p> <p>Bernstein: Something's coming from West Side Story</p> <p>Miles Davis: All Blues from the album Kind of Blue</p> <p>Students will receive a foundation in Musical theory, which will support their future learning, in particular, analysing and composing.</p> | <p><u>Set Works:</u></p> <p>Handel: Chorus: And the Glory of the Lord from Messiah, HWV 56.</p> <p>Chopin: Prelude No 15 in D flat Major, op.28.</p> <p>Mozart: 1st Movement from Symphony No.40 in g minor, K550</p> | <p><u>Set Works:</u></p> <p>Schoenberg: Peripetie from five Orchestral Pieces op.16.</p> <p>Reich: 3rd movement from Electric Counterpoint</p> <p>Buckley: Grace from the album Grace</p> |

Assessment Tasks / External Modules / Coursework

Performing exam, either a solo or an ensemble piece.

Completion of 2 compositions.

Home resources that will support and help college work (books / equipment / ICT etc)

Access to internet revision sites

C.G.P Edexcel Music Revision Guide and C.G.P Music Core Content Revision Guide

Free software audio editor 'Audacity' – free to download – optional but highly recommended

Free notation software 'Finale Notepad' – optional but useful for high quality notation print out

SIBELIUS Software

Home activities that will support and help college work (internet sites / visits / activities)

Instrumental & theory lessons.

Assistance with practice on instrument – including suitable practice space

Accompany student to concerts of different types.

Interest and discussion of their tasks. Listening to wide range of music

Other Comments

Pupils will be expected to participate in the extracurricular activities available – as this will help to improve their listening, performing and ensemble skills.

SUBJECT: Physical Education

YEAR 9

Person to contact: Mr Pulling / Ms Joyce

(Single sex / concept driven pathways)

Students will access the curriculum through either a competence/creative pathway or performance pathway.

Activities are completed on a carousel basis. All students will complete activities from the following curriculum areas:

- ♦ **Outwitting opponents**
- ♦ **Accurate replication of actions**
- ♦ **Exploring and communicating ideas, concepts and emotions**
- ♦ **Performing at maximum levels**
- ♦ **Identifying and solving problems**
- ♦ **Exercising safely and effectively**

Home resources / activities that will support college work (equipment / websites / visits / activities)

Attendance at extra curricular sports clubs
Viewing elite sports performers on TV
www.bbc.co.uk/sportsacademy
www.bitesize.co.uk/physicaleducation
www.thesports.college.co.uk

SUBJECT

Textile Technology

Person to contact: Miss S Vincent

Key Areas of Study in Year 9

| Autumn Term | Spring Term | Summer Term |
|---|---|---|
| Tools and Equipment Jobs in the Textile Industry Basic techniques: Pinning, Tacking, Pressing Colour Theory Smart Modern, Technical Fabrics Fabric Construction Fabric Properties Decorative Processes Functional Finishes – (Disposal of fullness, hems, facing,) (Quilting, pleating and folding) Interfacing Pattern Markings Embroidery - Hand Embroidery Techniques, Free Machine Embroidery and CAD Embroidery. | Creative Design and Make Skills Research Techniques How to write a specification Design Development Fastenings and Components Testing Fabrics in Industry Social Moral and Cultural Recycling Textiles Job production; Batch Production, Repetitive Flow, Continual Flow process; Commercial Manufacturing Systems, Cell Production, In-line Assembly, Just in Time; 'Off the Peg' Manufacture, Logistics. How to Write an Evaluation Fashion Drawing Product care and Labelling Introduction to the Exam Criteria Making a Garment – Pattern Cutting, Pattern Marking, Cutting out fabric Seams and Hems Costing | Batch Production Environmental Concerns Moral Aspects of Textiles Toiles and Paper Modelling Disassembly Product Analysis How to answer Design Questions GCSE Controlled Assessment |

Assessment Tasks / External Modules / Coursework

All planning and practical lessons are assessed.

Home resources that will support and help college work (books / equipment / ICT etc)

Pupils need to supply all materials for practical lessons; failing to complete practical's will severely hinder pupil progress. Pupils should ensure that they complete all homework tasks set.

Home activities that will support and help college work (internet sites / visits / activities)

To get involved in crafts and textiles at home.
 To visit any Internet sites which contain information relating to Textiles.
 To watch some of the many craft/design programmes on television.

| Autumn Half-Term 1 | Spring Half-Term 1 | Summer Half-Term 1 |
|---|---|--|
| <p>Economic Activity in Italy</p> <p>Using Italy as an example, the students investigate the differences in economic development that lead to a north south divide in Italy.</p> | <p>Crime</p> <p>Pupils will look at the geography of crime. They will look at how crime rates vary from place to place at local, national & international scales. Pupils will look at statistics, graphs and maps.</p> | <p>Coastlines</p> <p>Our ever-changing coastline both creates and destroys land. Coastlines need to be managed and students will understand the conflict that arises from this.</p> |
| Assessments + Homework | Assessments + Homework | Assessment + Homework |
| <ul style="list-style-type: none"> ♦Complete map of Italy ♦Poster highlighting visitor attractions ♦Information on difference types of holiday ♦Investigate 'Livigno' ♦Assessment – 'Economic change can lead to inequality' | <ul style="list-style-type: none"> ♦Crime poster ♦Local crime statistics ♦Drug trade information | <ul style="list-style-type: none"> ♦Coastal processes ♦Land forms ♦Protecting coastlines – produce a poster ♦Managing a coastline challenge |

| Autumn Half-Term 2 | Spring Half-Term 2 | Summer Half-Term 2 |
|---|---|---|
| <p>Plate Tectonics</p> <p>Plate Tectonics is an exciting & frightening aspect of the natural world. In this assessed unit the students focus on earthquakes and consider how humans in different parts of the world cope with this natural hazard.</p> | <p>Investigating Ecosystems</p> <p>Students consider the characteristics of different ecosystems around the world. They look at them in their natural state and as impacted by humans.</p> | <p>China</p> <p>Students will gain an insight into the recent development of China into an economic powerhouse. They will look at maps and photos.</p> |
| Assessments + Homework | Assessments + Homework | Assessment + Homework |
| <ul style="list-style-type: none"> ♦Plate jigsaw ♦Diary of the experience ♦Safety poster ♦Timeline of experience ♦Assessment | <ul style="list-style-type: none"> ♦Food chains/webs ♦Desert fact files ♦Human impact on a specific ecosystem ♦Global effects of change | <ul style="list-style-type: none"> ♦Map work ♦Country fact files ♦Economic change ♦Formal assessment |

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| <p>Home resources / activities that will support college work (equipment / web sites / visits / activities)</p> <p>Collect information delivered by ADC about local services especially recycling. Read a newspaper www.georesources.co.uk http://local.live.com www.s-cool.mapzone.co.uk www.discoveringantarctica.co.uk</p> <p style="text-align: right;">Field visit: Coastal visit to Seven Sisters Country Park</p> |
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|-------------------------|---------------|--|
| SUBJECT: HISTORY | YEAR 9 | Person to contact: Mr. R. Wiles |
|-------------------------|---------------|--|

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|---------------------------|---------------------------|---------------------------|
| Autumn Half-Term 1 | Spring Half-Term 1 | Summer Half-Term 1 |
|---------------------------|---------------------------|---------------------------|

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|--|--|---|
| Our main focus is in the Industrial Revolution and its impact on Great Britain. We particularly look at some of the major personalities and also how ordinary Britons lives changed. | Britain 1750/1900. How life has changed by the end of the century. Brighton as a case study. World History after 1900. The Holocaust and the treatment of the Jews | The rise of Hitler to power in Nazi Germany and the path to war in 1939. The start of the Second World War and its impact on Britain |
| Assessments + Homework | Assessments + Homework | Assessment + Homework |
| <ul style="list-style-type: none"> ♦Compare change 1750/1900 ♦Growth of Business/Factory system ♦Richard Arkwright – obituary ♦Children of the Mills ♦The Workhouse | <ul style="list-style-type: none"> ♦Completing work on the abolition of slavery ♦How Britain had changed by 1900, using Brighton or London as an example ♦The Holocaust ♦Researching persecution of the Jews ♦Preparation for work on the Holocaust | <ul style="list-style-type: none"> ♦Who was Hitler ♦Life in Nazi Germany ♦Propaganda used by the Nazi’s (possible poster exercise) ♦Preparations for World War II |

| Autumn Half-Term 2 | Spring Half-Term 2 | Summer Half-Term 2 |
|---|---|--|
| We continue to study the Industrial Revolution and its impact on Great Britain. Finishing with a major case study on Britons involvement in the Atlantic Slave Trade. | We now look at the start of the 20 th Century and how the world changed. The major event for Britain and the world is World War I and its impact. | The start of World War II and the Home front in Britain. In depth study on the evacuation and the fear of bombing raids |
| Assessments + Homework | Assessments + Homework | Assessment + Homework |
| <ul style="list-style-type: none"> ♦Report into workhouses ♦Victorian towns ♦19th Century Brighton ♦Slavery ♦Slavery and its abolition ♦Slavery assessment | <ul style="list-style-type: none"> ♦The causes of World War I ♦What was fighting like in the trenches - an Infantry attack ♦Trench soldiers diary ♦Was the Treaty of Versailles a good peace? | <ul style="list-style-type: none"> ♦Being evacuated and what you could take ♦Evacuees diary ♦The Battle of Britain, newspaper story ♦The D-Day Landings ♦Britain in the later 20th Century – research task |

Home resources / activities that will support college work (equipment / web sites / visits / activities)

Visit history web sites: www.spartacus.school.net.co.uk
www.georesources.co.uk
www.scalloway.org.uk
www.internetgeography.co.uk
www.pupilvisison.com

PSHCEe is now covered on 3 “enrichment days”. The year 9s will covering the following topics on the three days:

| November | February | March |
|---|---|--|
| <p style="text-align: center;">SAFETY (Sexual Health)</p> <p>Students will learn about issues related to sexual health such as:</p> <ul style="list-style-type: none"> - Age of consent - Alcohol, sex and STIs - STI party - Barrier contraception <p>They will also attend a workshop run by our school nurse on contraception</p> | <p style="text-align: center;">CAREERS (World of Work)</p> <p>Students will learn about a variety of aspects of the world of work:</p> <ul style="list-style-type: none"> - What is work? - Changing World of work/ working patterns - LMI/ marketing - Getting a job - Enterprise task | <p style="text-align: center;">HEALTH (Emotional)</p> <p>Students will learn about how to deal with emotions and coping strategies:</p> <ul style="list-style-type: none"> - Expressing emotions - Influences on emotions - Emotional Intelligence - Stress: what is it? What causes it? - Stress circuit: stress management techniques - Dealing with stress |

In addition to these three days, students will experience PSHCEe activities within tutor time to support the curriculum. There will also be theatre group performances, year group assemblies and targeted group sessions for specific groups on topics such as CAREERS, SEX and the LAW, SAFETY, DRUGS and ENTERPRISE.

Home resources / activities that will support college work (equipment / web sites / visits / activities)

- www.bbc.co.uk/health
- www.getglobal.org.uk
- www.ruthinking.co.uk
- www.boots.com/changeonethingschools
- www.wiredforhealth.gov.uk
- www.lifebytes.gov.uk
- www.careersetc.co.uk

| Autumn Term | Spring Term | Summer Term |
|--|--|---|
| <p><u>Seaside</u></p> <p>The focus of this project is to introduce students to using sketchbooks. They will use a variety of media and skills.</p> <p>Artists to look at – Hokusai Goldsworthy Turner</p> <p>Final piece – Sketch book full of ‘experimentation’ and development of ideas. Large mixed media piece of work based on the theme seaside/seascape.</p> | <p><u>Shadow Puppets</u></p> <p>Project looking at Wayang puppets from Indonesia. The project will introduce students to the concept of storytelling through art and animation.</p> <p>Artefacts to look at – Wayang shadow puppets and clips of their shows.</p> <p>Final piece – Black sugar paper cut out shadow puppet of own design.</p> | <p><u>Super Heroes</u></p> <p>Students look at the work of the pop artists and create their own Pop Art style super hero. This unit builds on their portraiture unit from year 8.</p> <p>Artists to look at – Roy Lichtenstein Andy Warhol Comic books and graphic novels</p> <p>Final piece – A2 pop art style drawing of a super hero.</p> |

Assessment / Evaluation

Students will be constantly informally assessed by the class teacher as their work progresses. Formal assessment and feedback will be given each term using the traffic light system and target levels.

Home activities / work

For each unit students are required to produce an A4 8 page research project based on the theme of the Unit:

Unit 1 : 8 pages of drawing and written research on natural forms artists such as Anthony Gormley, Andy Goldsworthy, Georgia O’Keeffe, etc due end of Autumn Term.

Unit 2 : 8 pages of drawing and written research on Indonesian Shadow Puppets due end of Spring Term.

Unit 3 : 8 pages of drawing and written research on portraiture and Pop Art, due end of Summer Term.

Supporting Work / extra curricular

- Visits to exhibitions and museums e.g. Brighton Museum’s Shadow Puppet collection
- Search Internet sites/websites for the unit themes
- Look out for TV programmes that may be of interest
- Visit the local library to research the themes of the 3 units

Home resources / activities that will support college work (**equipment / books/ web sites / visits / activities**)

A range of art materials: HB/2B/4B pencils

Colour media (wet + dry)

A4 or A3 size ideas/sketchbook(s)

Art reference books e.g. ‘The Art Book’

Learning to draw books e.g. Perspective, proportion, using watercolours etc.

ICT drawing / multi media programs e.g. ‘photoshop’.

| Autumn Term | Spring Term | Summer Term |
|--|--|---|
| During this term students will study modules 9.1 and 9.2. | During this term students will study module 9.3 and revise for End of KS3 Exam. | Students will begin GCSE Science. |
| Assessments + Homework | Assessments + Homework | Assessments + Homework |
| Pupils will be continually assessed on their scientific skills through APP and take an end of topic test. Homework will be set throughout the term and can be accessed on the Homework website | Pupils will be continually assessed on their scientific skills through APP and take an end of topic test. Homework will be set throughout the term and can be accessed on the Homework website | Homework will be set as appropriate within each module of work. |

9.1 Plants and Photosynthesis / Plants for Food / Patterns of Reactivity / Speeding Up

9.2 Inheritance and Selection / Reactions of Metals and Metal Compounds / Energy and Electricity

9.3 Environmental Chemistry / Using Chemistry / Pressure and Moments

Home

Home resources / activities that will support college work (equipment / web sites / visits / activities)

Revision guides can be purchased from the Science department for £2.50

Useful websites include:

www.samlearning.co.uk

www.science-active.co.uk

www.bbc.co.uk/bitesize

www.s-cool.co.uk

| Autumn Half-Term 1 | Spring Half-Term 1 | Summer Half-Term 1 |
|--|---|--|
| Number –rounding , standard form, integers and decimals, fractions and percentages , powers and roots, prime factors, HCF, LCM, estimation | Algebra – sequences, formulae and linear equations, linear graphs | Shape, Space, Measure –2-D shapes, area, perimeter, angles |
| Assessment + Homework | Assessment + Homework | Assessment + Homework |
| Fractions, decimals, percentages Indices Estimating, rounding HCF & LCM | Sequences Linear equations functions | 2-D shapes, Area, perimeter Angles |

| Autumn Half-Term 2 | Spring Half-Term 2 | Summer Half-Term 2 |
|--|---|--|
| Number- Ratio and proportion Algebra –simplifying, equations Number- trial and improvement | Algebra – linear and quadratic equations, graphs. Inequalities | Shape, Space, Measure – geometric reasoning, angles, surface areas and volume. transformation |
| Assessment + Homework | Assessment + Homework | Assessment + Homework |
| Ratio and proportion Simplifying expressions Simple equations | Plotting linear functions Real life graphs | Angles Surface area and volume Transformation |

Home resources / activities that will support college work (equipment / web sites / activities)
Revision Guides, books and web sites www.bbc.co.uk/education/ks3bitesize
www.mathsnet.net
www.mymaths.com

| | | |
|-----------------|------------------------|--|
| SUBJECT | GCSE Dance | Person to contact: Miss K Turrell |
| Syllabus / code | Performing Arts: Dance | |

Key Areas of Study in Year 9

| Autumn Term | Spring Term | Summer Term |
|---|--|---|
| Actions Dynamics Space Relationships Choreographic Devices History of Dance Practical Work: Basic composition/choreography Improving technique Set study | Diet/Nutrition Anatomy/Dance Injuries Warm up/Cool down General Well Being of the Dancer Health and safety Practical Work: Developing composition/choreography Developing technique Solo composition | Analysis of professional works including GCSE set work Costume Set Lighting Props Aural Accompaniment Practical Work: Group choreography research and development Performance piece |

Assessment Tasks / External Modules / Coursework

Unit 2 Set Dance Practical Examination – Externally assessed
 Unit 3 Performance in a duo/group dance – Controlled Assessment
 Unit 4a and 4b Choreography – Controlled Assessment

Home resources that will support and help college work (**books / equipment / ICT etc**)

ICT – Access to internet for research is helpful.
 'Essential Guide to Dance' – Linda Ashley
 AQA student workbooks
 Moodle

Home activities that will support and help college work (**internet sites / visits / activities**)

Theatre trips
 Internet sites - research

Other Comments

Please ensure that dance kit is brought to every lesson including theory lessons.

SUBJECT: FRENCH

YEAR 9

Person to contact: Ms Graham

Autumn Half-Term 1

Spring Half-Term 1

Summer Half-Term 1

| | | |
|---|--|---|
| <p>Geography of France, hobbies, holiday activities. Pronoun 'y', verb 'savoir', 'on peut' and infinitive. Uses of 'avoir' and infinitive. Revision of the past tense (Passé Composé) and reflective verbs</p> | <p>Name days of the week and times of the day. Talk and ask about what you are going to do. Name places in town. Ask and give directions. Name shops and ask for items in shops</p> | <p>Items of clothing and colour. Shop for clothes. Say how much pocket money you get/earn and how you spend it. Talk about problems. Say what you and others like.</p> |
| Assessments + Homework | Assessments + Homework | Assessment + Homework |
| <ul style="list-style-type: none"> ♦Memorise areas in France (geography awareness) ♦Speaking: describe buildings and tourist attractions in your town. ♦ICT: design a poster on your town, in French. ♦Write about what you can do in your town ♦Culture: research a holiday destination in France ♦Revision for end of unit test | <ul style="list-style-type: none"> ♦Memorise leisure activities ♦Vocabulary Test: places in town ♦Speaking: asking directions ♦ICT: research on places in town ♦Writing: write a visit abroad program ♦Revision for end of unit tests. | <ul style="list-style-type: none"> ♦Memorise clothes ♦Speaking – say what you are wearing ♦ICT – design and label outfit ♦Write about what you spend your pocket money on ♦Vocabulary Test – adjectives ♦Revision for end of unit tests. |

| Autumn Half-Term 2 | Spring Half-Term 2 | Summer Half-Term 2 |
|---|--|---|
| <p>Francophonie Family, rooms in the house, household tasks. Use of 'tu/vous', possessives, 'tu peux' & infinitive, 'il/me/te/faut' Vocabulary of the family</p> | <p>Asking someone what they do to keep fit. Saying what and how often you do exercise. Using 'vous' form. Naming parts of the body and face. Talking about food – saying what you eat and drink. Giving advice on healthy eating.</p> | <p>Understand what is happening in the news. Interview using 'tu' and 'vous' form. Read and understand a survey. Say what weather is like. Predict what the weather is going to be like.</p> |
| Assessments + Homework | Assessments + Homework | Assessment + Homework |
| <ul style="list-style-type: none"> ♦Speaking: saying who people are in your family ♦Write about rooms in your house ♦Memorising Skills: possessive adjectives – 'mon, me, mes'. ♦Vocabulary Test: cutlery items ♦ICT: design a house and label the rooms ♦Revision for end of unit test | <ul style="list-style-type: none"> ♦Speaking skill: talking about sports ♦Memorising parts of the body ♦ICT: design a healthy menu ♦Vocabulary Test: types of food ♦Writing: write about what you should do to stay healthy ♦Revision for end of unit tests. | <ul style="list-style-type: none"> ♦Speaking Skills: interview someone ♦Memorising Skills: question words ♦Vocabulary Test: the weather ♦Writing: weather forecasts ♦ICT: design a news headline ♦Revision for end of unit tests. |

Home resources / activities that will support college work (equipment / web sites / visits / activities)

www.linguascope.com User name: KMCC Password: sussex
www.francais-extra.co.uk
www.languagesonline.org.uk

Year 9 cultural and language trip to Paris in June of year 9.
Use a French dictionary

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|-------------------------|---------------|------------------------------------|
| SUBJECT : GERMAN | YEAR 9 | Person to contact: Mrs Wood |
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|---|---|--|
| <p>In the second Half-Term of Year 9, students develop their physical/mime skills. Working with script also leads to the development of students' original extension work from source material.</p> | <p>In this Half-Term students will undertake extended work on a particular topic or theme</p> | <p>In this Half-Term. Students will explore different strategies for presenting drama and different styles of performance.</p> |
| <p>Assessments + Homework</p> | <p>Assessments + Homework</p> | <p>Assessment + Homework</p> |
| <p><i>Homework activities will be set if appropriate to the work being undertaken and may include:</i></p> <ul style="list-style-type: none"> ♦Research ♦Preparation ♦Script Learning ♦Observation Work | <p><i>Homework activities will be set if appropriate to the work being undertaken and may include:</i></p> <ul style="list-style-type: none"> ♦Research ♦Preparation ♦Script Learning ♦Observation Work | <p>Homework activities will be set if appropriate to the work being undertaken and may include:</p> <ul style="list-style-type: none"> ♦Research ♦Preparation ♦Script Learning ♦Observation Work |

Home resources / activities that will support college work (**equipment / web sites / visits / activities**)

www.theatrehistory.com
www.nt-online.org
www.shakespeare-globe.org
www.rsc.org.uk
www.theambassadors.com/theatreroyal