

Year 9 Curriculum Guide



Shoreham Academy

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2017-18

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SUBJECT	Art and Design	Person to contact: Miss S. Linane
Syllabus / code	AQA (Unendorsed – ART) GCSE	

Key Areas of Study in 1ST Year GCSE

Autumn Term	Spring Term	Summer Term
Unit 1 <u>'Natural Forms'</u> <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 3D • Research project on Artists who have used natural forms to inform their work e.g. Peter Randall-Page /Barbara Hepworth, Georgia O'Keefe. • Idea development work • First hand observational studies • Digital imagery • Completion of practical work (2D-3D) 	Unit 2 <u>Pop Art</u> <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 developed from looking at a wide range of sources. • Primary research Trip to London/ Chichester • Digital imagery and manipulation • Completion of practical work (2D-3D) 	Unit 3 <u>Coursework refinement and Mock intro</u> <ul style="list-style-type: none"> • 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 as the introduction to the Mock exam theme beginning next academic year.

Assessment Tasks / External Modules / Coursework

Evaluation and assessment of personal progress is 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 6 formal 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)– 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/Collages/Photograph's/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, Pallant House for Pop Art, Brighton and Hove museum for the summer term

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 their portfolio of work as on going and should feel free to undertake their own artwork and research, together with that planned in the course.

Autumn Term	Spring Term	Summer Term
<p>Introduction to classical civilisation social life in Rome and the 1st Century AD. Examination of the roman family and daily routines. Children and their education.</p>	<p>Slavery in Roman times. Patrons and clients. Entertainment and leisure. Baths, theatre, chariot racing, gladiators. Roman Religion.</p> <p>Homers Odyssey – background to the story.</p> <p>Book 5 and 6 – The role of the Gods.</p>	<p>Books 9, 10 and 12 of the Odyssey. Examine the characters and monsters. Examine oral poetry and plot development. Use of imagery and suspense.</p> <p>Begin research on Roman archaeology in preparation for coursework in year 10.</p>

Assessment Tasks / External Modules / Controlled Assessment

Students will regularly work on assessments based upon the final exam. Controlled assessment is completed in year 10.

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

Various websites on Ancient Rome and Greece.
It is a good idea for students to have their own copy of Homer’s Odyssey – Translation by D.C.H. Rieu, Penguin Classics.

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

Any museum that has artefacts from the classical period (the British Museum in London being the best).
Local Roman Villas at Fishbourne and Bignor.

Other Comments:

Keep an eye on the T.V. schedules for programmes related to Ancient Greece and Rome. Relevant films are often on TV as well.

SUBJECT: GCSE Dance

Person to contact: Mrs K Wilson and Miss C Power

Syllabus / code 8236

Performing Arts: Dance

Key Areas of Study

Autumn Term	Spring Term	Summer Term
Theory work year 1: Choreographic components.	Theory work year 1: Dance production analysis.	Theory work year 1: Skills.
Theory work year 2: Professional works analysis.	Theory work year 2: Professional works analysis.	Theory work year 2: Professional works analysis.
Practical work across both years: Development of physical skills and attributes. Set phrases through a solo performance (Approximately one minute in duration).	Practical work across both years: Development of technical skills. Duet/trio performance (Maximum of five minutes in duration).	Practical work across both years: Development of expressive skills. Solo or group choreography – a solo (Two to two and a half minutes) or a group dance for two to five dancers (three to three and a half minutes).

Assessment Tasks / External Modules / Coursework

This course is internally marked and externally moderated

Performance (solo and duet)

- 30 % of GCSE
- 40 marks

Choreography (solo/group piece)

- 30% of GCSE
- 40 marks

Written exam: 1 hour 30 minutes

- 40% of GCSE
- 80 marks

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 GCSE Dance specification

DTR Folder

Firefly

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

Theatre trips

Attendance at Tuesday open studio sessions Academy after school.

Other Comments

Please ensure that dance kit is brought to every practical lesson. You will also be required to build a dance folder which needs to be bought to every theory lesson.

Autumn Half-Term 1	Spring Half-Term 1	Summer Half-Term 1
<p>19th Century Prose</p> <p>Short Story study The Scheme of work aims to address reading skills and encourage students to de-code challenging language to become better readers. The scheme also aims to address development of analysis of language and structure across a variety of stories. Students should also be developing the skills to pick out relevant and insightful quotations from the text to ensure answers are developed.</p>	<p>Poetry- Taking a Stand</p> <p>The aim of the scheme of work is to give students a basis on how to work with Poetry and how to confidently use terminology to identify techniques within the poem and to explain their effect. Students should be picking out quotations and using these to make clear points using PEE.</p>	<p>Reset of Year 9s Of Mice and Men To Kill a Mocking Bird The aim of this SOW is to allow pupils to access to a challenging GCSE text in preparation for the following year's entry into year 10- pupils will be analysing theme, language and structure in both novels and should be able to effectively analyse language and the effect on the reader.</p>
Assessments + Homework	Assessments + Homework	Assessment + Homework
<p>Assessment Focus Essay Style question encouraging pupils to analyse a piece of text in detail using PEE techniques and with a particular focus on pulling out Key quotations.</p>	<p>Assessment Focus Comparative essay- comparing themes and ideas in two poems with a particular focus on picking out and analysing the effect of poetic devices.</p>	<p>Assessment Focus To closely analyse an unseen piece of text which creates mood and atmosphere.</p>

Autumn Half-Term 2	Spring Half-Term 2	Summer Half-Term 2
<p>Macbeth The aim of this scheme of work is to encourage students to engage with Shakespeare and the original text and use this to offer points of comparison within the text. Students should be able to articulate their answers using PEE and be able to explain their answers using quotations.</p>	<p>Transactional Writing The aim of the scheme of work is to provide students with the capability to adapt their style of writing to suit the purpose required. Students should be able to understand the tone and register of a piece of writing and be able to effectively analyse the techniques used, explain their effect and then be able to replicate these in their own work.</p>	<p>Blood Brothers or View From a Bridge The aim of this scheme of work is to develop student' understanding of play scripts and how they are used to convey meaning. Students should be particularly focused on structure and how to closely analyse a play script. This is in preparation for their future study of An Inspector Calls at Ks4. Students should also be asked to participate in discussion and performance of this play to encourage the Speaking and Listening element of the play.</p>
Assessments + Homework	Assessments + Homework	Assessment + Homework
<p>Assessment Focus Comparative essay- comparing two scenes or characters in the text- particular focus on analysis of language.</p>	<p>Assessment Focus To produce a piece of writing which clearly demonstrates an understanding of audience and purpose.</p>	<p>Assessment Focus To analyse how structure can impact on meaning. To analyse a character or event and discuss it's significant with reference to subject terminology.</p>

Autumn term - KPI focus 9.1 9.2 9.3 9.5
 Spring term - KPI focus 9.1 9.2 9.3 9.4 9.5 9.6 9.7 9.8 9.9
 Summer term - KPI focus 9.1 9.2 9.3 9.4 9.13 9.14 9.15

SUBJECT Food Preparation and Nutrition Person to contact: Miss E Carrannante

Syllabus / code AQA / 8585

Key Areas of Study in Year 9 (Year 1)

This is a brand new GCSE which replaces Food Technology. In year one students will study topics from all of the 5 main sections of the course, which are:

- Food, Nutrition and Health – Macro and micro nutrients, nutritional needs and health,
- Food science – cooking of food and heat transfer, functional and chemical properties of food,
- Food safety – Food spoilage and contamination, principles of food safety
- Food choice – Factors affecting food choice, British and international cuisines
- Food provenance – Environmental impact and sustainability of food, food processing and production,

Students will participate in a number of practical activities which will include food preparation and cooking techniques as listed below:

1. General practical skills
2. Knife skills
3. Preparing fruit and vegetables
4. Use of cooker
5. Use of equipment
6. Cooking methods
7. Prepare, combine and shape
8. Sauce making
9. Tenderise and marinate
10. Dough
11. Raising agents
12. Setting mixtures

Assessment Tasks / External Modules / Coursework

All practical and some written activities are assessed internally in this academic year. Students will complete practice exam questions to assist with their learning.

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

- Recipe books.
- Students must provide ingredients and containers/dishes for all practical lessons, failing to participate in these lessons will severely hinder their progress and affect the overall GCSE grade – if there are any problems with supplying ingredients this please contact the department immediately.
- Text book used in class: AQA Food Preparation and Nutrition by Anita Tull and Gary Littlewood

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

Students will be given a username and password to enable them to use a web based nutritional analysis program. www.nutritionprogram.co.uk

To get involved in cooking at home.

To visit any Internet sites which contain recipes and information relating to Food.

Autumn Half-Term 1	Spring Half-Term 1	Summer Half-Term 1
<p><u>T'es branché?</u> Talk about different types of television programmes using present tense of ER verbs. Use alternative opinions to talk about what kind of films you like and why. Use aller and faire to talk about what you use the internet for.</p>	<p><u>Mon identité</u> To describe your personality using a variety of adjectives with correct adjectival endings. To talk about relationships with family members and to talk about what music and clothes you like.</p>	<p><u>Quel Talent?!</u> Talk about talent and ambition using infinitives and the verb vouloir. Use the verbs pouvoir and devoir and the imperative. Use superlative adjectives to say who is the best/worst at something.</p>
Assessments + Homework	Assessments + Homework	Assessment + Homework
<ul style="list-style-type: none"> ♦Memorise TV and film vocabulary ♦Speaking: interview your partner about their viewing habits. ♦ICT: research a French film/TV programme ♦Write a review of a TV programme you watched ♦Revision for end of unit test 	<ul style="list-style-type: none"> ♦Memorise clothes and music vocabulary ♦Speaking: interview your partner about how they get on with different people ♦ICT: research a French musician ♦Writing: a fashion brochure ♦Revision for end of unit tests. 	<ul style="list-style-type: none"> ♦Memorise verb conjugations and irregular verb endings ♦Speaking – interview someone about their talent ♦ICT – presentation about talent shows in France ♦Write about someone who excels in something using superlatives ♦Revision for end of unit tests.

Autumn Half-Term 2	Spring Half-Term 2	Summer Half-Term 2
<p><u>Paris, je t'adore</u> Learn about Parisian monuments, transport and sightseeing. Using the past tense to describe a trip to Paris and to say what you did. Using the perfect tense with etre and exploring irregular verbs in the perfect tense.</p>	<p><u>Chez moi, chez toi</u> Describe where you live and use comparisons to describe your house. Talk about differences between French and English eating habits and what you like to eat and drink. Be able to talk about an event using three different tenses.</p>	<p><u>Studio découverte</u> Exploration of Francophonie and world geography. Look at the French Revolution and the consequences. Exploration of science and how to plant a garden.</p>
Assessments + Homework	Assessments + Homework	Assessment + Homework
<ul style="list-style-type: none"> ♦Research on famous places in Paris ♦Speaking – le Métro ♦Vocabulary – transport ♦ICT – www.paris-touristoffice.co ♦Writing – visit to Paris ♦Revision – for end of unit tests 	<ul style="list-style-type: none"> ♦Speaking skill: food and drink vocabulary ♦ICT: design a healthy menu ♦Vocabulary Test: types of food ♦Writing: write about a recent event using three different tenses ♦Revision for end of unit tests. 	<ul style="list-style-type: none"> ♦ICT project on French-speaking country ♦Memorising Skills: question words ♦Vocabulary: plants and associated verbs ♦Writing: project on Bastille Day or other significant festival ♦ICT: presentation on the life of a French aristocrat ♦Revision for end of unit tests.

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

www.vocabexpress.com - use your own personal username and password
 www.funwithlanguages.vacau.com - lots of games and other revision sources
 www.languagesonline.org.uk - revision and grammar exercises.

Autumn Half-Term 1	Spring Half-Term 1	Summer Half-Term 1
<p><u>Your World: Weather and Climate</u> This unit looks at the different types of weather and climate places experience. Pupils will look at case studies of extreme weather events (hurricanes and heatwaves).</p>	<p><u>Population and Migration:</u> population growth, structure, density and distribution. Pupils will investigate where people of the world are currently living and understand the difference between density and distribution, as well as the factors that contribute for this distribution.</p>	<p><u>Coasts:</u> This unit further progresses pupil understanding of the processes of erosion, deposition and transportation. Consideration of different points of view regarding coastal management and to become decision makers and debate whether to defend particular areas of coastline.</p>
<p>Assessments</p>	<p>Assessments</p>	<p>Assessment</p>
<p>50 minute end of Cycle 1 test that is made up from Weather and Climate and from Ecosystems. Questions comprised of multiple choice, data response and extended answers.</p>	<p>50 minute end of Cycle 2.1 test. This paper is set by UL.</p>	<p>50 minute end of Cycle 3.1 test. This paper is set by UL.</p>

Autumn Half-Term 2	Spring Half-Term 2	Summer Half-Term 2
<p><u>Your World: Ecosystems</u> This part of the Your World Unit looks at tropical rainforest ecosystems (adaptations and threats) as well as the polar environments and hot deserts.</p>	<p><u>Tectonics:</u> Students develop their knowledge of tectonic events and landforms and the processes which create them. They will evaluate the issues surrounding monitoring, predicting and preparing for tectonic events. Human actions and the continued human occupation of hazardous locations, human response to risk and the idea of preparedness for natural hazards.</p>	<p><u>Geographical Skills:</u> This unit looks at all the major skills needed in geography in detail. It provides pupils with the opportunity to carry out a piece of project work based on tourism in the local community. They will produce a piece of work based on their data collection, results, conclusions drawn and evaluation.</p>
<p>Assessments</p>	<p>Assessments</p>	<p>Assessment</p>
<p>50 minute end of Cycle 1 test that is made up from Weather and Climate and from Ecosystems. Questions comprised of multiple choice, data response and extended answers.</p>	<p>50 minute end of Cycle 2.2 test. This paper is set by UL.</p>	<p>End of year 8 test that is set by UL and covers the topics of population and migration, Tectonics and Coasts.</p>

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

- Newsround
- Google Earth
- The National Geographical webpage
- www.georesources.co.uk
- <http://local.live.com>
- www.s-cool.mapzone.co.uk
- <http://www.bbc.co.uk/schools/gcsebitesize/geography/>
- http://www.geographyalltheway.com/ks3_geography/weather_climate/weather_climate.htm
- <http://www.geography.learnontheinternet.co.uk/ks3/index.html>

Autumn Half-Term 1	Spring Half-Term 1	Summer Half-Term 1
<p>Echo Express 2</p> <p><u>Module 1 – Die Ferien</u></p> <p>Saying what you do at different times of year and talking about winter and summer holidays</p>	<p>Echo Express 2</p> <p><u>Module 3 – Nach der Schule</u></p> <p>After school activities including</p> <ul style="list-style-type: none"> • Television • Sports interviews • Freetime activities • School trips 	<p>Echo Express 2</p> <p><u>Module 5 – Wir gehen aus</u></p> <p>Teenage life</p> <ul style="list-style-type: none"> • Going out • Accepting and turning down invitations • Cloths • Party activities • problems
Assessments	Assessments	Assessments
<p>♦ <u>Assessments</u> in all four skills – reading, writing, listening and speaking</p>	<p>♦ <u>Assessments</u> in all four skills – reading, writing, listening and speaking</p>	<p>♦ <u>Assessments</u> in all four skills – reading, writing, listening and speaking</p>

Autumn Half-Term 2	Spring Half-Term 2	Summer Half-Term 2
<p>Echo Express 2</p> <p><u>Module 2 – Einkaufen und Essen</u></p> <p>Focuses on eating, shopping, shops and pocket money</p>	<p>Echo Express 2</p> <p><u>Module 4 – Gesundheit</u></p> <p>Focuses on naming parts of the body, illness, going to the Doctors, keeping fit and daily routine</p>	<p>Echo Express 2</p> <p><u>Module 6 – Austausch</u></p> <p>Focuses on visits to Germany/Austria</p> <ul style="list-style-type: none"> • Shopping in Stuttgart • Visiting the Olympic Village
Assessments	Assessments	Assessments
<p><u>Assessments</u> in all four skills – reading, writing, listening and speaking</p>	<p><u>Assessments</u> in all four skills – reading, writing, listening and speaking</p>	<p><u>Assessments</u> in all four skills – reading, writing, listening and speaking</p>

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

German Dictionary

www.vocabexpress.com - use your own personal username and password
 www.funwithlanguages.vacau.com - lots of games and other revision sources
 www.languagesonline.org.uk - revision and grammar exercises.

SUBJECT	Mathematics	Person to contact:
Syllabus / code	Edexcel Linear Specification 1MA0	

Key Areas of Study in Year 9

(Note: Exact order of topics may be different depending on Tier of Entry)

Autumn Term	Spring Term	Summer Term
Number Fractions, Decimals & Percentages Ratio & Proportion Trial & Improvement 2 half- termly ASSESSMENTS	2-D Shapes Angles Sequences Linear Equations & Inequalities Algebra Linear Graphs Formulae 2 half-termly ASSESSMENTS	Perimeter & Area 3-D Shapes Transformations Measures INTERNAL GCSE STYLE EXAM – June 2013 EXTERNAL GCSE EXAM – June 2014

Assessment Tasks & Internal Exams

Year 9 students will sit their exam in the Summer of Year 10. Students that achieve Grade A/A* will have the opportunity to study a further maths GCSE in Year 11.

There are two tiers of entry. Foundation tier gives access to grades C-G and Higher tier gives access to grades A*-D.

Internal assessments will take place at the end of each half term and there will be a mock exam prior to any external exam.

There is no coursework element to the Mathematics GCSE.

Revision and Homework sessions after school on Mondays, Wednesdays & Thursdays.

Home resources that will support and help college work

Revision guide and work book can be purchased through the department for £5
 Scientific Calculator £5

Home activities that will support and help college work

GCSE Maths website www.bbc.co.uk/schools/gcsebitesize/maths

Edexcel website www.edexcel.org.uk/quals/gcse/maths

Homework is usually set using My Maths www.mymaths.co.uk

Login: Shoreham Password: angle

Students will be given their own individual login and password to access the worksheets.

Other Comments

Any problems please contact the relevant class teacher.

Autumn Term	Spring Term	Summer Term
<p>Introduction to Media Studies The Media Industries; Genre Representation; Visual Analysis Media Theory</p> <p>Component 1A The Press Introduction to newspapers and magazines; The Press Industry; Texts and audiences <u>Set Texts:</u> Pride and GQ magazine covers, The Sun and The Guardian newspaper front pages</p> <p>Component 2A TV Sit-Coms Introduction to TV Sit-Coms Set Text: The I.T. Crowd</p>	<p>Component 2A TV Sit-Coms Set Text: Friends</p> <p>Component 1A Film Marketing Introduction to Film Marketing techniques <u>Set Texts:</u> The Man With The Golden Gun/SPECTRE posters</p> <p>Component 1A Advertising Introduction to Advertising <u>Set Texts:</u> Quality Street print adverts (1950s) and This Girl Can print campaign (2010s)</p>	<p>Component 2B Music Video Development of Music Video <u>Set Texts:</u> Bad Blood – Taylor Swift, Freedom – Pharrell Williams, Rio – Duran Duran</p> <p>Component 2B Music Websites Comparison of music artists' websites (as above)</p>

Assessment Tasks / External Modules / Controlled Assessment

The Production Coursework Component will be taken in the second year of this two-year course.

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

All homeworks and materials will be accessible via Firefly as well as given in class.

All materials relevant to the exam/revision will be available via Firefly, and also in print form (students can print from the Students Shared Drive in school).

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

Students are encouraged to read newspapers on a regular basis, to watch a range of films and TV shows both critically and for enjoyment, and to have a general interest in the world of media (TV, films, newspapers and magazines, radio, advertising, music video).

Students can keep up-to-date with media developments via the internet, e.g. *bbc.co.uk* has regularly updated Entertainment and Technology sections, and there are many sites related to different types of media past and present.

Other Comments:

For updates on the course, current work and media news in general, follow us on Twitter: [@SAMediaStudies](#)

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>Buckley: Grace from the album Grace</p>	<p><u>Set Works:</u></p> <p>Schoenberg: Peripetie from five Orchestral Pieces op.16.</p> <p>Moby: why does my heart feel so bad</p>

Assessment Tasks / External Modules / Coursework

Performing exam, either a solo or an ensemble piece.

Completion of composition 1 (to hand in, October in Year 10)

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 extra curricular activities available – as this will help to improve their listening, performing and ensemble skills.

In year 9 students are grouped into either a performance, development or excellence class to allow each teacher to differentiate the learning effectively. For girls PE they are grouped into performance, development and creative. This grouping ensures that students make progress in their Physical Education. The assessment criteria focuses on Performance, Leadership and Health strands. The students will be taught high quality PE through a range of activities and will be assessed against the Key Performance Indicators (KPIs) for PE. Each individual student will strive to meet the KPIs across a range of different sports and activities.

9	1	Shows imagination when performing more advanced skills with control, accuracy and fluency in a game situation or performance setting.	4	Confidently undertakes leadership and officiating roles showing a good knowledge and application of appropriate rules/laws and effective communication skills.	7	Consistently meets the strenuous exercise demands required for specific activities, combining strength, stamina, suppleness and speed to excellent effect.
	2	Successfully employs advanced decision-making skills in a competitive game situation or to create dynamic routines/sequences.	5	Sensitively adapts activities (using the STEP principle) when leading peers of different abilities and backgrounds so that they are included and supported to succeed.	8	Successfully applies a good understanding of the principles of safe and effective training to improve their health and performance.
	3	Accurately analyses and evaluates the effectiveness of their own and/or others' team/group performances and implements appropriate improvements.	6	Proves to be an effective role model by applying themselves fully in a range of contexts and showing resilience to overcome setbacks.	9	Accurately explains the importance of nutrition and hydration for either success in sport or general physical and mental well-being.
Exceeds Year 9 Age Related Expectations	Performs and applies advanced skills and tactics to positively influence a competitive team/group performance and accurately reflects on their contribution.		Fulfils leadership roles in their own time that support the PE department in improving the provision for other students.		Uses knowledge of health and fitness to plan, implement and monitor a physical activity programme for themselves and/or others.	

Year 9											
Winter 1		Winter 2		Spring 1		Spring 2		Summer 1		Summer 2	
Boys Excellence											
Lesson 1	Lesson 2	Lesson 1	Lesson 2	Lesson 1	Lesson 2	Lesson 1	Lesson 2	Lesson 1	Lesson 2	Lesson 1	Lesson 2
Volleyball	Badminton	Football	Fitness	Rugby	Rugby	Basketball	Handball	Cricket	Athletics	Cricket	Tennis
Boys Performance											
Badminton	Volleyball	Fitness	Football	Rugby	Rugby	Handball	Basketball	Athletics	Cricket	Tennis	Softball
Boys Development											
Rugby	Cricket	Fit 2 Lead	Handball	Badminton	Fitness	Football	SV	Athletics	Rounders	Basketball	Cricket
Girls Creative											
Gymnastics	Netball	Basketball	Football	Dance	Rhythmic	Fitness	Cheerleading	Trampolineing	Tennis	Rounders	Athletics
Girls Performance											
Netball	Gymnastics	Netball	Basketball	Fitness	Handball	Rugby	Football	Tennis	Athletics	Rounders	Cricket
Girls Development											
Cricket	Fitness	SV	Gymnastics	Netball	Basketball	Dance	Football	Fit 2 Lead	Badminton	Athletics	Rounders

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 STI's - 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 (Mental & 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

Science - Year 9

Autumn half term 1	Spring	Summer half term 1
<p>Students will complete the topic on plants and photosynthesis. Students will be able to describe how plants photosynthesis and the factors that affect photosynthesis. They will be able to describe plant adaptations and explain why plants need nutrients. The importance of plants for human existence will also be covered.</p>	<p>Students will complete two sub units on reactivity and energetics. The reactivity unit will be looking at patterns of reactivity and making predictions of reactions using the periodic table. Students will also learn about the reactions with acids and construct equations to show these reactions. Energetics and rates will cover combustion, thermal decomposition and oxidation as reactions and the corresponding equations. The use of catalysts in reactions will also be covered and describing reactions as exothermic or endothermic.</p>	<p>Students will complete a topic on the biological systems. Students will learn about the structure of the human body and the functions of the lungs and the gaseous exchange system as well as the circulatory system and the components of blood. They will learn about the impact of smoking on the body. They will also look at variation within species and how ideas of DNA were developed.</p>
Autumn half term 2	Spring	Summer half term 2
<p>Students will complete two sub topics on sound and matter. Sound will cover waves and comparing sound waves to light, comparing audio ranges and describing the use of sound and ultrasound. The matter unit will focus on aspects of pressure and how this is related to the motion of particles. Furthermore this unit will build on the knowledge from year 7 about how thermal energy is transferred from one place to another.</p>	<p>Students will complete a topic on forces in action. This will build on their learning from year 7. Students will be expected to be able to calculate a moment and relate this to force multipliers. Students will learn about Hook's law and how this relates to the compression and extension of a spring. Students will also learn about the conservation of energy and describe energy transfers.</p>	<p>During the last half term the students will be getting prepared for their journey in to their GCSE years. This will consist of developing practical skills and learning parts of the GCSE curriculum.</p>

There will be a formal assessment task every 12 weeks that will take place in the hall. Each topic listed above will last for 6 weeks so a test will consist of the teaching and learning from one term. Throughout the topics students will be assessed on scientific understanding and their practical skills. This will be done through a range of assessment tasks such as short exam questions, written tasks, questioning and practical's. Homework will also form part of the assessment and will be made available on the homework website.

Science—Year 9

Sites to support learning.

<http://www.bbc.co.uk/education/levels/z4kw2hv>

<http://www.educationquizzes.com/ks3/science/>

<http://www.dontstoplearning.com/ks3science/contents.htm>

https://www.cgpbooks.co.uk/interactive_ks3_science

<http://www.darvill.clara.net/myon.htm>

Autumn Half-Term 1	Spring Half-Term 1	Summer Half-Term 1
<p>Mi Vida Talking about free time: expressing opinions about activities Describing friends Talking about nationality Naming places in town Daily routine: revision of days and time Grammar includes: revision of irregular verbs plus <i>ser</i> and <i>tener</i>; revision of adjectives and agreements; using connectives, qualifiers and comparatives; immediate future tense</p>	<p>Mis vacaciones Talking about where you went on holiday; expressing opinions; talking about transport, activities, length of trip, who you went with and when Using present and past tenses together Spanish-speaking countries Grammar includes: preterite tense – <i>ser, ir</i>, plus –<i>ar verbs</i>; using sequencing words question words and <i>ser</i> and <i>estar</i></p>	<p>De moda Talking about clothes and uniform, giving opinions; Naming types of shop, describing a shopping trip Asking where you can buy.....? Grammar includes: adverbs of frequency using ‘some’ – <i>unos/unas</i> adjective agreements demonstrative, comparative, superlative adjectives past, present and future tenses together</p>
Assessments + Homework	Assessments + Homework	Assessments + Homework
<p>Memorising vocabulary Speaking- interview Writing – practicing future tense Reading – practicing use of adjectives ICT – create a weekly diary Revision for end of unit assessments</p>	<p>Memorising vocabulary Speaking- describing holiday Writing – using preterite tense Reading – present and past tenses ICT – research Hispanoamérica Revision for end of unit assessments</p>	<p>Memorising vocabulary Speaking- describing clothes Writing –past, present and future Reading –what others wear ICT – research school uniform in Hispanoamérica Revision for end of unit assessments</p>
Autumn Half-Term 2	Spring Half-Term 2	Summer Half-Term 2
<p>Diviertete Expressing opinions about TV programmes and films Inviting someone to go out, arranging a time and place to meet, turning down an invitation giving reasons Talking about what other people like Grammar includes: making nouns, verbs and adjectives agree; using comparatives; “fillers”; prepositions; possessives</p>	<p>La comida Talking about meals; shopping and asking the cost; ordering in a restaurant Using past time expressions; using expressions of quantity Grammar includes: preterite tense of verbs <i>ir</i> and <i>comprar</i> plus verbs ending –<i>ir</i> and –<i>er</i>; using <i>tú</i> and <i>usted</i>; irregular verbs in preterite</p>	<p>La salud Talking about the body and health; symptoms of illness and remedies; healthy lifestyle, food and changing lifestyle Grammar includes: All forms of ‘you’ - <i>te/le estar</i> and <i>tener</i>; direct object pronouns; frequency <i>deber + infinitive</i>; <i>para</i> consolidating use of past, present and future together</p>
Assessments + Homework	Assessments + Homework	Assessments + Homework
<p>Memorising vocabulary Speaking-dialogue about TV and film Writing/ICT – short review of a film Reading – practicing comparatives ICT – create a weekly diary Revision for end of unit assessments</p>	<p>Memorising vocabulary Speaking- restaurant dialogue Writing – describing daily meals Reading – present and past tenses ICT – traditional Spanish menu Revision for end of unit assessments</p>	<p>Memorising vocabulary Speaking- describing holiday Writing – using preterite tense Reading – present and past tenses ICT – research Hispanoamérica Revision for end of unit assessments</p>

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

www.vocabexpress.com - use your own personal username and password
www.funwithlanguages.vacau.com - lots of games and other revision sources
www.languagesonline.org.uk - revision and grammar exercises.