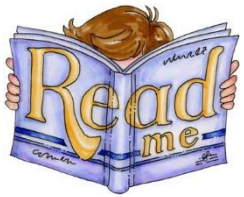
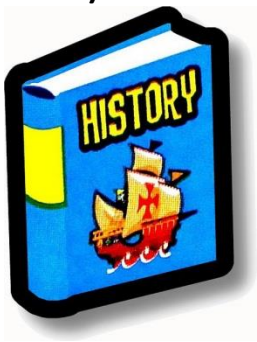
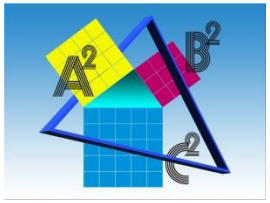
SUBJECT	AUTUMN TERM	SPRING TERM	SUMMER TERM
ART (1 hour per week) 	Students will work on a project whose aim is to experience a GCSE paper, develop independence and provide opportunities for greater ownership of their work. Students will respond to the theme "extraordinary/ordinary" and approach their ideas from a number of starting points by responding to still life, the figure, landscape and other areas. They will explore and refine many of the ideas, processes and use of resources they have acquired over KS3.	Students will continue developing work and a sustained outcome from their personal idea on the theme "extraordinary/ordinary".	Students will complete a new project on Landscape, learning to understand the abstract. The students will approach the ideas from a number of starting points responding to music, images and other stimuli. They will make connections to their work from a number of times and cultures and will start to be more sophisticated in the challenges they undertake.
BIOLOGY (1 hour per week) 	The Autumn term covers Cell Biology. This topic goes through how cells are the basic unit of all forms of life. Students will identify structural differences between types of cells and link this to their function. They will explore how these differences are controlled by genes in the nucleus. This will help them understand the development of stem cell technology, which the students will learn about, as well as evaluating the use of stem cells. They will also learn about the different types of transport that can occur.	In this term students will learn about Biological Organisation. They will learn about the structures in digestive system, circulatory and respiratory system and how they work together to perform a function. They will look at the impact of damage to these systems through different diseases and what medical treatments are available for those diseases. Risk factors that could increase your chances of developing certain diseases will also be learnt.	Students will learn how the plant's transport system is dependent on environmental conditions to ensure that leaf cells are provided with the water and carbon dioxide that they need for photosynthesis.

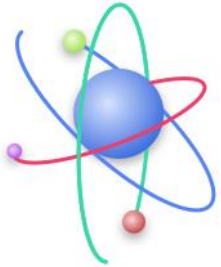
CHEMISTRY (1 hour per week) 	In the autumn term students learn about the evolution in ideas about the atom, culminating in current theories about its structure. The origins of the periodic table are considered as is the importance of different types of elements and the compounds and mixtures made from such elements.	In the spring term attention is switched to considering different types of Chemical reactions. The ideas of metal reactivity and displacement reactions are investigated as is the idea of metal extraction from its ores. The general reactions of acids with metals, alkalis, bases and metal carbonates are also considered as is the pH scale. Attention then moves to crude oil and its separation and use.	In the summer term the processes of making crude oil more useful are further investigated including the ideas of cracking and addition polymerisation. The term is concluded by analysing the composition of gases in the air as well as considering the evolutionary change in the composition of air through time and the factors that affect these changes.
COMPUTING (90 minutes per week) 	OCR Entry Level Computing R353: **Hardware:** the components of a computer their function and peripherals and their function. The unit also aims to ensure that students are made aware of the latest developments in hardware. **Software:** Students will learn the functions of an operating system, types of application, system and utility software in different contexts. **Logic:** Students will work on binary numbers, how logic gates work and where they are used and also how sequencing is used within instructions to create programs. Following each topic, students will take an end of item test set by OCR.	During the spring term students will be expected to write, test and evaluate a simple program and then go on to research a computing related technology. **Programming:** This section contains four phases. (a) planning by creating flowcharts, writing algorithms and pseudo code; (b) implementing by using Python Shell; (c & d) testing and evaluating the program against the specification requirements. **Trends in Computing:** Students are required to research a trend in computing technology and how it has developed. They will go on to explore examples and the impact these have had on society.	Computer Networks – 3D Doodling: Students will learn about the different types of computer networks and how they are used. They will go on to use their knowledge to plan a 3D Model of a network and implement these using a 3D Doodler. Arduino Gaming: Students will explore the concepts behind creating handheld games using the Arduino kit. They will plan, design, and implement a simple game using specialist software and equipment for their peers to evaluate.

ENGLISH (3 hours per week) 	At the beginning of Year 9 students study a unit called Rhetoric. After considering contemporary movements where both written and verbal communication are key in effecting positive change, your daughter will be asked to develop a speech on a subject which is close to her heart. The unit focuses on some of the traditional features of rhetoric such identification of one's purpose and audience and use of persuasive techniques, as well as considering whole text structure and presentation skills. Your daughter will also study George Orwell's novel 'Animal Farm'. With the GCSE course in mind, she will consider the importance of applying historical and social contexts to her interpretations of the novel. The unit also seeks to develop her critical and personal responses to literature with a focus on different interpretations and viewpoints.	In 'Important Voices' we seek to question where authors who have made great contributions to literature are missing from the cannon. Students the important black American poets Phillis Wheatley, Henrietta Cordelia Ray and Barbara Chase Riboud (18th, 19th and 20th Century respectively). Girls study different poetry forms such as the sonnet, how poets use irony and allusion and structural devices. We aim to develop students' skills of comparison, understanding of the importance of social and historical contexts and close analytical reading in preparation for GCSE. Your daughter will have an opportunity to write her own poetry. We encourage students to be conscious of the decisions they make in choice of language, structure and form and your daughter will write a commentary on this. We look at a range of poetry and song by people such as Bob Dylan plus modern performance poets such as Kate Tempest and Safia Elhilo.	At the end of year 9 your daughter will study Shakespeare's 'Much Ado About Nothing'. We approach the play with a view to preparing your daughter for GCSE. She will develop her personal and critical response to the play, consider how historical and social contexts might influence these readings and develop the sophistication of her analysis of Shakespeare's use of language, structure and form. She will also have the opportunity to respond to GCSE style questions in her study of the play. The final unit for year 9 is currently under review.
FOOD STUDIES (90 minutes per week for 1 term) 	The National Curriculum focus in Yea 9 is industrial applications of technology. In Food Studies students will use a range of equipment (e.g. pressure cookers and microwaves) enabling fast, economical and efficient methods of food production. They will be encouraged to plan, design and work independently. Students will undertake a cross- curriculum Design Technology project, based on ready meals and packaging. They will also learn new graphic techniques and be encouraged independently to plan, resource and prepare a number of food products.		

FRENCH (2 hours per week) 	In the Autumn Term we cover the following topics: personal information, last weekend activities, family and friends, technology, leisure activities, childhood activities and so on. The grammar we cover includes: advanced connectives, perfect tense, imperfect tense, justification, using 'pour' + infinitive, comparatives, superlatives, likes/dislikes and adjectives. Students will learn the skill of translating from French into English and from English into French. The pupils will be expected to read outside the classroom to acquire new language.	In the Spring Term our topics are: school life, career plans and other future plans. In grammar the students will consolidate the future tense, imperfect and perfect tense and learn the conditional tense in order to be able to talk about past, future and ideal events. At the end of the Spring Term pupils will have the knowledge and understanding of four tenses (past, present, future and conditional) that they will continue to practise in the Summer Term.	In the Summer Term we cover the topics: healthy lifestyle, the body, at the doctors and accidents. In grammar we will continue to practise our four tenses as a revision for GCSE and students will be introduced to some more complex GCSE structures.
GEOGRAPHY (90 minutes per week) 	The Autumn and Spring terms are largely focussed on developing particular geographical knowledge and skills. The start of Year 9 will see students develop locational knowledge relating to major regions of the world, especially, Africa, the Middle East and the rest of Asia. As we look at these places, students will study aspects of both human and physical geography, such as population growth and management, the causes and effects of urbanisation and understanding hot desert environments.	The start of the Spring Term will involve students developing the important skill of 'geo-location' and, specifically, the skill of reading latitude and longitude references. Following a re-visit of their OS map reading skills, Year 9 will begin to consider how the economic landscape of the UK has evolved over time. Time will be spent thinking about how our own local area has changed and will culminate in a field trip (locations across East London) where important fieldwork and enquiry skills will be developed.	The Summer Term sees our Year 9 students study the fascinating subject of volcanoes and earthquakes. This is a part of a GCSE unit that allows students that go on to study the qualification in Year 10, to make full use of. In this way, students are introduced to a more 'GCSE style' of teaching as well as beginning to use examination language - enabling easier transition. Once the concept of natural hazards is presented, an understanding of tectonic activity is developed and thought given to how humans interact with such powerful forces.

GERMAN (2 hours per week) 	In the Autumn Term we cover the following topics: holidays, accommodation, holiday and weekend activities, buying fruit and vegetables at the market, ordering food in a café, things you can buy in different shops, pocket money and Christmas in Germany. The grammar includes: revising the present tense, using the perfect tense, dictionary skills, using in + dative and accusative and using um ... zu (in order to). Students will learn the skill of translating from German into English and from English into German.	In the Spring Term our topics comprise: TV programmes, telling the time, after school activities, parts of the body, health and fitness, diet and healthy living. We also cover the following grammar points: using gern, lieber and am liebsten, using 'sie' (they) correctly, using müssen with an infinitive, word order (time, manner, place), changing the pronouns in the perfect tense, possessive adjectives, wenn clauses, modal verbs and adverbs of frequency.	In the Summer Term we cover the following topics: accepting and turning down invitations, clothes, describing a party, daily routine, learning more about a particular German city and an exchange situation. We also cover the following grammar points: word order with 'weil', future tense, using ihr (you), separable verbs, imperfect tense (ich hatte), word order (time, manner, place), revising the perfect, future and present tenses.
HISTORY (90 minutes per week) 	The year nine History course will offer your daughter an exciting and invaluable opportunity to explore the key events of the twentieth century. She will begin by debating the legacy of this turbulent century and the impact it had on ordinary people in different parts of Europe. This will lead into a detailed study of the causes and consequences of World War I.	The spring term focuses on the rise of extremism across Europe in the 1930s. Your daughter will explore the nature of different ideologies such as communism, fascism and liberalism. She also will look in detail at events in Germany and explore the nature of the Nazi dictatorship. It is hoped she will begin to develop a mature awareness of the circumstances in which extremist ideas flourish and in particular the way in which economic circumstances can contribute to this. An opportunity will be taken to discuss parallels wih recent political developments in Britain and across Europe.	We examine some of the consequences of the rise of extremism, in particular the origins of World War II. Your daughter will be asked to debate the relative importance of the various factors leading to the outbreak of war in 1939. She will also get a chance to research the wide ranging social and political consequences that war can have on the countries involved. The term will conclude with an overview of the legacy of the War: our understanding of persecution and attempts to prevent the emergence of a third world war through the formation of institutions like the UN.

LATIN (2 hours per week)	The pupils build on the basic language features covered last year, learning grammatical topics such as the pluperfect tense, the genitive case, imperatives and demonstrative pronouns. Alongside their language work they will study a section of Homer's *Odyssey* in English translation in the first half of term and in the second a section of Ovid's *Metamorphoses*. They will explore literary concepts such as heroism and narrative devices such as similes, which will in turn develop important skills required for the literature section of GCSE Latin and Classical Civilisation.	Pupils finish the Cambridge Latin Course Book 2 and move on to Book 3 with its setting once again in Roman Britain. They will study more complex grammatical topics including present participles and perfect passive participles. Language work from the whole year is further consolidated with more complex translations from the Dunlop textbook.	In preparation for the GCSE course pupils further consolidate their language knowledge from the year with translations from the Dunlop textbook. The grammatical focus will be on perfect active participles and different uses of the genitive case. After the end of year exam, the background focus will be on the ancient site of Aquae Sulis, during which pupils will complete a project on the Roman baths found there.
MATHEMATICS (3 hours per week) 	Your daughter's study of Mathematics will now reflect the new content included at GCSE level as well as an increased focus on problem solving. Among content covered is: index notation for integer powers; calculating with powers, roots and numbers expressed in standard form; highest common factors and lowest common multiples. They will begin studying algebra, factorising linear expression and higher order polynomials; the difference of 2 squares. They will also set up and solve equations, including quadratics as well as being introduced to algebraic proof.	In the spring term your daughter will initially continue with the algebra unit by studying sequences including: generating and finding the nth term of a sequence; quadratic sequences; geometric progressions; real life sequences. Students will then learn how to use and analyse data, specifically: two-way tables; finding averages from small data sets and frequency tables; using spreadsheets; stem and leaf diagrams; pie charts; bar charts; frequency polygons; histograms; time series; comparing distributions; scatter graphs.	Your daughter will be studying number and shape and space units of work. This will include: calculations with fractions; conversions between fractions, decimals and percentages; fractions and the four rules; converting between fractions and recurring decimals (and visa versa); percentage calculations; simplifying ratios; dividing a quantity in a given ratio and direct proportion. In the shape unit the students will learn about: Classifying shapes; angle rules; polygons; Pythagoras' theorem and trigonometry.

MUSIC (1 hour per week) 	In the first term of year 9, students begin by studying music for film and TV, including composing their own underscore for a horror scene from the first Harry Potter film. They then go on to look at African music, creating an African drumming performance and studying the use of polyrhythm and polymeter in music from the African subcontinent.	In the Spring term, students return to pop song, now writing their own songs for performance and to be recorded for a class album. This is followed by a unit on music written by London-based composers and artists. Students will study a variety of different pieces and genres, completing mini composition tasks to explore the features of each.	In the final term of the year, students look at music of the twentieth century, focusing on modern music styles including expressionism, experimental music and minimalism. They finish the year with a unit on radio shows, in which they put together their own shows, complete with jingles, using computer technology.
PHYSICAL EDUCATION (2 hours per week) 	During the Autumn term pupils will study netball, badminton and Outdoor Adventurous Activities. Pupils will be expected to build on their skills, performing with consistent precision, control and fluency in a widening range of situations. They will also develop their teamwork and communication skills.	During the Spring term pupils will study dance and fitness. Pupils will be expected to build on their skills, performing with consistent precision, control and fluency in a widening range of situations.	In the Summer pupils study athletics and rounders. The majority of the athletics disciplines will be covered and pupil will be expected to show a good understanding of each technique, tactics and event rules, and then use this knowledge to effectively coach others.
PHYSICS (1 hour per week) 	Students begin their GCSE Physics studies by engaging with one of the most fundamental laws of the universe: the conservation of energy. They will explore how energy can be stored and transferred as kinetic, gravitational potential and elastic potential, as well as how energy can be dissipated in the form of heat. Considerations of work done, power and efficiency are also undertaken.	Students will address how energy transfers in systems can be achieved through heating and will study specific heat capacity, including considerable practical science elements. Students then study various electricity generation methods used in modern society, including both renewable and non-renewable resources, and consider their advantages and disadvantages.	Students then tackle electricity, starting with foundational theory on charge, current, potential difference and resistance, before studying the action of various components and circuits (series and parallel). Students again will have ample opportunity to enhance practical skills. They will end the year studying domestic electricity issues such as cables, plugs and appliance safety.

<table>
<tr><td>PRODUCT DESIGN
(90 minutes per week)
  </td><td colspan="3">In Year 9 students study Product Design for one term. This will be in either the autumn, spring or summer term, depending on which carousel group they are in.

In Year 9 Product Design, students work on one project.

The ‘Shelter’ project is a framed contextual challenge and requires students to identify a need for shelter, write their own design brief, identify a location, a user and a user need, and build a scaled model of their design proposal.

This architectural project is similar to the NEA [non exam content] element of the Design and Technology GCSE course, and prepares students to study Design & Technology at GCSE level, with more emphasis on context and design thinking.

Students engage with the iterative processes of design, and are challenged to identify their own creative solution to the brief, for which the final outcome is not predetermined. This project also links with Electronics, and requires students to think about how electronic systems are used in the environment.</td></tr>
<tr><td>RELIGIOUS STUDIES
(1 hour per week)
  </td><td>In Year 9 students begin to look at some of the ethical and philosophical issues around religion as well as being introduced to some GCSE concepts. The year begins with a philosophy module focused on arguments around the existence of God. Students will then move on to explore various beliefs on life after death and the impact of those beliefs.</td><td>In the Spring Term students will begin exploring some ethics. This will begin with the exploration of marriage, its significance and the role of women within marriage. We will also be exploring various attitudes towards homosexuality and the issue of child marriage. Students will then move on to explore various ‘life and death’ issues such as abortion, euthanasia and capital punishment.</td><td>In the Summer term students will begin studying various British values and Citizenship themes and the role religion has within those themes. This will include an exploration of issues surrounding racism, discrimination, multi-ethnic Britain, Extremism and FGM. Students will also spend time preparing for, taking, and reviewing their summer exams.</td></tr>
</table>