

Subject: ART		Year Group: 9
<p>Terms 1 & 2 Key Focus/Topic(s)</p> <p><u>Day of the Dead</u></p> <ul style="list-style-type: none"> • Experiment with colouring mixing and working 3D A02 A03. • Still life drawing of shrine inspired set up A03. • Understand the importance of looking at artists work from different cultures. A01 • Working independently making choices decisions to design and create a Milagros with card, clay and paint. A02, A04 • Experiment with media and make choices to create patterns. A02 	<p>Terms 3 & 4 Key Focus/Topic(s)</p> <p><u>Wes Wilson Graphic Posters</u></p> <ul style="list-style-type: none"> • Taking inspiration from psychedelic artist Wes Wilson. A01 • Creating graphic posters with meaning .A04. • Exploring composition A02. • Critically contextualising artwork in discussions and homework. A01 • Creating different effects with typography. A02 • Effects with colour mixing and combining. A02 • Manufacturing process and printing in industry. A01 	<p>Terms 5 & 6 Key Focus/Topic(s)</p> <p><u>Landscapes</u></p> <ul style="list-style-type: none"> • Gain greater understanding of the GCSE course structure. • Experiment with perspective – 1 and 2 point - A02 A03 • Understand the importance of looking at artists work. A01 • Working independently making choices to create landscape artwork. A02, A04 • Experiment with media and make choices – line, ink, pen, collage and digital media. A02
<p>Terms 1 & 2 Assessment Opportunities:</p> <ul style="list-style-type: none"> • Still life drawing • Colourful still life – multi media. • Patterned tile • Milagros (could be combined with above) • Google Classroom quizzes. 	<p>Terms 3 & 4 Assessment Opportunities:</p> <ul style="list-style-type: none"> • Lucina Rogers experimental response. • Ruth Allen experimental line and collage response. • Paul Klee imaginative landscapes and digital landscape. • Paul Kenton experimental line and spot colour response. • Digital London collage. • Google Classroom quizzes. 	<p>Terms 5 & 6 Assessment Opportunities:</p> <ul style="list-style-type: none"> • Topical graphic poster – theme changes each year – teacher choice. • Sketchbook experiments. • Google Classroom quizzes.

Rationale:

Year 9 in Art is a combination of giving a varied curriculum so that students can build skills and consider GCSE as an option as well as trying to appeal to the students that for the majority of the year know that they will not be taking the subject further for GSCE. The projects are therefore carefully planned and considered to be appealing to them. We are encouraging critical thinking and development of ideas informing students of how useful this transferable skill is. Each project builds skills and techniques that are used for GCSE. Students become proficient in a variety of art, craft and design techniques and learn how to evaluate and analyse using the language of art, craft and design. They develop their understanding and application of the historical and cultural aspect associated with their work. Homework research and quizzes reinforce content from the lesson.

Evaluation:

Achievement is judged through ongoing reviews of work and project final pieces such as the surrealist portraits. Students will self and peer assess their work to reflect and refine their project as they go. Show My Homework quizzes assess and consolidate knowledge. Moodle is used to track student's grades which can be used for audit and data analysis. Success criteria is discussed and students understand how to work towards GCSE Grades 5+. All resources are shared on Google Classroom for staff to share. Everyone in the department can see each other's grades for comparison and reflection.

Subject: KS3 Biology		Year Group: 9
Term 1 Key Focus/Topic(s) Key concepts in Biology <ul style="list-style-type: none"> • Microscopes • Plant and animal cells • Core practical – microscopes • Specialised cells 	Term 2 Key Focus/Topic(s) Key concepts in Biology <ul style="list-style-type: none"> • Enzymes and nutrition • Testing foods • Core practical – testing food • Enzyme action • Enzyme activity 	Term 3 Key Focus/Topic(s) Key concepts in Biology <ul style="list-style-type: none"> • Core practical pH and enzymes • Transporting substances • Core practical - Osmosis
Term 1 Assessment Opportunities: <ul style="list-style-type: none"> • Classwork with a particular focus on core practical's and scientific evidence. • Mathematical skills. 	Term 2 Assessment Opportunities: <ul style="list-style-type: none"> • Classwork with a particular focus on core practical's and scientific evidence. • Examination of subject content. 	Term 3 Assessment Opportunities: <ul style="list-style-type: none"> • Classwork with a particular focus on core practical's and scientific evidence. • Examination of subject content.
Term 4 Key Focus/Topic(s) Cells and Control <ul style="list-style-type: none"> • Mitosis • Growth in Animals • Growth in plants • Stem cells 	Term 5 Key Focus/Topic(s) Cells and Control <ul style="list-style-type: none"> • The brain • Brain and spinal cord • Nervous system • The eye • Neurotransmitters 	Term 6 Key Focus/Topic(s) Genetics <ul style="list-style-type: none"> • Sexual and asexual reproduction • Meiosis • DNA • Core practical – DNA extraction
Term 4 Assessment Opportunities: <ul style="list-style-type: none"> • Classwork and end of unit assessments 	Term 5 Assessment Opportunities: Classwork and end of unit assessments	Term 6 Assessment Opportunities: <ul style="list-style-type: none"> • Classwork with a particular focus on core practical's and scientific evidence. • Examination of subject content.

Rationale:

All of the topics covered in Year 9 build on the spiral on the spiral nature of the work covered in the biology units at KS3. The first unit in Year 9 covers the concepts that form the foundations of GCSE Biology. In Year 7 students will have investigated the basic structure and function of cells in Year 9 this knowledge is consolidated and expanded to include more detailed analysis of cellular ultrastructure and biochemistry.

In Year 9 Biology we place a particular focus on:

- Literacy skills – to use the correct scientific terminology with reference to Biology and how to apply this in practical and examination situations.
- To develop basic mathematical skills in Biology – using equations, the SI system and processing data in graphs.
- Practical Skills – understanding the scientific method, processing and presenting data, forming conclusions and making improvements.

Evaluation:

- Assessment opportunities will involve teacher, self and peer assessment. The assessment will focus around work produced in lessons where the students are required to demonstrate their literacy and/or numeracy skills as well as their scientific knowledge.
- Students should demonstrate good mathematical skills in Biology – interpretation of data and unit conversion.
- Assessment of students extended writing answers – students should demonstrate that that can identify command words; context or/and instructions; key terminology in the questions. In response to unpicking the questions students should be able to make responses that are detailed, explaining the science and use the correct scientific terminology.
- Book scrutiny, lesson observations and collegial discussions will be used to quality assure teaching and learning. Gap analysis on mock papers.

Subject: KS4 Chemistry		Year Group: 9
<u>Terms 1 and 2</u> Key Focus/Topic(s) States of Matter (Chapter 1) & Separation and Purification (Chapter 2) <ul style="list-style-type: none"> • Transformations of state. • Filtration, chromatography, mixtures, distillation. 	<u>Term 3</u> Key Focus/Topic(s) Atomic Structure (Chapter 3) and the periodic table (Chapter 4) theory <ul style="list-style-type: none"> • Structure of atoms. • Periodic table. • Isotopes. 	<u>Term 4</u> Key Focus/Topic(s) Consolidation and assessment of Chapters 3 and 4. Ionic bonding (Chapter 5). <ul style="list-style-type: none"> • Ionic bonds. • Ionic lattices. • Properties of ionic compounds.
Term 1 Assessment Opportunities: <ul style="list-style-type: none"> • Classwork with a particular focus on practical skills needed for separating different mixtures. • <u>Core practical</u>: investigating inks. • End of topic test covering states of matter, and separation techniques. 	Term 2 Assessment Opportunities: <ul style="list-style-type: none"> • Classwork with a particular focus on the structure of the atom, and explaining how different scientists shaped the modern periodic table. • End of topic test covering atomic structure and the periodic table. 	Term 3 Assessment Opportunities: <ul style="list-style-type: none"> • Classwork with a particular focus on drawing ionic bonds, and linking the properties of ionic compounds to their structure.
<u>Term 5</u> Key Focus/Topic(s) Covalent bonding (Chapter 6) and types of substances (Chapter 7) <ul style="list-style-type: none"> • Covalent bonds. • Simple and giant covalent compounds. • Metallic bonding. 	<u>Term 6</u> Key Focus/Topic(s) Revision, end of year assessment <ul style="list-style-type: none"> • Revision of the content covered in Year 9 • End of year assessment • Recap of some of the practical activities completed. 	
Term 4 Assessment Opportunities: <ul style="list-style-type: none"> • Classwork with a particular focus on drawing covalent and metallic bonds, and linking the properties of these types of compound to their structure. • End of topic test covering bonding. 	Term 6 Assessment Opportunities: <ul style="list-style-type: none"> • End of year assessment. 	

Rationale:

The topics cover in Year 9 constitutes the core areas of Chemistry: states of matter, atomic structure and bonding. Consequently, the topics covered are common to both single and combined science. The topics are also accessible for Year 9 science students as they introduce some basic concepts in chemistry and chemical equations.

In Year 9 Chemistry we place a particular focus on:

- Key terminology - chemistry involves a lot of terminology that is alien to most students so it is important to establish this early in the GCSE course.
- The structuring and writing of word equations, how atoms are turned into ions, writing formulae by looking at charges on ions.
- Introducing core practical skills, building this up from KS3.
- Using pair/group work, writing reports, giving presentations etc to enhance communication and scientific writing skills.

Evaluation:

- Assessment opportunities will involve teacher, self and peer assessment. The assessment will focus around work produced in lessons where the students are required to demonstrate their use of key terminology, writing of chemical equations and their scientific knowledge.
- Practical work will be assessed through the core practical investigation in unit 1, and other experiments carried out in class.
- Book scrutiny, lesson observations and collegial discussions will be used to quality assure teaching and learning. Qualitative observations will be made on students during the core practical investigation.

Subject: Design Technology		Year Group: 9
<p>Term 1 Key Focus/Topic(s)</p> <p>Linkage arm</p> <ul style="list-style-type: none"> Developing use of 2D Design Understanding keywords for mechanical devices Modelling <p>Moisture Sensor</p> <ul style="list-style-type: none"> Understanding a systems approach to designing Soldering safely (sign off on passport) Understanding a basic circuit Naming components 	<p>Term 2 Key Focus/Topic(s)</p> <p>Product for the elderly</p> <ul style="list-style-type: none"> Designing for a specific target market Understanding the needs of the elderly Product analysis Styrofoam modelling Photography and presentation of work Free-hand sketching Design development 	<p>Term 3 Key Focus/Topic(s)</p> <p>Mini NEA 1</p> <ul style="list-style-type: none"> Understanding section A & B of the NEA Using section A & B to initiate designs both 2D (sketches) and 3D (card models) Understanding section C, initial range of ideas Communication of ideas
<p>Term 1 Assessment Opportunities:</p> <ul style="list-style-type: none"> Testing the moisture sensor Signed off H&S passports for solder irons. Weekly Google Classroom quizzes End of topic test 	<p>Term 2 Assessment Opportunities:</p> <p>Product for the elderly</p> <ul style="list-style-type: none"> Designing for a specific target market Understanding the needs of the elderly Product analysis Styrofoam modelling Photography and presentation of work Free-hand sketching Design development 	<p>Term 3 Assessment Opportunities:</p> <ul style="list-style-type: none"> Weekly Google Classroom quizzes End of topic test
<p>Term 4 Key Focus/Topic(s)</p> <p>Mini NEA 2</p> <ul style="list-style-type: none"> Building on Mini NEA 1 Working to the needs of a specific client Developing understanding of Section C Introduction to Section D, card modelling 	<p>Term 5 Key Focus/Topic(s)</p> <ul style="list-style-type: none"> Harry Beck redesigning the school map Understanding a past designer Working in the style of a past designer Re-designing the school map Using a range of design strategies to develop ideas Testing the design 	<p>Term 6 Key Focus/Topic(s)</p> <ul style="list-style-type: none"> Reverse buggy Developing understanding of a systems approach to designing Islamic tile Understanding people and culture when designing Further development of 2D Design skills
<p>Term 4 Assessment Opportunities:</p> <ul style="list-style-type: none"> Grading of Mini NEA Google Classroom quizzes & tests End of topic test 	<p>Term 5 Assessment Opportunities:</p> <ul style="list-style-type: none"> Grading the re-designed map Google Classroom quizzes & tests End of topic test 	<p>Term 6 Assessment Opportunities:</p> <ul style="list-style-type: none"> Grading Islamic tile Google Classroom quizzes & tests

Rationale:

The aim for Year 9 is for it to flow into the GCSE course. Google Classroom quizzes and all resources are suitable for Years 10 and 11. The students will be introduced to keywords and the course builds on skills learnt in Years 7 and 8. The course also provides the opportunity to complete two mini NEAs (non-examination assessment) prior to the students choosing their options for GCSE, therefore, giving them a thorough understanding of what is involved in taking GCSE Design Technology.

Evaluation:

Achievement can be judged through review of test and examination scores, gap analysis, comparison of topic tests, quality assurance processes etc. End-of-project tests will be used for assessing knowledge including PEEL (Point Evidence Explain Link) style questions– analysis of this will then inform intervention in lessons in form of starters to recap knowledge. Google Classroom quizzes are used to get students used to exam board specific. Google Classroom is used to track students' grades – this then is exported and used for all audits and data analysis. Feedback for tasks and how to be Platinum is organised on Moodle. At the end of each year we discuss with students what they enjoyed and EBI (Even Better If). All resources are shared on Google Classroom. Everyone in the department can see each other's grades for comparison and reflection.

Subject: Drama	Year Group: 9
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<p>Term 1 and 2 Key Focus/Topic(s): Introduction to Devising</p> <ul style="list-style-type: none"> ● Understanding devising and improvisation ● Contribution of key elements such as facial expression, movement, structure ● Creation of a short devised piece for assessment 	<p>Term 3 and 4 Key Focus/Topic(s): Monologue and tableau in context</p> <ul style="list-style-type: none"> ● Developing understanding of devising ● Creation of tableau and monologue in context of devised work ● Introducing the use of narration ● Creation of a devised piece combining these elements for assessment 	<p>Term 5 and 6 Key Focus/Topic(s): Scripted performance project</p> <ul style="list-style-type: none"> ● Developing performance and interpretative skills ● Creation of a live performance from the work of a contemporary playwright. ● Developing key performance elements introduced in previous units
<p><i>Term 1 and 2 Assessment Opportunities:</i> Formal performance assessment in final week for devised piece Peer assessment in class performances each week. Self-assessment in WWW and EBI written response each week. Verbal teacher feedback. Personalised target in booklet from teacher in week 3/4 of project (with MRI). H/W – Character development and evaluation</p>	<p><i>Term 3 and 4 Assessment Opportunities:</i> Formal performance assessment in final week. Peer assessment in class performances each week. Self-assessment in WWW and EBI written response each week. Verbal teacher feedback. Personalised target in booklet from teacher in week 3/4 of project (with MRI). H/W – Character development and evaluation</p>	<p><i>Term 5 and 6 Assessment Opportunities:</i> Formal performance assessment in final week. Peer assessment in class performances each week. Self-assessment in WWW and EBI written response each week. Verbal teacher feedback. Personalised target in booklet from teacher in week 3/4 of project (with MRI). H/W – Character development and evaluation</p>

<p>Rationale:</p> <p>Unit 1</p> <ul style="list-style-type: none"> ● Last year, the pandemic disrupted drama teaching and learning, particularly practical work. The projects this year will cover key skills and provide a foundation for further learning and engagement with practical and theoretical drama. ● Introduces some key aspects of drama, with a focus on improvisation, devising work and creativity. ● Introduces and develops understanding of key performance features such as facial expression, body language, structure and planning a performance.
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Unit 2

- In this second project, students will be able to explore tableau and monologue to understand thoughts, emotions and motivations of characters.
- Continues to develop skills in improvisation and devising.
- Develops understanding of key performance features such as facial expression, body language, structure and planning a performance.

Unit 3

- In this third project, students will be able to develop performance and interpretative skills.
- Students will create a live performance from the work of a contemporary playwright.
- Develops understanding of key performance features such as facial expression, body language, structure and planning a performance.

Evaluation:

- Through assessment (self, peer and teacher twice during project).
- Consolidation through homework
- QA in school and in collaboration with other schools
- Student feedback

Subject: English		Year Group: 9
Term 1 Key Focus/Topic(s) Of Mice and Men – novel study	Term 2 Key Focus/Topic(s) WW1 Poetry	Term 3 Key Focus/Topic(s) 'Noughts and Crosses' play
Term 1 Assessment Opportunities: Character analysis based on an extract	Term 2 Assessment Opportunities: Analytical Poetry essay	Term 3 Assessment Opportunities: Character analysis based on an extract
Term 4 Key Focus/Topic(s) 'Let him Have It' – capital punishment	Term 5 Key Focus/Topic(s) Creative writing and literary analysis Exam preparation	Term 6 Key Focus/Topic(s) Victorian short stories
Term 4 Assessment Opportunities: Spoken Language assessment	Term 5 Assessment Opportunities: Year 9 exam	Term 6 Assessment Opportunities: Literary analytical essay

Rationale:

- These Schemes of Work build on the skills acquired in Years 7 and 8: we continue to present the students with challenging material – both fiction and non-fiction - to engage and develop their thinking and to help them shape their own responses to what they have read. We want our students to enjoy reading and to make connections and links to wider contextual issues. In Term 4, we introduce the Spoken Language assessment as an introduction to the skills needed for the GCSE English Language recorded assessment which students enjoy as they feel they are getting ready to leave KS3: it works well as a transition unit to preparing for the demands of GCSE.

Evaluation:

- Each term, students will have a Summative Assessment that is styled in the format of a GCSE Literature or Language question and these are marked against the GCSE standards. Students have the opportunity to RAG (Red Amber Green) their performance on this, against clear objectives, alongside the teacher to evaluate their learning and these summative assessments are collated in individual files. Independent opportunities come through homework tasks, for example: deeper thinking questions, comprehension questions or revision techniques as assessments are based on the texts as a whole and therefore, from this year group, we expect wider coverage and recall of these texts. Teachers also provide whole class feedback post assessments, and after the marking of homework, to clarify 'common errors' and to model exemplar work.

Subject: French		Year Group: 9
Term 1 Key Focus/Topic(s) Language for classroom routines Introducing yourself	Term 2 Key Focus/Topic(s) Talking about family and friends Talking about free time activities	Term 3 Key Focus/Topic(s) Describing TV programmes and films Expressing opinions about TV and cinema
Term 1 Assessment Opportunities: Full Progress test (listening, reading, translation, writing)	Term 2 Assessment Opportunities: Options subjects exams GCSE bank of questions (1)	Term 3 Assessment Opportunities: Writing an article about TV preferences
Term 4 Key Focus/Topic(s) Describing a film, a book and a sporting event Talking about new technologies	Term 5 Key Focus/Topic(s) Talking about where you live Describing a town	Term 6 Key Focus/Topic(s) Studying a French film
Term 4 Assessment Opportunities: Writing an article about a film or a book	Term 5 Assessment Opportunities: GCSE bank of questions (2)	Term 6 Assessment Opportunities: GCSE bank of questions (3)

Rationale:

The Year 9 scheme of work should build solid foundations to ease the transition from KS3 to GCSE French by equipping them with strategies to cope with increasingly more demanding listening and reading materials. The emphasis should also be on securing a sound understanding of French grammar and on developing productive skills with the use of more complex structures and sophisticated vocabulary.

Evaluation:

Formative assessment should inform teachers about students' understanding of French grammar and tenses in particular. Progress tests and options subject exams will mirror the new expectations in language learning such as the ability to translate, to answer unpredictable questions and to express complex opinions (LOVE MFL). Teachers will help students compile a bank of short paragraphs in preparation for GCSE speaking/writing exams.

Subject: Geography		Year Group: 9
<p>Term 1 Key Focus/Topic(s)</p> <p>Tourism – Key vocabulary, patterns in international tourism, causes for its increase. Impacts of tourism on people and the environment. Introduction to eco-tourism. Pupils develop enquiry skills and decision making skills in their individual leaflet projects.</p>	<p>Term 2 Key Focus/Topic(s)</p> <p>Tropical cyclones – Formation, Spatial pattern, effects on people & environment This topic is essential to grasp a rudimentary understanding at this stage as tropical cyclones are returned to in Year 11 GCSE geography topic 1.</p>	<p>Term 3 Key Focus/Topic(s)</p> <p>People and the biosphere – Biomes, local factors and biomes, goods & services the biosphere provides. Population theories Malthus vs Boserup This section develops student’s knowledge of places and how the earth is a life support system for the planet and all living things on it. Students decision making skills will be tested later on this topic.</p>
<p>Term 1 Assessment Opportunities:</p> <p>Individual eco-tourism leaflet project.</p>	<p>Term 2 Assessment Opportunities:</p> <p>Tropical cyclone assessed options exam</p>	<p>Term 3 Assessment Opportunities:</p> <p>Biomes written answer short response questions.</p>
<p>Term 4 Key Focus/Topic(s)</p> <p>Forests under threat Pupils learn about the tropical rainforest and the range of biodiversity and adaptation of plants and animals. They compare these features to the taiga biome to draw contrasts. Pupils will review how both forests are under threat and examine how successful conservation strategies are. This unit provides the opportunity for students to evaluate the conservation efforts and to assess to what extent they have been successful.</p>	<p>Term 5 Key Focus/Topic(s)</p> <p>Consuming energy resources. Pupils learn the different classifications of energy resources and their environmental impact. They examine the spatial pattern of access to energy and evaluate ways to reduce reliance on fossil fuels whilst exploring the possible futures for energy that lay ahead. This topic is an introduction to topic 9 of the GCSE course. It is useful for students to get a grounding in this subject before undertaking the GCSE course.</p>	<p>Term 6 Key Focus/Topic(s)</p> <p>Hazardous Earth – Layers of the earth, plate tectonics theory, volcanic/earthquake hazards in the developed and developing world and how they are managed.</p>
<p>Term 4 Assessment Opportunities:</p> <p>Forests short response questions test.</p>	<p>Term 5 Assessment Opportunities:</p> <p>D.M.E part of a GCSE style paper based upon people and the biosphere, forests under threat and consuming energy resources.</p>	<p>Term 6 Assessment Opportunities:</p> <p>Tectonics group assessed presentations.</p>

Rationale:

Students learn about one of the fastest growing industries in the world in Tourism. This topic blends with the UK's place in Europe and global factors that have accelerated growth in this industry. The causes, tracking and management of tropical cyclones contrasts how developed and developing countries manage these hazards at a variety of levels. Students develop maps skills and analyse why meteorologists track tropical cyclones paths. Topics in Term 3 follow the GCSE specification to introduce students to assessment objectives, the exam skills of writing longer answers and a grounding in these topics to help students decide whether GCSE Geography is the right subject for these at Key Stage 4.

Evaluation:

Students are provided with a range of opportunities to self-evaluate their work through presentations, end of unit test reviews and homework through MRI activities. Attainment in end of topic tests is reviewed to help students identify knowledge gaps and understanding of how they are going to address these issues. Students complete the same unit assessments over the year to be able to quality assure the progress of students across the cohort.

Subject: History		Year Group: Year 9
Term 1 Key Focus/Topic(s) Causes and Events of World War One <ul style="list-style-type: none"> Short and long term causes of World War One Trench warfare 	Term 2 Key Focus/Topic(s) End of World War One <ul style="list-style-type: none"> The Battle of the Somme Treaty of Versailles 	Term 3 Key Focus/Topic(s) Rise of Hitler and the Holocaust <ul style="list-style-type: none"> The Rise of Adolf Hitler and the Nazi Party The Holocaust
Term 1 Assessment Opportunities: Sample GCSE Questions – Describe, explain, evaluate Sample GCSE Questions – Source Utility	Term 2 Assessment Opportunities: Options Exam – Describe, evaluate and source utility Causes of the war, life in the trenches and Versailles	Term 3 Assessment Opportunities: Sample GCSE Questions – Describe, explain, evaluate Sample GCSE Questions – Source Utility
Term 4 Key Focus/Topic(s) American Influence in World War Two <ul style="list-style-type: none"> D-Day leading to the end of World War Two The Atomic Bomb 	Term 5 Key Focus/Topic(s) The Cold War and Vietnam <ul style="list-style-type: none"> Fascism vs Communism vs Capitalist Democracy The Vietnam War 	Term 6 Key Focus/Topic(s) Independent Study; 9-11 and Terrorism <ul style="list-style-type: none"> Events of 9-11 Conspiracy theories
Term 4 Assessment Opportunities: Practice Exam – Describe, evaluate and source utility Rise of Hitler, Dunkirk and Holocaust	Term 5 Assessment Opportunities: Sample GCSE Questions – Describe, explain, evaluate Sample GCSE Questions – Source Utility	Term 6 Assessment Opportunities: Controlled Assessment – Source utility and interpretations 9-11 and conspiracy theories

Rationale:

In this year we have planned for assessments built on the skills focus of Years 7 and 8 and to follow more the style of GCSE exams. Fundamentally skills of explanation, evaluation and source analysis will be consistently tested. The curriculum content has been designed to both prepare students for KS4 and embed SMSC elements. The topics chosen are designed to create a deeper breadth to course content and inspire a passion for enquiry amongst our students.

Evaluation:

Student and staff feedback will be used to measure the success of course content. Lesson observation and book scrutiny will also lead to judgements on student engagement and passion. Assessment outcomes will be measured against Year 10 as we are aiming to demonstrate better progress between KS3 and KS4.

Subject: Mathematics		Year Group: 9
Term 1 Key Focus/Topic(s) <ul style="list-style-type: none"> Unit 1 – Number Unit 2 – Algebra 	Term 2 Key Focus/Topic(s) <ul style="list-style-type: none"> Unit 2 – Algebra Unit 3 – Interpreting and Representing Data 	Term 3 Key Focus/Topic(s) <ul style="list-style-type: none"> Unit 3 – Interpreting and Representing Data Unit 4 – Fractions, Ratios & Percentages Unit 5 – Angles and Trigonometry
Term 1 Assessment Opportunities: <ul style="list-style-type: none"> Unit 1 Test 	Term 2 Assessment Opportunities: <ul style="list-style-type: none"> Unit 2 Test 	Term 3 Assessment Opportunities: <ul style="list-style-type: none"> Unit 3 Test Unit 4 Test
Term 4 Key Focus/Topic(s) <ul style="list-style-type: none"> Unit 5 – Angles and Trigonometry Unit 6 – Graphs 	Term 5 Key Focus/Topic(s) <ul style="list-style-type: none"> Unit 6 – Graphs Revision 	Term 6 Key Focus/Topic(s) <ul style="list-style-type: none"> End of year examinations Unit 7 – Area and Volume
Term 4 Assessment Opportunities: <ul style="list-style-type: none"> Unit 5 Test 	Term 5 Assessment Opportunities: <ul style="list-style-type: none"> Unit 6 Test 	Term 6 Assessment Opportunities: <ul style="list-style-type: none"> End of year examinations Unit 7 Test

Aims and objectives:

The aims and objectives of the Pearson Edexcel GCSE (9–1) in Mathematics are to enable students to:

- develop fluent knowledge, skills and understanding of mathematical methods and concepts
- acquire, select and apply mathematical techniques to solve problems
- reason mathematically, make deductions and inferences, and draw conclusions
- comprehend, interpret and communicate mathematical information in a variety of forms appropriate to the information and context.

Rationale:

The Pearson Edexcel GCSE (9–1) in Mathematics meets the following purposes:

- provide evidence of students' achievements against demanding and fulfilling content, to give students the confidence that the mathematical skills, knowledge and understanding that they will have acquired during the course of their study
- provide a strong foundation for further academic and vocational study and for employment, to give students the appropriate mathematical skills, knowledge and understanding to help them progress to a full range of courses in further and higher education. This includes Level 3 mathematics courses as well as Level 3 and undergraduate courses in other disciplines such as Biology, Geography and Psychology, where the understanding and application of mathematics is crucial.

Assessment & Evaluation:

- Students' work may be teacher, self and peer assessed and independent work to be reviewed in line with departmental and school policy. Exercise books are to be collected in once per fortnight and marked by the teacher who is to give constructive feedback where appropriate.
- End of topic tests are to be done under exam conditions, teacher assessed and marks entered onto the appropriate departmental Google Doc for comparisons and quality assurance in order to monitor the progress of the students in each group as well as across the board by the Head of Department. Periodically, moderation of marking takes place during departmental meetings which further enhances the quality assurance that mark schemes are being applied consistently.
- Opportunities for teacher feedback can be from individual conversations regarding independent work and end of topic tests. With regard to end of topic tests teachers are to feedback using WWW and EBI with students adding their MRI in response.

Assessment:

At the end of year examination period pupils will sit three ½ hour written examinations of equal weighting:

- Paper 1 (Non-calculator)
- Paper 2 (Calculator)
- Paper 3 (Calculator)

Resources:

- Edexcel GCSE (9-1) Mathematics Higher Practice, Reasoning and Problem Solving Book
- Scientific calculator (Casio Classwiz is recommended)
- MyMaths
- Various subject specific websites such as Dr Frost, Just Maths, NCETM, etc.
- Assessment folders.

GCSE Pod Resources:

- Unit 1 – Number
<https://members.gcsepod.com/shared/podcasts/title/10215>
<https://members.gcsepod.com/shared/podcasts/title/10210>
- Unit 2 – Algebra
<https://members.gcsepod.com/shared/podcasts/title/10187>
<https://members.gcsepod.com/shared/podcasts/title/10190>
- Unit 3 – Interpreting and Representing Data
<https://members.gcsepod.com/shared/podcasts/title/10221>
<https://members.gcsepod.com/shared/podcasts/title/10217>
- Unit 4 – Fractions, Ratio and Percentages
<https://members.gcsepod.com/shared/podcasts/title/10216>
<https://members.gcsepod.com/shared/podcasts/title/10214>
- Unit 5 – Angles and Trigonometry
<https://members.gcsepod.com/shared/podcasts/title/10198>
<https://members.gcsepod.com/shared/podcasts/title/10204>
- Unit 6 – Graphs
<https://members.gcsepod.com/shared/podcasts/title/10192>
<https://members.gcsepod.com/shared/podcasts/title/10194>
- Unit 7 – Area and Volume

Subject: Music		Year Group: 9
Term 1 Key Focus/Topic(s) Musicals <ul style="list-style-type: none"> • Notation • Transcription • Levels of difficulty • Forms of accompaniment 	Term 2 Key Focus/Topic(s) Reggae <ul style="list-style-type: none"> • Off beats and syncopation • Lyric writing • Verse and chorus structure 	Term 3 Key Focus/Topic(s) Musical contrast (trailers) <ul style="list-style-type: none"> • Orchestral families • Fanfare • Tonality • Forms of accompaniment
Term 1 Assessment Opportunities: Formal performance assessment in final week. Peer and self-assessment in class demonstrations each week. Verbal teacher feedback. Personalised target in booklet from teacher in week 3/4 of project (with MRI). Homework	Term 2 Assessment Opportunities: Formal performance assessment in final week. Peer and self-assessment in class demonstrations each week. Verbal teacher feedback. Personalised target in booklet from teacher in week 3/4 of project (with MRI). Homework	Term 3 Assessment Opportunities: Formal performance assessment in final week. Peer and self-assessment in class demonstrations each week. Verbal teacher feedback. Personalised target in booklet from teacher in week 3/4 of project (with MRI). Homework
Term 4 Key Focus/Topic(s) Protest Song <ul style="list-style-type: none"> • Computer editing vocals • Midi instruments • Digital production • Technological effects – echo, reverb etc 	Term 5 Key Focus/Topic(s) Band project <ul style="list-style-type: none"> • Chord progressions • More complex chords • How to research and choose an appropriate piece to learn • Composing additional material 	Term 6 Key Focus/Topic(s) Band project (cont.) <ul style="list-style-type: none"> • Chord progressions • More complex chords • How to research and choose an appropriate piece to learn • Composing additional material
Term 4 Assessment Opportunities: Formal performance assessment in final week. Peer and self-assessment in class demonstrations each week. Verbal teacher feedback. Personalised target in booklet from teacher in week 3/4 of project (with MRI). Homework: Research and provide mp3 file to edit	Term 5 Assessment Opportunities: Formal performance assessment in final week. Peer and self-assessment in class demonstrations each week. Verbal teacher feedback. Personalised target in booklet from teacher in week 3/4 of project (with MRI). Homework: Research own song and provide learning guide	Term 6 Assessment Opportunities: Formal performance assessment in final week. Peer and self-assessment in class demonstrations each week. Verbal teacher feedback. Personalised target in booklet from teacher in week 3/4 of project (with MRI). Homework: Research own song and provide learning guide

Rationale:**Unit 1**

- Builds on keyboard project work started in Year 7 and 8
- Develops understanding of staff notation and introduces transcription
- Expands understanding of the elements of music, with a particular focus on pitch, time signature and tempo

Unit 2

- Builds on keyboard and ukulele project work started in Year 7 and 8
- Develops understanding of lyrics and rhythmic notation
- Expands understanding of the elements of music, with a particular focus on melody, harmony and dynamics

Unit 3

- Builds on keyboard project work started in Year 7 and 8
- Develops understanding of notating composition and orchestral families
- Expands understanding of the elements of music, with a particular focus on harmony, expression and tonality

Unit 4

- Builds on computer project work started in Year 7 and 8
- Develops understanding of notating composition and orchestral families
- Expands understanding of the elements of music, with a particular focus on harmony, expression and tonality

Unit 5

- Builds on chord and melody project work started in Year 7 and 8
- Develops understanding of independent learning of musical material
- Expands understanding of the elements of music, with a particular focus on chords, melody and structure

Evaluation:

- Through assessment (self, peer and teacher twice during project).
- Consolidation through homework
- Quality Assurance in school and in collaboration at music hub meetings
- Student feedback

Subject: Personal Development		Year Group: 9
Terms 1 and 2 Key Focus/Topic(s) Sex and relationships 1. Changing attitudes to sex and relationships 2. Contraception 3. Consent 4. STIs and STDs 5. Teen pregnancy and impact	Terms 3 and 4 Key Focus/Topic(s) Your Future 1. Careers portfolio Making Healthy Choices 1. Healthy Sexual Relationships (including Sexual Harassment and Violence) 2. Mental Health	Terms 5 and 6 Key Focus/Topic(s) Drugs education 1. Staying safe – Drugs 2. Law on alcohol, tobacco and drugs. Social and Health issues 3. Wasted by drink 4. Wasted by weed 5. Drinking to Oblivion
Terms 1 and 2 Assessment Opportunities Oral assessment Assessment of classwork Contraception quiz	Terms 3 and 4 Assessment Opportunities Oral assessment Assessment of classwork Teacher and Peer assessment of 'Careers portfolio'	Terms 5 and 6 Assessment Opportunities Oral assessment Assessment of classwork Teacher and peer assessment of 'Law and impact' leaflet
Visitor lessons: Alcoholics Anonymous when possible		
Rationale: The Year 9 course has been structured to provide students with opportunities in class to consider their future and potential pathways prior to Options and so potentially the Scheme of Work for Terms 1 and 2, and 3 and 4 could be re-ordered to provide sufficient opportunity to examine their choices prior to making their decisions. In addition, students study content that we feel is more age appropriate such as sex and relationships and drugs education. In addition to taught lessons we invite a range of different speakers who support their Personal Development. In previous years this has included a speaker from Stonewall (who the current Year 9 have already heard from) and Alcoholics Anonymous who we began working with in 2018/19, the addition of these sessions was well received by students and limited parent feedback received was very positive too.		
Evaluation: Students will be assessed by the class teacher through their oral contributions, classwork, projects and presentation work. They will complete a project on their 'Careers Portfolio' will be assessed by their Teacher. The timing of the curriculum will be the key factor to evaluate this year to ensure that lessons are well timed to meet the needs of the students and age appropriate to get the most from the sessions.		

Subject: Physical Education (PE)		Year Group: 9
Term 1 Key Focus/Topic(s) Table Tennis Volleyball	Term 2 Key Focus/Topic(s) GCSE Theory Taster Unit Gymnastics	Term 3 Key Focus/Topic(s) Futsal Rugby
Term 1 Assessment Opportunities: Self assessment as well as teacher led. Focus on assessment of performance and evaluation of relevant theory content.	Term 2 Assessment Opportunities: Theory Taster Unit culminates in GCSE style exam using past paper questions relevant to content.	Term 3 Assessment Opportunities: Self-assessment as well as teacher led. Focus on assessment of performance and evaluation of relevant theory content.
Term 4 Key Focus/Topic(s) Hockey Conditioning	Term 5 Key Focus/Topic(s) Basketball Tennis	Term 6 Key Focus/Topic(s) Striking Games Athletics
Term 4 Assessment Opportunities: Self-assessment as well as teacher-led. Focus on assessment of performance and evaluation of relevant theory content.	Term 5 Assessment Opportunities: Self-assessment as well as teacher-led. Focus on assessment of performance and evaluation of relevant theory content.	Term 6 Assessment Opportunities: Self-assessment as well as teacher led. Focus on assessment of performance and evaluation of relevant theory content.

Rationale:

The Year 9 curriculum offers an opportunity for students to take part in a broad spectrum of activities as in Y7 - 8. It allows them the opportunity to deepen their understanding of activities that have been covered in previous years – developing more advanced practical skills as well and strengthening understanding of tactical elements as well as further drip feeding of relevant theory. There is also the addition of new activities and concepts such as ‘Flight’ in gymnastics and Volleyball that allow the most able to stretch and challenge themselves. Table Tennis has proved a very useful option at GCSE and is practiced and prepared for in Year 9. The addition of a theory unit (timed to coincide with making GCSE options) is crucial for identifying students who can achieve well at GCSE. It also better prepares students for the new more rigorous GCSE qualification. There is a focus throughout the year in practical sessions of Analysis & Evaluation of practical performance, linking relevant theory where appropriate.

Evaluation:

The numbers taking GCSE PE in the current Year 10 and the positive start the cohort have made are testament to the effectiveness of the ‘theory taster unit’ as well as the drip feeding of theory content. The practical elements provide an opportunity to assess performance and perfect/improve the advanced skills and movement patterns required for GCSE PE. New activities in the Year 9 curriculum offer points of interest for both able sportsmen as well as students who find PE challenging and feedback will be gathered from students to test this.

Subject: KS4 Physics		Year Group: 9
Term 1 Key Focus/Topic(s) Waves & EM Spectrum <ul style="list-style-type: none"> • Properties of waves • Speed of sound • Reflection and refraction 	Term 2 Key Focus/Topic(s) Waves & EM Spectrum <ul style="list-style-type: none"> • Transmission and absorption • EM Waves • IR Thermal Radiation 	Term 3 Key Focus/Topic(s) Electrical Circuits <ul style="list-style-type: none"> • Basic circuits. • PD and current. • Ohm's law • Series and parallel circuits.
Term 1 Assessment Opportunities: <ul style="list-style-type: none"> • Classwork with a particular focus on mathematical skills in Physics. • Sound investigations investigation (core practical). 	Term 2 Assessment Opportunities: <ul style="list-style-type: none"> • Classwork with a particular focus on mathematical skills in Physics. • Thermal energy investigation (core practical). • Waves End of unit test. 	Term 3 Assessment Opportunities: <ul style="list-style-type: none"> • Classwork with a particular focus on mathematical skills in Physics. • Mini test.
Term 4 Key Focus/Topic(s) Electrical Circuits <ul style="list-style-type: none"> • Ohm's law • Series and parallel circuits. 	Term 5 Key Focus/Topic(s) Conservation of Energy <ul style="list-style-type: none"> • Energy stores • Energy transfers • Energy Efficiency • Renewable and non-renewable energy sources. 	Term 6 Key Focus/Topic(s) Particle Model <ul style="list-style-type: none"> • States of Matter • Density Calculations • Changes of State
Term 4 Assessment Opportunities: <ul style="list-style-type: none"> • Classwork with a particular focus on mathematical skills in Physics. • Ohm's law investigation. • End of unit test. 	Term 6 Assessment Opportunities: <ul style="list-style-type: none"> • Classwork with a particular focus on mathematical skills in Physics. • Extended writing task and student presentations. 	Term 6 Assessment Opportunities: <ul style="list-style-type: none"> • End Of Year exam • State change investigation (core practical). • Density investigation (core practical).

Rationale:

The topics covered in Year 9 constitutes the core areas of physics, waves, electricity and energy. Our students in Year 9 are not placed in single or combined science sets. Consequently, the topics covered are common to both single and combined science. The topics are also accessible for Year 9 science students as they introduce some basic formulas and concepts. For example waves can be easily modelled for students and the topic does not require more abstract thinking skills like topics in Year 10 and Year 11. In Year 9 Physics we place a particular focus on:

- Practical skills (Four core practical investigations are covered) – making practical judgements about investigation, controls, reliability and validity (these build on the basic practical skills established in KS3)
- Mathematical skills in Physics – transposing formula, making measurements and recording data accurately, being able to solve multi-step problems, averaging results, plotting and using graphs to form scientific conclusions.

Evaluation:

- Assessments opportunities will involve teacher, self and peer assessment. The assessment will focus around work produced in lessons where the students are required to demonstrate their literacy and/or numeracy skills as well as their scientific knowledge.
- Students should demonstrate good basic mathematical skills in Physics – transposing basic formula with confidence.
- Practical work will be assessed through the four core practical investigations carried out in Year 9.
- Book scrutiny, lesson observations and collegial discussions will be used to quality assure teaching and learning. Qualitative observations will be made on students during four core practical investigations.

Subject: Religious Studies		Year Group: Year 9
Term 1 Key Focus/Topic(s) Christianity Incarnation, Saul, Paul, Gospels, Shroud of Turin	Term 2 Key Focus/Topic(s) Christianity Trinity, Just War Theory, Eschatology	Term 3 Key Focus/Topic(s) Islam Muhammad, Tawhid, Shahadah, Salah, Zakat, Sawm, Hajj, Jihad
Term 1 Assessment Opportunities: • Images of Jesus, Saul’s Conversion, Shroud of Turin	Term 2 Assessment Opportunities: • Responses to above and Exam	Term 3 Assessment Opportunities: • Significance of Muhammad, Five Pillars and Group Presentations
Term 4 Key Focus/Topic(s) Islam Islamic Art, The Role of the Mosque, Ramadan	Term 5 Key Focus/Topic(s) Buddhism Siddhartha Gautama, Anicca, Anatta, Dukkha, Noble Eight Fold Path, Enlightenment	Term 6 Key Focus/Topic(s) Buddhism Sangha, Shaolin Monks, Mandalas,
Term 4 Assessment Opportunities: • Students to produce own Islamic art, Documentary on Mosque & Ramadan	Term 5 Assessment Opportunities: • Reflection on the foundation of Buddhism and Eight Fold Path	Term 6 Assessment Opportunities: • ‘Groundhog Day’ – Tasks - exploration of the teachings, own mandala

Rationale:

The Religious Studies scheme of work for Year 9 begins with Christianity, as all students have studied this in Years 7 and 8 and it seems fairest to make this the focus for the options exam in Term 2. Islam is studied in Terms 3 and 4 – as GCSE Religious Studies is composed of an Islam unit this allows an introduction to allow students to make an informed choice. Year 9 ends with Buddhism – in addition there is the use of ‘Groundhog Day’ to understand the Buddhist faith. As students may well have opted to not take the subject at GCSE an exploration of a faith that does not have a central belief in a deity would hopefully allow for greater interest.

Evaluation:

Student and staff feedback will be used to measure the success of course content. Lesson observation and book scrutiny will also lead to judgements on student engagement and passion. Assessment outcomes will be measured against Year 10 as we are aiming to demonstrate better progress between KS3 and KS4.

Subject: Spanish		Year Group: 9
<p>Term 1 Key Focus/Topic(s) KS3 revision activities: numbers/question words etc. Remind about LOVE MFL. Put into grammar books and build up. Module 1 of VIVA: holidays – present tense/preterite tense NB: confidence audit may inform teaching in early weeks</p>	<p>Term 2 Key Focus/Topic(s) Mod 1 of VIVA. Free time activities Problems in holidays Hotel reservations</p>	<p>Term 3 Key Focus/Topic(s) Module 2 VIVA – school subjects and facilities Uniform Describing teachers What was your Primary school like?</p>
<p>Term 1 Assessment Opportunities: Paragraph - in depth assessment piece. List/read progress test</p>	<p>Term 2 Assessment Opportunities: OPTIONS EXAM (listening/reading/translation/speaking/writing - in depth assessment piece)</p>	<p>Term 3 Assessment Opportunities: Mini paragraph on school Listening and reading marks recorded Photocard on school - in depth assessment piece.</p>
<p>Term 4 Key Focus/Topic(s) Module 3 Family members Personal descriptions apps</p>	<p>Term 5 Key Focus/Topic(s) Free time Sports TV programmes/cinema</p>	<p>Term 6 Key Focus/Topic(s) Free time activities KS3 core skills revision</p>
<p>Term 4 Assessment Opportunities: Translation assessed Paragraph about self and family - in depth assessment piece (comparison to T1 essay)</p>	<p>Term 5 Assessment Opportunities: Introduce roleplay – assess Paragraph on sports - in depth assessment piece Translation</p>	<p>Term 6 Assessment Opportunities: Summer assessment (Reading and translation - in depth assessment piece) Option exam retakes where applicable</p>

Rationale:

Year 9 begins the Spanish GCSE course but, although a higher GCSE book is used, which activities to do have been carefully selected so as to be challenging but not unachievable. Lessons are also supported with KS3 resources so as to bridge the gap between Year 8 and GCSE Spanish. We seek students to gain enjoyment from building up language skills which will support them beyond the classroom but also make good use of assessment literature in order that our students understand how to achieve a certain grade and how to make good progress. Those who select Spanish for GCSE will find the course continues from Year 9 (Module 5) but that, due to the early start on the course, students have plenty of time to revisit and consolidate learning undertaken in Year 9.

Evaluation:

Early experiences with genuine GCSE course materials give our students regular opportunities to see whether GCSE Spanish could be a manageable course for them.

Learning walks and work scrutiny focus of getting the level of challenge right for our boys without making them feel that GCSE is too difficult for them. The options exam and a summer assessment sees results uploaded to a central worksheet for analysis by Head of Department. We can therefore ensure our strong linguists are encouraged to study Spanish and can support weaker students who have shown an interest. The retake of the options exam in July is for those posting a Grade 3 or below in the options exam in December who still wish to take GCSE Spanish to see if they have made progress read for Year 10.