

Year 9 curriculum overview



Art and Design

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 Year 9 curriculum 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 developed.

Content and skills

Term 1	<p>Sea Life, Illustrative Abstract, Conveying Visual Message, Stylised Drawing</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 & Year 8 are further developed to illustrate mature connections to how artwork is informed by the wider environment and society.</p>
Term 2	<p>Continue Sea Life, Illustrative Abstract, Conveying Visual Message, Stylised Drawing, Final Outcome</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>Begin Social Issues & Memorable Events, Interpretation in Art, Assemblage</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 students' 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>
Term 3	<p>Continue Social Issues & Memorable Events, Interpretation in Art, Assemblage</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 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 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.

Biology

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

Term 1	<p>SB1 Key biological concepts This unit introduces some of the central ideas in biology, including ideas about cells, microscopy, enzymes, nutrition, diffusion, osmosis and active transport.</p>
Term 2	<p>SB2 Cells and control 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>
Term 3	<p>SB3 Genetics 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. Students can also participate in STEM club activities. Trips may also be offered, for example to the Science in Action Show or the Big Bang Fair.

Chemistry

Learning Aims

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

Content and skills

Term 1	<p>States of Matter Solids, liquids and gases; Melting points and boiling points;</p> <p>Methods of separation Mixtures; Filtration; Crystallisation; Paper Chromatography; Distillation; <i>Investigating inks</i>; Drinking water</p> <p>Atomic Structure Structure of the atom; Atomic number and mass number; Isotopes;</p> <p>The Periodic Table Elements and the periodic table; Atomic number and the periodic Table; Electron Configurations and the periodic table</p>
Term 2	<p>Bonding and types of substance Ionic bonds; Ionic lattices; Properties of ionic compounds; Covalent bonds; Molecular compounds; Allotropes of Carbon; Metallic Bonding; Properties of metals; Bonding models</p>
Term 3	<p>Acids and alkalis 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.

Computing

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

<p>Term 1</p>	<p>Data representation: Units, numbers, characters, images, sound, compression</p> <p>Ethical, legal, cultural and environmental concerns and how to investigate and discuss Computer Science technologies while considering: ethical issues, legal issues, cultural issues, environmental issues, privacy issues. Students learn how key stakeholders are affected by technologies, and about the environmental impact of Computer Science as well as the cultural implications of Computer Science. The evaluate open source vs proprietary software and find out about legislation relevant to Computer Science.</p>
<p>Term2</p>	<p>Computer hardware and software</p> <p>The purpose of the CPU and the role of Von Neumann architecture in Computer Science</p> <p>Students learn about common CPU components and their function, the function of the CPU as fetch and execute instructions stored in memory, how common characteristics of CPUs affect their performance, the difference between RAM and ROM and their purpose in a computer system. They find out about computer memory, how and why it is used and the functionality and operating systems.</p>
<p>Term3</p>	<p>Mobile app development</p> <p>Students learn about how to develop mobile apps, exploring event-driven programming, the use of buttons and events. multi-screen apps, controlling memory with variables. The investigate and use different user input and strings, Boolean expressions, and selection.</p> <p>Computer programming</p> <p>Students develop their use of variables, constants, operators, inputs, outputs and assignments. They will use the three basic programming constructs used to control the flow of a programme and begin to understand the use of basic string manipulation. Students will develop their understanding of the use of one and two dimensional arrays (or equivalent) when solving problems. They will learn how to use sub programs (functions and procedures) to produce structured code and find out about the use of data types and the common arithmetic operators and the common Boolean operators.</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

Students are encouraged to develop their computational and logical thinking in a range of ways in including Bebras computational thinking competition, The Lovelace Coding Club and Chess Club.

Design & Technology

Learning Aims

Design and Technology enables students to develop their capability, through combining their designing and making skills with knowledge and understanding acquired in year 7 and 8 in order to create quality products. Pupils will solve problems, carrying out Design and Make activities in a variety of contexts.

Content and skills

Term 1	<p>Typography Purse Project: 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 Memphis as an inspiration source. 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>
Term 2	<p>Bag Project: 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 choose from a set of tasks, and use their own sources of inspiration. 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>
Term 3	<p>The Extended Design Task for Term two will continue into Term Three.</p>

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 in school.

Drama

Learning Aims

Students develop and enhance performance skills and their 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 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. The curriculum enables students to explore a range of disciplines such as Frantic Assembly's method of physical theatre, Commedia Dell'arte and improvisation. Students will improve their reflective skills through evaluation of their own and their peers' performances as well as performances on digital theatre which enable pupils to develop their live reviewing skills.

Content and skills

Term1	<p>Status improvisation: Development of non-scripted work through techniques to encourage fluency of thought, imagination and creativity. This unit is designed to develop students' 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>Physical Theatre: 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>
Term2	<p>Scripted: 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 hot seating are used to develop students understanding of how to create characters using limited information from a script. This unit develops students ability to memorise lines, create characters, and to consider the impact they wish to have on an audience. There is a strong focus on the impact a performance should have on an audience, with pupils analysing and adapting their performance work during rehearsals in order to fulfil clear aims and intentions.</p> <p>Devised/ Practitioner focus: GCSE-style unit, looking at a range of Non-Naturalistic acting styles and genres. Pupils explore a range of techniques based on a specific practitioner 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>
Term3	<p>Commedia dell'arte: 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

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. We work with the LRC and have a termly competition to encourage students to read broadly and explore new novels, writers, styles and genres in their reading.

Term 1	We begin the year with a genre study titled 'Gothic Literature' in which students are exposed to a range of non-fiction and fiction from the Gothic genre. Students track how the genre has evolved overtime, as they explore eighteenth, nineteenth, twentieth and twenty-first century Gothic texts. Following this, we believe it is essential for students to explore a wide range diverse writers and so students study a unit titled 'Women Writers' and explore texts such as, <i>Pride and Prejudice</i> , <i>North and South</i> as well as 'Kitchen Sink' drama texts, such as, <i>A Taste of Honey</i> . Throughout both units, students complete a range of reading and writing tasks.
Term 2	This term focuses upon the study of Shakespeare, as we believe it is important to establish the foundations needed to perform well at GCSE, whilst being exposed to Shakespeare's work in an engaging way. Students begin by studying <i>Romeo and Juliet</i> and we focus extensively on the play as a tragedy. After this, students complete a study on <i>Hamlet</i> and compare how the conventions of the genre are displayed in both. As with all our units, reading and writing opportunities are central to the unit. We also explore thematically linked poetry on the topic of 'Youth and Age' so that students appreciate the connections that can be made between different genres.
Term 3	In the final term of Year Nine, we use this as an opportunity to prepare students for the GCSE English Literature course, whilst ensuring students are exposed to texts that will not necessarily be at the forefront of their course so that students have a deeper appreciation of literary texts. We study Charlotte Bronte's <i>Jane Eyre</i> , and explore the Bildungsroman genre, as well as the events, characters and ideas. The summer examination also focuses upon <i>Jane Eyre</i> , and this unit incorporates a range of reading and writing opportunities.

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). 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, Parent/Daughter Reading Group, Reading Outreach, Storytelling Club and Book Award Shadowing Schemes and encouraging students to enter creative writing competitions. Poetry Cafe runs monthly and is open to all students, and there is a poetry writing competition which all students will have the opportunity to enter. All students also have the opportunity to contribute to the school blog, 'Off the Record'.

Geography

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.

Content and skills

Term 1	Climate Change - Pupils build upon their knowledge of Antarctica to consider the causes and impacts of climate change at the wider scale. Pupils consider strategies to tackle a worldwide issue, exploring the links between the local and global scale as well as considering challenges to their success.
Term 2	Development and Natural Resources - 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.
Term 3	Students Learn about the Living World, Small and larger scale ecosystems. They explore the processes and species within them and their management. Students will conduct an in depth study on tropical rainforest and desert ecosystems including the issues of deforestation and desertification.

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

History

Learning Aims

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. In Year 9 students 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

Term 1	<p>First World War, 1894-1918 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>
Term 2	<p>First World War, 1894-1918 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>
Term 3	<p>Second World War, 1939-1945 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 go on to complete a special investigation into the causes, key events and consequences of the Holocaust. To finish the unit, they consider VE Day and D Day.</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.

Mathematics

Learning Aims

In Year 9 the curriculum builds on the learning in Year 8 to develop mathematical mastery. We also aim to develop mathematical knowledge, written and practical skills in a way which encourages confidence, accuracy and enjoyment. A number of higher GCSE topics will have been taught by the end of Year 9.

Content and skills

Term 1	Similar Shapes Trigonometry Formulae (with the unknown on both sides) Recurring decimals to fractions Coordinate geometry
Term 2	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
Term 3	Double Bracket factorisation Locus Surds Polygons Scatter Graphs and time series

Homework expectations

The majority of which will be the 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 mathematics club, opportunities to see her teacher or a mentor for help. Chess Club, Junior Mathematical Challenge. (UKMT)

Modern Foreign Languages: French, German and Spanish

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

Term 1	<p>Students learn vocabulary and develop their understanding the following topics in the modern foreign language: lifestyle and relationships, environment, global issues</p> <p>The grammar covered includes: revision of tenses and grammatical skills (i.e. use of direct and indirect pronouns)</p>
Term 2	<p>Students learn vocabulary and develop their understanding the following topics in the modern foreign language: technology in everyday life, media, leisure and free time (in depth)</p> <p>The grammar covered includes: consolidation of tenses/ developing answers using a wider range of grammatical structures and phrases</p>
Term 3	<p>Students learn vocabulary and develop their understanding the following topics in the modern foreign language: education/school life (in depth), future plans and likes/dislikes,</p> <p>The grammar covered includes: consolidation of tenses/ developing answers using a wider range of grammatical structures and phrases</p>

Homework expectations

Homework is regular, and supports students in consolidating language, it 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 practice acquired language skills.

Chinese (Mandarin)

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

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

Homework expectations

Homework is regular, and supports students in consolidating language, it is given once a 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

Music

Learning Aims

To develop an appreciation and enjoyment of music through active involvement in listening, composing and performing.

Content and skills.

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

Homework expectations

HW tasks (both theoretical and practical) are set out in each project booklet.

Extra-curricular and enrichment opportunities

Choir, orchestra (grade 3+), string ensemble (grade 3+), Training Band (grades 1 – 3)

Physical Education

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. Our curriculum is planned to support students in becoming successful learners who enjoy learning, make progress and achieve, becoming confident individuals who are able to live safe, healthy and fulfilling lives, responsible citizens who make a positive contribution to society.

Content and skills

Term 1	<p>Enhancing skills in the following sports:</p> <p>Netball – turning with the ball, throwing & 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>
Term 2	<p>Enhancing skills in the following sports:</p> <p>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>
Term 3	<p>Enhancing skills in the following sports:</p> <p>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. 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. Students also have the opportunity to represent their house in inter house competitions - netball, benchball, dance, cricket and athletics.

Physics

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 learners of Physics

Content and skills

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

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)

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	
Term 1	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 for different situations. Students will also consider risk and reward within this unit, for example gambling. Citizenship project promoting how individuals within a community have the power to make real change within that community, whether it is a school or local issue.
Term 2	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. Students also reflect on how viewing explicit material such as pornography can give unrealistic views of relationships. Students will learn about the types of court and what the sentencing powers are. Students will evaluate the purpose of different sentences that are given and have the opportunity to discuss what sentences they would give and why.
Term 3	Mental Health and Wellbeing - Students look at how mental health can be viewed as a continuum, with positive and negative mental health. Students will explore what it means to be happy and the benefit of positivity. Finally, students will look at how people are affected by grief and bereavement and how to support someone or themselves through such a difficult period.

Homework expectations	
No homework or revision is set in PSHCEE.	

Extra-curricular and enrichment opportunities	
Outside agencies may deliver workshops to students, for example anti bullying. Personal health and wellbeing is promoted by extracurricular clubs including 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

Learning Aims

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

Content and skills

Term 1	<p>Skills Knowing about and understanding Religions and world views Learning to Evaluate and present balanced arguments using critical thinking skills 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>Content Ethics and Morality An Introduction to Buddhism</p>
Term 2	<p>Skills Knowing about and understanding Religions and world views Learning to Evaluate and present balanced arguments using critical thinking skills 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>Content Religion Theme, human right and Social Justice</p>
Term 3	<p>Skills Knowing about and understanding religions and world views Learning to Evaluate and present balanced arguments using critical thinking skills 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>Content Religious experience, The Existence of God and Revelation</p>

Homework expectations

Homework is set fortnightly and should take about 40 minutes; students will also undertake an Independent Learning Project based on their Buddhism Visit.

Extra-curricular and enrichment opportunities

Students can join a Year 9 debating philosophy club lead by Sixth Form A level students. They can become a Fair Trade Form Representative. They also have the opportunity to attend a Buddhism lecture in school. Students can attend 'Philm Soc', a lunchtime film and discussion club led by the RS Prefect based about philosophical issues present in films.