



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.)



English (Year 9) Curriculum Overview 2017-18

Periods per fortnight: 8

Autumn Term	Topics Studied Add dates and state if work is for GCSE or other award and if single or double award	Homeworks/Controlled assessments, field work, trips	How parents could support students
September to December 2017	<p>OCR Literature: Prose: <i>Dr Jekyll and Mr Hyde</i></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.</p> <p>Trip to London</p>	<p>Discuss the themes of the text with your child.</p> <p>Ensure that your child is completing independent study on GCSE Pod, Sam Learning and Doodle.</p> <p>Take your child to a production of Jekyll and Hyde.</p>
Spring Term			
January to April 2018	<p>AQA Language Scheme 1</p> <p>In this unit students will explore how the writer's choice of language and structure create effect. It will also assess their comprehension skills and their ability to write for a range of purposes.</p> <p>Spoken Language</p>	<p>Students will display the mastery of skills through completing: past papers; exam based questions.</p> <p>Speech in front of class formally assessed by classroom teacher</p>	<p>Buy newspapers and discuss key aspects of articles within them.</p> <p>Read fiction texts with your child and discuss how the writer creates emotion within the reader.</p> <p>Ensure that your child is completing independent study on GCSE Pod, Sam Learning and Doodle.</p>
Summer Term			

<p>April to July 2018</p>	<p>OCR Literature: Drama: An Inspector Calls</p> <p>Exploring themes through the study of literature, whilst developing comprehension and analytical skills.</p> <p>Revision: OCR Literature: Prose: Dr Jekyll and Mr Hyde</p>	<p>Students will display the mastery of skills through completing: past papers; exam based questions.</p>	<p>Ensure that your child is completing independent study on GCSE Pod, Sam Learning and Doodle.</p> <p>Take your child to a production of An Inspector Calls.</p>
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Maths (Year 9) Curriculum Overview 2017-18

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. 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. 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. 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. 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>	

Science (Year 9) Curriculum Overview 2017-18

Periods per fortnight: 8

Autumn Term September- October Half Term.	Topics studied (approx.. start and end dates)	Homeworks, trips, etc.	How parents could support students.
9VV1,9VX2,9VX3	<p>BIOLOGY 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><i>Make your own notes and flash cards after reading the topic Cell Biology from the Collins connect on-line textbook. [Students have log-ins]</i></p> <p>Complete the following task from Collins AQA GCSE Revision. [Purchased from Finance office] Biology: Pages : 16,18,20,22,34,35,56,57</p> <p>Complete the End of module tests on the topic 'Cell Biology' from the Collins connect on-line textbooks (Biology).</p> <p>Doddle Assessment test</p> <p>Revise for summer exams</p> <p>Trips - TBC</p> <p>Video's - review the videos on the VLE, of the required practical's before the lesson.</p> <p>Pre lesson prep: read ahead the pages on Collins Connect before the lesson. These pages will be given to you during the start of a lesson.</p> <p>Worksheets: Worksheets are available on the VLE under science year 9 to accompany all lessons.</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 2020.)</i></p>	<p>Visits to libraries to extend learning outside of the class room.</p> <p>Collins connect and Revision materials from Collins AQA GCSE Revision guide. BBC Bitesize, SAM Learning & GCSE pod.</p> <p>Assist students to prepare a revision timetable and to guide students through revision.</p> <p>Guide students to make mind maps and Flash cards for each module to aid revision.</p> <p>Make a glossary of keyword definitions from each module.</p>

<p>9VX4, 9VX5, 9YZ1</p>	<p>CHEMISTRY <u>Atomic structure and the Periodic Table.</u> 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><i>Make your own notes and flash cards after reading the topic Cell Biology from the Collins connect on-line textbook. [Students have log-ins]</i> Complete the following task from Collins AQA GCSE Revision. [Purchased from Finance office]</p> <p>Chemistry: Pages :88,90,92,110,128,129</p> <p>Complete the End of module tests on the topic ‘atomic structure and the periodic table’ from the Collins connect on-line textbooks (Chemistry).</p> <p>Doddle Assessment test</p> <p>Revise for summer exams</p> <p>Trips – TBC</p> <p>Video’s - review the videos on the VLE, of the required practical’s before the lesson.</p> <p>Pre lesson prep: read ahead the pages on Collins Connect before the lesson. These pages will be given to you during the start of a lesson.</p> <p>Worksheets: Worksheets are available on the VLE under science year 9 to accompany all lessons.</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 2020.)</i></p>	<p>Visits to libraries to extend learning outside of the class room.</p> <p>Collins connect and Revision materials from Collins AQA GCSE Revision guide. BBC Bitesize, SAM Learning & GCSE pod.</p> <p>Assist students to prepare a revision timetable and to guide students through revision.</p> <p>Guide students to make mind maps and Flash cards for each module to aid revision.</p> <p>Make a glossary of keyword definitions from each module.</p>
<p>9YZ2,9YZ3,9YZ4</p>	<p>PHYSICS <u>Forces</u> Forces, speed, acceleration, velocity-time graphs, calculating motion, Heavy or massive, Forces and motion, Resultant forces, Forces and</p>	<p><i>Make your own notes and flash cards after reading the topic Cell Biology from the Collins connect on-line textbook. [Students have log-ins]</i> Complete the following task from Collins AQA GCSE Revision. [Purchased from Finance office]</p>	<p>Visits to libraries to extend learning outside of the class room.</p>

	<p>acceleration, Investigating the acceleration of an object, Newton's third law, Forces and energy in springs. Investigating the relationship between force and the extension of a spring.</p>	<p>Physics Pages: 158,160,162,164,178,179,198,199.</p> <p>Complete the End of module tests on the topic 'forces' from the Collins connect on-line textbooks (Physics).</p> <p>Doddle Assessment test</p> <p>Revise for Summer exams</p> <p>Trips – TBC</p> <p>Video's - review the videos on the VLE, of the required practical's before the lesson.</p> <p>Pre lesson prep: read ahead the pages on Collins Connect before the lesson. These pages will be given to you during the start of a lesson.</p> <p>Worksheets: Worksheets are available on the VLE under science year 9 to accompany all lessons.</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 2020.)</i></p>	<p>Collins connect and Revision materials from Collins AQA GCSE Revision guide. BBC Bitesize, SAM Learning & GCSE pod.</p> <p>Assist students to prepare a revision timetable and to guide students through revision.</p> <p>Guide students to make mind maps and Flash cards for each module to aid revision.</p> <p>Make a glossary of keyword definitions from each module.</p>
Autumn- October Half term to Dec 2017/Groups	Topics studied (approx.. start and end dates)	Homeworks, trips, etc.	How parents could support students.
9VV1,9VX2,9VX3	<p>PHYSICS Forces Forces, speed, acceleration, velocity-time graphs, calculating motion, Heavy or massive, Forces and motion, Resultant forces, Forces and acceleration. Investigating the acceleration of an object. Newton's third law, Forces and energy in springs.</p>	<p><i>Make your own notes and flash cards after reading the topic Cell Biology from the Collins connect on-line textbook. [Students have log-ins]</i></p> <p>Complete the following task from Collins AQA GCSE Revision. [Purchased from Finance office]</p> <p>Physics Pages: 158,160,162,164,178,179,198,199</p> <p>Complete the End of module tests on the topic 'forces' from the Collins connect on-line textbooks (Physics).</p>	<p>Visits to libraries to extend learning outside of the class room.</p> <p>Collins connect and Revision materials from Collins AQA GCSE Revision guide. BBC Bitesize, SAM</p>

	<p>Investigating the relationship between force and the extension of a spring.</p>	<p>Doddle Assessment test</p> <p>Revise for summer exams</p> <p>Trips -TBC</p> <p>Video's - review the videos on the VLE, of the required practical's before the lesson.</p> <p>Pre lesson prep: read ahead the pages on Collins Connect before the lesson. These pages will be given to you during the start of a lesson.</p> <p>Worksheets: Worksheets are available on the VLE under science year 9 to accompany all lessons.</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 2020.)</i></p>	<p>Learning & GCSE pod.</p> <p>Assist students to prepare a revision timetable and to guide students through revision.</p> <p>Guide students to make mind maps and Flash cards for each module to aid revision.</p> <p>Make a glossary of keyword definitions from each module.</p>
<p>9VX4, 9VX5, 9YZ1</p>	<p><u>BIOLOGY</u> <u>Cell Biology</u> Cell structure- Eukaryotes and Prokaryotes. Plant and Animal cells, Bacteria cells. Cell specialisation and differentiation. Microscopy. <u>Cell Division</u> Chromosomes, mitosis and the cell cycle. Stem Cells. <u>Transport in cells</u> Diffusion, Osmosis and Active transport</p>	<p><i>Make your own notes and flash cards after reading the topic Cell Biology from the Collins connect on-line textbook. [Students have log-ins]</i></p> <p>Complete the following task from Collins AQA GCSE Revision. [Purchased from Finance office] <u>Biology</u> Pages: 16,18,20,22,34,35,56,57</p> <p>Complete the End of module tests on the topic 'Cell Biology' from the Collins connect on-line textbooks (Biology).</p> <p>Doddle Assessment test</p> <p>Revise for Summer exams</p> <p>Trips – TBC</p> <p>Video's - review the videos on the VLE, of the required practical's before the lesson.</p>	<p>Visits to libraries to extend learning outside of the class room.</p> <p>Collins connect and Revision materials from Collins AQA GCSE Revision guide. BBC Bitesize, SAM Learning & GCSE pod.</p> <p>Assist students to prepare a revision timetable and to guide students</p>

		<p>Pre lesson prep: read ahead the pages on Collins Connect before the lesson. These pages will be given to you during the start of a lesson.</p> <p>Worksheets: Worksheets are available on the VLE under science year 9 to accompany all lessons.</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 2020.)</i></p>	<p>through revision.</p> <p>Guide students to make mind maps and Flash cards for each module to aid revision.</p> <p>Make a glossary of keyword definitions from each module.</p>
<p>9YZ2,9YZ3,9YZ4</p>	<p><u>Atomic structure and the Periodic Table.</u> 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><i>Make your own notes and flash cards after reading the topic Cell Biology from the Collins connect on-line textbook. [Students have log-ins]</i></p> <p>Complete the following task from Collins AQA GCSE Revision. [Purchased from Finance office] <u>Chemistry</u> Pages: 88,90,92,110,128, 129.</p> <p>Complete the End of module tests on the topic ‘Atomic structure and the periodic table’ from the Collins connect on-line textbooks (Chemistry).</p> <p>Doddle Assessment test</p> <p>Revise for December and May Exams</p> <p>Trips – TBC</p> <p>Video’s - review the videos on the VLE, of the required practical’s before the lesson.</p> <p>Pre lesson prep: read ahead the pages on Collins Connect before the lesson. These pages will be given to you during the start of a lesson.</p>	<p>Visits to libraries to extend learning outside of the class room.</p> <p>Collins connect and Revision materials from Collins AQA GCSE Revision guide. BBC Bitesize, SAM Learning & GCSE pod.</p> <p>Assist students to prepare a revision timetable and to guide students through revision.</p> <p>Guide students to make mind maps and Flash cards for each module to aid revision.</p>

		<p>Worksheets: Worksheets are available on the VLE under science year 9 to accompany all lessons.</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 2020.)</i></p>	<p>Make a glossary of keyword definitions from each module.</p>
<p>Spring Term January- February Half term</p>	<p>Topics studied (approx.. start and end dates)</p>	<p>Homeworks, APP, trips, etc.</p>	<p>How parents could support students</p>
<p>9VV1,9VX2,9VX3</p>	<p>CHEMISTRY- Atomic structure and the Periodic Table.</p> <p>Simple model of the atom, symbols, Relative atomic mass, Electronic charge and isotopes. Atoms, Elements, Compounds and mixtures.</p> <p>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><i>Make your own notes and flash cards after reading the topic Cell Biology from the Collins connect on-line textbook. [Students have log-ins]</i></p> <p>Complete the following task from Collins AQA GCSE Revision. [Purchased from Finance office] Chemistry Pages: 88,90,92,110,128, 129.</p> <p>Complete the End of module tests on the topic ‘Atomic structure and the periodic table’ from the Collins connect on-line textbooks (Chemistry).</p> <p>Doddle Assessment test</p> <p>Revise for December and May Exams</p> <p>Trips – TBC</p> <p>Video’s - review the videos on the VLE, of the required practical’s before the lesson.</p> <p>Pre lesson prep: read ahead the pages on Collins Connect before the lesson. These pages will be given to you during the start of a lesson.</p> <p>Worksheets: Worksheets are available on the VLE under science year 9 to accompany all lessons.</p>	<p>Visits to libraries to extend learning outside of the class room.</p> <p>Collins connect and Revision materials from Collins AQA GCSE Revision guide. BBC Bitesize, SAM Learning & GCSE pod.</p> <p>Assist students to prepare a revision timetable and to guide students through revision.</p> <p>Guide students to make mind maps and Flash cards for each module to aid revision.</p> <p>Make a glossary of keyword</p>

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<p>9VX4, 9VX5, 9YZ1</p>	<p>PHYSICS- Forces Forces, speed, acceleration, velocity-time graphs, calculating motion, Heavy or massive, Forces and motion, Resultant forces, Forces and acceleration. Investigating the acceleration of an object. Newton's third law, Forces and energy in springs. Investigating the relationship between force and the extension of a spring.</p>	<p>Make your own notes and flash cards after reading the topic Cell Biology from the Collins connect on-line textbook. [Students have log-ins] Complete the following task from Collins AQA GCSE Revision. [Purchased from Finance office] Physics Pages: 158,160,162,164,178,179,198,199</p> <p>Complete the End of module tests on the topic 'forces' from the Collins connect on-line textbooks (Physics).</p> <p>Doddle Assessment test</p> <p>Revise for December and May Exams</p> <p>Trips - TBC</p> <p>Video's - review the videos on the VLE, of the required practical's before the lesson.</p> <p>Pre lesson prep: read ahead the pages on Collins Connect before the lesson. These pages will be given to you during the start of a lesson.</p> <p>Worksheets: Worksheets are available on the VLE under science year 9 to accompany all lessons.</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</i></p>	<p>Visits to libraries to extend learning outside of the class room.</p> <p>Collins connect and Revision materials from Collins AQA GCSE Revision guide. BBC Bitesize, SAM Learning & GCSE pod.</p> <p>Assist students to prepare a revision timetable and to guide students through revision.</p> <p>Guide students to make mind maps and Flash cards for each module to aid revision.</p> <p>Make a glossary of keyword definitions from each module.</p>

		<i>recently changed and contains different modules for examination in June 2020.)</i>	
9YZ2,9YZ3,9YZ4	<p>BIOLOGY</p> <p>Cell Biology Cell structure- Eukaryotes and Prokaryotes. Plant and Animal cells, Bacteria cells. Cell specialisation and differentiation. Microscopy.</p> <p>Cell Division Chromosomes, mitosis and the cell cycle. Stem Cells.</p> <p>Transport in cells Diffusion, Osmosis and Active transport</p>	<p><i>Make your own notes and flash cards after reading the topic Cell Biology from the Collins connect on-line textbook. [Students have log-ins]</i></p> <p>Complete the following task from Collins AQA GCSE Revision. [Purchased from Finance office]</p> <p>Biology Pages: 16,18,20,22,34,35,56,57</p> <p>Complete the End of module tests on the topic 'Cell Biology' from the Collins connect on-line textbooks (Biology).</p> <p>Doddle Assessment test</p> <p>Revise for December and May Exams</p> <p>Trips - TBC</p> <p>Video's - review the videos on the VLE, of the required practical's before the lesson.</p> <p>Pre lesson prep: read ahead the pages on Collins Connect before the lesson. These pages will be given to you during the start of a lesson.</p> <p>Worksheets: Worksheets are available on the VLE under science year 9 to accompany all lessons.</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 2020.)</i></p>	<p>Visits to libraries to extend learning outside of the class room.</p> <p>Collins connect and Revision materials from Collins AQA GCSE Revision guide. BBC Bitesize, SAM Learning & GCSE pod.</p> <p>Assist students to prepare a revision timetable and to guide students through revision.</p> <p>Guide students to make mind maps and Flash cards for each module to aid revision.</p> <p>Make a glossary of keyword definitions from each module.</p>
Spring Term- February Half term to End of Spring Term 2018/ Groups	Topics studied (approx.. start and end dates)	Homeworks, APP, trips, etc.	How parents could support students.

<p>9VV1,9VX2,9VX3</p>	<p>BIOLOGY <u>Health Matters</u> <i>Learning about health</i> <i>Risk factors</i> <i>Exploring non-communicable diseases</i> <i>Analysing and evaluating data</i> <i>Pathogens, viral, bacterial and fungal diseases.</i> <i>Malaria, white blood cells, antibiotics and pain killers, immunity, making new drugs.</i> <i>Plant diseases and plant defences.</i></p>	<p><i>Make your own notes and flash cards after reading the topic Cell Biology from the Collins connect on-line textbook. [Students have log-ins]</i> Complete the following task from Collins AQA GCSE Revision. [Purchased from Finance office] <u>Biology</u> Pages :40,42,44,60,80,81</p> <p>Complete the End of module tests on the topic 'Health Matters' from the Collins connect on-line textbooks (Biology).</p> <p>Doddle Assessment test</p> <p>Revise for December and May Exams</p> <p>Trips – TBC</p> <p>Video's - review the videos on the VLE, of the required practical's before the lesson.</p> <p>Pre lesson prep: read ahead the pages on Collins Connect before the lesson. These pages will be given to you during the start of a lesson.</p> <p>Worksheets: Worksheets are available on the VLE under science year 9 to accompany all lessons.</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 2020.)</i></p>	<p>Visits to libraries to extend learning outside of the class room.</p> <p>Collins connect and Revision materials from Collins AQA GCSE Revision guide. BBC Bitesize, SAM Learning & GCSE pod.</p> <p>Assist students to prepare a revision timetable and to guide students through revision.</p> <p>Guide students to make mind maps and Flash cards for each module to aid revision.</p> <p>Make a glossary of keyword definitions from each module.</p>
<p>9VX4, 9VX5, 9YZ1</p>	<p>CHEMISTRY <u>Chemical Changes-</u> Reactivity of metals, metal oxides, reactivity series, extraction of metals and reduction, oxidation and reduction in terms of electrons(HT)</p>	<p><i>Make your own notes and flash cards after reading the topic Cell Biology from the Collins connect on-line textbook. [Students have log-ins]</i> Complete the following task from Collins AQA GCSE Revision. [Purchased from Finance office] <u>Chemistry</u></p>	<p>Visits to libraries to extend learning outside of the class room.</p> <p>Collins connect and Revision materials from</p>

	<p>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>Pages: 114, 132,150,116,118,132, 133,150,151.</p> <p>Complete the End of module tests on the topic ‘Chemical changes’ from the Collins connect on-line textbooks (Chemistry).</p> <p>Doddle Assessment test</p> <p>Revise for December and May Exams</p> <p>Trips – TBC</p> <p>Video’s - review the videos on the VLE, of the required practical’s before the lesson.</p> <p>Pre lesson prep: read ahead the pages on Collins Connect before the lesson. These pages will be given to you during the start of a lesson.</p> <p>Worksheets: Worksheets are available on the VLE under science year 9 to accompany all lessons.</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 2020.)</i></p>	<p>Collins AQA GCSE Revision guide. BBC Bitesize, SAM Learning & GCSE pod.</p> <p>Assist students to prepare a revision timetable and to guide students through revision.</p> <p>Guide students to make mind maps and Flash cards for each module to aid revision.</p> <p>Make a glossary of keyword definitions from each module.</p>
<p>9YZ2,9YZ3,9YZ4</p>	<p>PHYSICS Particle Model of matter Change of state and particle model, density of materials, changes of state, Internal energy and energy transfer, 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. Energy Energy changes in a system and the ways energy is stored</p>	<p><i>Make your own notes and flash cards after reading the topic Cell Biology from the Collins connect on-line textbook. [Students have log-ins]</i></p> <p>Complete the following task from Collins AQA GCSE Revision. [Purchased from Finance office]</p> <p>Physics Pages: 170,172,181,201. Pages: 210,223,227</p> <p>Complete the End of module tests on the topics ‘Particle model of matter and Energy’ from the Collins connect on-line textbooks (Physics).</p>	<p>Visits to libraries to extend learning outside of the class room.</p> <p>Collins connect and Revision materials from Collins AQA GCSE Revision guide. BBC Bitesize, SAM Learning & GCSE pod.</p>

	<p>before and after such changes. Changes in energy (E_k and E_p) 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>	<p>Doddle Assessment test</p> <p>Revise for December and May Exams</p> <p>Trips -TBC</p> <p>Video's - review the videos on the VLE, of the required practical's before the lesson.</p> <p>Pre lesson prep: read ahead the pages on Collins Connect before the lesson. These pages will be given to you during the start of a lesson.</p> <p>Worksheets: Worksheets are available on the VLE under science year 9 to accompany all lessons.</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 2020.)</i></p>	<p>Assist students to prepare a revision timetable and to guide students through revision.</p> <p>Guide students to make mind maps and Flash cards for each module to aid revision.</p> <p>Make a glossary of keyword definitions from each module.</p>
Beginning of Summer Term- June Half Term 2018/Groups	Topics studied (approx.. start and end dates)	Homeworks, APP, trips, etc.	How parents could support students.
9VV1,9VX2,9VX3	<p>PHYSICS Particle Model of matter Change of state and particle model, density of materials, changes of state, Internal energy and energy transfer, 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. Energy Energy changes in a system and the ways energy is stored before and after such changes. Changes in energy (E_k and E_p) energy transfers in a system,</p>	<p><i>Make your own notes and flash cards after reading the topic Cell Biology from the Collins connect on-line textbook. [Students have log-ins]</i></p> <p>Complete the following task from Collins AQA GCSE Revision. [Purchased from Finance office] Physics Pages: 170,172,181,201. Pages: 210,223,227</p> <p>Complete the End of module tests on the topics 'Particle model of matter and Energy' from the Collins connect on-line textbooks (Physics).</p> <p>Doddle Assessment test</p> <p>Revise for December and May Exams</p>	<p>Visits to libraries to extend learning outside of the class room.</p> <p>Collins connect and Revision materials from Collins AQA GCSE Revision guide. BBC Bitesize, SAM Learning & GCSE pod.</p> <p>Assist students to prepare a revision</p>

	<p>Efficiency, National and Global energy resources., Energy changes in systems (specific Heat Capacity), Power, conservation and dissipation of energy.</p>	<p>Trips -TBC</p> <p>Video's - review the videos on the VLE, of the required practical's before the lesson.</p> <p>Pre lesson prep: read ahead the pages on Collins Connect before the lesson. These pages will be given to you during the start of a lesson.</p> <p>Worksheets: Worksheets are available on the VLE under science year 9 to accompany all lessons.</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 2020.)</i></p>	<p>timetable and to guide students through revision.</p> <p>Guide students to make mind maps and Flash cards for each module to aid revision.</p> <p>Make a glossary of keyword definitions from each module.</p>
<p>9VX4, 9VX5, 9YZ1</p>	<p>BIOLOGY Health Matters <i>Learning about health</i> <i>Risk factors</i> <i>Exploring non-communicable diseases</i> <i>Analysing and evaluating data</i> <i>Pathogens, viral, bacterial and fungal diseases.</i> <i>Malaria, white blood cells, antibiotics and pain killers, immunity, making new drugs.</i> <i>Plant diseases and plant defences.</i></p>	<p><i>Make your own notes and flash cards after reading the topic Cell Biology from the Collins connect on-line textbook. [Students have log-ins]</i></p> <p>Complete the following task from Collins AQA GCSE Revision. [Purchased from Finance office]</p> <p>Biology Pages : 40,42,44,60,80,81</p> <p>Complete the End of module tests on the topic 'Health Matters' from the Collins connect on-line textbooks (Biology).</p> <p>Doddle Assessment test</p> <p>Revise for December and May Exams</p> <p>Trips – TBC</p> <p>Video's - review the videos on the VLE, of the required practical's before the lesson.</p> <p>Pre lesson prep: read ahead the pages on Collins Connect before the lesson. These pages will be given to you during the start of a lesson.</p>	<p>Visits to libraries to extend learning outside of the class room.</p> <p>Collins connect and Revision materials from Collins AQA GCSE Revision guide. BBC Bitesize, SAM Learning & GCSE pod.</p> <p>Assist students to prepare a revision timetable and to guide students through revision.</p> <p>Guide students to make mind</p>

		<p>Worksheets: Worksheets are available on the VLE under science year 9 to accompany all lessons.</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 2020.)</i></p>	<p>maps and Flash cards for each module to aid revision.</p> <p>Make a glossary of keyword definitions from each module.</p>
<p>9YZ2,9YZ3,9YZ4</p>	<p>CHEMISTRY Chemical Changes- 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><i>Make your own notes and flash cards after reading the topic Cell Biology from the Collins connect on-line textbook. [Students have log-ins]</i></p> <p>Complete the following task from Collins AQA GCSE Revision. [Purchased from Finance office] Chemistry Pages: 114, 132,150,116,118,132, 133,150,151.</p> <p>Complete the End of module tests on the topic ‘Chemical changes’ from the Collins connect on-line textbooks (Chemistry).</p> <p>Doddle Assessment test</p> <p>Revise for December and May Exams</p> <p>Trips –TBC</p> <p>Video’s - review the videos on the VLE, of the required practical’s before the lesson.</p> <p>Pre lesson prep: read ahead the pages on Collins Connect before the lesson. These pages will be given to you during the start of a lesson.</p> <p>Worksheets: Worksheets are available on the VLE under science year 9 to accompany all lessons.</p>	<p>Visits to libraries to extend learning outside of the class room.</p> <p>Collins connect and Revision materials from Collins AQA GCSE Revision guide. BBC Bitesize, SAM Learning & GCSE pod.</p> <p>Assist students to prepare a revision timetable and to guide students through revision.</p> <p>Guide students to make mind maps and Flash cards for each module to aid revision.</p> <p>Make a glossary of keyword definitions from each module.</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 2020.)</i></p>	
June Half Term to End of Summer Term 2018/Groups	Topics studied (approx.. start and end dates)	Homeworks, APP, trips, etc.	How parents could support students.
9VV1,9VX2,9VX3	<p>CHEMISTRY Chemical Changes- 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><i>Make your own notes and flash cards after reading the topic Cell Biology from the Collins connect on-line textbook. [Students have log-ins]</i></p> <p>Complete the following task from Collins AQA GCSE Revision. [Purchased from Finance office] Chemistry Pages: 114, 132,150,116,118,132, 133,150,151.</p> <p>Complete the End of module tests on the topic ‘Chemical changes’ from the Collins connect on-line textbooks (Chemistry).</p> <p>Doddle Assessment test</p> <p>Revise for December and May Exams</p> <p>Trips –TBC</p> <p>Video’s - review the videos on the VLE, of the required practical’s before the lesson.</p> <p>Pre lesson prep: read ahead the pages on Collins Connect before the lesson. These pages will be given to you during the start of a lesson.</p> <p>Worksheets: Worksheets are available on the VLE under science year 9 to accompany all lessons.</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>Visits to libraries to extend learning outside of the class room.</p> <p>Collins connect and Revision materials from Collins AQA GCSE Revision guide. BBC Bitesize, SAM Learning & GCSE pod.</p> <p>Assist students to prepare a revision timetable and to guide students through revision.</p> <p>Guide students to make mind maps and Flash cards for each module to aid revision.</p> <p>Make a glossary of keyword definitions from each module.</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 2020.)</i></p>	
9VX4, 9VX5, 9YZ1	<p>PHYSICS <u>PARTICLE MODEL OF MATTER</u> Change of state and particle model, density of materials, changes of state, Internal energy and energy transfer, 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>ENERGY</u> Energy changes in a system and the ways energy is stored before and after such changes. Changes in energy (Ek 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>	<p><i>Make your own notes and flash cards after reading the topic Cell Biology from the Collins connect on-line textbook. [Students have log-ins]</i></p> <p>Complete the following task from Collins AQA GCSE Revision. [Purchased from Finance office]</p> <p><u>Physics</u> Pages: 170,172,181,201. Pages: 210,223,227</p> <p>Complete the End of module tests on the topics 'Particle model of matter and Energy' from the Collins connect on-line textbooks (Physics).</p> <p>Doddle Assessment test</p> <p>Revise for December and May Exams</p> <p>Trips - TBC</p> <p>Video's - review the videos on the VLE, of the required practical's before the lesson.</p> <p>Pre lesson prep: read ahead the pages on Collins Connect before the lesson. These pages will be given to you during the start of a lesson.</p> <p>Worksheets: Worksheets are available on the VLE under science year 9 to accompany all lessons.</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 2020.)</i></p>	<p>Visits to libraries to extend learning outside of the class room.</p> <p>Collins connect and Revision materials from Collins AQA GCSE Revision guide. BBC Bitesize, SAM Learning & GCSE pod.</p> <p>Assist students to prepare a revision timetable and to guide students through revision.</p> <p>Guide students to make mind maps and Flash cards for each module to aid revision.</p> <p>Make a glossary of keyword definitions from each module.</p>

<p>9YZ2,9YZ3,9YZ4</p>	<p>BIOLOGY Health Matters <i>Learning about health</i> <i>Risk factors</i> <i>Exploring non-communicable diseases.</i> <i>Analysing and evaluating data.</i> <i>Pathogens, viral, bacterial and fungal diseases.</i> <i>Malaria, white blood cells, antibiotics and pain killers, immunity, making new drugs.</i> <i>Plant diseases and plant defences.</i></p>	<p><i>Make your own notes and flash cards after reading the topic Cell Biology from the Collins connect on-line textbook. [Students have log-ins]</i> Complete the following task from Collins AQA GCSE Revision. [Purchased from Finance office] Biology Pages : 40,42,44,60,80,81</p> <p>Complete the End of module tests on the topic 'Health Matters' from the Collins connect on-line textbooks (Biology).</p> <p>Doddle Assessment test</p> <p>Revise for December and May Exams</p> <p>Trips- TBC</p> <p>Video's - review the videos on the VLE, of the required practical's before the lesson.</p> <p>Pre lesson prep: read ahead the pages on Collins Connect before the lesson. These pages will be given to you during the start of a lesson.</p> <p>Worksheets: Worksheets are available on the VLE under science year 9 to accompany all lessons.</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 2020.)</i></p>	<p>Visits to libraries to extend learning outside of the class room.</p> <p>Collins connect and Revision materials from Collins AQA GCSE Revision guide. BBC Bitesize, SAM Learning & GCSE pod.</p> <p>Assist students to prepare a revision timetable and to guide students through revision.</p> <p>Guide students to make mind maps and Flash cards for each module to aid revision.</p> <p>Make a glossary of keyword definitions from each module.</p>
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Art (Year 9) Curriculum Overview 2017-18

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>Core skills</u></p> <p>Students will focus on the 8 formal elements of art expanding their artistic vocabulary and improving their imaginative skills</p> <p>This will help to develop students skills for Assessment Objective 1 and 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 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>
November – December	<p><u>Fantastic Beasts and how to make them</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>This will help to develop student skills for Assessment Objective 2 and 4 of their GCSE</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>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>Further afield there are many galleries in London which have incredibly inspiring exhibitions featuring all sorts of themes and mediums</p>
Spring Term			
January to April	<p>Japanese art</p> <p>Students will study a variety of traditional Japanese art techniques including the use of</p>	<p>APP Assessment: Students will be assessed in class by their teacher on their use of line, tone and research analysis</p>	<p>Encourage students to look for designers, artists, graphic</p>

	<p>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>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>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. Further afield there are many galleries in London which have incredibly inspiring exhibitions featuring all sorts of themes and mediums</p>
Summer Term			
April – July	<p>Pop Art Students will be introduced to the theme of Pop Art and explore how Pop Art artists use food in their paintings and prints. Students will focus on Wayne Thiebaud and Andy Warhol creating 3D cupcakes in their style as well as an A2 self-portrait based on them eating cake.</p> <p>Students will go on to printing in the style of Andy Warhol after half term experimenting with lino, mono and screen printing techniques.</p> <p>Skills</p> <ul style="list-style-type: none"> • Observational drawing • Painting • Printing • Research and analysis 	<p>Look on the VLE at the GCSE resources</p> <p>Check the AQA Specification for more details on the course.</p> <p>Watch the BBC documentary about Pop Art.</p> <p>Students are assessed against the four assessment objectives; AO1 Research, AO2 Experimentation, AO3 Observation, AO4 Planning and designing compositions.</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. Further afield there are many galleries in London which have incredibly inspiring exhibitions featuring all sorts of themes and mediums</p>

Child Development with Care (Year 9)

Curriculum Overview 2017-18

Periods per fortnight: 4

Autumn Term	Topics Studied Add dates and state if work is for GCSE or other award and if single or double award	Homeworks/Controlled assessments, field work, trips	How parents could support students
September to October	<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>
November to December	<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			
January to February	<p><u>Observation Techniques</u></p> <p>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. ▪ Identify the advantage and disadvantage of each of the identified methods. ▪ Explain how observations can be used to support the 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 have they been learning.</p>
March to April	<p><u>Independence, Well-being and Health & Safety</u></p> <p>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>Check student planners for homework and remind them.</p> <p>Discuss the content of the lesson and what have they been learning.</p>
Summer Term			
April to May	<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>
June to July	<p><u>Unit 2 – Portfolio</u></p> <p>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 2017-18

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 next steps in order to achieve their target level.</p>	<p>Watching an animated movie and analysing the use of animation in the movie.</p>
Summer term			

April to May	<p>Dreamweaver: 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. 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: 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. 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 2017-18

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)</p> <p>The library Theatre, Luton. (01582 878100) Queen Mother Theatre Hitchin (01462 455166)</p> <p>Milton Keynes Theatre (0844 871 7652)</p>
November – December	<p>Shadows Folders needed to start collect GCSE work Study the 1st Set work Choreographic tasks based on the set works</p> <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: Go on the VLE to watch the set works. Study the fact file and interview.</p> <p>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>Study the 2nd Set work Choreographic tasks based on the set works</p> <p>Stomp The Yard 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>Go on the VLE to watch the set works. Study the fact file and interview.</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>Perfect</p> <p>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>Study the 3rd Set work Choreographic tasks based on the set works</p>	<p>Go on the VLE to watch the set works. Study the fact file and interview.</p>	<p>Ask students what they have been learning in lessons –</p>

	<p><u>Music video</u></p> <p>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>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>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>APP: Students will be assessed in class by their teacher on their choreography , performance and appreciation (development of ideas)</p>	<p>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>
June-July	<p><u>Option</u></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>

Product Design (Year 9) Curriculum Overview 2017-18

Periods per fortnight: 4

Autumn Term	Topics Studied Add dates and state if work is for GCSE or other award and if single or double award	Homeworks/Controlled assessments, field work, trips	How parents could support students
September to October	<p>Design and Technology Edexcel GCSE (9-1)</p> <p>This course is designed to enable students to understand and apply design processes. The course will enable them to explore their creativity and imagination to design and make prototypes that solve real and relevant problems. They must consider their own and other's needs, wants and values. Student will have the opportunity to apply knowledge from other curriculum areas including maths, science, art and design, computing and the humanities.</p> <p>Core content: Developing drawing skills Project: Designing a mobile phone holder</p> <ul style="list-style-type: none"> • Isometric Drawing • Rendering • Freehand sketching • Perspective projection • Thermosetting & thermoforming polymers 	<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>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 have the opportunity to visit the science museum and explore iconic designs</p>	<p>Check student planners for homework and remind them.</p> <p>Tasks will be put on Doodle</p> <p>Discuss the content of the lesson and what have they been learning.</p>
November to December	<p>Core content: Developing drawing skills Project: 3D Name plaque</p> <ul style="list-style-type: none"> • Properties of wood • Wood finishing 		

Spring Term			
January to February	<p>Core content: Researching iconic designer Technical textiles – modern & smart materials Electronic systems functionality and controls Project: Light pyramid</p> <p>Students will be introduced to 4 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> <ul style="list-style-type: none"> • Smart materials – lamp project • Emphasis on using these resources • 3d printer, laser cutter, textiles 	<p>Students to complete an information booklet based on the designer of their choice. It needs to be designed as a work of art, have information of their most famous products and refer to the designer's life, inspirations and give their own opinion on their ideas.</p> <p>Students will present their findings of a designer of their choice</p> <p>Students will have to prepare their pitch at home. They will need to use subject specific terminology.</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>Doodle tasks</p>
March to April	<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>Check student planners for homework and remind them.</p> <p>Discuss the content of the lesson and what have they been learning.</p>

Summer Term			
April to May	<p>Core content: Papers and board Project: Flat pack speaker – folding board box</p> <p>Students use the time to complete the making element and consider all possible ways of marketing the final design through a presentation. The students will be introduced to problem solving and designing in view of real life global, cost effective situations.</p> <ul style="list-style-type: none"> • Branding and Marketing • Modelling Skills • 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 through the subject. • Soldiering 	<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>
June to July		Module Evaluation	

Drama (Year 9) Curriculum Overview 2017-18

Periods per fortnight: 4

Autumn Term	Topics Studied Add dates and state if work is for GCSE or other award and if single or double award	Homeworks/Controlled assessments, field work, trips	How parents could support students
September to October	<u>Beginner Year for AQA Drama</u> Introduction to the course. Students will complete a basic unit on different theatre practitioners, to help ensure they understand the different styles of theatre it is possible to create at GCSE Drama	This unit is not formally assessed as it is used to gauge skills gaps that the students may have.	Ensure students are looking at resources available to them on the VLE.
November to December	<u>Mock Devising Piece – War</u> There are two elements to the Devising Unit, Performance and Devising log. Devised Performance – Students will be given a range of Stimuli to choose from. From these they will pick one and then develop this into a piece of performance work using the skills taught in Ks3 and the first half term. This is worth 20 marks Devising Log – Students have to write about how they created their own ideas, how they developed these ideas and then evaluate their success in these ideas.	Controlled Assessment <ul style="list-style-type: none"> • Devising Log • Devised Performance 	Ensure students are looking at resources available to them on the VLE. Check they are completing rough notes for their devising log.
Spring Term			
January to April	<u>Mock Devising Piece – War –continued from Autumn Term</u> There are two elements to the Devising Unit, Performance and Devising log. Devised Performance – Students will be given a range of Stimuli to choose from. From these they will pick one and then develop this into a piece of performance work using the skills taught in Ks3 and the first half term. This is worth 20 marks Devising Log – Students have to write about how they created their own ideas, how they developed these ideas and then evaluate their success in these ideas	Controlled Assessment <ul style="list-style-type: none"> • Devising Log • Devised Performance 	Ensure students are looking at resources available to them on the VLE. Check they are completing rough notes for their devising log.
Summer Term			

<p>April to June</p>	<p style="text-align: center;"><u>Texts in Practice Mock</u></p> <p>Students work in groups to perform two extracts from a play. Students are given plays by their teacher and then students work towards preparing for performance.</p> <p>Students need to learn lines, think about character, costume and lighting for their performances.</p>	<p style="text-align: center;">Performance Exam</p> <p>Students are examined using the exam marking criteria.</p> <p>This is the criteria used by the AQA Examiner</p>	<p>Ensure students are looking at resources available to them on the VLE.</p>
<p>June -July</p>	<p><u>Blood Brothers Study</u></p> <p>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</p>	<p>Read the text and ensure that you have looked at any available resources on the VLE</p> <p>Make notes about the performance that you have seen, ready for the written exam.</p> <p>Students will be answering exam questions, set by the exam board to see what he can do.</p>	<p>Buy a copy of the exam texts Blood Brother by Willy Russell.</p> <p>It must be the copy with the following ISBN number: 9780413767707</p>

Food and Cookery (Year 9) Curriculum Overview 2017-18

Periods per fortnight: 4

Autumn Term	Topics Studied Add dates and state if work is for GCSE or other award and if single or double award	Homeworks/Controlled assessments, field work, trips	How parents could support students
September to October	<p>NCFE Level 2 Food and Cookery Unit 1 Preparing to cook.</p> <p><u>Topic – Pasta project</u></p> <p>This unit aims to introduce learners to the safe and hygienic preparation of the cooking environment and ingredients. Learners will understand the importance of how to prepare and store equipment and utensils. Learners will learn to understand and follow recipes to demonstrate their cooking skills to produce a variety of dishes.</p> <p>Recipes this term:</p> <ul style="list-style-type: none"> • <i>Fresh pasta</i> • <i>Ragu based sauce & pasta</i> • <i>Roux based sauce & pasta</i> • <i>Student assessment of chosen adapted pasta dish</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>
November to December	<p><u>Topic – Family Dinners (Special diets)</u></p> <p><u>Unit 1</u></p> <p>The students will begin to gain secure knowledge of cooking skills and different methods of cooking. 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 dishes. They will also use a nutritional program to analyse the meals and make recommendations based on this analysis.</p> <p>Recipes this Term:</p> <ul style="list-style-type: none"> • <i>Potato bake</i> • <i>Curry with naan</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 c 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			
January to February	<p><u>Topic - Winter Warmers</u></p> <p>This term students will continue to with Unit 1 and the topic Family Dinners. The focus of this term will be investigating nutrients and their functions within the body. They will also be expected to conduct a safety audit, they will investigate HACCAP in detail and apply to the planning of their recipes.</p> <p>Recipes this term:</p> <ul style="list-style-type: none"> • <i>Seasonal vegetable soup & bread</i> • <i>Thai Green Curry and compliment</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 to April	<p><u>Topic – Preparing food suitable for a youth hostel</u></p> <p>This topic is a continuation of Unit - 1 Understanding foods. Emphasis this term is to explore 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>Prawn & pepper risotto</i> • <i>Seasonal 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			
April to May	<p>Topic - BBQ Project Still based on the introduction to Unit 2 -Understanding food students will complete a project which will support their understanding of 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>Falafel & salsa</i> • <i>Mexican salad & coleslaw</i> • <i>Summer pavlova</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 to July	<p>Topic - BBQ Project Continuing our BBQ theme based on Unit 1. Emphasis this term will be a further investigation 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>Halloumi & vegetable kebabs</i> • <i>Spicy chicken/soya burgers</i> • <i>Summer gateaux</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 2017-18

Periods per fortnight: 5

Autumn Term	Topics Studied Add dates and state if work is for GCSE or other award and if single or double award	Homework/Controlled assessments, field work, trips	How parents could support students
September to October	MODULE 1 of Studio 3 1. UNIT 1 : Planète Facebook 2. UNIT 2 : Comment tu trouves... 3. UNIT 3 : Arranging to go out 4. UNIT 4 : Describing a date 5. UNIT 5 : Describing a music event	Write a paragraph about their use of Facebook and how often they use it. Describe a friend physically and personality Write a paragraph describing a date Listening assessment Reading assessment Writing assessment Speaking assessment	Print vocab booklet from VLE/French dictionary. Use of websites to learn and revise contents. Linguascope.com/Sam Learning/Doddle/BBC Languages French. Print vocab booklet
November to December	MODULE 2 : Bien dans sa peau 1. UNIT 1 : Touché Learning the parts of the body 2. UNIT 2 : Le sport et le fitness Talking about sport 3. UNIT 3 : Mes résolutions pour manger sain Learning about healthy eating 4. UNIT 4 : Je serai en forme Making plans to get fit 5. UNIT 5 : Es-tu en forme? Describing levels of fitness 6. UNIT 6 : Bilan et revisions PREPARATION AND EXAMINATION WEEK	Write a paragraph on what they do to keep fit and whether exercise is important for you and why-100-150 words. Write about whether they eat healthily and whether healthy eating is important Write about you will do to keep fit. Listening assessment Reading assessment Writing assessment Speaking assessment	Print vocab booklet from VLE/French dictionary. Use of websites to learn and revise contents. Linguascope.com/Sam Learning/Doddle/BBC Languages French. Print vocab booklet
Spring Term			
January to February	MODULE 3: A L'HORIZON 1. UNIT 1 : Es-tu fait pour ce métier? Describing jobs, give reasons for my choices 2. UNIT 2 : Le monde est un village Learning languages, understand why languages are important 3. UNIT 3 : Quand j'étais plus jeune	Write about their future job and the reasons for that choice. Write about whether languages are important and why.	Print vocab booklet from VLE/French dictionary. Use of websites to learn and revise contents.

	<p>Saying what you used to do and what you used to be like</p> <p>4. UNIT 3 : Ta vie sera comment? Discussing your future and your past, use fillers when I am talking</p> <p>5. UNIT 4 : Mon boulot Talking about your job</p> <p>6. UNIT 5: Bilan et révisions</p>	<p>Write about what you used to do and be like.</p> <p>Listening and reading exam Translation skills test</p>	<p>Linguascope.com/Sam Learning/Doddle/BBC Languages French. Print vocab booklet</p>
March to April	<p>MODULE 4: Special Vacations</p> <p>1. UNIT 1 : Question de vacances Discussing holidays Saying where I go or went on holidays Give details on holidays Give opinions and reasons</p> <p>2. UNIT 2 : J'adore les sensations fortes Imagining adventure holidays</p> <p>3. UNIT 3 : C'est indispensable Talking about what you do on holiday</p> <p>4. UNIT 4 : Mes vidéos de vacances Describing what happened on holiday</p> <p>5. UNIT 5: A la base de loisirs Visiting a tourist attraction</p> <p>6. UNIT 6 : Bilans et revisions</p>	<p>Write where they went on holiday and where they are going to go</p> <p>Write about whether they would like to try extreme sports and why Write about what you take on holiday and what you do</p> <p>Write about a tourist attraction</p> <p>Listening and reading test Épreuve orale – Picture based task Épreuve écrite Translation</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/Doddle/BBC Languages French. Print vocab booklet</p>
Summer Term			
April to May	<p>Module 5</p> <p>1. UNIT 1 : Mes droits Discussing what you are allowed to do</p> <p>2. UNIT 2 : Mes priorités React to what others say</p> <p>3. UNIT 3 : Tu vas l'acheter? Explaining what is important for you Talk about what worries me</p> <p>4. UNIT 4: Le Bonheur, c'est... Describing what makes you happy Ask someone what makes them happy</p> <p>5. UNIT 5 : BILAN ET REVISIONS</p>	<p>Write about what you are allowed to do at home.</p> <p>Write about what is important for you and what worries you.</p> <p>Write about what you buy.</p> <p>Write about what makes you happy and why.</p> <p>Listening and reading test Épreuve orale – Task 2 Picture based task Épreuve écrite Translation</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/Doddle/BBC Languages French. Print vocab booklet</p>

June to July	<p>Revision of Topics</p> <ol style="list-style-type: none"> 1. Module 1 2. Module 2 3. Module 3 4. Module 4 5. Module 5 6. PREPARATION AND EXAMINATION WEEK 7. PREPARATION AND EXAMINATION WEEK 8. PREPARATION AND EXAMINATION WEEK 	<p>Épreuve orale – Role play ANY of the tasks involved this year. Students to PICK envelope.</p> <p>Listening and reading test</p> <p>Épreuve écrite</p> <p>Translation Based on all topics seen this year</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/Doddle/BBC Languages French. Print vocab booklet</p>
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Geography (Year 9) Curriculum Overview 2017-18

Periods per fortnight: 4

Term	Topics Studied	Home works / APP assessments / Controlled assessments, trips etc	How parents could support students
Autumn Term	Students will be studying “ <i>Superpowers</i> ” in the Autumn Term. This topic includes looking at the current powerful countries in the world and also the rising contenders. After this, students will have the opportunity to study one of the Earth’s most interesting biomes – the <i>Tropical Rainforest</i> . 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 next steps are in order to progress further.	Students could investigate aspects of the rainforest such as the native plants and animals, and also issues surrounding these areas, such as deforestation. In addition to this they should also ensure that they read newspapers to broaden their knowledge of the world’s growing superpowers.
Spring Term	From the Spring Term of Year 9 students will begin to study the GCSE content. The specification that we are using is Geography GCSE Edexcel B (from 2016).		
Spring Term			

History (Year 9) Curriculum Overview 2017-18

Periods per fortnight: 5

Autumn Term	Topics Studied Add dates and state if work is for GCSE or other award and if single or double award	Homeworks/Controlled assessments, field work, trips	How parents could support students
September to October	<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? 	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.” 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.	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
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 	APP – “The Nazis did not use terror against everyone living in Germany. Do you agree or disagree? Explain your answer.” An article by an American journalist about the 1936 Olympics, and how Jesse Owens’ victory has been greeted in Germany. Or an article by a British Jewish journalist about Kristallnacht.	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
Spring Term			
January to February	<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? • Was the Outbreak of WW2 inevitable? • Chamberlain: Champion of Peace or Coward? • Who were “The Few”? • Why was the Battle of Britain so important? • Why were children evacuated? 	APP – “Study Sources 1, 2 and Source 3. Choose the one which you think is the best representation of how different events caused the outbreak of World War 2. Explain your choice. You should use all three Sources and your own knowledge to explain your answer.”	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

	<ul style="list-style-type: none"> • What was the experience of evacuation like? • What made this a World War? – 2 weeks • Why did the USA drop the Atomic Bomb? • 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>Research homework – a newspaper article criticising appeasement and/or a letter home from an American or British soldier during WW2.</p> <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>	
March to April	<ul style="list-style-type: none"> • What was the Cold War – differences between communism and capitalism. • DVD – “Behind Closed Doors” – Teheran, Yalta and Potsdam conferences • How did the Cold War begin. • Breakdown of Grand Alliance and growing distrust – Iron Curtain speech and telegrams • How did the Cold war begin – Iron Curtain speeches and secret telegrams. – design cartoons from USAs and Soviet points of view on Cold War • The Truman Doctrine and The Marshall Plan • The Truman Doctrine and The Marshall Plan – propaganda poster, cartoon, newspaper article • Satellite states, Comecon and Cominform • First confrontation – Berlin and Airlift and formation of the GDR and FRG • Arms race and formation of Nato • Hungary under Soviet rule – oppression • Nagy’s reforms and invasion; news broadcast on Soviet invasion • US and international reaction to Soviet invasion • Assessment – GCSE paper Teheran Conference – Soviet Invasion of Hungary 	<p>Exam paper on 1943 –1956 – The Tehran Conference to the Soviet invasion of Hungary.</p> <p>Ongoing weekly homework on Doodle – exam questions practice. Also reading and learning the relevant material from revision booklets given to students for each module. Revision lists are given out half termly for topics that will be coming up on the relevant half term’s assessment.</p>	<p>Visits to libraries, BBC Bitesize, the use of the VLE’s revision materials and past papers, ensuring students revise from and regularly read through and annotate their revision booklets for each module.</p> <p>Ensuring weekly exam question homeworks on Doodle are completed.</p>
Summer Term			
April to May	<ul style="list-style-type: none"> • Berlin crisis – negotiation, ultimatums and stalemate (Refugee crisis) • Berlin Crisis – the Berlin Wall 	<p>Exam paper on 1943 –1956 – Conferences to Czechoslovakia 1968</p>	<p>Visits to libraries, BBC Bitesize, the use of the VLE’s revision materials</p>

	<ul style="list-style-type: none"> • Cuban Missile Crisis – origins and missile bases • Cuban missile crisis – 13 Days • Cuban missile crisis – consequences • Czechoslovakia – Prague Spring and Brezhnev Doctrine • Czechoslovakia – international reaction • Assessment – Exam paper – Conferences to Czechoslovakia 1956 	<p>Ongoing weekly homework on Doddle – exam questions practice. Also reading and learning the relevant material from revision booklets given to students for each module. Revision lists are given out half termly for topics that will be coming up on the relevant half term’s assessment.</p>	<p>and past papers, ensuring students revise from and regularly read through and annotate their revision booklets for each module.</p> <p>Ensuring weekly exam question homeworks on Doddle are completed.</p>
June to July	<ul style="list-style-type: none"> • Détente – the search for peace – Agreements, Apollo - Soyuz • Collapse of détente - Soviet invasion of Afghanistan • US reactions to Soviet invasion of Afghanistan • Reaction – 1980 and 1984 Olympics – why were they political? • Ronald Reagan and the “Evil Empire” • Ronald Reagan and SDI • Mikhail Gorbachev and new thinking in the USSR – perestroika and glasnost • The changing relationship between Gorbachev and Reagan – why did relations change? <p>Assessment – GCSE paper – Conferences to SDI 1985</p>	<p>Exam paper on 1943 –1991 – Conferences to Fall of the USSR</p> <p>Ongoing weekly homework on Doddle – exam questions practice. Also reading and learning the relevant material from revision booklets given to students for each module. Revision lists are given out half termly for topics that will be coming up on the relevant half term’s assessment.</p>	<p>Visits to libraries, BBC Bitesize, the use of the VLE’s revision materials and past papers, ensuring students revise from and regularly read through and annotate their revision booklets for each module.</p> <p>Ensuring weekly exam question homeworks on Doddle are completed.</p>

Media Studies (Year 9) Curriculum Overview 2017-18

Periods per fortnight: 4

Autumn Term	Topics Studied Add dates and state if work is for GCSE or other award and if single or double award	Homeworks/Controlled assessments, field work, trips	How parents could support students
September to October	1st Autumn Half-Term: Introduction Introducing the four Theoretical Framework elements Media Language, Representation, Industries and Audiences. Introducing key concepts and procedures that students will be building on throughout the entirety of the GCSE. Close Study Products: n/a	Introduction: Knowledge Test, Research Project	Discuss television programs' varying purposes and the role of the BBC and other channels with your child Be aware of the Close Study
November to December	2nd Autumn Half-Term: Television Exploring medium of Television through the Theoretical Framework Elements Media Language, Representation, Industries and Audiences. Close Study Products: <i>Class (2016) BBC TV Series Episode 4: Co-Owner of a Lonely Heart; Doctor Who (1963) BBC TV Series Episode 1: An Unearthly Child</i> Revision: Revision slides posted on VLE with review of key terms, revision questions and links to all Close Study Products.	Television: Knowledge Test, Statement of Intent, Research Project	Products and how they link to key terms. Monitor VLE for tasks being submitted for feedback.
Spring Term			
January to February	1st Spring Half-Term: Radio Exploring medium of Radio through the Theoretical Framework Elements Media Industries and Audiences. Close Study Products: Excerpts from <i>Radio 1 Launch Day: Tony Blackburn's Breakfast Show (Sept 1967); Julie Adenuga Beats 1 Radio</i>	Radio: Knowledge Test, Statement of Intent, Research Project	Listen to various radio stations and discuss their varying purposes and the role of the BBC and other stations with your child.
March to April	2nd Spring Half-Term: Magazines Exploring medium of magazines through the Theoretical Framework Elements Media Language and Representations.	Magazines: Knowledge Test, Statement of Intent, Magazine Creative Project	Obtain various magazines and discuss design conventions, representations of

	<p>Close Study Products: Front cover of <i>Tatler</i> (April 2017); front cover of <i>Reveal</i> (18-24 March 2017).</p>		<p>different groups/causes and target audiences.</p> <p>Be aware of the Close Study Products and how they link to key terms.</p> <p>Monitor VLE for tasks being submitted for feedback.</p>
Summer Term			
April to May	<p>1st Summer Half-Term: Music Videos Exploring medium of music videos through the Theoretical Framework Elements of Media Industries and Audiences.</p> <p>Close Study Products: Arctic Monkeys: <i>I Bet You Look Good On The Dancefloor</i> (2005); One Direction: <i>History</i></p>		<p>Be aware of the Close Study Products and how they link to key terms.</p> <p>Monitor VLE for tasks being submitted for feedback.</p>
June to July	<p>2nd Summer Half-Term: Film Exploring the medium of film through the Theoretical Framework element Media Industries.</p> <p>Close Study Products: Trailer for <i>Dr Strange</i> (2016); Trailer for <i>I, Daniel Blake</i> (2016)</p>		

Music (Year 9) Curriculum Overview 2017-18

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> Sfortnight 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>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>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 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>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 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 2017-18

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>Skills assessment in sports covered.</p> <p>APP knowledge assessment : <u>Analysing Performance – Strengths and Weaknesses</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>
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>Skills assessment in sports covered.</p> <p>APP knowledge assessment : <u>Analysing Performance – Recommendations to improve</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>
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</p>	<p>Skills assessment in sports covered.</p> <p>APP knowledge assessment : <u>Methods of training</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>

	skills. In fitness they will learn about different methods of training and how to lead an exercise session.		
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>Skills assessment in sports covered.</p> <p>APP knowledge assessment :</p> <p><u>Plan and explain 2 team tactics for set plays in my sport</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>
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 lead their peers in different activities and also develop their analysis of performance skills.</p>	<p>Skills assessment in sports covered.</p> <p>APP knowledge assessment :</p> <p><u>Principles of training</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>
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,</p>	<p>Skills 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>

	<p>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>		
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Religious Studies (Year 9) Curriculum Overview 2017-18

Periods per fortnight: 2

Autumn Term	Topics Studied Add dates and state if work is for GCSE or other award and if single or double award	Homeworks/Controlled assessments, field work, trips	How parents could support students
September to October	<u>Peace and Conflict part 1</u> 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.	<u>Homework</u> Learn the key words from lessons. <u>APP</u> A GCSE exam question.	Assist the students when they are learning the key words. Ensure work is revised outside of class
November to December	<u>Peace and Conflict part 2</u> 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.	<u>Homework</u> Learn the key words from lessons. <u>APP</u> A GCSE exam question.	Assist the students when they are learning the key words. Ensure work is revised outside of class
Spring Term			
January to February	<u>Christianity - Practices part 1</u> 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.	<u>Homework</u> Learn the key words from lessons. <u>APP</u> A GCSE exam question.	Assist the students when they are learning the key words. Ensure work is revised outside of class
March to April	<u>Christianity - Practices part 2</u> 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.	<u>Homework</u> Learn the key words from lessons. <u>APP</u> A GCSE exam question.	Assist the students when they are learning the key words. Ensure work is revised outside of class
Summer Term			
April to May	<u>Religion, human rights and social justice part 1</u> 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.	<u>Homework</u> Learn the key words from lessons. <u>APP</u> A GCSE exam question.	Assist the students when they are learning the key words. Ensure work is revised outside of class

June to July	<p><u>Religion, human rights and social justice part 2.</u></p> <p>In the second half of this topic students will explore how people should assist those who suffer from prejudice and discrimination.</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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Spanish (Year 9) Curriculum Overview 2017-18

Periods per fortnight: 4

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: <i>Somos así</i></p> <ol style="list-style-type: none"> 1. Cosas que me molan: Talking about things you like. 2. Mi semana: Talking about your week 3. Cartelera de cine: Talking about films. 4. Un cumpleaños muy especial: Talking about a birthday. 5. Los famosos: Describing life as a celebrity. 6. ¿Adónde fuiste? Understanding descriptions of days out 	<p>APP- Module 1: <i>Somos así</i></p> <p>Vocabulary test of the unit.</p> <p>Writing homework: -Write a paragraph giving information about your last birthday celebration including where you went, who with, what you ate and drank and your opinion about the celebration.</p> <p>Doddle H/W</p> <p>-Assessment of skills: (refer to explanation in Doddle) L9, L12, L15, L19, R33, R34, S10, W33, W34, G9</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>Module 2: <i>Orientate</i></p> <ol style="list-style-type: none"> 1. Hotel catástrofe: Saying what you have to do at work. 2. ¿En qué te gustaría trabajar? Saying what job you would like to do. 3. ¿Cómo va a ser tu futuro? Talking about your future. 4. ¿Cómo es un día típico? Describing your job. 	<p>APP-Module 2: <i>Orientate</i></p> <p>Vocabulary test of the unit.</p> <p>Doddle H/W</p> <p>Translation H/W</p> <p>SP: Prepare a 2 minute presentation about what job you would like to do.</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>

	<p>5. Mi diccionario y yo: Checking accuracy and looking up new words</p>	<p>WR- Write an article about your favorite job describing a typical day in it. (write 80-90 words)</p> <p>Assessment of skills: (refer to explanation in Doddle) L9, L12, L13, R33, R24, S11, W33, W34, G11, G17, G18</p>	
Spring term			
January to February	<p>Module 3: <i>En forma</i></p> <p>1. ¿Llevas una dieta sana? Talking about diet.</p> <p>2. ¡Preparados, listos, ya! Talking about and active lifestyle.</p> <p>3. ¿Cual es tu rutina diaria? Talking about your daily routine.</p> <p>4. Muévete: Talking about getting fit.</p> <p>5. Me duele todo: Talking about ailments.</p> <p>6. Mi rutina diaria: Talking about fitness and routine.</p>	<p>APP – Module 3: <i>En forma</i></p> <p>Vocabulary test of the unit</p> <p>SP: Prepare a conversation with a partner about an ailment. Give advice.</p> <p>WR- Write a blog about healthy lifestyle. Say what you should do or you should not do to have a healthy life, including what you should or should not eat. (80-90 words)</p> <p>Doddle H/W</p> <p>Translation H/W</p> <p>Assessment of skills: (refer to explanation in Doddle) L18, L19, L20, R35, S13, S43, W9, W28, G19, G20, G32</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>Module 4: <i>Jóvenes en acción</i></p> <p>1. Mis derechos: Talking about children’s rights</p>	<p>APP – Module 4: <i>Jóvenes en acción</i></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>2. El comercio justo: Talking about fair trade</p> <p>3. ¡Reciclamos! Talking about recycling</p> <p>4. Mi ciudad: Talking about how a town has changed</p> <p>5. Queremos recaudar fondos: Writing about fundraising</p>	<p>Vocabulary test.</p> <p>WR – Imagine you are a journalist and write an article about children’s work in third world countries. The winning article can raise money for looked after children</p> <p>SP. -Prepare a pp presentation about your town or a place you know well. Include information on how it was in the past and how it is now.</p> <p>Assessment of skills: (refer to explanation in Doodle) L21, L28, R26, R35, S13, S44, G33, N4</p>	<p>Linguascope.com/Sam Learning/BBC Languages Spanish – La vida loca.</p>
<p>June to July</p>	<p>Modulo 5 ¡Perdidos!</p> <p>1. ¡Mucho gusto! Meeting and greeting people</p> <p>2- La caza del tesoro: Talking about a treasure hunt.</p> <p>3- En la tienda de recuerdos: Discussing buying souvenirs.</p> <p>4- ¿Qué visitarás mañana? Saying what you will do.</p> <p>5- Lo siento, no entiendo: Making yourself understood.</p>	<p>Vocabulary test of the unit.</p> <p>Translation Workbook H/W</p> <p>Doodle H/W</p> <p>WR/ SP- Prepare a poster with information about a region or a city in Spain. Description. What it is famous for, what you can do there. Present the information to your friends.</p> <p>Assessment of skills: (refer to explanation in Doodle) L9, L15, L17, L26, R36, R35, S13, S31, S40</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>