



CURRICULUM BOOKLET

YEAR 9



ASHCROFT
High School

Top Tips for Parent Power!

A parent's influence is up to SIX TIMES more important than the school's in influencing your child's progress. These suggestions will help you make that count. If you require any further guidance please contact the relevant subject leader.

KS2 Score	KS2 Level	Y10/11 Grade Range	Yr10/11 Grade Range
<80	1c	GCSE A*-G	9-1
<80	1b	GCSE A*-F	9-2
<80	1a	GCSE A*-E	9-3
80 - 82	2c	GCSE A*-D	9-4
83 - 85	2b	GCSE A*-D	9-4
86 - 89	2a	GCSE A*-C	9-5
90 - 92	3c	GCSE A*-C	9-5
93 - 94	3b	GCSE A*-B	9-6
95 - 97	3a	GCSE A*-B	9-6
98 - 99	4c	GCSE A*-B	9-6
100 - 104	4b	GCSE A*-A	9-7
105 - 108	4a	GCSE A*-A	9-7
109 - 112	5c	GCSE A*	9-8
113 - 116	5b	GCSE A*	9-8
117 -120	5a	GCSE A*	9-8

The grids show the progress students are expected to make from their KS2 Results (or KS2 scores for year 7) in year 6 towards their end of KS4 (Yr10/11) target. With the phased changes of GCSE A*-G grades to number grades 9 to 1 both versions have been shown for years 10 and 11.

Average homework at Ks2	Year 7 Per evening	Year 8 Per evening	Year 9 Per evening	Year 10 Per evening	Year 11 Per evening
15 minutes	1 hour	1 hour	1 hour	2 hours	2 hours

Revision

Supporting your daughter/son in completing coursework and preparing a thorough REVISION schedule are the best ways to help create the best opportunities for success. You may not be able to help with subject specific knowledge, but you can provide the right environment and materials

Take an Interest

Guide your child in keeping sensible time. Ensuring that s/he keeps sensible times, not staying up too late, having times when s/he works, checking that the computer is being used for work and not games – although there should be time for relaxation, but in balance.

Timetable support

The best place to start is to work with your child in preparing a work/revision timetable. (The timetable should include any coursework being worked on as well as revision. And revision starts now, not nearer the exams.)



Art (Year 9) Curriculum Overview 2016-17

Periods per fortnight: 2

Autumn Term	Topics Studied Add dates and state if any of the year 9 work or assessments count towards GCSE grades next year	Home works / APP assessments / controlled assessments, trips etc.	How parents could support students
September to October	<p>Year 9 are working toward their Bronze Art Award A nationally recognised qualification which is the equivalent of a D –G GCSE. Student can opt to try for Silver award which is the equivalent of an A – C at GCSE but requires much more independence form the student.</p> <p><u>Independent research project</u></p> <p>Student research an art movement they are interested in. They then do further research into one artist from that movement and recreate one piece of the artist’s work in their own way.</p> <p>This will help to develop student skills for Assessment Objective 1 of their GCSE</p>	<p>APP Assessment: Students will be assessed in class by their teacher on their use of line, tone and research analysis</p> <p>Summative Assessments will take place at the end of every unit. This will take the form of a research page.</p> <p>Students are assessed formatively as they are painting with frequent verbal feedback for improvement</p> <p>Students are assessed using Arts award criteria</p>	<p>Encourage students to look for designers, artists, graphic designers, photographers they are interested in.</p> <p>Visit galleries and museums, Wardown park and The Hat Factory in Luton both often have art exhibitions on.</p> <p>Further afield there are many galleries in London which have incredibly inspiring exhibitions featuring all sorts of themes and mediums</p>
November – December	<p><u>Formal Elements Exploration</u></p> <p>Each week students will explore one of the formal elements of art in unusual ways, using ink, paint and pencils to experiment and develop better observational skill</p> <p>This will help to develop student skills for Assessment Objective 2 of their GCSE</p>	<p>APP Assessment: Students will be assessed in class by their teacher on their use of line, tone and research analysis</p> <p>Summative Assessments will take place at the end of every unit. This will take the form of a series of experiments.</p> <p>Students are assessed using Arts award criteria</p>	
Spring Term			
January to April	<p><u>Mythical Monsters</u></p> <p>Students will start with observational drawings of different animals in order to design and create their own mythical creature in 3D using Mod roc.</p> <p>Students work will be linked to a trip to Warner Brother studio where they will participate in a props making workshop, linking what they do in the classroom to real life vocations.</p>	<p>Warner Brother studios trip to learn how prop are made for movies.</p> <p>APP Assessment: Students will be assessed in class by their teacher on their use of line, tone and research analysis</p> <p>Summative Assessments will take place at the end of every unit. This will take the form a self-portrait.</p>	<p>Encourage students to look for designers, artists, graphic designers, photographers they are interested in.</p> <p>Visit galleries and museums, Wardown park and The Hat Factory in Luton both often have</p>

	<p>This will help to develop student skills for Assessment Objective 2 and 4 of their GCSE</p>	<p>Students are assessed formatively as they are working with frequent verbal feedback for improvement</p> <p>Students are assessed using Arts award criteria</p>	<p>art exhibitions on.</p> <p>Further afield there are many galleries in London which have incredibly inspiring exhibitions featuring all sorts of themes and mediums</p>
Summer Term			
April – May	<p>Japanese art</p> <p>Students will study a variety of traditional Japanese art techniques including the use of textiles in art. Student will have a go at traditional dying techniques, batik painting and sashiko embroidery. Students will research the art of Hokusai</p> <p>This will help to develop student skills for Assessment Objective 2 and 3 of their GCSE</p>	<p>APP Assessment: Students will be assessed in class by their teacher on their use of line, tone and research analysis</p> <p>Summative Assessments will take place at the end of every unit. This will take the form a self-portrait.</p> <p>Students are assessed formatively as they are working with frequent verbal feedback for improvement</p> <p>Students are assessed using Arts award criteria</p> <p>HWk: Prepare a 4 minute talk on a traditional Japanese art to present to the rest of the class. This could include a quick demonstration or practical element.</p>	<p>Encourage students to look for designers, artists, graphic designers, photographers they are interested in.</p> <p>Visit galleries and museums, Wardown park and The Hat Factory in Luton both often have art exhibitions on.</p> <p>Further afield there are many galleries in London which have incredibly inspiring exhibitions featuring all sorts of themes and mediums</p>
May - July	<p>Identity</p> <p>Under the topic of identity students will draw, paint and photograph items which represent parts of their personality. They select objects to work on based on personal preference. Students will also look at how personality and identity has been explored by artists such as Freda Kahlo.</p> <p>This will help to develop student skills for Assessment Objective 3 of their GCSE</p>	<p>APP Assessment: Students will be assessed in class by their teacher on their use of line, tone and research analysis</p> <p>Summative Assessments will take place at the end of every unit. This will take the form a self-portrait.</p> <p>Students are assessed formatively as they are working with frequent</p>	<p>Encourage students to look for designers, artists, graphic designers, photographers they are interested in.</p> <p>Visit galleries and museums, Wardown park and The Hat Factory in Luton</p>

		<p>verbal feedback for improvement</p> <p>Students are assessed using Arts award criteria</p>	<p>both often have art exhibitions on.</p> <p>Further afield there are many galleries in London which have incredibly inspiring exhibitions featuring all sorts of themes and mediums</p>
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Child Development with Care (Year 9)

Curriculum Overview 2016-17

Periods per fortnight: 4

Autumn Term 1	Topics Studied	Home works / APP assessments / controlled assessments, trips etc	How parents could support students
First Half Term	<p><u>Physical Development</u> This half term students will be studying about the different milestones and how they develop from birth to 5 years of age.</p> <p>In order to understand the developmental stages the students will produce a PowerPoint demonstrating their knowledge of the following headings:</p> <ul style="list-style-type: none"> ▪ Add the title of the Milestone age ▪ Physical Development of Milestones ▪ How the parent and the key worker can support the child ▪ Activities and toys that help the child to develop ▪ Suitable pictures demonstrating the milestone 	<p>Homework will be set based on research for:</p> <ol style="list-style-type: none"> 1) 3 aspects of what they have learnt in the introductory lessons. 2) Prepare presentation of someone else's findings. 3) Identify what they have learnt and why the knowledge is important to know for a Key worker. 	<p>Check student planners for homework and remind them.</p> <p>Discuss the content of the lesson and what have they been learning.</p>
Second Half Term	<p><u>Transitions – Biological & Environmental</u> These are that a child may experience due to their home life changing or through illness:</p> <ul style="list-style-type: none"> ▪ Understand the different types of transitions ▪ How it affects their holistic development ▪ What a key worker can do to help the child to adapt through the transition and ensuring the child continues to develop holistically. ▪ How children's development may be affected when they experience transitions. ▪ Explain why it is important to understand the pattern of children's holistic development of children from birth to 5 years 	<p>Using teacher feedback to improve the quality of the PowerPoint to achieve full marks for Unit2-D1</p> <p>Maximum Marks 5</p>	<p>Check student planners for homework and remind them.</p> <p>Discuss the content of the lesson and what have they been learning.</p>
Spring Term 2			
First Half Term	<p><u>Observation Techniques</u> Activities in this half term will cover:</p> <ul style="list-style-type: none"> ▪ Identify suitable methods of observing and recording the holistic development of children. 	<p>Use independent learning skills to develop their knowledge.</p> <p>Read the PDF Level 2 Cache Book from the VLE</p>	<p>Check student planners for homework and remind them.</p> <p>Discuss the content of the lesson and what</p>

<p>Second Half Term</p>	<ul style="list-style-type: none"> ▪ Identify the advantage and disadvantage of each of the identified methods. ▪ Explain how observations can be used to support the development of children <p><u>Independence, Well-being and Health & Safety</u> Activities in this half term will cover:</p> <ul style="list-style-type: none"> ▪ Understand how daily routines contribute to the holistic development of a child. ▪ Identify two daily routines that helps the child develop independence and health and safety awareness. ▪ How daily routines help a child to develop independence and higher level willingness to develop holistically using fine motor skills. 	<p>Use independent learning skills to develop their knowledge.</p> <p>Read the PDF Level 2 Cache Book from the VLE</p>	<p>have they been learning.</p> <p>Check student planners for homework and remind them.</p> <p>Discuss the content of the lesson and what have they been learning.</p>
<p>Summer Term 3</p>			
<p>First Half Term</p>	<p><u>Gathering evidence</u></p> <p>Use this term to continue to develop knowledge and gather information to for the previous topics when written paragraphs. Find Quotes supporting individual statements.</p> <p>Ensure the work has a personal touch that really demonstrates individual flare and understanding of the importance a key worker and their responsible working with children.</p>	<p>Use independent learning skills to develop their knowledge.</p> <p>Read the PDF Level 2 Cache Book from the VLE</p>	<p>Check student planners for homework and remind them.</p> <p>Discuss the content of the lesson and what have they been learning.</p>
<p>Second Half Term</p>	<p><u>Unit 2 – Portfolio</u> Present all the documented written pages on a word document.</p> <p>Ensure that all of the below has been completed:</p> <ul style="list-style-type: none"> ▪ PowerPoint slides are completed ▪ Observation and recording methods ▪ Why is important for a Key worker to know the patterns of holistic development when working with children. ▪ Effects of transitions. ▪ How a key worker can support the needs of a child going transitions. ▪ Well-being and independence through daily routines. 	<p>Use independent learning skills to develop their knowledge.</p> <p>Read the PDF Level 2 Cache Book from the VLE</p>	<p>Check student planners for homework and remind them.</p> <p>Discuss the content of the lesson and what have they been learning.</p>

Computing (Year 9) Curriculum Overview 2016-17

Periods per fortnight: 6

Autumn Term	Topics Studied Please add approximate start / end dates	Home works / APP assessments / Controlled assessments, trips etc	How parents could support students
September to October	<p>Networks:</p> <p>This unit teaches pupils about networks. They look at network topologies, the hardware and software needed in a network, system tools such as PING and IPCONFIG and what a network administrator does. They also learn about the internet and dangers which can be transmitted over a network such as viruses, Trojan horses and worms.</p>	<p>Homework is set every lesson with extension tasks.</p> <p>APP booklets are used to assess work half termly and students will set their own next steps in order to achieve their target level.</p>	<p>Talk with students about the virus protection on systems they have access to.</p>
November to December	<p>Lake Garda Project:</p> <p>In this unit the pupils perform research into the area surrounding Lake Garda in Italy. They need to plan a house style and content for several different types of documents for a travel agent. They create the documents and a 30 second TV advert from the clips provided and finally evaluate the work they have produced.</p>	<p>Homework is set every lesson with extension tasks.</p> <p>APP booklets are used to assess work half termly and students will set their own next steps in order to achieve their target level.</p>	<p>Visit a travel agent pick up free brochures, if booking holiday include the student in the process. When watching TV analyse the adverts.</p>
Spring Term			
January to February	<p>Python:</p> <p>Pupils learn how to program using Python. It shows them how to using input and output messages, use variables, data types, if statements and loops in their programs.</p>	<p>Homework is set every lesson with extension tasks.</p> <p>APP booklets are used to assess work half termly and students will set their own next steps in order to achieve their target level.</p>	<p>Write algorithms for daily tasks</p>
March to April	<p>Flash:</p> <p>They learn how to use Macromedia Flash to create animations. They use drawing tools, motion and shape tweens, timeline effects and layers. They finally create an animation that will be used in their website in the next unit.</p>	<p>Homework is set every lesson with extension tasks.</p> <p>APP booklets are used to assess work half termly and students will set their own</p>	<p>Watching an animated movie and analysing the</p>

		next steps in order to achieve their target level.	use of animation in the movie.
Summer term			
April to May	<p>Dreamweaver:</p> <p>The pupils learn how to use Macromedia Dreamweaver to create a website. They look at what makes a good and not-so-good website. They insert text, images, roll over images, hyperlinks, and buttons and image hot spots. They create a website incorporating the animation they created in the previous unit.</p>	<p>Homework is set every lesson with extension tasks.</p> <p>APP booklets are used to assess work half termly and students will set their own next steps in order to achieve their target level.</p>	<p>Looking at websites, what makes a good website? If you carry any shopping online show the process of buying. Also talk about is having a website important if you own a business?</p>
June to July	<p>ICT in Shops:</p> <p>In this unit pupils look into how companies store information about their customers to help them plan their advertising and special offers. They also look at how emerging technology is altering the look of high street shops and how online shopping and the digital divide is affecting society.</p>	<p>Homework is set every lesson with extension tasks.</p> <p>APP booklets are used to assess work half termly and students will set their own next steps in order to achieve their target level.</p>	<p>Visit local shop or supermarket. What ICT do they use? How does the use of ICT improve your shopping experience?.</p>

Dance (Year 9) Curriculum Overview 2016-17

Periods per fortnight: 2

Autumn Term	Topics Studied Add dates and state if any of the year 9 work or assessments count towards GCSE grades next year	Home works / APP assessments / controlled assessments, trips etc.	How parents could support students
September to October	<p>Matrix Students will use the movie Matrix as their stimulus to create a dance:</p> <p>Performing: Students must perform with focus, expression, fluency and clarity.</p> <p>Choreography: I can create imaginative ideas within a group and on my own</p> <p>Appreciation To evaluate their own and others work providing critical feedback and suggesting ways to improve</p>	<p>HWk: Research video clips of dance with a martial art influence.</p> <p>Practise your classwork.</p> <p>APP: Students will be assessed in class by their teacher on their choreography , performance and appreciation (development of ideas)</p>	<p>Ask students what they have been learning in lessons – ask to see examples of practical work.</p> <p>Take students to local theatres; Grove Theatre, Dunstable. (01582 60 20 80) The library Theatre, Luton. (01582 878100) Queen Mother Theatre Hitchin (01462 455166) Milton Keynes Theatre (0844 871 7652)</p>
November – December	<p>Sinatra Suite Students are introduced to a professional Dance duet Sinatra Suite:</p> <p>Performing: To communicate a theme, mood and style through sensitive interpretation to show the artistic intentions.</p> <p>Choreography: To select and combine choreographic skills, techniques and devices, using them in a suitable way to show a theme creating original choreography.</p> <p>Appreciation To evaluate their own and others work providing critical feedback and suggesting ways to improve</p>	<p>HWk: To research images and video clips of imaginative lifts/leans/ledges (contact work).</p> <p>Rehearse your Duet with your group at break or after school.</p> <p>APP: Students will be assessed in class by their teacher on their choreography , performance and appreciation (development of ideas)</p>	<p>Parents can support students in their research task and watch their child perform, giving feedback.</p>

Spring Term			
January to February	<p><u>Stomp The Yard</u> Students are introduced to the ‘Stepping’ genre and its history.</p> <p>Performance: To show an ability to perform with dynamic quality and with a clear style, to communicate the theme/stimulus, whilst giving their own sense of interpretation and originality.</p> <p>Choreography: To select and combine choreographic skills, techniques and devices, using them in a suitable way to show the theme/style to create original choreography. To use musicality skills to enhance the mood and atmosphere of the piece.</p> <p>Appreciation: To evaluate their own and others work showing they understand the effect of quality work and originality of the performance and the impact it has on the dance. To effectively describe and explain the key features of a performance and link them to the theme.</p>	<p>HWK: As a group, create a gesture that represents you. In Pairs research and create your own rhythm that can repeat 4 times.</p> <p>Rehearse your Duet with your group at break or after school.</p> <p>APP: Students will be assessed in class by their teacher on their choreography , performance and appreciation (development of ideas)</p>	<p>Ask students what they have been learning in lessons – ask to see examples of practical work. Take students to local theatres; Grove Theatre, Dunstable. (01582 60 20 80) The library Theatre, Luton. (01582 878100) Queen Mother Theatre Hitchin (01462 455166) Milton Keynes Theatre (0844 8717652)</p>
March –April	<p><u>Perfect</u> Students will use the professional dance work ‘Perfect’ as their stimulus to create a dance:</p> <p>Performing: I can consistently perform technical phrases with accuracy, clarity and confidence.</p> <p>Choreography: I can select appropriate ideas and movements for the dance theme or stimulus.</p> <p>Appreciation To evaluate their own and others work providing critical feedback and suggesting ways to improve</p>	<p>HWk: To research dance video clips of imaginative lifts/leans/ledges (contact work).</p> <p>Rehearse your Duet with your group at break or after school.</p> <p>APP: Students will be assessed in class by their teacher on their choreography , performance and appreciation (development of ideas)</p>	<p>Ask students what they have been learning in lessons – ask to see examples of practical work. Take students to local theatres; Grove Theatre, Dunstable. (01582 60 20 80) The library Theatre, Luton. (01582 878100) Queen Mother Theatre Hitchin (01462 455166) Milton Keynes Theatre (0844 8717652)</p>
Summer Term			
April – May	<p><u>Music video</u> Students will create their own dance for a music video in the genre of their choice:</p> <p>Performing: I can plan an effective performance showing clear leadership.</p>	<p>HWk: To research dance video linked to the style you want to create.</p> <p>Rehearse with your group at break or after school.</p>	<p>Ask students what they have been learning in lessons – ask to see examples of practical work. Take students to local theatres; Grove</p>

	<p>Choreography: I can use basic principles of choreography, including creating, repeating and developing motifs to make the dance more interesting.</p> <p>Appreciation To evaluate their own and others work providing critical feedback and suggesting ways to improve</p>	<p>APP: Students will be assessed in class by their teacher on their choreography , performance and appreciation (development of ideas)</p>	<p>Theatre, Dunstable. (01582 60 20 80) The library Theatre, Luton. (01582 878100) Queen Mother Theatre Hitchin (01462 455166) Milton Keynes Theatre (0844 8717652)</p>
June-July	<p>Option</p> <p>Students will create their own dance based on any scheme of work that they have done in Ks3 or a new theme:</p> <p>Performing: I can plan an effective performance showing clear leadership.</p> <p>Choreography: I can use basic principles of choreography, including creating, repeating and developing motifs to make the dance more interesting.</p> <p>Appreciation To evaluate their own and others work providing critical feedback and suggesting ways to improve</p>	<p><u>HMK</u></p> <p>Rehearse with your group at break or after school.</p>	<p>Ask students what they have been learning in lessons – ask to see examples of practical work. Take students to local theatres; Grove Theatre, Dunstable. (01582 60 20 80) The library Theatre, Luton. (01582 878100) Queen Mother Theatre Hitchin (01462 455166) Milton Keynes Theatre (0844 8717652)</p>

Drama (Year 9) Curriculum Overview 2016-17

Periods per fortnight: 2

Autumn Term	Topics Studied Add dates and state if any of the year 9 work or assessments count towards GCSE grades next year	Home works / APP assessments / controlled assessments, trips etc.	How parents could support students
September to October	<u>Beginner Year for OCR Drama</u> <u>I Don't like Mondays</u> Students are introduced to the following Drama Techniques: <ul style="list-style-type: none"> • Angel and Devil • Thought Tracking • Cross Cutting • Flashback • Narration Students study the very first school shooting and through Drama techniques look at the motives for why someone would commit such a horrendous crime.	<u>Homework:</u> Students will be asked to complete notes on their work at home to show that they have understood the work they have been doing. This will take the form of a rough version of the devising log they need to create in the summer term of Year 10.	Ensure students are looking at resources available to them on the VLE. Check they are completing rough notes in their drama books
November – December	<u>Blood Brothers Study</u> Students will begin to work on the exam text Blood Brothers. Should students continue in Year 10 and 11 this will be the set text in the exam <u>Splendid Workshop</u> Students will take part with the GCSE students in a performance/workshop from the theatre company Splendid.	Read the text and ensure that you have looked at any available resources on the VLE Make notes about the performance that you have seen, ready for the written exam.	Ensure students are looking at resources available to them on the VLE. Check they are completing rough notes in their drama books
Spring Term			
January to April	<u>The Heights – Presenting Texts Pieces</u> In this Scheme students will begin to work on a text in a way that they would be expected to as part of the GCSE Course. They will perform two extracts from a piece of texts to other members of their class. As in the GCSE they will be expected to write a brief explanation of their intentions.		Ask students what they have been learning in lessons – ask to see examples of practical work. Take students to local theatres; Grove Theatre, Dunstable. (01582 60 20 80) The library Theatre, Luton. (01582 878100) Queen Mother Theatre Hitchin (01462 455166) Milton Keynes Theatre (0844 871 7652)

Summer Term			
April – July	<p style="text-align: center;"><u>Devising Piece</u></p> <p>In this scheme students will complete a devising log while they devise a piece based on the themes discussed and developed during the first course of this scheme of work.</p> <p>Students will be given a stimuli set by the exam board, from this they will chose the stimuli and create a performance based on the stimuli.</p>	<p>Make notes about the devised performance you are creating.</p> <p>Rehearse your work repeatedly after school.</p>	<p>Ensure students are looking at resources available to them on the VLE.</p> <p>Check they are completing rough notes in their drama books</p> <p>Come and support their performance work</p>

English (Year 9) Curriculum Overview 2016-17

Periods per fortnight: 8

Autumn Term	Topics studied (approx.. start and end dates)	Homeworks, APP, Controlled Assessment, trips, etc.	How parents could support students.
Sept to Dec 2016	<p>Students will study a mixture of English Language and Literature this term.</p> <p>Literature Dr Jekyll and Mr Hyde</p> <p>Language Reading Fiction Texts</p> <p>Exam Preparation Language Component 1 Language Component 2</p>	<p>Exploring themes through the study of literature, whilst developing comprehension and analytical skills.</p> <p>Students will display the mastery of skills through completing: past papers; exam based questions (students have to display skill mastery in 3 contexts)</p> <p>Trip to London</p>	<p>Discuss the themes of the text with child.</p> <p>Log onto VLE and go over lesson content with child.</p> <p>Take child to production of Jekyll and Hyde.</p>
Spring Term Jan to March 2017	Topics studied (approx.. start and end dates)	Homeworks, APP, Controlled Assessment, trips, etc.	How parents could support students.
Dec to April 2017	Thematic Unit- Non-fiction and Fiction	<p>Exploring themes through the study of literature, whilst developing comprehension and analytical skills.</p> <p>Students will display the mastery of skills through completing: past papers; exam based questions (students have to display skill mastery in 3 contexts)</p>	<p>Buy newspapers and discuss key aspects of articles within them.</p> <p>Log on VLE and revise content covered in class.</p>
Summer Term	Topics studied (approx.. start and end dates)	Homeworks, APP, Controlled Assessment, trips, etc.	How parents could support students.
April to July 2017	Creative writing and Spoken language	<p>Students will display the mastery of skills through completing: past papers; exam based questions (students have to display skill mastery in 3 contexts)</p> <p>Speech in front of class formally assessed by classroom teacher</p>	<p>Practise speech with child.</p> <p>Log on VLE and revise content covered in class</p>

Food and Cookery (Year 9) Curriculum Overview 2016-17

Periods per fortnight: 5

Autumn Term	Topics Studied Please add approximate start / end dates	Home works / APP assessments / Controlled assessments, trips etc.	How parents could support students
September to October	<p><u>Topic – Family Dinners</u> This term students will complete the topic Family Dinners. The project has direct links to the new KS3 curriculum Healthy Eating and to unit 2 of the NCFE Level 2 Food and Cookery. The focus of the project is the Eat well plate & healthy eating guidelines. Students will use this knowledge to plan and prepare a series of healthy well balanced family meals.</p> <p>Recipes this term:</p> <ul style="list-style-type: none"> • <i>Fried Rice / Risotto</i> • <i>Tuna Pasta Bake</i> • <i>Ragu and pasta</i> • <i>Sizzling Stir –fry or fried rice</i> 	<p>Evaluation of each dish – photo, star diagram, tasters comments, WWW, EBI.</p> <p>Planning of the recipe – including changes, adaptations and reasons for choice.</p> <p>Ingredients and container for each lesson. Correct amounts measured prior to the lesson.</p>	<p>Ensure evaluations are completed. Give feedback on the dishes.</p> <p>Provide correct ingredients and amounts and container.</p> <p>Ensure student take food home & take a photo/ Evaluate the meal.</p>
October - December	<p><u>Topic – Family Dinners</u> This term students will complete the topic Family Dinners. The focus of this term will be investigating nutrients and their functions in the body. Students will continue to make a series of healthy, well balanced meals suitable as a family dinner. Students will evaluate the meals according to the principles of a family meal and their nutrient value. Students will use a nutritional program to analyse the meals and make recommendations based on the analysis.</p> <p>Recipes this Term:</p> <ul style="list-style-type: none"> • <i>Sausage casserole</i> • <i>Bean Burger</i> • <i>Chicken Curry</i> • <i>Warm Superfood Salad</i> 	<p>Healthy Eating Diary – record of one weeks eating. This will be analysed in class using the nutritional analysis program.</p> <p>Nutritional analysis of two of the recipes using ICT programs online.</p> <p>Evaluation of the recipes to include – WWW, EBI, Photo, improvements, star diagram and comment on nutritional quality.</p> <p>Micro nutrients investigation and research report.</p>	<p>Ensure evaluations are completed. Give feedback on the dishes.</p> <p>Provide correct ingredients and amounts and container.</p> <p>Ensure student take food home & take a photo/ Evaluate the meal.</p>

Spring Term	Topics Studied Add dates and state if any of the year 9 work or assessments count towards GCSE grades next year	Home works / APP assessments / controlled assessments, trips etc.	How parents could support students
January to February	<p><u>Topic Winter Warmers</u></p> <p>This topic will be based on the KS3 national curriculum, PIXL flight paths and Unit 1 and 3 of the NCFE Level 2 food and cookery. Emphasis this term will be on students understanding how to be safe and hygienic in the food room. They will conduct a safety audit and also gain their level 2 Food Safety and hygiene certificate. They will look at HACCAP in detail and apply to the planning of their recipes.</p> <p>Recipes this term:</p> <ul style="list-style-type: none"> • <i>Zesty tomato & vegetable soup</i> • <i>Beef Rendang Curry and Naan</i> • <i>Squidgy chocolate & Pear Pudding</i> 	<p>Evaluation of each dish – photo, star diagram, tasters comments, WWW, EBI.</p> <p>Planning of the recipe – including changes, adaptations and reasons for choice.</p> <p>Ingredients and container for each lesson. Correct amounts measured prior to the lesson.</p>	<p>Ensure evaluations are completed. Give feedback on the dishes.</p> <p>Provide correct ingredients and amounts and container.</p> <p>Ensure student take food home & take a photo/ Evaluate the meal.</p>
March –April	<p><u>Topic Winter Warmers</u></p> <p>This topic will be based on the KS3 national curriculum, PIXL flight paths and Unit 1 and 3 of the NCFE Level 2 food and cookery. Emphasis this term will be on the factors affecting food choices including social, ethical, seasonal & environmental and cost factors. Students will use a program to cost recipes and analyse the economic value of the recipe.</p> <p>Recipes this term:</p> <ul style="list-style-type: none"> • <i>Chicken pie with mash topping</i> • <i>Bean and sausage hot pot</i> • <i>Winter Fruit crumble</i> 	<p>Evaluation of each dish – photo, star diagram, tasters comments, WWW, EBI.</p> <p>Planning of the recipe – including changes, adaptations and reasons for choice.</p> <p>Ingredients and container for each lesson. Correct amounts measured prior to the lesson.</p>	<p>Ensure evaluations are completed. Give feedback on the dishes.</p> <p>Provide correct ingredients and amounts and container.</p> <p>Ensure student take food home & take a photo/ Evaluate the meal.</p>

Summer Term	Topics Studied Add dates and state if any of the year 9 work or assessments count towards GCSE grades next year	Home works / APP assessments / controlled assessments, trips etc.	How parents could support students
April – May	<p><u>Topic BBQ Project</u> This topic will be based on the KS3 national curriculum, PIXL flight paths and Unit 4 Designing to a brief of NCFE Level 2 Food and Cookery. Emphasis this term will be on the factors affecting food choices including social, ethical, seasonal & environmental and cost factors. Students will research, plan and present a healthy, seasonal and sustainable BBQ and invite guests to evaluate the BBQ.</p> <p><u>Recipes this Term:</u></p> <ul style="list-style-type: none"> • <i>Dips (hummus & guacamole) & crudités</i> • <i>Mini Pitta bread and spicy vegetable salsa</i> • <i>Mexican salad & coleslaw</i> 	<p>Evaluation of each dish – photo, star diagram, tasters comments, WWW, EBI.</p> <p>Planning of the recipe – including changes, adaptations and reasons for choice.</p> <p>Ingredients and container for each lesson. Correct amounts measured prior to the lesson.</p>	<p>Ensure evaluations are completed. Give feedback on the dishes.</p> <p>Provide correct ingredients and amounts and container.</p> <p>Ensure student take food home & take a photo/ Evaluate the meal.</p>
June-July	<p><u>Topic BBQ Project</u> This topic will be based on the KS3 national curriculum, PIXL flight paths and Unit 4 Designing to a brief of NCFE Level 2 Food and Cookery. Emphasis this term will be on the factors affecting food choices including social, ethical, seasonal & environmental and cost factors. Students will research, plan and present a healthy, seasonal and sustainable BBQ and invite guests to evaluate the BBQ.</p> <ul style="list-style-type: none"> • <i>Potato bake</i> • <i>Marinated chicken wings</i> • <i>Cheese & vegetable kebabs</i> 	<p>Evaluation of each dish – photo, star diagram, tasters comments, WWW, EBI.</p> <p>Planning of the recipe – including changes, adaptations and reasons for choice.</p> <p>Ingredients and container for each lesson. Correct amounts measured prior to the lesson.</p>	<p>Ensure evaluations are completed. Give feedback on the dishes.</p> <p>Provide correct ingredients and amounts and container.</p> <p>Ensure student take food home & take a photo/ Evaluate the meal.</p>

French (Year 9) Curriculum Overview 2016-17

Periods per fortnight: 5

Autumn Term	Topics Studied Please add approximate start / end dates	Home works / APP assessments / Controlled assessments, trips etc	How parents could support students
September to October	<p>Module 1 : Ça t'intéresse?</p> <ol style="list-style-type: none"> 1. À la télé ce soir. Talking about what you watch on TV. 2. On va au cinéma? Talking about going to the cinema. 3. Je suis comme ça. Describing yourself and others. 4. Tu aimes la lecture? Talking about what you like reading. 5. Le week-end dernier. Talking about what you did last weekend. 	<p>APP – Module 1 : Ça t'intéresse? Reading/Listening/writing/reading skills.</p> <p>Vocabulary test of the unit.</p> <p>Writing homework: Write about TV programmes you like to watch and those ones you hate. Remember to use frequency adverbs and opinions.</p> <p>Describe your future plans/going out with a celebrity. Say where you are going, when and with whom.</p>	<p>Print vocab booklet from VLE/French dictionary.</p> <p>Use of websites to learn and revise contents.</p> <p>Linguascope.com/Sam Learning/BBC Languages French. Linguascope : Les Loisirs Print vocab booklet</p>
November to December	<p>Module 2 : L'avenir</p> <ol style="list-style-type: none"> 1. Qu'est-ce qu'on va faire demain? : Planning what you are going to do. 2. Les predictions: Talking about what is going to happen in the future. 3. Qu'est-ce que tu vas faire dans la vie? : Talking about future careers. 4. Qu'est-ce que tu vas faire dans la vie? : Talking about future careers. 	<p>APP – Module 2 : L'avenir</p> <p>Reading/Listening/writing/reading skills.</p> <p>Vocabulary test of the unit.</p> <p>Writing homework: Write about your future plans (use future tense). Remember to use frequency adverbs and opinions.</p> <p>Write a paragraph about where you would like to visit in the future.</p> <p>State the foreign language you would like to learn and use in that foreign country.</p> <p>Translation/Doodle H/M Reading a case study and answering questions.</p>	<p>Print vocab booklet from VLE/French dictionary.</p> <p>Use of websites to learn and revise contents.</p> <p>Linguascope.com/Sam Learning/BBC Languages French. Linguascope : L'avenir</p>

	<p>5. Pourquoi apprendre les langues? : Why languages are important.</p> <p>6. Étude de cas; Luke Smith: Using languages; a case study.</p>		
January to February	<p>Module 3: On y va!</p> <ol style="list-style-type: none"> 1. On va en Normandie : Learning about a region of France 2. Attention au départ! : Travel arrangements 3. Je voudrais une chambre : Arranging hotel accommodation 4. C'était comment? : A visit to an attraction 5. Les 24 heures du Mans : A visit to a motor race 	<p>APP – Module 3: On y va!</p> <p>Reading/Listening/writing/reading skills.</p> <p>Vocabulary test of the unit.</p> <p>Writing: Write a description of an amazing journey you did: A real or imaginary journey.</p> <p>Describe your holidays in 3 tenses. Where did you go last year? Where do you normally go? Where will you be going next year? Remember to add plenty of details and give opinions and reasons.</p>	<p>Encourage students to revise from vocab booklet /and to buy French dictionary</p> <p>Use of websites to learn and revise contents.</p> <p>Linguascope.com/Sam Learning/BBC Languages French.</p> <p>Linguascope : Les Vacances</p>
March to April	<p>Module 4: Le collège</p> <ol style="list-style-type: none"> 1. Le collège. School 2. Ma journée – aujourd'hui et hier. My school day yesterday and today. 3. Respectez les consignes! My school day 4. Vive la différence! Comparing schools in England and France 5. Que feras-tu? Talking about your plans 	<p>APP – Module 4 Le collège (Edexcel)</p> <p>H/W Doodle holidays</p> <p>Write 100-150 words about a normal day at your school.</p> <p>Learn vocabulary for vocab test</p> <p>Present and preterite tense formation with reflexive verbs practice on Doodle H/W</p> <p>Translation Workbook H/W</p> <p>Role play practice (3 to prepare) one to pick in the exam.</p> <p>Exam verb formation. Vocabulary test of the unit.</p> <p>Translation H/W</p> <p>Doodle H/W</p>	<p>Print vocab booklet from VLE/French dictionary.</p> <p>Use of websites to learn and revise contents.</p> <p>Linguascope.com/Sam Learning/BBC Languages French. Linguascope</p>

		<p>Speaking: Role play practice (3 to prepare) one to pick in the exam.</p> <p>Writing: Describe your last year's holidays (80-100 words)</p>	
April to May	<p>Module 5: Il faut bosser!</p> <ol style="list-style-type: none"> 1. L'argent, l'argent. Interests/Customs and everyday life 2. Avez-vous un job? Talking about part-time jobs 3. Au boulot!/Les stages – pour ou contre? Discussing different jobs. 4. Ce n'est pas juste. Discussing problems at work. 	<p>APP – Module 5 Il faut bosser (Edexcel)</p> <p>Vocabulary test of the unit.</p> <p>Translation Workbook H/W Doddle H/W</p> <p>Writing: Describe how you help at home (80-90 words)</p> <p>Speaking – picture based practice (3 to prepare) one to pick in the exam.</p>	<p>Encourage students to revise from vocab booklet /and to buy French dictionary</p> <p>Use of websites to learn and revise contents.</p> <p>Linguascope.com/Sam Learning/BBC Languages French.</p> <p>Linguascope</p>
June to July	<p>Module 6: Tourisme</p> <ol style="list-style-type: none"> 1. Destinations touristiques./ La météo. Talking about holiday venues. Talking about the weather (Revision). 2. Choisir un hôtel en France. Hotels and travelling. 3. Mes projets pour les vacances. Making holiday plans. 4. Camping la Forêt. Talking about a holiday. 	<p>APP - Module 6 Tourisme (Edexcel)</p> <p>Vocabulary test of the unit.</p> <p>Translation Workbook H/W Doddle H/W</p> <p>Writing: Write about what you normally do during holidays (80-100 words); Write an email to book a hotel (80-90 words); Describe a holiday in you city (80-90 words)</p> <p>Speaking: Role play practice (3 to prepare) one to pick in the exam.</p>	<p>Encourage students to revise from vocab booklet /and to buy French dictionary</p> <p>Use of websites to learn and revise contents.</p> <p>Linguascope.com/Sam Learning/BBC Languages French.</p> <p>Linguascope : Les Vacances</p>

Geography (Year 9) Curriculum Overview 2016-17

Periods per fortnight: 3

Autumn Term	Topics Studied Please add approximate start / end dates	Home works / APP assessments / Controlled assessments, trips etc	How parents could support students
September to October			
November – December	As part of our efforts to remain up to date with recent curriculum changes, we have introduced an <i>Amazing Landscapes</i> topic. This half term Year 9 students will study both Coasts and Glaciation. These topics demonstrate how some of the world's most dramatic landscapes have been formed, with links to our previous climates including ice ages.	Homework tasks are available on the VLE. Knowledge and progress is assessed half termly. This is done to ensure that all students are challenged to achieve their full potential, and also so that they are aware of what their next steps are in order to progress further.	Students could investigate different coastlines throughout the UK. This will highlight the work which is done by the sea, and also the variety of landforms that can be found in our waters.
Spring Term	Students will have the opportunity to study one of the Earth's most interesting biomes – the tropical rainforest. From designing vegetation and animals which may live in this environment, to producing their own survival guides, we plan a variety of activities to maintain student engagement and interest in this subject.	Homework tasks are available on the VLE. Knowledge and progress is assessed half termly. This is done to ensure that all students are challenged to achieve their full potential, and also so that they are aware of what their	Students could investigate aspects of the rainforest such as the native plants and animals, and also issues surrounding these areas,

		next steps are in order to progress further.	such as deforestation.
	<p>Students will be studying “Superpowers” in the Summer Term. This topic includes looking at the current powerful countries in the world and also the rising contenders.</p> <p>Our last topic of KS3 will look at travel and tourism. This will broaden to how climate change and natural disasters can impact the tourism industry.</p>	<p>Homework tasks are available on the VLE.</p> <p>Students will be assessed in lessons throughout the topic. These are varied tasks such as producing a brochure on a destination of their choice to demonstrate geographical knowledge of a place.</p>	<p>Students could look at brochures in travel agents to develop their research. They should also ensure that they read newspapers to broaden their knowledge of the world’s growing superpowers.</p>

History (Year 9) Curriculum Overview 2016-17

Periods per fortnight: 5

Autumn Term	Topics studied	Homeworks, APP, Controlled Assessment, trips, etc.	How parents could support students.
January to February	<ul style="list-style-type: none"> • What were the different wishes of different countries after WWI • How do we deal with Germany and Europe after World War I • How would Germany react) A different viewpoint • What different political ideas existed in Europe between the wars. • And – How did Hitler rise to power? • How did Hitler rise to power? • APP preparation and APP on How did Hitler turn the chancellorship into a dictatorship? 	<p>APP – “The Enabling Act was the most important reason in helping Hitler turn Germany into a dictatorship by 1934? Do you agree or disagree? Explain your answer.”</p> <p>Research homework – either a memo to the Prime Minister advising him how to treat Germany after WWI, or a letter to a German newspaper showing why Germans are angry about the Treaty of Versailles.</p>	<p>Visits to libraries, BBC Bitesize, Horrible Histories books and DVDs, trips to historical sites – e.g. Imperial War Museum, the wartime government bunkers in London</p>
November to December	<ul style="list-style-type: none"> • Who did Hitler hate? • Why did the Nazis spend so much time on education? • How did the Nazis reach women and ordinary Germans? • How did the Nazis control Germans through propaganda? • Mini Project on Life in Nazi Germany – group research (3 lessons) • Complete Mini Project on Life in Nazi Germany – group research (3 lessons) • APP preparation and APP on What life was like in Nazi Germany 	<p>APP – “The Nazis did not use terror against everyone living in Germany. Do you agree or disagree? Explain your answer.”</p> <p>An article by an American journalist about the 1936 Olympics, and how Jesse Owens’ victory has been greeted in Germany.</p> <p>Or an article by a British Jewish journalist about Kristallnacht.</p>	<p>Visits to libraries, BBC Bitesize, Horrible Histories books and DVDs, trips to historical sites – e.g. Imperial War Museum, the wartime government bunkers in London</p>
Spring term			
January – February half term	<ul style="list-style-type: none"> • Did WW1 cause WW2? • What was the most important cause of WW2? – cartoon analysis • What was the most important cause of WW2? 	<p>APP – “Study Sources 1, 2 and Source 3.</p> <p>Choose the one which you think is the best representation of how different events caused</p>	<p>Visits to libraries, BBC Bitesize, Horrible Histories books and DVDs, trips to historical sites – e.g. Imperial War Museum, the</p>

	<ul style="list-style-type: none"> • Was the Outbreak of WW2 inevitable? • Chamberlain: Champion of Peace or Coward? • APP preparation and APP 	<p>the outbreak of World War 2. Explain your choice.</p> <p>You should use all three Sources and your own knowledge to explain your answer.”</p> <p>Research homework – a newspaper article criticising appeasement and/or a letter home from an American or British soldier during WW2.</p>	<p>wartime government bunkers in London</p>
<p>February – March (Easter holiday)</p>	<ul style="list-style-type: none"> • Who were “The Few”? • Why was the Battle of Britain so important? • Why were children evacuated? • What was the experience of evacuation like? • What made this a World War? – 2 weeks – 3 lessons • Why was bomber Harris controversial? • Why did the USA drop the Atomic Bomb? – 2 weeks – 3 lessons • APP on World War 2 – preparation and interpretation task. 	<p>App: Write an article for a history book, explaining whether you agree or disagree with the following statement – “World War 2 affected civilians much worse than soldiers.”</p> <p><i>EITHER</i> Write an article for a history book, explaining whether you agree or disagree with the following statement – “World War 2 affected civilians much worse than soldiers.”</p> <p><i>OR</i> Write a letter home from a British or American soldier after the fighting on D Day.. Describe what the fighting was like, but remember that letters would be censored if you give away too much information.</p> <p>H/W or independent study:</p> <p>Homeworks for half term on Outbreak of war and soldier’s diary <i>and</i> Rationing and Auschwitz</p>	<p>Visits to libraries, BBC Bitesize, Horrible Histories books and DVDs, trips to historical sites – e.g. Imperial War Museum, the wartime government bunkers in London</p>

Summer Term			
April – June half term	<ul style="list-style-type: none"> • What were the reasons behind anti-Semitism? • Why did the Nazis persecute Jews in Europe? • What were the ghettos, Einstazgruppen and death camps? • Ghetto life and resistance carousel activity – evaluating evidence on the Holocaust • How did Polish Jews resist the Nazis? • What was Auschwitz like? • APP preparation and APP – two lessons over two weeks 	<p>APP – “Write an article for a history book, explaining whether you agree or disagree with the following statement – “The Holocaust was the worst if the Nazis’ crimes.”</p> <p>Research homework – a leaflet from the British government advising people about food rationing and/or a leaflet for visitors to Auschwitz explaining why the museum there has been preserved.</p>	<p>Visits to libraries, BBC Bitesize, Horrible Histories books and DVDs, trips to historical sites – e.g. Imperial War Museum, the wartime government bunkers in London</p>
June - July	<ul style="list-style-type: none"> • Why is there a difference in interpretation between a terrorist and a freedom fighter. • Why is the Middle East important? • Why is there conflict in Israel between Israelis and Palestinians? • Who was Michael Collins and why is he important in Ireland’s history? • What part did Michael Collins and the IRA play in Irish independence? • What different interpretation exist about Michael Collins? • How do the two communities in Northern Ireland see events in Irish history? • APP – preparation and explaining interpretations 	<p>APP: “You are a BBC journalist interviewing Michael Collins in 1921 after he has signed the agreement with Lloyd-George. You want to find out his wishes for Ireland.”</p> <p><u>The Post War World</u> <i>“We’ve been here before”</i></p> <p>You’re a European soldier, working for the United Nations. You’ve been stationed as a peace keeper in Bosnia and Kosovo. You’ve been there to stop civil wars from getting worse.</p> <p>Write a diary entry describing one day of your life in these countries.</p>	

Maths (Year 9) Curriculum Overview 2016-17

Periods per fortnight: 8

Autumn Term	Topics Studied Please add approximate start / end dates	Home works / APP assessments / Controlled assessments, trips etc	How parents could support students
September to October	<p>Algebra 1 pupils learn to devise and use rules for sequences. They will investigate tasks which lead to various types of number sequences</p> <p>Data 1 Pupils learn how two or more sets of data can be compared using statistics, calculate an estimate for the mean, and find the class interval.</p> <p>Number 1 Pupils learn to multiply/divide decimal numbers by powers of 10, compare and order decimal numbers and negative numbers and use written methods for adding and subtracting whole numbers and decimals with up to 2 places.</p>	<p>Homework can be found by logging into doddle.</p> <p>Work will be set according to individual groups and needs. Other homework may also be set in addition to support classroom learning.</p> <p>Flipped learning needs to be completed prior to each unit from the vle.</p>	<p>Ensure Doddle login works and support child in working through topics on doddle. Use numeracy helpsheets (on website for assistance)</p>
November – December	<p>Shape 1 Pupils explore and extend methods for finding the area and volume of shapes and investigating circles and prisms, applying methods and formulas to problems</p> <p>Algebra 2 Pupils will develop their understanding of algebraic manipulation including use of brackets and factorising.</p> <p>Data 2 Pupils will learn to illustrate and interpret data using a variety of forms, compare two sets of data and make comparisons, develop their understanding of scatter graphs and how pairs of scatter graphs can be used to compare strength of correlation</p>	<p>Homework can be found by logging into doddle.</p> <p>Work will be set according to individual groups and needs. Other homework may also be set in addition to support classroom learning.</p> <p>Flipped learning needs to be completed prior to each unit from the vle.</p>	<p>Work through the flipped learning tasks and doddle homework with your child and revision material on the vle to prepare for lessons and tests</p>
Spring Term			
January to February	<p>Shape 2 Pupils will develop their knowledge and understanding of the angle and other properties of shapes, exploring additional angle facts and geometrical concepts and be able to tackle angle problems.</p> <p>Number 2 Pupils begin to understand the equivalence of fractions, decimals and percentages (FDP) and learn how to convert between the different forms.</p>	<p>Test on GM1, A2, D2, GM2</p> <p>Homework can be found by logging into doddle.</p> <p>Work will be set according to individual groups and needs. Other homework may also be set in addition to support classroom learning.</p> <p>Flipped learning needs to be completed prior to each unit from the vle.</p>	<p>Work through the flipped learning tasks and doddle homework with your child and revision material on the vle to prepare for lessons and tests</p>
March –April	<p>Algebra 3 Pupils explore the graphs of linear functions and how to create tables of values for quadratic and cubic functions and plot their graphs.</p> <p>Data 3 Pupils learn to use the vocabulary associated with probability, developing the concepts of theoretical and experimental probability, understand that results from experiments don't always match expected theory and calculate the theoretical probabilities of combined events.</p> <p>Number 3 Pupils will be rounding integers, decimals, efficient use of calculators, use of BIDMAS, factors, squares and square roots and applying to real life.</p> <p>Shape 3 Pupils will understand transformations on coordinate axes and how shapes and their properties change under single and combined transformations.</p>	<p>Homework can be found by logging into doddle.</p> <p>Work will be set according to individual groups and needs. Other homework may also be set in addition to support classroom learning.</p> <p>Flipped learning needs to be completed prior to each unit from the vle.</p>	<p>Work through the flipped learning tasks and doddle homework with your child and revision material on the vle to prepare for lessons and tests</p>

Summer Term			
April – May	<p>Algebra 4. Pupils will extend their understanding of forming and solving equations. They will begin to use and represent inequalities and solve quadratic and cubic equations using a systematic trial and improvement method.</p>	<p>Homework can be found by logging into doddle. Work will be set according to individual groups and needs. Other homework may also be set in addition to support classroom learning. Flipped learning needs to be completed prior to each unit from the vle.</p>	<p>Work through the flipped learning tasks and doddle homework with your child and revision material on the vle to prepare for lessons and tests</p>
June-July	<p>Transitional GCSE course begins</p>	<p>End of year exams Homework can be found by logging into doddle. Work will be set according to individual groups and needs. Other homework may also be set in addition to support classroom learning. Flipped learning needs to be completed prior to each unit from the vle.</p>	

Media Studies (Year 9) Curriculum Overview 2016-17

Periods per fortnight: 5

Autumn Term	Topics Studied Please add approximate start / end dates	Home works / APP assessments / Controlled assessments, trips etc	How parents could support students
A	<p>Topic 1 Media Language</p> <p>September Start Finished October Half Term</p> <p>Create a Magazine Front Cover Research into existing magazine front covers Keywords and definition table Storyboard</p>	<ul style="list-style-type: none"> • Homework: Analyze and label Magazine Front Cover • Homework: Complete Storyboard of own Magazine • Peer Assessment of First Draft • Labelling of Keywords for their own Magazine Front Cover • Self Assessment • Evaluation 	<p><i>Discuss the appeals of a magazine and as an audience member what engages them to a magazine front cover.</i></p>
B	<p>Topic 2 Representation</p> <p>After Half Term to Christmas</p> <ul style="list-style-type: none"> • Comparative Essay on representation of gender in advertisement • Case Study: Gillette • Storyboard of Poster • Poster representing male • Poster Representing Female • Evaluation 	<ul style="list-style-type: none"> • Homework: Make notes on both Gillette video adverts • Homework: Mindmap of representation on printed Gillette adverts • Storyboard of initial Poster design • Analysis of storyboard and what techniques are used to develop representations • Peer Assessment • Self Assessment • Evaluation 	<p>Watching the visual material available on vle</p> <p>Discussing the issues of representation from an adult perspective about how men and women are stereotypical represented but also how men and women sometimes break stereotypes.</p>

Spring Term	Topics Studied Please add approximate start / end dates	Home works / APP assessments / Controlled assessments, trips etc	How parents could support students
A	<p>Topic 3 Audience</p> <p>January to February Half Term</p> <p>Create a magazine for a set audience</p> <p>Will involve research and planning tasks</p> <p>Audience Research Market Research Storyboards Focus Group Questionnaires</p> <p>Plan for Front Cover, Contents Page and Magazine Double Centre Spread.</p> <p>Production to create a front cover, contents page and centre spread article.</p>	<ul style="list-style-type: none"> • Homework: Annotation of Magazine Front Cover • Homework: Annotation of Contents Page • Homework Pick Centre Spread article from existing magazine. Analyse • Homework: Initial Storyboard Design Front Cover • Homework: Initial Storyboard Design Magazine Front Cover • Homework: Initial Storyboard Design Centre Spread 	<p><i>Parents can support with discussing their interests in magazines, what appeals to them when reading a magazine.</i></p> <p><i>Gathering resources such as old magazines.</i></p>
B	<p>Topic 4 Institution</p> <p>After Half Term to Easter Holidays</p> <p>Marketing Campaign and the Film Industry</p> <p>Introduction to the Big 6</p> <p>Marketing strategies: Case Study Spectre, Avengers and Frozen, close study of how these films were marketed and advertised.</p> <p>Institution break down of budget, franchising, profit and the business side of the film industry.</p> <p>Keywords: Conglomerate, Synergy, Tech Convergence. Horizontal Integration, Vertical Integration.</p> <p>Students will present a fictional film, and how they will market the film, which production house and distribution company will take on their film.</p>	<ul style="list-style-type: none"> • Homework: Make a list of as many merchandising products available for Spectre, Frozen and your own chosen film • Homework: Which production house produced Spectre, Disney and Avengers • Homework: Who are the BIG 6 in the film industry? • Assessment is based on speaking and presentation of their fictional film. Sales Pitch <p>Keyword Quiz.</p>	<p>Parents to assist students with homework that includes researching existing products, when shopping look out for merchandise from a recent big film.</p> <p>Discussion of their own interaction with marketing techniques of films, how do they consume film advertising.</p>

Summer Term	Topics Studied Please add approximate start / end dates	Home works / APP assessments / Controlled assessments, trips etc	How parents could support students
A	<p>Topic 5 Film - Documentary</p> <p>Easter to Summer Holidays</p> <p>Group Filming Project</p> <p>Term A is to focus on Research and Planning</p> <p>Create a 3minute documentary about 'Life at Ashcroft'</p> <p>Research and Planning</p> <p>Researching into existing short documentaries</p> <p>Research into school clubs and activities</p> <p>Planning for questionnaire for Staff Interviews</p> <p>Planning for questionnaire for Student Interviews</p> <p>Planning for questionnaire for Parent Interviews</p> <p>Interviews</p> <p>Storyboard</p>	<ul style="list-style-type: none"> • Homework: Moodboard of documentaries • Homework: Mindmap of clubs and activities at school • Homework Mindmap of initial ideas for how to document the school. • Homework: Watch the current school promo video, Strengths and Weaknesses • Homework: Initial Storyboard Design Magazine Front Cover • Homework: Initial Storyboard 	<p><i>Parents will have a direct input with these students and this piece of coursework. The parent/guardian of each student will participate in an interview about being a Parent at Ashcroft High School and giving their positive experiences so far.</i></p> <p>Parents will also be part of a focus group who give feedback on the storyboard, initial ideas and the first draft of the documentary.</p>
B	<p>Topic 5 Continuation</p> <p>After Half Term to Summer holidays</p> <p>Filming of content planned for in Summer Term A</p> <p>Rough Cut</p> <p>Feedback from focus group</p> <p>Final cut</p> <p>Editing techniques to be developed.</p>	<p>Final Assessment will look at the film as a completed piece. Use of music, camera angles, editing techniques, quality of sound, camera movement and control of camera to be analysed.</p>	

Music (Year 9) Curriculum Overview 2016-17

Periods per fortnight: 4

Autumn Term	Topics Studied Add dates and state if any of the year 9 work or assessments count towards GCSE grades next year	Home works / APP assessments / controlled assessments, trips etc.	How parents could support students
September to October	<p><u>Instrumental Performance Skills</u> During 2 lessons per fortnight students will be focusing on increasing their technical ability, quality of tone and reading music on their selected instrument. Students will work towards music medal awards or grades depending on individual ability.</p> <p><u>Britpop</u> During the other 2 lessons per fortnight students will be focusing on improving their ensemble skills. Students will learn about the origins and features of Britpop. Students will listen to music from the genre and learn how to identify the features.</p>	<p>APP Assessment: Students will be assessed regularly in class by their teacher on their instrumental ability and progress. Students will be assessed by their teacher on their ability to perform their song and ensemble awareness.</p> <p>Homework: Students to complete tasks set on www.samlearning.com</p>	<p>Ensure students completing homework to best of ability within given deadlines, ask students to demonstrate what they have learnt in lessons, listen to Blues music on YouTube, buy/hire an instrument for students to practice on at home or investing in peripatetic instrumental lessons if student show talent and enjoyment for their instrument.</p>
November – December	<p><u>Instrumental Performance Skills</u> During 2 lessons per fortnight students will be focusing on increasing their technical ability, quality of tone and reading music on their selected instrument. Students will work towards music medal awards or grades depending on individual ability.</p> <p><u>Film Music</u> During the other 2 lessons per fortnight students will be learning about the features and techniques used in film music. Students will apply this knowledge to compose music to fit with and match the mood/actions in a short film clip. Students will listen to music from the genre and learn how to identify the features.</p>	<p>APP Assessment: Students will be assessed regularly in class by their teacher on their instrumental ability and progress. Students will be assessed by their teacher on their ability to compose music to fit with and match the actions in a film clip.</p> <p>Homework: Students to complete tasks set on www.samlearning.com</p>	<p>Ensure students completing homework to best of ability within given deadlines, ask students to demonstrate what they have learnt in lessons, hiring an instrument for students to practice on at home or investing in peripatetic instrumental lessons if student show talent and enjoyment for their instrument.</p>
Spring Term			
January to February	<p><u>Instrumental Performance Skills</u> During 2 lessons per fortnight students will be focusing on increasing their technical ability, quality of tone and reading music on their selected instrument. Students will work</p>	<p>APP Assessment: Students will be assessed regularly in class by their teacher on their instrumental ability and</p>	<p>Ensure students completing homework to best of ability within given deadlines, ask</p>

	<p>towards music medal awards or grades depending on individual ability.</p> <p><u>Rhythms of the World</u> During the other 2 lessons per fortnight students will be learning about the rhythmic features and techniques used in music from round the world. Students will apply this knowledge to compose music and perform music. Students will listen to music from the genre and learn how to identify the features.</p>	<p>progress. Students will be assessed by their teacher on their ability to perform and compose music using rhythmic features from round the world.</p> <p>Homework: Students to complete tasks set on www.samlearning.com</p>	<p>students to demonstrate what they have learnt in lessons, hiring an instrument for students to practice on at home or investing in peripatetic instrumental lessons if student show talent and enjoyment for their instrument.</p>
March –April	<p><u>Instrumental Performance Skills</u> During 2 lessons per fortnight students will be focusing on increasing their technical ability, quality of tone and reading music on their selected instrument. Students will work towards music medal awards or grades depending on individual ability.</p> <p><u>Rhythms of the World cont.</u> During the other 2 lessons per fortnight students will be continuing their learning about the rhythmic features and techniques used in music from round the world. Students will apply this knowledge to compose music and perform music. Students will listen to music from the genre and learn how to identify the features.</p>	<p>APP Assessment: Students will be assessed regularly in class by their teacher on their instrumental ability and progress. Students will be assessed by their teacher on their ability to perform and compose music using rhythmic features from round the world.</p> <p>Homework: Students to complete tasks set on www.samlearning.com</p>	<p>Ensure students completing homework to best of ability within given deadlines, ask students to demonstrate what they have learnt in lessons, hiring an instrument for students to practice on at home or investing in peripatetic instrumental lessons if student show talent and enjoyment for their instrument.</p>
Summer Term			
April – May	<p><u>Instrumental Performance Skills</u> During 2 lessons per fortnight students will be focusing on increasing their technical ability, quality of tone and reading music on their selected instrument. Students will work towards music medal awards or grades depending on individual ability.</p> <p><u>Pop Music Conventions since 1950</u> During the other 2 lessons per fortnight students will be continuing their learning about the features and techniques used in popular music from 1950s. Students will apply this knowledge to compose and perform music. Students will listen to music from the genre and learn how to identify the features.</p>	<p>APP Assessment: Students will be assessed regularly in class by their teacher on their instrumental ability and progress. Students will be assessed by their teacher on their ability to perform and compose music from 1950s to present day.</p> <p>Homework: Students to complete tasks set on www.samlearning.com</p>	<p>Ensure students completing homework to best of ability within given deadlines, ask students to demonstrate what they have learnt in lessons, hiring an instrument for students to practice on at home or investing in peripatetic instrumental lessons if student show talent and enjoyment for their instrument.</p>

<p>June-July</p>	<p><u>Instrumental Performance Skills</u> During 2 lessons per fortnight students will be focusing on increasing their technical ability, quality of tone and reading music on their selected instrument. Students will work towards music medal awards or grades depending on individual ability.</p> <p><u>Pop Music Conventions since 1950 cont.</u> During the other 2 lessons per fortnight students will be continuing their learning about the features and techniques used in popular music from 1950s. Students will apply this knowledge to compose and perform music. Students will listen to music from the genre and learn how to identify the features.</p>	<p>APP Assessment: Students will be assessed in regularly class by their teacher on their instrumental ability and progress. Students will be assessed by their teacher on their ability to perform and compose music from 1950s to present day.</p> <p>Homework: Students to complete tasks set on www.samlearning.com</p>	<p>Ensure students completing homework to best of ability within given deadlines, ask students to demonstrate what they have learnt in lessons, hiring an instrument for students to practice on at home or investing in peripatetic instrumental lessons if student show talent and enjoyment for their instrument.</p>
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PE – Core (Year 9) Curriculum Overview 2016-17

Periods per fortnight: 2

Autumn Term	Topics Studied Add dates and state if any of the year 9 work or assessments count towards GCSE grades next year	Home works / APP assessments / controlled assessments, trips etc.	How parents could support students
September to October	<p>Girls – Netball and Trampolining. Students will learn new and develop previously learnt skills in both these areas. They will also learn about rules of the games. They will also develop their tactical understanding of the games. Students will be expected to lead their peers in different activities and also develop their analysis of performance skills.</p> <p>Boys – Rugby and Basketball. Students will learn new and develop previously learnt skills in both these areas. They will also learn about rules of the games. They will also begin to develop their tactical understanding of the games. Students will be expected to lead their peers in different activities and also develop their analysis of performance skills.</p>	<p>APP practical assessment in sports covered.</p> <p>APP knowledge assessment : <u>Analysing Performance – Strengths and Weaknesses</u></p>	Ensure their child has full PE kit or a note if unable to take part. Encourage child to practise and complete homework.
November December	<p>Girls – Football and Badminton. They will learn new skills and develop previously learnt skills in Football, there will also learn the rules of the game. They will also develop their tactical understanding of the games. Students will be expected to lead their peers in different activities and also develop their analysis of performance skills. In badminton they will learn new and develop previously learnt skills in both these areas. They will also learn about rules of the game and scoring systems.</p> <p>Boys – Rugby and Trampolining. Students will learn new and develop previously learnt skills in both these areas. They will also learn about rules of the games. They will also develop their tactical understanding of the games. Students will be expected to lead their peers in different activities and also develop their analysis of performance skills.</p>	<p>APP practical assessment in sports covered.</p> <p>APP knowledge assessment : <u>Analysing Performance – Recommendations to improve</u></p>	Ensure their child has full PE kit or a note if unable to take part. Encourage child to practise and complete homework.
Spring Term			
January to February	<p>Girls – Basketball, rugby, football. Students will learn new and develop previously learnt skills in both these areas. They will also learn about rules of the games. They will also develop their tactical understanding of the games. Students will be expected to lead their peers in different activities and also develop their analysis of performance skills.</p> <p>Boys – Football, fitness, trampolining. Students will learn new and develop previously learnt skills in both these areas. They will also learn about rules of the games. They will also develop their tactical understanding of the games. Students will be expected to lead their peers in different activities and also develop their analysis of performance skills. In fitness they will learn about different methods of training and how to lead an exercise session.</p>	<p>APP practical assessment in sports covered.</p> <p>APP knowledge assessment : <u>Methods of training</u></p>	Ensure their child has full PE kit or a note if unable to take part. Encourage child to practise and complete homework.
March – April	<p>Girls – Hockey and volleyball, fitness. Students will learn new and develop previously learnt skills in both these areas. They will also learn about rules of the games. They will also develop their tactical understanding of the games. Students will be expected to lead their peers in different activities and also develop their analysis of performance skills. In fitness they will learn about different methods of training and how to lead an exercise session.</p> <p>Boys – Football, fitness, trampolining. Students will learn new and develop previously learnt skills in both these areas. They will also learn about rules of the games. They will also develop their tactical understanding of the games. Students will be expected to lead their peers in different activities and also develop their analysis of performance skills. In fitness they will learn about different methods of training and how to lead an exercise session.</p>	<p>APP practical assessment in sports covered.</p> <p>APP knowledge assessment : <u>Plan and explain 2 team tactics for set plays in my sport</u></p>	Ensure their child has full PE kit or a note if unable to take part. Encourage child to practise and complete homework.
Summer Term			
April – May	<p>Girls – Athletics and Rounders. In athletics students will participate in a wide variety of events including; jumping, throwing and running. They will develop the techniques needed for each event and improve their own performance and the performance of others. Students will learn new and develop previously learnt skills in both these areas. They will also learn about rules of the games and develop their tactical understanding of the games. Students will be expected to lead their peers in different activities and also develop their analysis of performance skills.</p> <p>Boys – Athletics, softball, tennis. In athletics students will participate in a wide variety of events including; jumping, throwing and running. They will learn the techniques needed for each event and how to improve their own performance and the performance of others. Students will learn new and develop previously learnt skills in both these areas. They will also learn about rules of the games and develop their tactical understanding of the games. Students will be expected to</p>	<p>APP practical assessment in sports covered.</p> <p>APP knowledge assessment : <u>Principles of training</u></p>	Ensure their child has full PE kit or a note if unable to take part. Encourage child to practise and complete homework.

	lead their peers in different activities and also develop their analysis of performance skills.		
June-July	<p>Girls – Athletics and Tennis. In athletics students will participate in a wide variety of events including; jumping, throwing and running. They will learn the techniques needed for each event and how to improve their own performance and the performance of others. In tennis they will learn new and develop previously learnt skills in both these areas. They will also learn about rules of the game and scoring systems. Students will be expected to lead their peers in different activities and also develop their analysis of performance skills.</p> <p>Boys – Athletics and cricket. In athletics students will participate in a wide variety of events including; jumping, throwing and running. They will learn the techniques needed for each event and how to improve their own performance and the performance of others. Students will learn new and develop previously learnt skills in both these areas. They will also learn about rules of the games. Students will be expected to lead their peers in different activities and also develop their analysis of performance skills.</p>	<p>APP practical assessment in sports covered.</p> <p>APP knowledge assessment :</p> <p><u>Planning a 6 week training programme</u></p>	<p>Ensure their child has full PE kit or a note if unable to take part. Encourage child to practise and complete homework.</p>

PE – GCSE (Year 9) Curriculum Overview 2016-17

Periods per fortnight: 4

Autumn Term	Topics Studied Add dates and state if any of the year 9 work or assessments count towards GCSE grades next year	Home works / APP assessments / controlled assessments, trips etc.	How parents could support students
September to October	<p>Health, Fitness and Well-being (Paper 2: Health and Performance) Physical, emotional and social health</p> <p>Physical, emotional and social health (ii) Lifestyle choices Impact of lifestyle choices Sedentary lifestyles and consequences Balanced diet and the role of nutrients Dietary manipulation for sport (i) Dietary manipulation for sport (ii) Optimum weight</p> <p>PRACTICAL: Students will develop skills, knowledge and understanding in various sports including: Football, Netball, Fitness, Volleyball, Basketball, Badminton, Table Tennis. Students will begin Analysis of Performance.</p>	<p>HW: <u>Benefits of Exercise</u> <u>Impact of Lifestyle on Health, Fitness and well being</u> <u>Food Diary</u></p>	<p>Ensure their child has full PE kit or a note if unable to take part. Encourage child to practise and complete homework. Ensure regular revision is happening on SAM learning. Encourage child to attend extra-curricular activities</p>
November December	<p>Health, Fitness and Well-being (Paper 2: Health and Performance)</p> <p>Balanced diet and the role of nutrients Dietary manipulation for sport (i) Dietary manipulation for sport (ii) Optimum weight</p> <p>PRACTICAL: Students will develop skills, knowledge and understanding in various sports including: Football, Netball, Fitness, Volleyball, Basketball, Badminton, Table Tennis. Students will begin Analysis of Performance.</p>	<p>HW: <u>Food Diary</u> <u>Optimum weight and its effect on sports performers</u></p> <p>End of unit test: Health, Fitness and Well-being (Paper 2: Health and Performance)</p>	<p>Ensure their child has full PE kit or a note if unable to take part. Encourage child to practise and complete homework. Ensure regular revision is happening on SAM learning. Encourage child to attend extra-curricular activities</p>
Spring Term			
January to February	<p>Applied Anatomy and Physiology (Paper 1: Fitness and Body Systems)</p> <p>Functions of the skeletal system Classification of bones Structure of the skeletal system (i) Structure of the skeletal system (ii)</p> <p>PRACTICAL: Students will develop skills, knowledge and understanding in various sports including: Football, Netball, Fitness, Volleyball, Basketball, Badminton, Table Tennis. Students will begin Analysis of Performance.</p>	<p>HW: <u>Functions of the skeleton</u> <u>Label Bones</u> <u>Joints and movement</u></p>	<p>Ensure their child has full PE kit or a note if unable to take part. Encourage child to practise and complete homework. Ensure regular revision is happening on SAM learning. Encourage child to attend extra-curricular activities</p>
March – April	<p>Applied Anatomy and Physiology (Paper 1: Fitness and Body Systems)</p> <p>Classification and roles of muscles Location and roles of key voluntary muscles (i) Location and roles of key voluntary muscles (ii) Antagonistic muscles Fast and slow twitch muscle fibres</p> <p>PRACTICAL: Students will develop skills, knowledge and understanding in various sports including: Football, Netball, Fitness, Volleyball, Basketball, Badminton, Table Tennis. Students will begin Analysis of Performance.</p>	<p>HW: <u>Joints and movement</u> <u>Label muscles</u> <u>Antagonistic muscle action.</u></p> <p>End of unit test: Applied Anatomy and Physiology (Paper 1: Fitness and Body Systems) Skeletal System and muscular system</p>	<p>Ensure their child has full PE kit or a note if unable to take part. Encourage child to practise and complete homework. Ensure regular revision is happening on SAM learning. Encourage child to attend extra-curricular activities</p>

Summer Term			
April – May	<p><i>Applied Anatomy and Physiology (Paper 1: Fitness and Body Systems)</i> Structure and function of cardiovascular system (i) Structure and function of cardiovascular system (ii) Arteries, capillaries and veins Vascular shunting Components of blood and their significance for physical activity (i) Components of blood and their significance for physical activity (ii)</p> <p>PRACTICAL: Students will develop skills, knowledge and understanding in various sports including: Athletics, Rounders, Softball, Tennis, cricket</p>	<p>HW: <u>Cardiovascular adaptations</u> <u>Structure of the Cardiovascular system</u> <u>Redistribution of blood flow</u></p> <p>End of unit test: <i>Applied Anatomy and Physiology (Paper 1: Fitness and Body Systems) Cardiovascular System</i></p>	<p>Ensure their child has full PE kit or a note if unable to take part. Encourage child to practise and complete homework. Ensure regular revision is happening on SAM learning. Encourage child to attend extra-curricular activities</p>
June-July	<p><i>Applied Anatomy and Physiology (Paper 1: Fitness and Body Systems)</i> Respiratory system – composition of air; lung volumes Location and roles of principal components of respiratory system (i) Location and roles of principal components of respiratory system (ii) Structure and function of alveoli Energy sources; aerobic and anaerobic exercise and short term effects of exercise (i) Energy sources; aerobic and anaerobic exercise and short term effects of exercise (ii)</p> <p>PRACTICAL: Students will develop skills, knowledge and understanding in various sports including: Athletics, Rounders, Softball, Tennis, cricket</p>	<p>HW: <u>Aerobic and anaerobic energy systems</u> <u>Structure of Respiratory System</u> <u>Function of the Respiratory System</u></p> <p>End of unit test: <i>Applied Anatomy and Physiology (Paper 1: Fitness and Body Systems) Respiratory System</i></p>	<p>Ensure their child has full PE kit or a note if unable to take part. Encourage child to practise and complete homework. Ensure regular revision is happening on SAM learning. Encourage child to attend extra-curricular activities</p>

Product Design (Year 9) Curriculum Overview 2016-17

Periods per fortnight: 4

Autumn Term 1	Topics Studied	Home works / APP assessments / controlled assessments, trips etc	How parents could support students
First Half Term	<p>This half term students will be studying the following topics:</p> <ul style="list-style-type: none"> • Line weights • Font types • Typography • The Colour wheel • Isometric Drawing • Orthographic projection • Freehand sketching • Perspective projection 	<p>Homework will be set based on drawing topic. Students are encouraged to complete drawing activities at home and to practise skills by drawing random objects in the home.</p>	<p>Check student planners for homework and remind them.</p>
Second Half Term	<p>This half term students will be analysing the Olympic logo and discussing how it was created.</p> <ul style="list-style-type: none"> • Students will then analyse the Olympic torch and redesign the torch using the drawing techniques learned in HT1. <p>Students will then create a model of the Olympic torch based on their design.</p>	<p>Students will peer assess their work at the end of each topic and award a grade based on a marking criteria.</p> <p>Students will research the origin of the Olympics logo and some of the economic issues associated with Brazil.</p>	<p>Discuss the content of the lesson and what have they been learning.</p>
Spring Term 2			
First Half Term	<p>Designer Project</p> <p>Students will be introduced to 6 Iconic Designers. There will be 2 Product Designers, 2 Architects, and 2 fashion designers, Students will study these designers in terms of their business accomplishments, their individual product success, analyse the key features of their design and use their favourite designer as an inspiration.</p> <p>Design Project</p>	<p>Students to complete an information booklet based on the designer of their choice. It needs to be 6 pages long, be designed as a work of art, have information about at least 4 of their most famous products and have spoken about the designer's life, inspirations and give their own opinion on their ideas.</p>	<p>Check student planners for homework and remind them.</p> <p>Discuss the content of the lesson and what have they been learning.</p>

<p>Second Half Term</p>	<p>Students will continue to design a range of products based on these designers.</p> <p>They will then create a 3D model and advertising poster based on their idea.</p> <p>They will present their idea to the class and receive peer feedback on their design.</p>	<p>Students will research 8 DT key words and become familiar with how they can integrate these terms in their coursework.</p> <p>Students will have to prepare their pitch at home. They will need to use subject specific terminology.</p> <p>Watch Dragons Den in order to understand using persuasive language.</p>	<p>Check student planners for homework and remind them.</p> <p>Discuss the content of the lesson and what have they been learning.</p>
<p>Summer Term 3</p>			
<p>First Half Term</p>	<p>The students be studying Product Design and completing a controlled assessment booklet that is used for the GCSE. This will allow students an opportunity to learn more about the GCSE if they wish to choose as an Option for Year 10.</p> <p>The theme used is based on “Temporary Beach Shelter”. During this project they concentrate on developing:</p> <ul style="list-style-type: none"> • Scale – Realistic Modelling. Using paper models. • Branding and Marketing • Modelling Skills 	<p>Complete a Glossary of Terminology used when in this project.</p> <p>Use small cards as revision notes and prepare to present the final model to the class.</p>	<p>Check student planners for homework and remind them.</p> <p>Discuss the content of the lesson and what have they been learning.</p>
<p>Second Half Term</p>	<p>Students use the time to complete the making element and consider all possible ways of Marketing the final design through a Presentation.</p> <ul style="list-style-type: none"> • Concentration on design detail • Quality of Sketches • Annotation of design ideas • Verbal communication and voice projection concentrating on using subject specific terminology to demonstrate knowledge gained though the subject. 	<p>Module Evaluation</p>	

Religious Studies (Year 9) Curriculum Overview 2016-17

Periods per fortnight: 2

	Topics Studied Please add approximate start / end dates	Home works / APP assessments / Controlled assessments, trips etc	How parents could support students
Autumn Term 1	<p><u>Peace and Conflict part 1</u></p> <p>In this topic students will be considering the issues that surround conflict and war. This half term they will study the causes of war and whether or not they are social, religious, political or economic, organisations which help to prevent war. Religious attitudes towards conflict and the concept of a Just or Holy war.</p>	<p><u>Homework</u></p> <p>Learn the key words from lessons.</p> <p><u>APP</u></p> <p>A GCSE exam question.</p>	<p>Assist the students when they are learning the key words.</p> <p>Ensure work is revised outside of class</p>
Autumn term 2	<p><u>Peace and Conflict part 2</u></p> <p>In this half of the topic students will be studying what the alternatives to conflict are such as forgiveness and reconciliation and why religions think this is important.</p>	<p><u>Homework</u></p> <p>Learn the key words from lessons.</p> <p><u>APP</u></p> <p>A GCSE exam question.</p>	<p>Assist the students when they are learning the key words.</p> <p>Ensure work is revised outside of class</p>
Spring term 1	<p><u>Christianity - Practices part 1</u></p> <p>In this half of the module students study how Christians put their faith into action. They consider worship and prayer, the sacraments of baptism and Eucharist. They then study 2 different places of pilgrimage.</p>	<p><u>Homework</u></p> <p>Learn the key words from lessons.</p> <p><u>APP</u></p> <p>A GCSE exam question.</p>	<p>Assist the students when they are learning the key words.</p> <p>Ensure work is revised outside of class</p>
Spring term 2	<p><u>Christianity - Practices part 2</u></p> <p>In the second half of the module students consider how Christian faith can influence a person to behave in the community. They study the role of the church in communities, actions toward world poverty and evangelism.</p>	<p><u>Homework</u></p> <p>Learn the key words from lessons.</p> <p><u>APP</u></p> <p>A GCSE exam question.</p>	<p>Assist the students when they are learning the key words.</p> <p>Ensure work is revised outside of class</p>

<p>Summer term 1</p>	<p><u>Religion, human rights and social justice part 1</u></p> <p>In this half of the module students consider human rights and why they are important to not only their lives but also the lives of others in the world. They also consider the freedoms that they have in British society.</p>	<p><u>Homework</u></p> <p>Learn the key words from lessons.</p> <p><u>APP</u></p> <p>A GCSE exam question.</p>	<p>Assist the students when they are learning the key words.</p> <p>Ensure work is revised outside of class</p>
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Science (Year 9) Curriculum Overview 2016-17

Periods per fortnight: 6

Autumn Term	Topics studied (approx.. start and end dates)	Homeworks, APP, Controlled Assessment, trips, etc.	How parents could support students.
Sept to Dec 2016	<p>BIOLOGY 4.1 Cell Biology Cell structure- Eukaryotes and Prokaryotes. Plant and Animal cells, Bacteria cells. Cell specialisation and differentiation. Microscopy. Cell Division Chromosomes, mitosis and the cell cycle. Stem Cells. Transport in cells Diffusion, Osmosis and Active transport</p> <p>CHEMISTRY 5.1 Atomic structure and the Periodic Table. Simple model of the atom, symbols, Relative atomic mass, Electronic charge and isotopes. Atoms, Elements, Compounds and mixtures. Development of the model of the atom, Relative electrical charges of subatomic particles, the size and Mass of atoms, Relative atomic mass, Electronic structure, The periodic table, development of the periodic table, metals and non-metals, Groups, zero, 1, and 7.</p> <p>5.2- Bonding Structure and the properties of matter. Chemical bonds, ionic, covalent and metallic bonds. Ionic compounds, covalent compounds, how bonding and structure are related to the properties of substances. The three states of matter, state symbols, properties of ionic compounds, properties of small molecules, polymers, Giant covalent structures, properties of metals and alloys, metals as conductors. Structure and bonding in Diamond and Graphite, Graphene and Fullerenes.</p>	<p>Homework: <i>Students will be directed to the exact pages of reading study on a weekly basis to initially consolidate their lesson learnings. Secondly to prepare for the next module of learning.</i></p> <p>Biology Text Book Pages:</p> <p>Chemistry Text Book Pages:</p> <p>Physics Text Book Pages:</p> <p>Assessing Pupil Progress (APP): 6-Mark Extended questions Completion of three 6 mark questions for each module, peer and self-assessment.</p> <p>Doddle Assessment tests</p> <p>End of module tests</p> <p>Trips- Big Bang NEC – 15th March 2017, St Albans Arena – Ministry of Science trip 18th October 2016 at 6.30pm.</p> <p>Exam- December and May PPE</p> <p>Other homework may be set on www.DoddleLearning.com www.SAMLEARNING.com www.myGCSEscience.com http://www.bbc.co.uk/schools/gcsebitesize</p> <p><i>(Please be aware students using the above sites should be using the AQA Combine Trilogy or Trilogy Biology, Chemistry & Physics on these sites as the curriculum has recently changed and contains different modules for examination in June 2019.)</i></p>	<p>Visits to libraries to extend learning outside of the class room.</p> <p>BBC Bitesize GCSE, SAM Learning, the use of the VLE (school website) for revision materials and past papers.</p> <p>Access the e text book on VLE to read through modules and answer questions set in the text.</p> <p>Assist students to prepare a revision timetable and to guide students through revision.</p> <p>Guide students to make mind maps for each module to aid revision.</p> <p>Make a glossary of keyword definitions and Flash cards for each module.</p>

	<p>PHYSICS 6.1-Energy Energy changes in a system and the ways energy is stored before and after such changes. Changes in energy (k.e and Ep) energy transfers in a system, Efficiency, National and Global energy resources., Energy changes in systems (specific Heat Capacity), Power, conservation and dissipation of energy.</p>		
Spring Term Jan to March 2017	Topics studied (approx.. start and end dates)	Homeworks, APP, Controlled Assessment, trips, etc.	How parents could support students.
	<p>BIOLOGY 4.2-Organisation Animal Tissues, organs and organ systems. The human digestive system, The heart and blood vessels, coronary heart diseases, heart issues, Effect of lifestyle on some non-communicable diseases, cancer. Plant Tissues, organs and organ systems</p> <p>CHEMISTRY 5.3- Quantitative Chemistry Conservation of mass and Balanced chemical equations, Relative formula mass, mass changes when a reactant or product is a gas, use of amount of substance in relation to pure substance. Mole(HT), amount of substance in equation(HT), Using moles to balance equations(HT), limiting reactants(HT), concentration of solution</p> <p>PHYSICS 6.2- Electricity Current, potential difference and resistance, standard circuit diagram symbols, Electrical charge and</p>	<p>. Homework: <i>Students will be directed to the exact pages of reading study on a weekly basis to initially consolidate their lesson learnings. Secondly to prepare for the next module of learning.</i></p> <p><u>Biology Text Book Pages:</u></p> <p><u>Chemistry Text Book Pages:</u></p> <p><u>Physics Text Book Pages:</u></p> <p><u>Assessing Pupil Progress (APP):</u></p> <p>6-Mark Extended questions Completion of three 6 mark questions for each module, peer and self-assessment.</p> <p>Doddle Assessment tests</p> <p>End of module tests</p> <p>Trips- Big Bang NEC – 15th March 2017, St Albans Arena – Ministry of Science trip 18th October 2016 at 6.30pm.</p>	<p>Visits to libraries to extend learning outside of the class room.</p> <p>BBC Bitesize GCSE, SAM Learning, the use of the VLE (school website) for revision materials and past papers.</p> <p>Access the e text book on VLE to read through modules and answer questions set in the text.</p> <p>Assist students to prepare a revision timetable and to guide students through revision.</p> <p>Guide students to make mind maps for each</p>

	<p>current. Current, resistance and potential difference calculations. Resistors, Current- voltage graphs for a lamp, diode, thermistor, LDR, series and parallel circuits, Domestic uses and safety, Direct and Alternating Potential difference, Mains electricity and plugs, Energy transfer in everyday appliances, power calculations, The National Grid.</p> <p>Interpreting data</p>	<p>Exams-December and May PPE</p> <p>Other homework may be set on www.DoddleLearning.com www.SAMLEARNING.com www.myGCSEscience.com http://www.bbc.co.uk/schools/gcsebitesize</p> <p><i>(Please be aware students using the above sites should be using the AQA Combine Trilogy or Trilogy Biology, Chemistry & Physics on these sites as the curriculum has recently changed and contains different modules for examination in June 2019.)</i></p>	<p>module to aid revision.</p> <p>Make a glossary of keyword definitions and Flash cards for each module.</p>
Summer Term	Topics studied (approx.. start and end dates)	Homeworks, APP, Controlled Assessment, trips, etc.	How parents could support students.
April to July 2017	<p><u>BIOLOGY</u> <u>4.3- Infection and Response-</u> communicable Infectious diseases, viral diseases, Bacterial Diseases, Fungal diseases, Protist Diseases, Human defence systems, Vaccinations, Antibiotics and Painkillers. Discovery and development of drugs.</p> <p><u>CHEMISTRY</u> <u>5.4- Chemical Changes-</u> Reactivity of metals, metal oxides, reactivity series, extraction of metals and reduction, oxidation and reduction in terms of electrons(HT) Reactions of acids with metals, Neutralisation of acids and salt production, soluble salts, the pH scale and neutralisation. Strong and weak acids, Electrolysis, Electrolysis of aqueous solutions and molten ionic compounds. Using electrolysis to extract metals. Representation of reactions at electrodes as half equations[HT].</p> <p><u>PHYSICS</u> <u>6.3- Particle Model of matter</u> Change of state and particle model, density of materials, changes of state, Internal energy and energy transfer,</p>	<p><u>Homework:</u> <i>Students will be directed to the exact pages of reading study on a weekly basis to initially consolidate their lesson learnings. Secondly to prepare for the next module of learning.</i></p> <p><u>Biology Text Book Pages:</u></p> <p><u>Chemistry Text Book Pages:</u></p> <p><u>Physics Text Book Pages:</u></p> <p><u>Assessing Pupil Progress (APP):</u></p> <p>6-Mark Extended questions Completion of three 6 mark questions for each module, peer and self-assessment.</p> <p>Doddle Assessment tests</p> <p>End of module tests Exams-December and May PPE.</p> <p>Trips- Big Bang NEC – 15th March 2017, St Albans Arena – Ministry of Science trip 18th October 2016 at 6.30pm.</p>	<p>Visits to libraries to extend learning outside of the class room.</p> <p>BBC Bitesize GCSE, SAM Learning, the use of the VLE (school website) for revision materials and past papers.</p> <p>Access the e text book on VLE to read through modules and answer questions set in the text.</p> <p>Assist students to prepare a revision timetable and to guide students through revision.</p> <p>Guide students to make mind maps for each</p>

	<p>Temperature changes in a system and specific Heat Capacity, Changes of heat and specific Latent heat of fusion and vaporisations, particle model and pressure, particle motion in gases.</p> <p><u>INTERPRETING DATA</u> Measuring Precision and accuracy Evaluation and analysis Practical skills – experiments Data collection Observation skills Numeracy (mean, median, mode) Literacy (specialist key terms)</p>	<p>Other homework may be set on www.DoddleLearning.com www.SAMLEARNING.com www.myGCSEscience.com http://www.bbc.co.uk/schools/gcsebitesize</p> <p><i>(Please be aware students using the above sites should be using the AQA Combine Trilogy or Trilogy Biology, Chemistry & Physics on these sites as the curriculum has recently changed and contains different modules for examination in June 2019.)</i></p>	<p>module to aid revision.</p> <p>Make a glossary of keyword definitions and Flash cards for each module.</p>
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Spanish (Year 9) Curriculum Overview 2016-17

Periods per fortnight: 5

Autumn Term	Topics Studied Please add approximate start / end dates	Home works / APP assessments / Controlled assessments, trips etc	How parents could support students
September to October	<p>Module 1: Los medios de comunicación.</p> <p>1.Mi ordenador: Talking about what you use computers for.</p> <p>2.La television: Talking about television programmes</p> <p>3.Las peliculas: Comparing films.</p> <p>4.La musica: Talking about different types of music.</p> <p>5.Fui al cine: Describing what a film is about.</p>	<p>APP- Module 1: Los medios de comunicacion</p> <p>Vocabulary test of the unit.</p> <p>Writing homework:</p> <ul style="list-style-type: none"> - Write a short paragraph saying what you use the technology for. Ensure you give your opinions and reasons of it. <p>Write a blog where you write about your free time activities and latest films you have watched.</p>	<p>Print vocab booklet from VLE/Spanish dictionary.</p> <p>Use of websites to learn and revise contents.</p> <p>Linguascope.com/Sam Learning/BBC Languages Spanish – La vida loca.</p>
November to December	<p>Modulo 2: El instituto.</p> <p>1.Un día en el instituto: Describing your school.</p> <p>2.¿Qué vas a estudiar? Talking about school subject options.</p> <p>3. Los profesores: Giving opinions about teachers.</p> <p>4. Se debe: Talking about schools.</p>	<p>Module 2: El instituto.</p> <p>Vocabulary test of the unit.</p> <p>Doddle H/W</p> <p>Translation H/W</p> <p>SP: Prepare a 2 minutes presentation about your school.</p> <p>WR- Write an article about your favorite subjects. (write 80-90 words)</p>	<p>Print vocab booklet from VLE/Spanish dictionary</p> <p>Use of websites to learn and revise contents.</p> <p>Linguascope.com/SAM Learning/BBC Languages Spanish – La vida loca.</p>

Spring term			
January to February	<p>Module 3: La salud</p> <p>1.Me duele: Learning the parts of the body.</p> <p>2.En la farmacia: Describe symptoms.</p> <p>3.Tienes una dieta: Talking about healthy and unhealthy food.</p> <p>4.La vida sana: Talking about healthy living.</p> <p>Mis pecados: Talking about lifestyle changes.</p>	<p>APP – Module 3: La salud</p> <p>Vocabulary test of the unit</p> <p>SP: Prepare a conversation about someone who goes to the doctor. Give remedies.</p> <p>Wr- Write a blog about healthy lifestyle. Say what you should do or you should not do to have a healthy life. (80-90 words)</p> <p>Doddle H/W</p> <p>Translation H/W</p>	<p>Print vocab booklet from VLE/Spanish dictionary.</p> <p>Use of websites to learn and revise contents.</p> <p>Linguascope.com/Sam Learning/BBC Languages Spanish – La vida loca.</p>
March to April	<p>Edexcel Spanish Higher book</p> <p>Module 2 <i>De paseo por Sevilla</i></p> <p>Repaso 1: Mi vida: Giving personal information. Using the present tense.</p> <p>Repaso 2: En ruta. Talking about means of transport. Using adverbs.</p> <p>Unidad 1-La oficina de turismo: Planning a day out. Using the near future tense.</p> <p>Unidad 2 Comprando recuerdos: Asking for and understanding directions. Using imperatives.</p>	<p>APP – Module 2:De Paseo por Sevilla.</p> <p>Reading/Listening/writing/reading skills.</p> <p>Doddle H/W</p> <p>Translation H/W</p> <p>Vocabulary test.</p> <p>SP - Prepare a dialogue about a conversation ordering food in a restaurant.</p>	<p>Print vocab booklet from VLE/Spanish dictionary.</p> <p>Use of websites to learn and revise contents.</p> <p>Linguascope.com/Sam Learning/BBC Languages Spanish – La vida loca.</p>
June to July	<p>Modulo 4 ¡Perdidos!</p> <p>Repaso Mi familia. Talking about your family.</p> <p>Unidad 1- Los supervivientes. Talking about relationships.</p>	<p>Vocabulary test of the unit.</p> <p>Translation Workbook H/W</p> <p>Doddle H/W</p> <p>SP – Describe a picture and complete questions related to the image.</p>	<p>Print vocab booklet from VLE/Spanish dictionary.</p> <p>Use of websites to learn and revise contents.</p> <p>Linguascope.com/Sam Learning/BBC</p>

	<p>Unidad 2- La vida cotidiana. Talking about daily routine.</p> <p>Unidad 3- Las tareas. Talking about chores.</p> <p>Unidad 4- Otro accidente. Talking about people's personality.</p> <p>Unidad 5- Un año después. Talking about experiences and hopes.</p>	<p>WR- Describe your family or your best friend. Explain why he/she is good friend.(80-90 words)</p> <p>WR- Describe your daily routine. (120-150 words)</p>	<p>Languages Spanish – La vida loca.</p>
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