



FOUNDED IN 1893  
QUEEN MARY'S  
HIGH SCHOOL

YEAR 9  
CURRICULUM  
INFORMATION  
BOOKLET  
2018/19

## Art & Design - YEAR 9

### Learning Aims

The Art Department aims to offer the students a balanced and structured curriculum. The students will engage in projects that inform about the creative industries and future careers available to them Nationally and Internationally. The programme of study during Year 9 encourages the element of choice and independent thought; allowing students to select their direction of focus within a set theme. Additional skills such as photography, Photoshop, installation art and assemblage are taught to develop wider skills and understanding underpinning the requirements for GCSE Art & Design.

### Content and skills

<p><b>Term 1</b></p>	<p><b><u>Sea Life: Illustrative Abstract: Conveying Visual Message: Stylised Drawing:</u></b></p> <p>Students explore a variety of illustrative styles within the creative industries whereby society/media aspects inform ideas explored. This may be contexts such as global warming, sea pollution, animal extinction/welfare, marine research, etc. Contemporary artist references from modern industry are studied to inform students exploration of stylized drawings and expressive methods using alternative drawing methods such as ink, wax, fine liner, paint, mark making, print and collage. These skills and techniques are taught through a series of practical workshops whereby students select and reject the approaches most appropriate to their own work and chosen direction. Application of interpretation and expression studied in Year 7 &amp; Year 8 are further developed to illustrate mature connections to how artwork is informed by the wider environment and society underpinning skills developed at KS4.</p>
<p><b>Term 2</b></p>	<p><b><u>Continue Sea Life: Illustrative Abstract: Conveying Visual Message: Stylised Drawing: Final Outcome:</u></b></p> <p>Students reflect on the skills developed during Term 1 to create a successful final outcome using exploration of drawing and mixed media techniques undertaken during the practical workshops. The element of typography, colour association and composition contribute to a successful and informing design.</p> <p><b><u>Begin Social Issues &amp; Memorable Events: Interpretation in Art: Assemblage:</u></b></p> <p>Students explore controversial art whereby society and the media inform the creation. Mature discussions and exploration of the artworks are used to gain multiple perspectives and how art affects the individual and groups of people. The element of stage/pose is explored through the use of student's own photography whereby imagery "fit for purpose" and "appropriate to intentions" is created; underpinning the expectations at GCSE level of study. Students control and create the primary imagery gathered to inform their own chosen theme; demonstrating the skills to create a piece that informs and affects the viewer through visual communication. Students will undertake a series of practical workshops whereby assemblage techniques are explored in creating original art forms from found objects and primary imagery; altering their original form to convey specific ideas in visual forms.</p>
<p><b>Term 3</b></p>	<p><b><u>Continue Social Issues &amp; Memorable Events: Interpretation in Art: Assemblage: Final Outcome:</u></b></p> <p>Students reflect on the development of ideas explored in Term 2 to create a final outcome incorporating their primary photography and preferred assemblage techniques. The final outcome may be informed by 1 or more artist reference and selections/refinements are made through critical analysis of prior work. Students may opt to create their artwork via ICT Photoshop techniques, A3 Mixed Media Canvas or Shoe Box Installation.</p>

### Homework expectations

Students are asked to complete external research to inform practical tasks undertaken in lessons to allow the execution of practical work to be maximized during lesson time. This may also include the collection of relevant materials and objects to be used in personalised projects as students steer their own direction independently. In addition, students are encouraged to practise/refine their techniques in specifically set tasks to improve their initial application of skills.

### **Extra-curricular and enrichment opportunities**

Students are encouraged to engage in additional Art Workshops held at a lunchtime to further develop their personalised Art projects to develop a mature and skilled execution of final outcomes.

Whole school competitions take place throughout the year encouraging students to offer their work for public display and celebration. Year 9 have the opportunity Term 1 to enter the "Wall of Fame" competition to have the chance of displaying their work in the public Art Gallery in the main block of school.

Students are encouraged to engage in public art wider than the school community. This may include visiting local galleries including The New Art Gallery Walsall, Bilston Craft Gallery, Wolverhampton Art Gallery and Birmingham Museum & Art Gallery.

#### **Useful Websites:**

<https://www.studentartguide.com/featured/high-school-painting-and-drawing-projects>

<http://creativejourneyuk.org/>

<https://theartyteacher.com/artists-themes>

## Biology - YEAR 9

### Learning Aims

To encourage inquisition and learning by enquiry into Biology.  
 To develop practical skills in Biology and to add to the skills developed at KS3.  
 To prepare students with the subject knowledge and key concepts in order to achieve GCSE Biology.

### Content and skills

<b>Term 1</b>	<p><b><u>SB1 Key biological concepts</u></b>          This unit introduces some of the central ideas in biology, including ideas about cells, microscopy, enzymes, nutrition, diffusion, osmosis and active transport.</p>
<b>Term 2</b>	<p><b><u>SB2 Cells and control</u></b>          This unit introduces how plants and animals develop from single cells the size of full stops to become complex organisms made of many different types of cells, which all need to be controlled and coordinated.</p>
<b>Term 3</b>	<p><b><u>SB3 Genetics</u></b>          This unit introduces you to DNA code that produces our features and the processes that allow features to be passed on from parents to their offspring. (this topic will be continued into Y10)</p>

### Homework expectations

All students will be expected to complete a prepare for learning booklet task prior to each lesson. Homework set will be a combination of online questions, written tasks and writing up practical work. It will also include past paper questions where appropriate. Homework is set in line with the year 9 Homework timetable.

### Extra-curricular and enrichment opportunities

We are pleased to offer a weekly Biology Clinic and mentoring programme.  
 Trips may also be offered, for example to the Science in Action Show or the Big Bang Fair.

## Chemistry - YEAR 9

### Learning Aims

To encourage students to see Chemistry in the World around them.  
To be curious; ask questions, seek answers and explore ideas.  
To grow in confidence when using mathematical skills, thinking scientifically and communicating their ideas clearly and logically.  
To prepare students for the GCSE Chemistry course.

### Content and skills

<b>Term 1</b>	<p><b>States of Matter</b> Solids, liquids and gases; Melting points and boiling points;</p> <p><b>Methods of separation</b> Mixtures; Filtration; Crystallisation; Paper Chromatography; Distillation; <i>Investigating inks</i>; Drinking water</p> <p><b>Atomic Structure</b> Structure of the atom; Atomic number and mass number; Isotopes;</p> <p><b>The Periodic Table</b> Elements and the periodic table; Atomic number and the periodic Table; Electron Configurations and the periodic table</p>
<b>Term 2</b>	<p><b>Bonding and types of substance</b> Ionic bonds; Ionic lattices; Properties of ionic compounds; Covalent bonds; Molecular compounds; Allotropes of Carbon; Metallic Bonding; Properties of metals; Bonding models</p>
<b>Term 3</b>	<p><b>Acids and alkalis</b> Acids, alkalis and indicators; Looking at acids; Bases and Salts; <i>Preparing Copper sulfate</i>; Alkalis and balancing equations; <i>Investigation neutralisation</i>; Alkalis and neutralisation; Further reactions of acids; Solubility;</p>

### Homework expectations

Homework set is a combination of online questions and mini quizzes, written tasks and, occasionally, writing up practical work. It will also include past paper questions where appropriate. Homework is set in line with the year 9 Homework timetable.

### Extra-curricular and enrichment opportunities

We are pleased to offer a weekly Chemistry Clinic and mentoring programme.  
Trips may also be offered, for example to the Science in Action Show or the Big Bang Fair.

## Computing - YEAR 9

### Learning Aims

Pupils develop their computational thinking skills and programming logic further, taking on some of the GCSE Computer Science concepts. We develop the pupils programming concepts using a second text based high level programming language.

The year 9 curriculum is based around aspects of the GCSE curriculum, providing pupils and strong base upon which to build at GCSE level.

### Content and skills

<b>Term 1</b>	<p><u>Data representation 2</u></p> <ol style="list-style-type: none"> <li>1. Recap denary and binary</li> <li>2. Convert hex to binary/hex to denary</li> <li>3. Denary to hex</li> </ol> <p><u>Algorithms</u></p> <ol style="list-style-type: none"> <li>1. Searching algorithms</li> <li>2. Sorting algorithms</li> <li>3. Representing algorithms as flowcharts</li> <li>4. Pseudo-code</li> </ol> <p><u>Computer Hardware</u></p> <ol style="list-style-type: none"> <li>1. Input, output and storage devices</li> <li>2. RAM and ROM</li> <li>3. The CPU</li> <li>4. Parts of a computer</li> </ol>
<b>Term 2</b>	<p><u>Programming with Java</u></p> <ol style="list-style-type: none"> <li>1. Input and output</li> <li>2. Variables</li> <li>3. Selection using IF and CASE</li> <li>4. Count controlled loops (FOR)</li> <li>5. Condition loops (WHILE/ REPEAT-UNTIL)</li> <li>6. Programming challenges</li> <li>7. Assessment (programming activity)</li> </ol> <p><u>Ethical, legal, moral, cultural and environmental issues of Information technology</u></p> <ol style="list-style-type: none"> <li>1. Privacy</li> <li>2. Environmental issues</li> <li>3. Ethical issues</li> <li>4. Risks to personal data</li> <li>5. Legislation</li> <li>6. Cultural issues</li> </ol>
<b>Term 3</b>	<p><u>Digital literacy</u></p> <ol style="list-style-type: none"> <li>1. Word processing</li> <li>2. Desktop Publishing</li> <li>3. Presentation software</li> <li>4. Effective searching and referencing sources</li> </ol> <p><u>Research based task</u></p> <p>Students to be given a choice of topics to research and produce a range of electronic documents as evidence of work.</p>

### Homework expectations

Homework is set in line with school expectations. Most homework will need access to a computer. or tablet device Supervised access to computers is available at lunchtimes or before school with prior arrangement from subject teacher if access at home is limited.

### Extra-curricular and enrichment opportunities

Bebras computational thinking competition

## Design & Technology - YEAR 9

### Learning Aims

Design and Technology lessons provide opportunities for pupils to develop their capability, through combining their designing and making skills with knowledge and understanding in order to create quality products. Pupils will solve problems, carrying out Design and Make activities in a variety of contexts.

### Content and skills

<b>Term 1</b>	<p>Typography Purse Project:</p> <p>Pupils will design and make a purse for a target market and purpose of their choice. They will be introduced to the idea of using Design Movements as a source of inspiration selecting either Art Deco or Art Nouveau as an inspiration source. They will develop their own briefs and specifications and use research to develop their design ideas. During manufacturing they will extend their decorative techniques and revisit their sewing machine skills. They will also learn how to insert a zip into a lined purse. Pupils will think about how they can make their products more commercially viable. When testing and evaluating they will gather opinions from third parties and make reference to modifications either proposed or undertaken.</p>
<b>Term 2</b>	<p>Bag Project:</p> <p>During terms two and three pupils will work on their final design and make challenge and this will give them a good idea of the kind of work produced at GCSE level. They will identify their own user/client and investigate their needs. They will then work through the design process to produce design ideas which they will develop into a final solution. They will choose which of their existing skills to use, and will also be shown some new techniques which they can use if they wish. They will learn how to select and adapt a pattern for manufacture, and use their machine skills to safely make a quality product. There will be an increased emphasis on analysis and evaluation throughout this project as a whole. Pupils will work independently making their own decisions and planning their work themselves.</p>
<b>Term 3</b>	The Extended Design Task for Term two will continue into Term Three.

### Homework expectations

Homework within Design and Technology will usually be to allow pupils to work more independently, for example to complete a piece of research to be used in a design task or to continue with design work at home.

### Extra-curricular and enrichment opportunities

There are a number of craft based clubs on offer within the department.

## Drama- YEAR 9

### Learning Aims

Further develop of performance skills and knowledge of styles and form, with a focus on characterisation, movement, use of voice and critical analysis of their own and other people's work. Strong links to GCSE through a range of KS4 type projects, with a wider scope for independent study, rehearsal and content. During Year 9 there is a greater emphasis on a more experimental and less Naturalistic approach to text and subject matter. Schemes of work explore a range of disciplines such as Frantic Assembly's method of physical theatre, Commedia Dell'arte and Improvisation. They have opportunities to really expand their reflective skills through evaluation of their own work and others plus access to performances on Digital Theatre which enable pupils to develop their live reviewing skills.

### Content and skills

<b>Term 1</b>	<p><b>Baseline:</b> Re-capping on Drama rules and skills which leads to the first initial assessment using a word stimulus to generate ideas. The main focus is on team work, communication and performance skills.</p> <p><b>Status improvisation:</b> Development of non-scripted work through techniques to encourage fluency of thought, imagination and creativity. This unit is designed to develop pupils ability to react, think quickly and adapt as they explore improvisation techniques through a variety of activities. The topic generates discussions about status and power, developing understanding of how status can be earned, communicated and maintained during performance.</p> <p><b>Physical Theatre:</b> Introduction to Frantic Assembly; a physical theatre company and their 'Building Blocks to Devising' method. A challenging and exciting approach in which pupils develop a deeper understanding of physical theatre in order to create performance work. This unit of work reflects aspects of the GCSE Drama course, enabling any interested students experience of the KS4 process.</p>
<b>Term 2</b>	<p><b>Scripted:</b> Pupils will develop knowledge and understanding of how to approach and rehearse a text ready for performance. Activities such as role-on-the-wall, improvisation and hotseating are used to develop pupils understanding of how to create characters using limited information from a script. This unit tests pupils' ability to memorise lines, create characters, consider the impact they wish to have on an audience and present their text in an interesting and engaging manner. Strong focus on impact a performance should have on an audience during this scheme with pupils analysing and adapting their performance work during rehearsals in order to fulfil clear aims and intentions.</p> <p><b>Devised:</b> GCSE-type unit, looking at a range of Non-Naturalistic acting styles and genres. Pupils explore a range of stimuli in early sessions and then move on to create their own, original performance based on a theme. During this scheme they are developing their ability to work both in a group and independently. Pupils must self-motivate and use initiative to research, plan, discuss and negotiate ideas, generate suitable material that clearly links to their theme.</p>
<b>Term 3</b>	<p><b>Commedia dell'arte:</b> Pupils are introduced to the Historical context, characterisation, physical comedy/'Lazzi' that makes up the performance style of Commedia dell'arte. This leads to a group scripted performance with all group members acting as one Theatre Company. Exaggeration, comedy skills, stock characters and audience interaction are all a key focus during this unit.</p>

### Homework expectations

Homework is not set each week. Pupils will be set a maximum of one homework project per term that links in with the unit of work and skills currently studying. These range from written homework tasks to creating display pieces. The aim is to build reflective and creative skills through these set tasks and should only take a total of three hours per term.

### Extra-curricular and enrichment opportunities

Junior Show. KS3 pupils work with Year 12 and 13 Directors to rehearse and devise a scripted performance. Pupils will either work on pieces in their Year groups or mix with one another across Year 7, 8 & 9. This runs from October- December. Starting in 2019 there will be a Drama club specifically targeting Year 9 students with the aim of enabling them the opportunity to access GCSE standard activities. Pupils will work on creating and devising original Drama and script pieces. There will be opportunities for Year 9 students to work with Year 10 pupils during the year. This club will run from January to June.



## English - YEAR 9

### Learning Aims

We want to encourage and enable all pupils to achieve their potential in English and to develop their creative skills. We aim to foster an enjoyment of the subject and a pleasure in reading for a range of purposes and for its own sake. We give pupils opportunities to speak with confidence and to listen effectively. We work with students to develop their analytical and critical skills and to express these in spoken and written responses which are clear and accurate. We encourage pupils to write clearly in different forms and for various purposes and audiences.

### Content and skills

Throughout the key stage, we encourage a love of reading and allow time for independent reading within every lesson.

<b>Term 1</b>	We start the year by reading some opinion articles to explore ways in which to present a point of view; this unit of work also includes language analysis and starts to prepare more specifically for the GCSE course. We then study a range of war poetry to continue to develop analytical skills and complete the term by doing an author study of Thomas Hardy to widen the range of exposure to nineteenth century texts.
<b>Term 2</b>	The primary focus for this term is William Shakespeare's <i>Romeo and Juliet</i> . The approach to Shakespeare in Year 9 is more focused on a closer reading of the text in preparation for GCSE. There is also the opportunity to read, analyse and compare some short stories to start exploring the skills required at GCSE more explicitly. The term finishes with looking at how to write to entertain.
<b>Term 3</b>	The final term of Year 9 both looks back over skills developed throughout Key Stage 3 which are tested in the examination, but also looks forward to GCSEs as the content of the examinations bridge the two key stages. After the examinations, we start work on the GCSE Poetry Anthology, have the opportunity to practise presentation skills and start reading the nineteenth century GCSE text.

### Homework expectations

Homework is set to support and build on work introduced in lessons, or to prepare for future lessons (often by completing some research). It is timetabled weekly and should take about 40 minutes. Homework may sometimes be replaced with independent reading as experiencing a range of texts is a very effective way to support the English curriculum.

### Extra-curricular and enrichment opportunities

The department supports the LRC's activities which include Book Clubs, Book Fandom, Creative Writing Club, Parent/Daughter Reading Group, Reading Outreach, Storytelling Club and Book Award Shadowing Schemes. All students have the opportunity to contribute to the school blog, 'Off the Record', and to get involved with performing poetry. We also try to see if it is possible to arrange trips to performances of texts we are studying in a given year to support work in the classroom.

## Geography - YEAR 9

### Learning Aims

In Year 9 students continue to develop their understanding of our complex and dynamic world. Pupils are encouraged to develop geographical questioning, investigation and critical thinking skills to enable them to assess global issues both now and in the future. Particular attention is paid to concepts such as interdependence, environmental interactions, sustainable development, cultural diversity.

Year 9 will follow the KS3 curriculum until approximately February Half Term before commencing GCSE content.

### Content and skills

<b>Term 1</b>	<p><u>Development and Natural Resources</u> - This unit encourages pupils to consider the reasons for global inequalities and the implications for individual populations. Pupils explore international links and possible solutions from a range of viewpoints. The final section of the unit explores rapidly advancing economies and the impact on the social, economic and environmental development of these countries.</p> <p><u>China</u> – This unit builds on the content already studied in Year 9 to consider the reasons for and impacts of economic growth in China. Pupils apply their knowledge of development to explore the characteristics of government, population, industry and international relations in a rapidly expanding economy.</p>
<b>Term 2</b>	<p><u>Five Top Issues</u> – This unit echoes the Five Favourite Places unit which pupils will have studied in Year 7. Within this unit, pupils explore five of the top issues which are facing the world today and consider how we might overcome these to ensure a sustainable future. The unit concludes with a creative assignment.</p> <p><u>Commence GCSE Curriculum</u> (see below)</p>
<b>Term 3</b>	<p><u>GCSE Curriculum, Topic 1, Ecosystems</u> – Pupils begin the AQA Geography GCSE course by studying world ecosystems, the processes and species within them and their management. In particular, pupils will complete an in depth study on tropical rainforest and desert ecosystems to include issues such as deforestation and desertification. Pupils are assessed through the use of end of unit tests and extended investigation tasks. An end of year exam assesses overall progress.</p>

### Homework expectations

Homework is set fortnightly and should take approximately 40 minutes to complete. Tasks may include written work, research, revision or creative projects.

### Extra-curricular and enrichment opportunities

Pupils are encouraged to participate in fieldtrips and the fair-trade activities that frequently run in school. The department also organises international trips which pupils may wish to consider.

## History - YEAR 9

### Learning Aims

In line with the National Curriculum, the History Department aims to enable all students to become successful learners who enjoy learning, make progress and achieve their potential. We encourage students to become confident individuals and responsible citizens who make a positive contribution to society.

Students complete three assessments (one in each term), which aim to nurture and develop GCSE exam skills from the outset. For each of these they are assigned a Queen Mary's Level. The first two assessments are conducted during lesson time, whereas the third assessment is the school examination in May.

In Year 9 pupils begin to find out about the history of their community, Britain, Europe and the world. As students develop their understanding of the Twentieth Century, they will focus on three key themes which underpin our studies throughout Key Stage 3.

### Content and skills

<b>Term 1</b>	<p><b>First World War, 1894-1918</b>          Students will study the Causes of the First World War. They will learn about Trench Warfare and its implications. This unit is directly linked to the GCSE AQA Specification, Conflict and Tension 1894-1918. As such, there is a continued emphasis on the development of these skills.</p> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>● How convincing is this interpretation about? [8 Marks]</li> <li>● Which interpretation is more convincing about...? [8 Marks]</li> </ul>
<b>Term 2</b>	<p><b>First World War, 1894-1918</b>          Students will focus on the battles of the First World War such as the Battle of Ypres and the Battle of the Somme. They will also consider how the First World War came to an end through the signing of the Armistice and the subsequent settlement of the war through the Treaty of Versailles. This unit is directly linked to the GCSE AQA Specification, Conflict and Tension 1894-1918. As such, there is a continued emphasis on the development of these skills.</p> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>● How useful is this source? [8/12 Marks]</li> </ul>
<b>Term 3</b>	<p><b>Second World War, 1939-1945</b>          Students will study the causes of the Second World War and key moments such as Dunkirk and the Battle of Britain. They will also consider the role of the British Home Front. Students explore the events of the Holocaust. To finish the unit, they consider VE Day and D Day.</p> <p><b>Assessment:</b>          Argumentative essay [16/20 Marks]</p>

### Homework expectations

Homework is issued once a fortnightly cycle and should take approximately forty minutes. Tasks vary as appropriate.

### Extra-curricular and enrichment opportunities

Students will have an opportunity to visit the Imperial War Museum North in the Autumn Term.

Students may find the following websites useful:

[www.schoolhistory.co.uk](http://www.schoolhistory.co.uk) [www.bbc.co.uk/learningzone](http://www.bbc.co.uk/learningzone)

[www.spartacusschoolnet.co.uk/history](http://www.spartacusschoolnet.co.uk/history) [www.schoolhistory.org.uk](http://www.schoolhistory.org.uk)

## Mathematics - YEAR 9

### Learning Aims

In Year 9 we will build on the work that will have been covered in Year 8. We also aim to develop mathematical knowledge, written and practical skills in a way which encourages confidence, accuracy and enjoyment. The Year 9 curriculum will develop mathematical mastery. A great number of higher GCSE topics will have been completed by the end of Year 9, assessments will be compiled with GCSE style questions.

### Content and skills

<b>Term 1</b>	Similar Shapes Trigonometry Formulae (with the unknown on both sides) Recurring decimals to fractions Coordinate geometry
<b>Term 2</b>	Probability considering Mutually Exclusive and Independent events Simultaneous equations – including graphical Rates of change Sequences term to term, growth and decay Linear and graphical inequalities Cone, pyramid and sphere
<b>Term 3</b>	Double Bracket factorisation Locus Surds Polygons Scatter Graphs and time series

### Homework expectations

30 minutes each week. The majority of which will be revision of the topics learnt in class and written in the students red book. Some written homework will sometimes be given in replacement of revision.

### Extra-curricular and enrichment opportunities

KS3 maths club, opportunities to see her teacher or a mentor for help.

## Modern Foreign Languages

### French, German and Spanish - YEAR 9

#### Learning Aims

In this last year of the KS3 curriculum we aim to consolidate pupils' knowledge and understanding of the foreign languages studied in order to provide students with the necessary skills to tackle successfully MFL at GCSE Level. We focus on sound grammatical knowledge, translation skills as well comprehension and communication skills.

#### Content and skills

<b>Term 1</b>	<p><b>We cover the following topics:</b></p> <ul style="list-style-type: none"> <li>● lifestyle and relationships</li> <li>● environment</li> <li>● global issues</li> </ul> <p><b>The grammar covered includes:</b></p> <ul style="list-style-type: none"> <li>● revision of tenses and grammatical skills (i.e. use of direct and indirect pronouns)</li> </ul>
<b>Term 2</b>	<p><b>We cover the following topics:</b></p> <ul style="list-style-type: none"> <li>● technology in everyday life</li> <li>● media</li> <li>● leisure and free time (in depth)</li> </ul> <p><b>The grammar covered includes:</b></p> <ul style="list-style-type: none"> <li>● consolidation of tenses/ developing answers using a wider range of grammatical structures and phrases</li> </ul>
<b>Term 3</b>	<p><b>We cover the following topics:</b></p> <ul style="list-style-type: none"> <li>● education/school life (in depth)</li> <li>● future plans and likes/dislikes</li> </ul> <p><b>The grammar covered includes:</b></p> <ul style="list-style-type: none"> <li>● consolidation of tenses/ developing answers using a wider range of grammatical structures and phrases</li> </ul>

#### Homework expectations

Homework is given once a week and should take 40 minutes to complete.

#### Extra-curricular and enrichment opportunities

MFL homework club at lunchtime every Wednesday. Help and support available from teachers and peers. Competitions (Translating Bee) and cultural activities in class. Opportunity to take part in trips abroad to experience a different culture and practise acquired language skills.

## Chinese - YEAR 9

### Learning Aims

In this last year of the KS3 curriculum we aim to consolidate pupils' knowledge and understanding of Chinese in order to provide students with the necessary skills to tackle Chinese successfully at GCSE Level. We focus on sound grammatical knowledge, translation skills as well as comprehension and communication skills.

### Content and skills

<b>Term 1</b>	<p><b>We cover the following topics:</b></p> <ul style="list-style-type: none"> <li>● What I like and my hobbies</li> <li>● My friends, appearances and personalities</li> <li>● Body parts and description</li> <li>● When I was young</li> <li>● Moon Festival traditions</li> </ul> <p><b>The grammar covered includes:</b> Past tense and future tense, verb adjectives, question words, structures 'same as', 'far from'</p>
<b>Term 2</b>	<p><b>We cover the following topics:</b></p> <ul style="list-style-type: none"> <li>● My school and my school day</li> <li>● Comparing schools</li> <li>● School activities and what students should do</li> <li>● Sports centre and activities outside school</li> <li>● School in China</li> </ul> <p><b>The grammar covered includes:</b> connectives: if ...then..., apart from, although...but..., letter writing, intensifiers</p>
<b>Term 3</b>	<p><b>We cover the following topics:</b></p> <ul style="list-style-type: none"> <li>● Leisure activities and exercise</li> <li>● BBC and CCTV</li> <li>● Film, music, and TV</li> <li>● Internet</li> <li>● Role models</li> </ul> <p><b>The grammar covered includes:</b> preposition, 给 structure, word order in sentences</p>

### Homework expectations

Homework is given once each week and should take 40 minutes to complete.

### Extra-curricular and enrichment opportunities

One week of learning experiences in Nottingham University  
Taking part in National Speaking Competition run by British Council  
Online resources: Gochinese and Chairmansbao subscription

## Music - YEAR 9

### Learning Aims

To develop an appreciation and enjoyment of music through active involvement in Listening, Composing and Performing

### Content and skills. The year 9 music course comprises of the following elements:

<b>Term 1</b>	<p><b>Reggae Project</b> which incorporates:</p> <ul style="list-style-type: none"> <li>● Listening and Appraising skills (listening to various pieces of reggae music &amp; answering questions based on them)</li> <li>● Composing Music – small group task (composing a reggae piece)</li> <li>● Performing – solo &amp; small group tasks (most of the performing tasks are completed on electronic keyboards, however girls are encouraged to bring in their own instruments where appropriate)</li> </ul>
<b>Term 2</b>	<p><b>Theme &amp; Variations Project</b> which incorporates:</p> <ul style="list-style-type: none"> <li>● Listening and Appraising skills (listening to well known 'theme &amp; Variation' type pieces &amp; answering questions on them.</li> <li>● Composing Music – composing variations on a given theme</li> <li>● Performing – most of the performing tasks are completed on electronic keyboards, however girls are encouraged to bring in their own instruments where appropriate</li> </ul>
<b>Term 3</b>	<p><b>Ostinatos Project</b> which incorporates:</p> <ul style="list-style-type: none"> <li>● Listening and Appraising skills (listening to African drumming/ Gamelan &amp; Minimalist music &amp; answering questions based on them)</li> <li>● Composing Music – small group task (composing a minimalist piece incorporating ostinatos)</li> <li>● Performing – solo &amp; small group tasks (based on keyboards, glockenspiels &amp; djembe drums)</li> </ul>

### Homework expectations

HW tasks (both theoretical and practical) are set out in each project booklet. Pupils are required to complete all tasks before the 'hand in date' at the end of the term.

### Extra-curricular and enrichment opportunities

- Choir (Monday before school)
- Orchestra (grade 3+) Thursday after school
- String ensemble (grade 3+) Tuesday before school
- Training Band (grades 1 – 3) Friday Lunchtime

## Physical Education - YEAR 9

### Learning Aims

The aim of the Physical Education Department is to develop each pupil's physical competence and to help promote physical development of the individual through the experience and enjoyment of a wide range of physical activities.

**In Physical Education we strive for students to become:**

- successful learners who enjoy learning, make progress and achieve:
- confident individuals who are able to live safe, healthy and fulfilling lives:
- responsible citizens who make a positive contribution to society.

### Content and skills

<b>Term 1</b>	<p><b>Enhancing skills in the following sports:</b>            Netball – turning with the ball, throwing &amp; catching with one hand, the hook pass, shooting, defending, tactical play in different areas of the court and understanding of the rules of the game to be able to umpire games.</p> <p>Health Related Fitness – further understanding of the components of fitness and how to train each area, safe practice when using weights and creating a fitness plan for a course of three weeks.</p> <p>Dance – principles of choreography, understanding various styles of dance, choreograph a group performance and provide feedback on the piece. Students will learn different styles of dance such as, Rock and Roll, Bollywood, African and Cheer.</p>
<b>Term 2</b>	<p><b>Enhancing skills in the following sports:</b>            Indoor athletics – standing long jump, standing triple jump, high jump and fitness for athletics.</p> <p>Athletics – participate in a range of track and field events, understand safety in athletics and learn the rules for each event.</p>
<b>Term 3</b>	<p><b>Enhancing skills in the following sports:</b>            Athletics – continue to develop knowledge and technique in a range of track and field events, understand safety in athletics and learn the rules for each event. Seek to improve times and distances from previous years.</p> <p>Cricket - throwing, catching, batting, overarm bowling, wicket keeping, widen knowledge of the rules applicable to the full game and use them to gain advantage in planning tactics to outwit opponents and understand principles of attack and defensive play to enable effective competitions of the full game to be undertaken.</p>

### Homework expectations

Students will be set homework in netball and health related fitness. This will take the form of a one-off piece of work, whereby students are expected to learn the netball positions and create a poster that relates to a healthy, active lifestyle.

Instead of written pieces of work to be completed each week, the department asks students to practise the skills they have learnt in lessons during their free time.

### Extra-curricular and enrichment opportunities

PE run a variety of extra-curricular clubs throughout the academic year, including netball, fitness, rounders, dance, cross country running, football, dodgeball, cricket and athletics. Pupils have the opportunity to represent the school in inter school competitions including netball, cricket, cross country running, sports hall athletics, football and athletics. Clubs are offered to all pupils to improve their performance and learning in the above activities. Pupils also have the opportunity to represent their house in inter house competitions - netball, benchball, dance, cricket and athletics.



## Physics - YEAR 9

### Learning Aims

"A world without Physics is a world without answers" We actively encourage students to question the environment we live in and consider why phenomena occur as they do. Through promoting thinking, questioning and investigating we expect our students to work hard with a can do attitude so that the students become effective students of Physics to complete the Pearsons Edexcel Physics 9-1 GCSE.

### Content and skills

<b>Term 1</b>	<p><b><u>SP1 Motion (Topic 1 of the GCSE program, 15 in total)</u></b></p> <ul style="list-style-type: none"> <li>● Vectors and scalars</li> <li>● Motion graphs(P)</li> <li>● Acceleration</li> </ul>
<b>Term 2</b>	<p><b><u>SP2 Motion and force</u></b></p> <ul style="list-style-type: none"> <li>● Resultant forces(P)</li> <li>● Weight(P)</li> <li>● Newton's Laws and core practical 1(P)</li> <li>● Momentum(P))</li> <li>● Stopping safely</li> <li>● Braking distances crashing and energy(P)</li> </ul>
<b>Term 3</b>	<p><b><u>SP3 Conservation of energy</u></b></p> <ul style="list-style-type: none"> <li>● Energy stores and transfers</li> <li>● Efficiency(P)</li> <li>● Keeping warm(P)</li> <li>● Stored energies</li> <li>● Energy Resources</li> </ul>

### Homework expectations

Homework set is a combination of exam questions and mini quizzes, written tasks, online active learn assignments and, occasionally, writing up practical work. Homework is set in line with the year 9 homework timetable. Student will also be expected to complete a half termly booster that is accessed from the KS4 Physics Google site.

### Extra-curricular and enrichment opportunities

We are pleased to offer a weekly key stage three STEM club and also a weekly Physics Clinic which is run by senior students and available Friday lunchtimes.

## Personal, Social, Health, Citizenship and Economic Education (PSHCEE) - YEAR 9

### Learning Aims

- Equip young people with the knowledge, skills and understanding to play an effective role in public life.
- Help young people embrace change, feel positive about who they are and enjoy healthy, safe, responsible and fulfilled lives.
- Equip pupils with the knowledge, skills and attributes to make the most of changing opportunities in learning and work.
- Develop skills of critical reflection, decision making, co-operation, respect and communication

### Content and skills

<b>Term 1</b>	My economic wellbeing – Students learn the value of money and critically evaluate different ways to borrow money and the implications. They will reflect on what means of borrowing they may use in the future for different situations.
<b>Term 2</b>	RSE – Relationships and Sex Education. Students explore what healthy and unhealthy relationships look like. Students reflect on what consent means and learn about the laws associated with this. They will evaluate the different methods of contraception and learn the implications of a variety of STIs.
<b>Term 3</b>	Liberties and freedoms – Students critically reflect and evaluate the different freedoms and human rights that we have in the UK. They will develop listening and speaking skills by planning and delivering a speech about the importance of one chosen human right.

### Homework expectations

No homework or revision is set in PSHCEE.

### Extra-curricular and enrichment opportunities

Outside agencies may deliver workshops to students, for example E-Safety.

Personal health and wellbeing is promoted by extracurricular sports.

The school offers a number of opportunities to become active and responsible citizens for example through Fairtrade and School Council.

Students can use the knowledge and skills developed in PSHCEE to work on projects outside of the classroom that will earn them credit for the Spirit of Queen Mary's Awards. For example, an assembly on human rights.

## Religious Studies - YEAR 9

### Learning Aims

In Year 9 we aim to continue developing high order thinking skills through the rigorous study of Philosophy and Ethical Morality. The girls are given an opportunity to study elements of GCSE content to ensure challenge and enable them to have an informed choice about the commitment needed to further their study into KS4.

### Content and skills

<b>Term 1</b>	<p><i>Skills</i>  <i>Knowing about and understanding Religions and world views</i>  <i>Learning to Evaluate and present balanced arguments using critical thinking skills</i>            Appreciate and appraise different understanding of religion and worldviews            Evaluate diverse beliefs, perspectives, sources of wisdom and ways of life            Analyse arguments cogently justify perspectives</p> <p><i>Content</i>            Ethics and Morality-            An Introduction to Buddhism using the GCSE textbook Practices and questions            ISA to be continued with a focus on Buddhism</p>
<b>Term 2</b>	<p><i>Skills</i>  <i>Knowing about and understanding Religions and world views</i>  <i>Learning to Evaluate and present balanced arguments using critical thinking skills</i>            Appreciate and appraise different understanding of religion and worldviews            Evaluate diverse beliefs, perspectives, sources of wisdom and ways of life            Analyse arguments cogently justify perspectives</p> <p><i>Content</i>            New Unit            GCSE <i>Religion Theme</i>, human right and Social Justice            GCSE style assessment paper</p>
<b>Term 3</b>	<p><i>Skills</i>  <i>Knowing about and understanding Religions and world views</i>  <i>Learning to Evaluate and present balanced arguments using critical thinking skills</i>            Appreciate and appraise different understanding of religion and worldviews            Evaluate diverse beliefs, perspectives, sources of wisdom and ways of life            Analyse arguments cogently justify perspectives</p> <p><i>Content</i>            Religious experience            Use GCSE textbook <i>Theme TEOGAR (The Existence of God and Revelation)</i></p>

### Homework expectations

Homework is set fortnightly and should take about 40 minutes; the girls will also undertake an Independent Learning Project based on their Buddhism Visit. Midterm assessment and a summer examination to assess their end of KS level will be conducted.

### Extra-curricular and enrichment opportunities

The girls can join a Year 9 debating philosophy club lead by Sixth Form A level students.  
 The girls can also become a Fair Trade Form Representative. They also have the opportunity to attend a Buddhism lecture in school. Useful Websites: [www.biblegateway.com](http://www.biblegateway.com)