









SUBJECT	AUTUMN TERM	SPRING TERM	SUMMER TERM
ART (1 hour per week) 	<p>Students will work on a project aimed at providing opportunities for greater ownership of their ideas as well as catching up on the fun and skills missed during lockdown(s).</p> <p>To begin with, students will tackle the theme of "Perspective" by learning about aerial & linear perspective when dealing with landscape. New printmaking methods, like a 2 tone mono-printing will be taught. Paper-textile artist Jennifer Collier will inform the making of their future mixed-media outcome, which will display their ideas and future new techniques. Students will work on a sustained homework (A5 landscape mini final piece) which will be part of their year 9 Christmas exhibition.</p>	<p>Learning new decorative and making skills in clay after looking at contemporary artist Katharine Morling, students will produce a series of objects in response to details in the city they have noticed and researched.</p> <p>Students will develop personal ideas further after brainstorming collectively on the theme "Perspective" and producing a personal collage in response to Martha Rosler.</p> <p>They will explore and refine many of their ideas, processes and use of resources they have acquired over KS3 to produce extra mini pieces to insert into their final mixed media outcome.</p>	<p>Students will complete a collaborative project on Women's Art & the History of Art.</p> <p>Students will research in pairs a key female artist given to them by their teacher.</p> <p>They will learn to read an image without support initially, understand the artist's aim and learn to contextualise the work.</p> <p>They will present their artist to the class in a concise manner as well as developing their oral presentation skills. Students will learn from each other's presentations.</p>
ART ASSESSMENT 	<p>Card boxes city drawing from direct observation, line & tone. Mono-printing outcomes. Planning background of their final mixed-media outcome.</p>	<p>Ceramic research Personal collage Planning / making mini personal outcomes. Final mixed-media outcome.</p>	<p>PowerPoint research on a female artist. Oral presentation.</p>

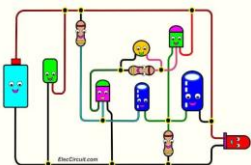
<p>BIOLOGY (1 hour per week)</p> 	<p>The Autumn term covers Cell Biology, building an understand of cells as the basic unit of all forms of life. Students will identify structural differences between types of cells and link this to their function. They will explore how these differences are controlled 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. Throughout these, students will develop their mathematical skills i.e. rearranging formulae of the magnification equation, converting units (cm → mm → um), significant figures, decimal places, standard form, calculations from graphs. Students will also develop practical skills via microscopy, microbiology and osmosis required practicals.</p>	<p>In this term students will learn about Biological Organisation. They will learn about the structures in the digestive, circulatory and respiratory systems 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. In this second term, there will be a subtle increase in exposure to exam technique as students begin to settle more into their GCSE studies. Students will also develop practical skills via enzyme activity and food tests required practicals</p>	<p>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. Students again will have ample opportunity to enhance practical, mathematical and exam skills. They will end the year studying plant tissue organisation, phloem, xylem, and translocation and transpiration respectively</p>
<p>BIOLOGY ASSESSMENT</p> 	<p>Topic 1 Cells Test</p>	<p>End of Topic 1 Test, including transport across membranes and required practicals.</p>	<p>Topic 2 Organisation Test (Human Digestive System to Plant Organs). Summer Examination (Including Topics 1 and 2)</p>

<p>CHEMISTRY (1 hour per week)</p> 	<p>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.</p>	<p>In the spring term attention is switched to the structure and bonding in different chemical species. Students learn about ions and writing formulae of ionic compounds, as well as how they form through ionic bonding. Molecular covalent and giant covalent structures such as diamond and graphite are also studied. Finally, the bonding in metals and the use of nanoparticles are investigated.</p>	<p>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.</p>
<p>CHEMISTRY ASSESSMENT</p> 	<p>Mid-topic test on Atomic Structure</p>	<p>End of topic test on Structure and Bonding</p>	<p>Summer Examination covering knowledge, concepts and skills for terms 1-3.</p>

<p>COMPUTER SCIENCE (90 minutes per week)</p> 	<p>OCR Entry Level Computing R354: Computer Systems: Students will learn about internal and external hardware, peripherals, systems and application software, memory and storage and moral, legal, cultural and ethical issues. As well as learning key concepts and terminology, students will apply their learning to real world contexts. Computational Thinking, Algorithms and Programming: Students will learn about the purpose of data in computer systems and how data is represented in binary. They will explore logic gates, circuits and truth tables and learn how Boolean and arithmetic operators are used. Students will develop their computational thinking skills through algorithms and flowcharts.</p>	<p>OCR Entry Level Computing R354: Computational Thinking, Algorithms and Programming: Students will continue working on this section and learn the skills to convert binary and denary numbers. They will understand data representation and spend some time on programming theory and practical skills in preparation for the programming project that they will complete in the next section. Programming Project: Students will be expected to plan, write, test and evaluate a simple coded program. They will produce a report that will include the success criteria, planning, design, development, testing, remedial action and evaluation of the program they produce. The project is internally assessed and externally moderated. In the second half of the spring term students will study a unit focused on data handling where they will study database concepts and learn how to use SQL programming.</p>	<p>Students will develop their creative skills through learning and practising requirements for creating a game using specialist software. They will learn key concepts in creating environments, characters, rewards and scoring for a target age range and audience.</p> <p>In the second half of the summer term, students will learn to understand artificial intelligence, how it works and where it is applied by completing a series of theory lessons and activities.</p>
<p>COMPUTER SCIENCE ASSESSMENT</p> 	<p>Section 1 Computer Systems Midway learning review Test 1: Computer hardware, Computer software Test 2: Computer memory and storage, Moral, legal, cultural and environmental concerns</p>	<p>Section 2 Computational Thinking Algorithms and Programming Midway learning review Section 2 Computational Thinking Algorithms and Programming Test 1: Computational logic, Algorithms Test 2: Programming techniques, Data representation Programming Project</p>	<p>Unit 1: Artificial Intelligence End of Unit Assessment based on Knowledge, Logical Skills and Practical Skills [3 assessments] Unit 2: Gaming Unit Mid-Way Learning Review End of Unit Assessment based on Knowledge, Logical Skills and Practical Skills [3 assessments]</p>

ELECTRONICS

(90 minutes per week for 1 term)



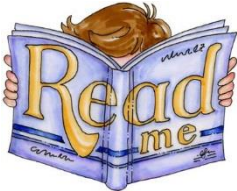
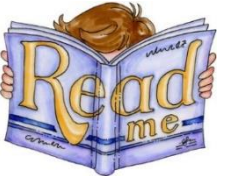
In Year 8, students study Electronics for one term. This will be in either the autumn, spring or summer term, depending on which carousel group they are in.

In Year 8 Electronics, the theoretical unit is developed from Year 7. Students are given the opportunity to build on their skills and demonstrate these through the practical lessons. Students will build, create and program a circuit by using specialised software. Students are challenged to create their own program and work individually in a more independent manner, using and building on the electronic skills and computational thinking that they acquired in year seven and year eight.

Students will use their skills and knowledge acquired from the first half term to assist the completion of their Music Kit project. Students will work through a product life cycle to build, create and program a circuit using specialised software. This project is combined with Product Design and Computer Science.

ELECTRONICS ASSESSMENT

AP4 – Technical knowledge Assessment
AP1 – Design Assessment
AP2 – Make Assessment
AP3 – Evaluate Assessment

<p>ENGLISH (3 hours per week)</p> 	<p>At the beginning of Year 9 students study a unit on traditional Rhetoric. After considering contemporary movements where both written and verbal communication are key in encouraging change, your child will be asked to develop a speech on a subject which is close to their heart. The unit focuses on some of the traditional features of rhetoric such as identification of one's purpose and audience and use of persuasive techniques as well as considering whole text structure and presentation skills.</p> <p>As the term progresses, pupils will study 'The Empress' by Tanika Gupta. This involves a deep study of the historical and social contexts of its setting. It raises many questions on the legitimacy of Empire and the experiences of people arriving in Britain in the late 19th Century. Students will develop her critical response to texts, ability to discuss them within their social and historical contexts and their close analytical skills.</p>	<p>In 'Important Voices' we seek to question where authors who have made great contributions to English Literature might be missing from the traditional canon. Students study a range of poets, Phillis Wheatley (18th Century), Henrietta Cordelia Ray (19th Century) and Barbara Chase Riboud (20th Century) plus different forms of poetry such as the sonnet, use of irony and illusion in order to challenge stereotypes and other structural devices, with a view to developing skills of comparison, understanding of the importance of social and historical contexts and close analytical reading in preparation for GCSE.</p> <p>Building upon their previous experiences of creative writing, students are encouraged to think more critically about their writing and the role narrative voice plays in this. The unit asks students to experiment with voices such as the unreliable narrator, impossible narrator and free and direct speech, as well as developing an understanding of forms such as the bildungsroman.</p>	<p>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.</p>
<p>ENGLISH</p>  <p>ASSESSMENT</p>	<p>Apprentice Task: Students write a draft of their speech for close marking and suggestions from their teacher. Mastery Task: After editing their speech, students deliver it to the class. Apprentice Task: A short critical response to the play. Mastery Task: A full critical response to the play.</p>	<p>Apprentice Task: Critical response to one poem. Mastery Task: Critical response and comparison of two poems. Apprentice Task: Opening of their narrative responses. Mastery Task: Full narrative response.</p>	<p>Apprentice Task: Extract Study. Mastery Task: Whole text critical essay.</p>

**FOOD &
NUTRITION**
(90 minutes per
week for 1 term)



The Year 9 students will study Food and Nutrition for a third of the school year in a carousel with Product Design and Electronics for the other half. This may be during the Autumn, Spring or Summer term depending on which group they are in.

The Year 9 students focus on the Ethics of Food. They learn about Food Provenance and the impact of their food choices on the environment, animal welfare as well as the wider world. Students make a number of dishes with a particular focus on developing their pastry making skills by making products using shortcrust, Rough Puff Pastry and Choux Pastry. They learn about the function of eggs in baking and the science of Coagulation. Food hygiene and safety continue to be key features of their learning.

**FOOD &
NUTRITION
ASSESSMENT**



Assessment 1

Short written Technical Knowledge Assessment.



Assessment 2



Short independent bread project. 5 key areas assessed:



1. Planning
2. Preparing
3. Cooking
4. Presentation
5. Analysis and Evaluation

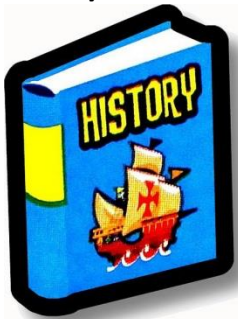
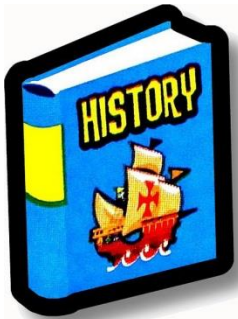
Assessment 3



End of rotation written Technical Knowledge Assessment.

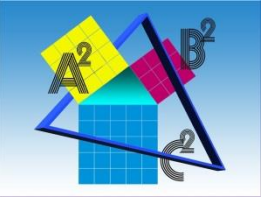
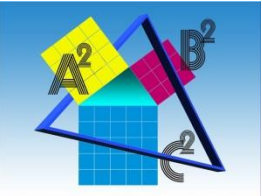
<p>FRENCH (2 hours per week)</p> 	<p>We start with the unit on “<i>l’identité</i>” (identity). They will explore how individuals depict themselves by looking at self-portraits, selfies etc. They will look at friendship and family relationships and also consider “<i>la vie des francophones</i>”, exploring examples of French-speakers from a range of French-speaking countries. Students will revise key verbs, including “avoir” and “être”, the present tense (including regular and irregular verbs), adjectives, reflexive verbs and possessive adjectives. They will also develop their analytical language. Later in the term, students will cover “<i>la vie culturelle</i>” and explore how to talk about their interests and hobbies, plus their childhood, through the introduction of the imperfect tense. All students will work on the Y9 Language Learner Award to complement the learning they are doing in class.</p>	<p>In the Spring Term students study the film “<i>Les Choristes</i>” as a means to study the topics of school and work. In working on the film, students will also analyse themes and characters within the film. Students will consolidate learning on adjectives, develop vocabulary on school and work. Students will also consolidate their knowledge of past, present, future tenses. Students will be introduced to the near future tense. For all the topics studied, all four linguistic skills are always used: listening, speaking, reading and writing</p>	<p>In the Summer Term students cover the topics of healthy lifestyle and “<i>ma région</i>”. Students will work on role plays in the topic of healthy lifestyle. Students will look at campaigns and how they can create persuasive campaigns. Students will consolidate the tenses, they will also cover infinitival constructions and modal verbs and they will be introduced to the conditional tense. Students will continue to develop the skills in developing their sentences. For all the topics studied, all four linguistic skills are always used: listening, speaking, reading and writing</p>
<p>FRENCH ASSESSMENT</p> 	<p>For all the topics studied, all four linguistic skills are always used: listening, speaking, reading and writing</p> <p>French (writing): assessed timed writing on topics covered Translation and reading on unit vocabulary</p>	<p>Listening assessment on term 2 content Speaking assessment – endorsement style French (writing): assessed timed writing on topics covered</p>	<p>Summer examination covering skills and knowledge from all of KS3</p>



<p>GEOGRAPHY (90 minutes per week)</p> 	<p>The Autumn term is largely focussed on developing knowledge recall (locations) as well as skills relating to data presentation and extended writing. The year starts by developing location 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 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. At the same time, links between development, urbanisation and population change are considered.</p>	<p>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 and extension 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 why.</p>	<p>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.</p>
<p>GEOGRAPHY ASSESSMENT</p> 	<p>Data analysis, Series of Factual Recall tests on Country Location Knowledge, Extended Writing Explaining Africa's population Growth in 21st C.</p>	<p>End of unit Skills Test – OS Map Skills and Latitude and Longitude, Understanding of recent UK economic Change, Data presentation and analysis of UK economic change.</p>	<p>End of Unit Test – Tectonic Hazards, Summer Examination covering knowledge, concepts and skills for Terms 1 and 2.</p>



<p>GERMAN (2 hours per week)</p> 	<p>In the Autumn Term we cover the topics of media and school.</p> <p>Students will be practising present and past tenses and focus on how to build complex sentences using a range of language structures such as because, when/if, although...</p> <p>We will reinforce the use of modal verbs and superlative in the topic of school, as well as revisiting all 3 tenses.</p> <p>Cultural activity includes studying the film "der ganz große Traum"</p> <p>For all the topics studied, all four linguistic skills are always used: listening, speaking, reading and writing</p>	<p>In the Spring Term our topics comprise future plans (jobs) and the environment.</p> <p>Our students will practise the future tense and prepositions with the dative case.</p> <p>For all the topics studied, all four linguistic skills are always used: listening, speaking, reading and writing</p>	<p>In the Summer Term we cover the following topics: relationship with family / famous people and the cultural aspects of Germany.</p> <p>We also cover the following grammar points: word order with 'weil', separable verbs, word order (time, manner, place), revising the perfect, imperfect, future and present tenses.</p> <p>Students will study the film "Ballon" and learn about the German Democratic Republic.</p> <p>For all the topics studied, all four linguistic skills are always used: listening, speaking, reading and writing</p>
<p>GERMAN ASSESSMENT</p> 	<p>Writing: assessed timed writing on topics covered Translation and Reading on unit vocabulary</p>	<p>Listening assessment on term 2 content Speaking assessment – may be reviewed if social distancing requires it Translation into German</p>	<p>Summer examination covering skills and knowledge from all of KS3</p>



<p>HISTORY (90 minutes per week)</p> 	<p>The Year 9 History course will offer your daughter an exciting and invaluable opportunity to explore the key events of the twentieth century. We will begin by exploring one of the most important political changes of the century: the fight for, and eventual granting of, female suffrage. Here we will explore the value of different perspectives in sources. Following this, we will conduct a detailed study of World War I. This will begin with an examination of the causes of World War One and the nature of the war that developed, before moving on to a GCSE-style study of Medicine on the Western Front, through engaging with a wide variety of sources and assessing their usefulness to us as historians.</p>	<p>The spring term focuses on the social and political changes across Europe and the world in the 1920s and 1930s, and the culmination of these changes: World War 2 and the Holocaust. We explore the nature of different ideologies such as communism, fascism and liberalism. We will look in detail at events in Germany and explore the nature of the Nazi dictatorship and the Holocaust, where we will develop understanding of the chronology of the period by using sources and interpretations. It is hoped your daughter 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. We shall discuss parallels with recent political developments in Britain and across Europe.</p>	<p>We end our study of World War Two and the Holocaust by assessing the reasons why the UN was established. We follow this by examining 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, and how Britain, Europe and the World has changed in the second half of the 20th Century, with a rise of democracy, multiculturalism and rights campaigns. We will finish the year by conducting a Personal History Project, where your daughter will use all of her knowledge and understanding to develop a personal project creatively exploring her place in modern Britain.</p>
<p>HISTORY</p> 	<p>1) Extended writing explaining the causes of World War 1 with knowledge test.</p>	<p>1) World War One Sources Assessment focusing on medicine on the Western Front 2) Interpretations assessment based on World War 2</p>	<p>1) Summer Examinations</p>



<p>LATIN (2 hours per week)</p> 	<p>Students will continue to work through Unit 2 of the Cambridge Latin Course which includes material set in Alexandria. They build on the basic language features covered last year, learning grammatical topics such as the imperatives and demonstrative pronouns. They move onto Book 3 with its setting once again in Roman Britain, studying 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.</p>	<p>Students continue their study of Book 3 of the Cambridge Latin Course, focusing on perfect active participles, neuter nouns and 'cum' clauses. This should take them roughly up to the end of Stage 24. Alongside their language work they will study 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.</p>	<p>In preparation for GCSE pupils further consolidate their language knowledge from the year with translations from the Dunlop text. The grammatical focus will be on subordinate clauses involving subjunctive verbs such as the indirect question and purpose clause, and the gerund of obligation. After the summer exam, the background focus will be on the ancient site of Aquae Sulis, during which pupils will complete a project on the Roman baths. There may be scope to move on to Stage 27 of the Cambridge Latin Course.</p>
<p>LATIN ASSESSMENT</p> 	<ul style="list-style-type: none"> -Show your progress assessments on Stages 19-21 -Stages 17-18 Language Test -Vocab tests on Stages 19-21 	<ul style="list-style-type: none"> -Show your progress assessments on Stages 22-24 -Stages 19-20 Language Test -Vocab tests on Stages 22-24 	<ul style="list-style-type: none"> -Show your progress assessments on Stages 25-26 -End of Year Exam on Stages 1-22 -Vocab tests on Stages 25-26



<p>MATHEMATICS (3 hours per week)</p> 	<p>In Year 9, students start the GCSE Mathematics course, which is taught over three years with an increased focus on problem solving.</p> <p>Among content covered is: factors, multiples and primes, counting calculations, rounding, accuracy and bounds, perimeter, area and circles, the laws of indices and expanding brackets in algebra.</p>	<p>In the spring term students study topics including fractions and decimals, averages and range, setting up, rearranging and solving equations, standard form, surds, similarity and congruence, constructions, loci and bearings.</p>	<p>In the summer term students cover Pythagoras' theorem and trigonometry, angles in polygons and parallel lines angle facts, transformations and an introduction to vectors.</p>
<p>MATHEMATICS ASSESSMENT</p> 	<p>Assessment covering topics taught in first half term</p>	<p>Assessment covering topics taught in second half of Term 1 and in Term 2</p>	<p>End of Year Assessment covering topics taught during Year 9</p>

<p>MUSIC (1 hour per week)</p> 	<p>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.</p>	<p>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.</p>	<p>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.</p>
<p>MUSIC ASSESSMENT</p> 	<p>Assessment of film music Cubase project. Self-assessment of Rhythms of Africa Performance.</p>	<p>Pop-song performance. Blues self-assessment.</p>	<p>Minimalism composition. Radio Shows Self-assessment.</p>

<div>PHYSICAL EDUCATION</div> <div>(2 hours per week)</div> <div></div>	<div>During the Autumn term pupils will study from a selection of netball, badminton, football, fitness and trampolining. 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. Pupils will use their knowledge and tactical awareness of the sports covered in previous years to outwit their opponents.</div>	<div>During the Spring term pupils will study from a selection of trampolining, football, volleyball, fitness, tag rugby and sports education. Pupils will be expected to build on their skills, performing with consistent precision, control and fluency in a widening range of situations.</div> <div>Pupils will take on different roles (e.g – team manager, coach, equipment manager, score, umpire/referee, etc) within sport to increase their knowledge and understanding of each sport.</div>	<div>In the Summer pupils study athletics, cricket 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.</div>			
<div>PHYSICAL EDUCATION ASSESSMENT</div> <div></div>	<div>Pupils are assessed on their skills in two sports each half-term</div> <table><tr><td><div>Netball</div><div>Badminton</div><div>Football</div><div>Fitness</div><div>Trampoline</div></td><td><div>Trampoline</div><div>Volleyball</div><div>Fitness</div><div>Tag rugby</div><div>Football</div><div>Sports Education (leadership unit)</div></td><td><div>Cricket</div><div>Rounders</div><div>Athletics</div></td></tr></table>			<div>Netball</div> <div>Badminton</div> <div>Football</div> <div>Fitness</div> <div>Trampoline</div>	<div>Trampoline</div> <div>Volleyball</div> <div>Fitness</div> <div>Tag rugby</div> <div>Football</div> <div>Sports Education (leadership unit)</div>	<div>Cricket</div> <div>Rounders</div> <div>Athletics</div>
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<p>PHYSICS (1 hour per week)</p> 	<p>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. Throughout these, students will develop their mathematical skills i.e. rearranging formulae, converting units, significant figures, decimal places, standard form, making calculations from graphs.</p>	<p>Students will address how energy transfers in systems can be controlled through heating and insulation and will study specific heat capacity, covering 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. In this second term, there will be a subtle increase in exposure to exam technique as students begin to settle more into their GCSE studies.</p>	<p>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, mathematical and exam skills. They will end the year studying domestic electricity issues such as cables, plugs and appliance safety. In these topics students will also undertake circuit diagram drawing.</p>
<p>PHYSICS ASSESSMENT</p> 	<p>End of unit assessment covering knowledge, concepts and skills for chapter P1 (conservation of energy).</p>	<p>End of unit assessment covering knowledge, concepts and skills for chapters P2-3 (energy transfer by heating, energy resources).</p>	<p>Summer/end of year assessment covering knowledge, concepts and skills for all topics taught thus far in Year 9.</p>

<p>PRODUCT DESIGN (90 minutes per week for 1 term)</p> 	<p>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.</p> <p>In Year 9 Product Design, students work on one project.</p> <p>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.</p> <p>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.</p> <p>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.</p>
<p>PRODUCT DESIGN ASSESSMENT</p> 	<p>Design: Communicating ideas through drawing. Make: Assessment of made product. Technical Knowledge: Evaluation: A written evaluation of the project work.</p>

<p>RELIGIOUS STUDIES (1 hour per week)</p> 	<p>The focus in year 7 and 8 was to understand faith perspectives and about the beliefs and practices of religions. In Year 9, our students begin to explore some of the practical, philosophical and moral issues facing those with belief and non-belief, as well as focusing on developing their evaluative skills.</p> <p>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.</p>	<p>In the Spring Term students will begin exploring some ethics through looking at changes in marriage, family life and the changes in the status of women. 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.</p>	<p>In the Summer term students will begin studying various themes around British values and Citizenship and the part religion and culture plays in our identity and the society we are part of. Some of the themes we touch on are prejudice, discrimination, multi-culturalism, extremism and FGM to explore how we form our values as individuals and the way that impacts how we view the world. Students will also spend time preparing for, taking, and reviewing their summer exams.</p>
<p>RELIGIOUS STUDIES ASSESSMENT</p> 	<p>Short Factual Test (knowledge test) on Philosophical arguments for and against the existence of God. There is also an end of unit test on Term 1 material which assesses students' general understanding and their evaluative skills.</p>	<p>Short Factual Test (knowledge test) on matters of life and death, and aspects of term 1 material to consolidate. End of unit test on Term 2 material which assesses students' general understanding and their evaluative skills.</p>	<p>Summer Examination covering knowledge, concepts and skills for Terms 2 & 3 as well as references to year 7 and 8 material</p>

Key to highlighting

Yellow: Knowledge & Understanding

Blue: Skills

Green: Concepts