

Subject: Art	Subject Leader: Mr Cross	Year: 9
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Main knowledge / skills / understanding developed in this course:
Pupils will work with a wide variety of art and design media, developing a range of appropriate skills and techniques, whilst learning about safe practices. This is enhanced by the rotation of groups, meaning pupils work with different teachers and disciplines within art and design throughout the year, so that by the end of KS3 they will have sampled Textiles, Graphics and General Art & Design. A sketchbook is provided and is central to all projects at KS3, creating a bridge between homework and schoolwork, becoming a personal record of ideas and understanding. They will gain experience of both individual and collaborative approaches to working, with an emphasis on observation, research, experimentation and imagination, in the pursuit of original and exciting outcomes.
Changing at the end of every second or third term (timetable dependent), pupils work in each of the disciplines, but not necessarily in the order below:

Key Areas of Study: Human Form & Portraiture

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p><u>TEXTILES</u></p> <p>The theme of portraiture is introduced by looking at the work of Cubist artists such as Juan Gris and Picasso. They use various approaches, including collaged materials, to research the characteristics of this art movement.</p> <p>Drawing from life, using mirrors, pupils are then taught the fundamental skills to enable them to draw a self-portrait. Character and expression is also explored to allow pupils to be truly expressive. This work is then combined with a variety of textile skills and media to create a very personal response to the theme of 'self' and Cubism.</p>		<p><u>GENERAL ART</u></p> <p>Aspects of the human form are studied both first-hand and from artist references to develop individual and/or group responses. Line and tone-work is used in a variety of ways, coupled with the development of personal ideas and concepts, as pupils are encouraged to produce more creative outcomes. A mixed-media approach builds on previous skills and encourages pupils to be more selective and experimental.</p>		<p><u>GRAPHICS</u></p> <p>Pupils build upon their creative use of software and sketchbooks to explore the theme of portraiture. Research into the ideas and approaches of a range of artist's forms the basis of project work. They are then taught to refine their drawing and software skills: for example scanning in drawings and manipulating them, use of bitmaps, photo lab, Nodes, typography, and morphing pictures.</p>	

Assessment Tasks:

- Continual assessment is used to measure progress and to refine/update targets.
- Peer and self-assessment activities are regularly used in lessons to help pupils reflect on their work and share good practice.
- Marking for improvement creates a more specific dialogue between teacher and pupil to promote development.

Home activities that will help support college work:

- Studying proportion when drawing portraits.
- Studying the effect of expression and mood on the features of a face.
- Visiting galleries or viewing artist's work that inspires the pupils to develop new techniques.
- Taking photographs to help gather ideas for creative work.
- Research activities.

Subject: Drama

Subject Leader: Miss Hardy

Year: 9

Main knowledge / skills / understanding developed in this course:

Understanding of key drama terms that coincide with the Arts Council Levels, as well as KS4 preparation. Skills are learnt to develop confidence and to apply to other areas of the curriculum and in everyday life.

Key Areas of Study:

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<ul style="list-style-type: none">• 'Of Mice and Men' Interview.• To develop a strong sense of character from the work studied in English.• To consider character reactions and interactions.	<ul style="list-style-type: none">• To create an improvised piece based on the topic of 'Phobias' that looks at comic timing or, to create a 2 ½ min speech based upon a hobby.• To perform these as per the IGCSE criteria.	<ul style="list-style-type: none">• To use physicality and archetypes to create exaggerated super heroes.	<ul style="list-style-type: none">• To understand and use tensions states.• To be able to plan and rehearse effectively for performance.	<ul style="list-style-type: none">• To create a product proposal based upon the television show, 'Dragon's Den'.	<ul style="list-style-type: none">• To understand and be able to use drama skills in the wider world, looking at job interviews and presentations.

Assessment Tasks:

- Formative assessment using SIR (Strength, Improvement, Response) feedback forms.
- Full termly assessment based upon the topic or topics of the term.

Home activities that will help support college work:

- Research and learning lines. Rehearsal planning and rehearsals.

Subject: English		Subject Leader: Mrs Hardy		Year: 9	
Main knowledge / skills / understanding developed in this course:					
Key Areas of Study:					
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
GCSE Preparation - 'Of Mice and Men' by John Steinbeck: Literature & Language Work <ul style="list-style-type: none"> • Study of whole text - 'Of Mice and Men' by John Steinbeck. • Appreciation of cultural context. • Analysis of writer's language, looking at the effect of words and phrases used to create the following: <ul style="list-style-type: none"> – Character - relationships, emotions, feelings, personalities. – Setting - riverbank, bunk house, ranch, Crooks' room. – Themes - loneliness, friendship, hopes, dreams, violence, loss. – Plot - interlinked ideas contributing to storyline. • Directed writing questions. • Comprehension questions. • Summary questions. • Quotation retrieval. • Literature questions - extract and whole text. • Speaking and Listening tasks - role play, interviews, discussions. 		Festival Project - iGCSE Practice <ul style="list-style-type: none"> • Creation of an imaginary music festival. • Writing in different forms: letters, articles, speeches, reports, argumentative, persuasive and imaginative tasks. • Creative writing using various stimuli. • Directed writing. • Quotation retrieval. • Interpretation and 'reading between the lines'. • Analysis of language in context. • Speaking and listening tasks - persuasive and emotive language. 		GCSE Preparation - 'A Christmas Carol' by Charles Dickens: Literature and Language Work <ul style="list-style-type: none"> • Study of whole text - 'A Christmas Carol' by Charles Dickens. • Appreciation of cultural context. • Analysis of writer's use of language and use of language in context. • Appreciation of 19th century language and changes in language over time. • Analysis of plot, character, themes and writer's intention. • Directed writing questions. • Quotation retrieval. • Summary questions. • Comprehension questions. • Literature questions - extract and whole text. • Speaking and listening tasks - role play, discussions, extra 'scenes'. 	
Assessment Tasks:					
<ul style="list-style-type: none"> • Literature essay style questions. • Writing in different forms - letters, articles, speeches, reports, leaflets. • Analysis of writer's use of language for effect. • Analysis of character and writer's viewpoint. 		<ul style="list-style-type: none"> • Extract questions. • Directed writing questions. • Speaking and Listening tasks. 			
Home activities that will help support college work:					
<ul style="list-style-type: none"> • Reading newspaper articles and discussing ideas contained within them. • Reading fiction at a higher level. • Re-reading texts at home. 					

Subject: Food Technology	Subject Leader: Mrs Surrage	Year: 9
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Main knowledge / skills / understanding developed in this course:
Pupils will develop their confidence of working with food as a material becoming increasingly independent in their work. They will learn about food hygiene including the hygiene rating system for food establishments and detailed HACCP procedures. Pupils will learn how some micro-organisms are used by the food industry during the production of products. Implications of allergies & intolerances will be introduced and the increasing levels of type 2 diabetes in the UK will be investigated. Pupils will explore our multicultural society by producing a range of dishes representing other cultures worldwide. Pupils will demonstrate how to feed themselves and others a homemade product that is nutritionally sound within a restricted budget.
Design Brief/Gold Award – A Design Task encompassing the above plus a multicultural input will be completed by all pupils. Star profiling, sensory analysis, HACCP will all be utilised.

Key Areas of Study: Course is 18 weeks then pupils study Product Design for 18 weeks

Term 1	Term 2	Term 3
<p>Unit 1 Food hygiene, special dietary needs, multicultural society</p> <ul style="list-style-type: none"> • Introduction to the area of study – Food Hygiene (spoilage & safety). This will be followed by allergies/intolerance and dietary related conditions in future weeks. • Pupils will undertake a range of practical sessions cooking a selection of predominately savoury products from different cultures that will feed a variety of people a healthy and varied diet. • There will be an increasing complexity of practical techniques. They will apply the principles of food safety in the preparation of all practical dishes, many considered high risk products, plus evaluate. 	<p>Unit 1 plus Unit 2 Gold Award design task</p> <ul style="list-style-type: none"> • Pupils will begin to understand the importance of food selection for those with special dietary needs and the impact of poor diet on health, especially type 2 Diabetes. • Pupils will learn how to research in depth & how to reference their work plus the importance of this. • Pupils will start to explore the health benefits of food products from other countries and cultures. • They will apply their knowledge to design and make high quality products originating from other countries. They will select from and use a wider range of ingredients taking into account their properties. 	<p>Gold Award design task - 4 weeks only</p> <ul style="list-style-type: none"> • Pupils will evaluate their work, including using sensory profiling, against the design criteria and produce a detailed HACCP chart to ensure a safe and quality product is produced. This will demonstrate an understanding of and how to use the properties of ingredients to achieve functioning solutions.

Assessment Tasks:

- Work is marked formatively by peer/self-assessment using generic worksheets and by teacher assessment. All practical sessions are teacher assessed, targets discussed with individuals on ways to improve the level of their practical work.
- The design brief/Gold Award is graded as work is completed with the finished project assessed as a whole.
- Targets discussed and recorded for future development.

Home activities that will help support college work:

- Encourage pupils to help prepare and cook meals at home, where appropriate.
- Pupils weigh out & prepare their own ingredients for practical sessions. Where possible be involved with the shopping for ingredients.
- Interest in food and cooking related TV programmes & newspaper articles.
- Discussion about food and health. Helpful for parents to check homework set on 'Show my Homework'.

Subject: French	Subject Leader: Mrs Finlay	Year: 9
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- Main knowledge / skills / understanding developed in this course:**
- The ability to understand and respond to spoken French. (Final exam in year 11. Carries a weighting of 20%)
 - The ability to communicate verbally in French. (Two Controlled Assessment tasks in year 10. Carrying a total weighting of 30%)
 - The ability to read and respond to written French. (Final exam in year 11. Carries a weighting of 20%)
 - The ability to communicate in writing. (Two Controlled Assessment to be taken from May of year 9 to the end of year 10. Carrying a total weighting of 30%).
 - Communication skills
 - Presentation Skills

Key Areas of Study:

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<ul style="list-style-type: none"> • Giving personal information • Describing your family • Talking about relationships in your family • Revision of the present tense • Revision of connectives and adverbs 	<ul style="list-style-type: none"> • Daily Routine • Religious festivals • Revision of the perfect tense • Revision of the imperfect tense • Writing Controlled Assessment practice. 	<ul style="list-style-type: none"> • Sporting Hobbies • Other Hobbies • Shopping • Dealing with problems • Revision of the near future • The conditional tense • Listening and Reading Assessments 	<ul style="list-style-type: none"> • Films and television • New technologies • Writing Controlled Assessment practice 	<ul style="list-style-type: none"> • Healthy Living • Talking about Alcohol • Talking about the dangers of drugs • Revision of sports and Leisure 	<ul style="list-style-type: none"> • Writing C.A. • End of year exam in Listening and Reading

- Assessment Tasks:**
- Pupils are continuously assessed in the four skill areas of listening, speaking, reading and writing.
 - Two formal assessments of the listening, reading and writing take place twice a year (Term 2 or 3 depending on the French set and Term 6).
 - Grammar knowledge and understanding, translation and vocabulary are tested regularly.
 - The first writing controlled assessment will be done in Term 6 of year 9.

- Home activities that will help support college work:**
- Bilingual dictionary French-English.
 - Using ‘Linguascope.com’ to revise vocabulary regularly. Pupils are issued with the password and username at the beginning of the school year.
 - Using BBC Bite Size to regularly revise vocabulary.
 - Using Revision guide to help with writing tasks.
 - Fostering a positive and inquisitive attitude towards French and French Speaking Countries.

Subject: Geography	Subject Leader: Miss Kent	Year: 9
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Main knowledge / skills / understanding developed in this course:
Pupils will extend their understanding of both human and physical processes through a variety of place studies. Pupils will develop a greater awareness of different places around the world and in the United Kingdom. Geographical skills in map work and GIS (Geographic Information System) will also be extended further with a specific focus on how coastal features can be mapped. Pupils will learn to work both as an individual and cooperatively as part of a group.

Key Areas of Study:

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>Who wants to be a billionaire? – Pupils will map the distribution of the wealthiest people and the least developed countries. The processes, both human and physical, that led to the ‘development gap’, will be explored. How we can measure development levels and ways to help countries develop will also be learnt.</p>	<p>A Risky World – Pupils will investigate the effects of a range of natural disasters through a number of different case studies. These examples will allow pupils to judge whether levels of development influence how a country or region deals with a natural disaster.</p> <p>The effect of human activity on making a Risky World, through conflict in the Middle East will also be studied.</p>	<p>The Rise and Rise of China - The superpower that is China is studied at depth during this topic. The main physical and human features will be mapped and the population distribution considered linked to the physical features.</p> <p>The booming economy will be explored, including the influence globalisation has had on its growth. The effect of the economic success on Chinese society and the environment will also be investigated.</p>	<p>Coastal Environments - In this topic pupils will learn how coastal processes of erosion, transportation and deposition create a variety of landforms that shape our coastlines. The impact of weathering on different rock types is also studied.</p> <p>The increasing issue of coastal flooding will be discussed and how coastal erosion can be stopped. Although the focus is on physical processes; the impact these have on human activity is also examined.</p>	<p>Weather and Climate – pupils will learn how to measure the weather and take a look at the school micro-climate. Pupils will learn about the different types of rainfall and will practice their skills at weather forecasting.</p> <p>Climate zones across the world will be mapped and pupils will learn about the factors that affect climate.</p>	<p>Revision & exams – all topics studied this year will be revised in class and at home; in preparation for the end of year exams.</p> <p>Fantastic Places – Pupils will learn about the city that never sleeps, New York City and the impacts of nuclear disaster through a case study of Chernobyl.</p>

Assessment Tasks:

- Work is continually assessed, with dialogue between pupils and teacher, both written and oral feedback is provided. Targets for improvement are given with each piece of level assessed work.
- Each term at least one piece of levelled work will be completed. These vary from exam papers, essays, leaflets, posters and creative writing.
- End of year examination.

Home activities that will help support college work:

- Internet access for research homework would be beneficial, although not essential as there are ICT facilities available in school.
- Colouring pencils and glue for creative work. An up-to-date atlas or globe would also be helpful.

Subject: German

Subject Leader: Mrs Finlay

Year: 9

Main knowledge / skills / understanding developed in this course:

- The ability to understand and respond to spoken German. (Final exam in year 11. Carries a weighting of 20%).
- The ability to communicate verbally in German. (Two Controlled Assessment tasks in year 10. Carrying a total weighting of 30%).
- The ability to read and respond to written German. (Final exam in year 11. Carries a weighting of 20%).
- The ability to communicate in writing. (Two Controlled Assessment to be taken from May of year 9 to the end of year 10. Carrying a total weighting of 30%).
- Communication skills.
- Presentation Skills.

Key Areas of Study:

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<ul style="list-style-type: none"> • Revision of Giving Personal Information • Revision of Haben and Sein • Revision of regular verbs • Describing your family • Using relative clauses • Describing relationships in the family • Using adjectives • Using comparatives 	<ul style="list-style-type: none"> • Talking about Free Time activities • Using the Perfect tense • Writing Controlled Assessment practice. • Celebrations and Customs 	<ul style="list-style-type: none"> • Describing where you live • Problems with your area • The Environment 	<ul style="list-style-type: none"> • Giving directions • Shops in town • Pocket money • Clothes and Fashion • Shopping 	<ul style="list-style-type: none"> • Mock Speaking • Talking about Media • New Technologies • Music • Cinema 	<ul style="list-style-type: none"> • Television • Writing Controlled Assessment • End of year exams in Listening and Reading

Assessment Tasks:

- Pupils are continuously assessed in the four skill areas of listening, speaking, reading and writing.
- Two formal assessments of the listening, reading and writing take place twice a year (Term 2 or 3 depending on the German set and Term 6).
- Grammar knowledge and understanding, translation and vocabulary are tested regularly.
- The first writing controlled assessment will be done in Term 6 of year 9.

Home activities that will help support college work:

- Bilingual dictionary German-English
- Using 'Linguascope.com' to revise vocabulary regularly. Pupils are issued with the password and username at the beginning of the school year.
- Using BBC Bite Size to regularly revise vocabulary
- Using Revision guide to help with writing tasks.
- Fostering a positive and inquisitive attitude towards German and German Speaking Countries

Subject: History		Subject Leader: Mr Davis		Year: 9	
Main knowledge / skills / understanding developed in this course: <ul style="list-style-type: none"> • Knowledge and understanding of people and events in past times. • Identifying, explaining and analysing causes and consequences. • Use, understand and evaluate sources from past times. • Use, understand and evaluate interpretations of past events. 					
Key Areas of Study: Year 9 has a large focus on the Twentieth Century which is also our GCSE course, so we choose topics in Year 9 that will complement work in Key Stage 4 but not cover the same topics.					
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<ul style="list-style-type: none"> • What happened in the French Revolution? 	<ul style="list-style-type: none"> • What is World War One remembered for? 	<ul style="list-style-type: none"> • Why was there a Second World War only twenty years after the First? 	<ul style="list-style-type: none"> • What were the turning points in the Second World War? 	<ul style="list-style-type: none"> • Why was there a Holocaust? 	<ul style="list-style-type: none"> • End of year exam followed by 'What can we learn from the Holocaust?'
Assessment Tasks: <ul style="list-style-type: none"> • Effort grades are awarded frequently. • Each term includes an assessed task that could be a factual recall test, a piece of extended writing, a source evaluation exercise or a project. 					
Home activities that will help support college work: <ul style="list-style-type: none"> • Access to a dictionary, reference books and the internet. • Watching historical films, dramas and documentaries. • Checking that pupils have completed homework tasks set so that what they have written makes sense and that points made are supported with clear arguments and historical evidence. 					

Subject: ICT and Computing		Subject Leader: Ms Adie	Year: 9
Main knowledge / skills / understanding developed in this course: Pupils in Year 9 follow a programme of study that helps develop their capability, creativity and knowledge in computer science, digital media and information technology.			
Key Areas of Study:			
Terms 1 and 2		Term 3	Terms 4, 5 and 6
<p>Video Game design and Development This scheme of work aims to develop pupils' ability to develop computer programs in a visual programming environment (GameMaker).</p> <p>The main learning objective is:</p> <ul style="list-style-type: none"> Develop pupils' ability to apply computational thinking while breaking down problems and devising algorithms to solve them. <p>Pupils will develop a series of classic computer games (e.g. Catch the Fruit, Breakout) using GameMaker and design and develop a game for a specific audience.</p>		<p>Programming in BASIC This scheme of work introduces pupils to developing programs using a scripted programming language.</p> <p>The main learning objectives are:</p> <ul style="list-style-type: none"> Use simple programming syntax including PRINT and INPUT commands. Understand the principal datatypes and variables and be able to use them. Be able to use IF statements for selection within their programs. Develop programs to include iteration (loops) where appropriate. <p>Pupils will use BBC BASIC for Windows in this unit.</p>	<p>Extended Project This scheme of work will allow pupils to integrate a range of different applications to showcase their ICT and computing skills.</p> <p>The main learning objectives are:</p> <ul style="list-style-type: none"> Recognise the importance of research and planning for a project. Use databases to store, sort and search for information quickly and efficiently. Use spreadsheets to model different financial problems. Use a range of multimedia applications to present text, graphics (bitmap and vector) and video. <p>Pupils will research, plan and create a solution for a given scenario using a range of software (including MS Office, Serif Suite and Adobe Creative Suite).</p>
Assessment Tasks:			
<ul style="list-style-type: none"> Teachers will assess pupils' work throughout the projects on a number of key competences. The pupils will complete self-assessments on their level of understanding and there will also be opportunities for peer assessment. 			
Home activities that will help support college work:			
<ul style="list-style-type: none"> Term 1-2 Pupils can obtain a copy of the Gamemaker program from their class teacher and work on different game projects at home. Term 3 BBC BASIC for Windows is free to download and includes many tutorials which pupils can follow to practice their programming skills at home (http://www.bbcbasic.co.uk/bbcwin/download.html). Alternatively, Just BASIC is equally easy to learn and use (http://justbasic.com/). Term 4-6 Pupils could practice spreadsheet skills at home – there are many good tutorials online. If MS Excel is not available at home, pupils could download OpenOffice (https://www.openoffice.org/download/index.html), which is free, or use Google Docs, which also includes a spreadsheet application. Software licenses for the Serif Suite are available at highly preferential rates. Pupils wishing to buy a pupil licence for the Serif Suite can obtain details in school on the Intranet. Using the many online tutorials available for the Serif Suite will improve pupils' skills in this software and would be advantageous to any pupil planning to take ICT for GCSE. 			

Subject: Mathematics	Subject Leader: Mr Rowing	Year: 9
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Main knowledge / skills / understanding developed in this course:

Key Areas of Study:

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>Unit 1: Base Arithmetic, Binary Numbers, Adding, Subtracting and Multiplying Binary Numbers, Investigating other Number Bases</p> <p>Unit 2: Basic Operations Recap, Place Value Recap Work, Order of Operations, Problems in Context involving Integer and Decimal Values</p> <p>Unit 3: Recap of Index Notation, Laws of Indices, Negative Indices, Standard Form, Fractional Indices</p>	<p>Unit 4: Consolidation of Fractions and Percentages- Equivalent Fractions, Fractions of Quantities, Operations with Fractions, conversion between Fractions/Decimals/ Percentages, Percentage Increases and Decreases</p> <p>Unit 5: Straight Line Graphs Consolidation, develop work on Gradient and y-intercept, $y=mx+c$, Linear Equations and problem solving using Equations, Parallel and Perpendicular lines, Intro to Simultaneous Equations</p> <p>Unit 6: Probability, One and Two Events, Use of Sample Space Diagrams and Tree Diagrams to list Outcomes and help Calculate Probabilities, Relative Frequency, Independent Events</p>	<p>Unit 7: Transformations- Translations, Enlargements, Reflections and Rotations. Combining Transformations</p> <p>Unit 8: Statistical Diagrams, Recap chart types, use Stem and Leaf Diagrams, Averages including Frequency tables and Grouped Frequency Tables, Scatter Graphs, Correlation and lines of Best Fit</p>	<p>Unit 9: Area, Perimeter and Volume- Area including parallelogram, triangle, circles, and compound shapes, Surface area and volumes of 3-D shapes including cylinders</p> <p>Unit 10: Sequences-Use of differences, finding and using nth term formulae, Linear and quadratic sequences, Special sequences</p> <p>Unit 11: Collecting Like-terms, Bracket Expansion, Factorising including simple Quadratics, deriving and Changing the Subject of a Formula</p> <p>Unit 12: Angles, Constructions and Loci, Perpendiculars, line and angle bisectors</p>	<p>Unit 13: Linear Inequalities, Graphs of Quadratic Functions, Cubics and Reciprocal Functions. Trial and Improvement Methods for Non-linear Equations, Quadratic Inequalities</p> <p>Unit 14: Rounding, Significant Figures, and Decimal Places, Estimation, Efficient use of calculators, memory and brackets, Upper and Lower Bounds of rounded measurement</p> <p>Unit 15: Recap of Pythagoras' Theorem, Introduction to Trigonometry for calculating sides and angles in Right Angled Triangles</p>	<p>Mainly for Higher Sets</p> <p>Unit 16: Averages Recap, Grouped Data, Cumulative Frequency and Box Plots</p> <p>Unit 17: Quadratic Functions, and graphs, solving Quadratic Equations by Factorising</p> <p>Unit 18: Sampling Techniques</p> <p>Other sets to do topic consolidation and End of Year Exam practice and preparation</p>

Assessment Tasks:

- Five end of term tests and summer exams.
- Weekly homework (1 or 2 pieces per week).

Home activities that will help support college work:

- Homework support where necessary.
- Mathematics Enhancement Programme (MEP) interactive material.
- "MyMaths.co.uk" website.

Subject: Music	Subject Leader: Mrs Graham	Year: 9
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Main knowledge / skills / understanding developed in this course:
 Pupils will develop their performing skills (both vocal and instrumental) so that they can perform confidently, musically, fluently and with accuracy and expression both individually and as a member of an ensemble. They will improvise and compose, extending and developing musical ideas from a range of starting points. They will use notation appropriately and accurately, both when composing and performing. When listening to music, and when performing and composing, they will learn to identify and use elements of music expressively, and will listen to a range of music with increasing discrimination.

Key Areas of Study:

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>Unit 1 – Reggae</p> <p>Pupils will explore the influential style of reggae, focusing on the characteristics of the music, and how to maintain these during a group performance.</p>	<p>Unit 2 – Composing to Brief</p> <p>Pupils will look at how to compose to a deadline, having been given restrictions by a commission. They will look in particular at adverts and film music.</p>	<p>Unit 3 – Pirates!</p> <p>Pupils will look at music composed in compound time, learning how to perform pieces which are written with 6 or 12 quavers in a bar.</p>	<p>Unit 4 – Pushing the boundaries</p> <p>Pupils will be given a chance to explore music which was ground-breaking at the time, and then to look at what direction music may be taking now. This unit will require an open mind!</p>	<p>Unit 5 – Cover versions</p> <p>Pupils will explore how artists interpret songs in different ways, and will then have the chance to make their own cover version of a song.</p>	<p>Unit 6 – Individual performing</p> <p>Once again, pupils will have the chance to extend their performing skills by working on a piece of their choice, individually or in a group.</p>

Assessment Tasks:

- During lessons pupils will be given feedback by the teacher on how to improve their work.
- There will be opportunities for them to record their work in progress, so that they can listen between lessons to help them plan the next steps in their learning.
- At the end of each unit pupils will be assessed in at least 2 areas (performing, composing, listening and appraising).

Home activities that will help support college work:

- Practise on their instrument.
- Discussing music that you listen to, particularly if it is unfamiliar to the pupil.
- Identifying instruments, style, tempo, dynamics, etc. in music listened to.
- Experiencing live performances of music. Support with completing homework tasks.

Subject: Physical Education	Subject Leader: Mr Jones	Year: 9
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Main knowledge / skills / understanding developed in this course:
 Pupils are taught the introduction of new sporting activities and the continuation of the activities taught in year 7.
Hockey = Dribbling / passing / shooting. **Rugby** = Tackling / rucking / line outs. **Basketball** = Shooting / dribbling / passing / lay ups / team offence and defence. **Gym** = Balancing / travelling / flight / pairs and trio balances. **Dance** = Basic body actions / choreographic devices. **Athletics** = Running / throwing techniques / jumping techniques / introduction of run ups for throws. **Cricket** = Hitting techniques / throwing and receiving techniques specific to cricket.
Rounders = Hitting techniques / throwing and receiving techniques specific to rounders.

Key Areas of Study: Games / Dance / Athletics / Striking & Fielding / Tennis / Trampolining

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<u>Double Lessons</u>	<u>Double Lessons</u>	<u>Double Lessons</u>	<u>Double Lessons</u>	<u>Double Lessons</u>	<u>Double Lessons</u>
Set 1. Badminton	Set 1. Rugby	Set 1. Football	Set 1. Trampolining	Set 1. Athletics	Set 1. Softball
Set 2. Trampolining	Set 2. Badminton	Set 2. Rugby	Set 2. Football	Set 2. Athletics	Set 2. Softball
Set 3. Trampolining	Set 3. Badminton	Set 3. Trampolining	Set 3. Football	Set 3. Athletics	Set 3. Softball
Set 4. Netball	Set 4. Dance	Set 4. Trampolining	Set 4. Badminton	Set 4. Athletics	Set 4. Stoolball
Set 5. Dance	Set 5. Trampolining	Set 5. Badminton	Set 5. Netball	Set 5. Athletics	Set 5. Stoolball
<u>Single Lessons</u>	<u>Single Lessons</u>	<u>Single Lessons</u>	<u>Single Lessons</u>	<u>Single Lessons</u>	<u>Single Lessons</u>
Group a) Hockey	Group a) Table Tennis	Group a) Football	Group a) Fitness	Group a) Striking & Fielding	Group a) Tennis
Group b) Table Tennis	Group b) Hockey	Group b) Fitness	Group b) Football	Group b) Tennis	Group b) Striking & Fielding

Assessments Tasks:
 All pupils are assessed at the end of each sporting activity carried out in their double PE lessons. Single lesson are only taught once every two week cycle therefore assessments are not carried out. Pupils are therefore assessed in 6 activities, however parents will receive 3 formal assessments and 1 profile each year.

Home activities that will help support college work:
 We strongly recommend every year 9 child attends at least one of our extra-curricular clubs of which there are approximately 20. As well as supporting the work carried out within curriculum time we also feel this helps the children to maintain a healthy level of physical activity.

Subject: Product Design	Subject Leader: Mr Gaines	Year: 9
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- Main knowledge / skills / understanding developed in this course:**
- Researching relevant information.
 - Producing client profile.
 - Producing a statement of intent in the design context.
 - Exploring shapes textures and colours.
 - Working with a range of materials.
 - Exploring various finishes.
 - Cardboard modelling.

Key Areas of Study: Course is 18 weeks then pupils study Food Technology for 18 weeks

Term 1	Term 2	Term 3
<p>Clock project</p> <ul style="list-style-type: none"> • Investigate and produce a client profile. • Look at a range of existing products. • Produce 3D models of proposed designs. • Produce a dimensioned working drawing of the design. • Produce an artistic rendered sketch of the final design. • Manufacture your design in one of the following options; <ul style="list-style-type: none"> – Laminated hard woods, – Shaped and painted plywoods or cover shape with decorative paper. • Assemble and finish the base. • Peer evaluate the clock with others in your group. 	<p>Fragrance packaging</p> <ul style="list-style-type: none"> • Produce your client profile. • Use a template sheet to produce a range of shapes. • Add texture and detail to four of your best ideas. • Use pastels and pens to reproduce a larger design and mount on card. • Produce a scale card model of the bottle together with graphics pasted on to relevant parts. • Compare the finished product to original specification. 	<ul style="list-style-type: none"> • Work through the Inventor software to produce a high quality model of your fragrance bottle in 3 dimensions with colour and texture. • Produce an advertising campaign for your bottle design. • Evaluate your product then peer evaluate with others in your group.

- Assessment Tasks:**
- Clock
 - Perfume bottle; design and model.
 - Inventor design basic and developed.

- Home activities that will help support college work:**
- Sketching techniques
 - Examples of client profiles.
 - Analysing more complex household items for materials, construction, cost durability etc.

Subject: Religious Studies	Subject Leader: Miss Gough	Year: 9
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Main knowledge / skills / understanding developed in this course:
 Skills used are investigation, analysis and evaluation. Literacy skills are also developed through written tasks undertaken in RS.
 We contribute to the social, moral, spiritual and cultural education of pupils in RS by studying the influence that religion has on people, cultures and personal beliefs. We also look at ‘ultimate questions’ which encourages children to philosophically engage with some of the greatest questions that we face.

Key Areas of Study: Religious Studies GCSE Edexcel.

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>In the first term of year nine we look at some of the reasons why people become atheist, agnostic or theist.</p> <p>We look in depth at arguments put forward by both believers and non-believers.</p> <p>In accordance with the GCSE specification we only look at these issues from a Christian perspective.</p>	<p>In the second term we look marriage and the family in Christianity and Islam.</p> <p>We look at changes to the family in the UK, Christian and Muslim attitudes to divorce, the importance of family life to Christians and Muslims, attitudes towards the use of contraception in Christianity and Islam and attitudes to homosexuality in Christianity and Islam.</p>	<p>In term three we study community cohesion in the UK today.</p> <p>We look at the UK as a multifaith and multi ethnic society and how the government has worked to build community cohesion.</p> <p>We also look at beliefs regarding women’s roles in religion in Christianity and Islam and why both Christians and Muslims should promote racial harmony.</p>	<p>In term four we learn about matters of life and death.</p> <p>This consists of Christian beliefs about life after death, Muslims beliefs about life after death, non-religious reasons to believe in life after death, reasons why some people do not believe in life after death, the nature of abortion, Christian and Islamic beliefs about abortion and the nature of euthanasia and Christian and Islamic beliefs about euthanasia.</p>	<p>In term five we study issues relating to peace and conflict.</p> <p>We look at what constitutes a just war and how just war is viewed by Christians and Muslims. We also look at the issue of bullying in this unit and conflicts which may be experienced within religious families living in multi faith societies.</p>	<p>In this term we take a look at crime and punishment in Christianity and Islam.</p> <p>We look at the roles of functions of punishment in society and investigate Christian and Muslim attitudes towards capital punishment.</p> <p>We also look attitudes towards the use of drugs and alcohol in Christianity and Islam.</p>

- Assessment Tasks:**
- Term one is assessed through a past exam paper on believing in God.
 - Term two is assessed through a past exam paper on marriage and the family.
 - Term three is assessed through a past exam paper on community cohesion.
 - Term four is assessed through a past exam paper on matters of life and death.
 - Term five is assessed through a past exam paper on peace and conflict.
 - Tern six is assessed through a past exam paper on crime and punishment.

- Home activities that will help support college work:**
- Watching or reading the news and discussing any religious items in the news will help extend thinking.
 - Reading books written by authors from other parts of the world may help children to understand the influence that religion can have on culture.
 - Any visit to major cities, or abroad, may include some of the experiences we will be discussing in lessons.
 - We subscribe to a website called Dynamic Learning which provides information, activities and videos to support the GSCE course.
 - Pupils are also given revision guides, which we do ask are returned at the end of the GCSE course.
 - This course relates to many issues which are in the media.

Subject: Science (Core)	Subject Leader: Mr Macdonald	Year: 9 - 10
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Main knowledge / skills / understanding developed in this course:
 Core Science links the experiences that pupils will come across in everyday life to scientific ideas and their implications for society. It provides the opportunity to acquire the scientific skills, knowledge and understanding for life as a citizen.

Key Areas of Study:
 There are 6 units in Core Science which are covered on a rotational basis to ensure all pupils have access to scientific equipment. These units are further subdivided into 8 sub-sections which are listed below. (Please note that pupils studying for GCSE's in Biology, Chemistry and Physics study these units in addition to those outlined in the Separate Science subject overview)

B1 – Understanding Organisms	C1 – Carbon Chemistry	P1 – Energy For The Home	B2 – Understanding Our Environment	C2 – Chemical Resources	P2 - Living For The Future (Energy Resources)
a) Fitness and health b) Human health and diet c) Staying Healthy d) The nervous system e) Drugs and you f) Staying in balance g) Controlling plant growth h) Variation and inheritance	a) Making crude oil useful b) Using carbon fuels c) Clean air d) Making polymers e) Designer polymers f) Cooking and food additives g) Smells h) Paints and pigments	a) Heating houses b) Keeping homes warm c) A spectrum of waves d) Light and lasers e) Cooking and communicating using waves f) Data transmission g) Wireless signals h) Stable Earth	a) Classification b) Energy flow c) Recycling d) Interdependence e) Adaptations f) Natural Selection g) Population and pollution h) Sustainability	a) The structure of the Earth b) Construction materials c) Metals and alloys d) Making cars e) Manufacturing chemicals making ammonia f) Acids and bases g) Fertilisers and crop yields h) Chemicals from the sea: the chemistry of sodium chloride	a) Collecting energy from the sun b) Generating electricity c) Global warming d) Fuels for power e) Nuclear radiations f) Exploring our solar system g) Threats to Earth h) The Big Bang

Assessment Tasks:

- Pupils are assessed periodically throughout the course using GCSE past papers and controlled assessment. As a result of these assessments pupils are expected to reflect on progress and develop strategies for future success.
- At the end of year 10 pupils will sit a GCSE exam in Core Science.

Home activities that will help support college work:

- Access to the internet.
- Access to revision guides and the relevant specifications. (Pupils will be provided with these)

Subject: Science (Additional)		Subject Leader: Mr Macdonald		Year: 9 - 11	
Main knowledge / skills / understanding developed in this course: Additional Science explores the principles introduced in Core Science in greater depth. It also provides opportunities to develop scientific explanations and theories and to acquire a critical approach to scientific evidence and methods.					
Key Areas of Study: There are 6 units in Additional Science which are covered on a rotational basis to ensure all pupils have access to scientific equipment. These units are further sub-divided into 8 sub-sections which are listed below. (Please note that pupils studying for GCSE's in Biology, Chemistry and Physics study these units in addition to those outlined in the separate science subject overview)					
B3 – Living And Growing	C3 – Chemical Economics	P3 – Forces And Transport	B4 – It's A Green World	C4 – The Periodic Table	P4 – Radiation For Life
a) Molecules of life b) Proteins and mutations c) Respiration d) Cell division e) The circulatory system f) Growth and development g) New genes for old h) Cloning	a) Rate of reaction (1) b) Rate of reaction (2) c) Rate of reaction (3) d) Reacting masses e) Percentage yield and atom economy f) Energy g) Batch or continuous h) Allotropes of carbon and nanochemistry	a) Speed b) Changing speed c) Forces and motion d) Work and power e) Energy on the move f) Crumple zones g) Falling safely h) The energy of games and theme rides	a) Ecology in the local environment b) Photosynthesis c) Leaves and photosynthesis d) Diffusion and osmosis e) Transport in plants f) Plants need minerals g) Decay h) Farming	a) Atomic structure b) Ionic bonding c) The periodic table and covalent bonding d) The Group 1 elements e) The Group 7 elements f) Transition elements g) Metal structure and properties h) Purifying and testing water	a) Sparks b) Uses of electrostatics c) Safe electricals d) Ultrasound e) What is radioactivity f) Uses of radioisotopes g) Treatment h) Fission and fusion
Assessment Tasks:					
<ul style="list-style-type: none"> • Pupils are assessed periodically throughout the course using GCSE past papers and controlled assessment. As a result of these assessments pupils are expected to reflect on progress and develop strategies for future success. • At the end of year 11 pupils will sit a GCSE exam in Additional Science. 					
Home activities that will help support college work:					
<ul style="list-style-type: none"> • Access to the internet. • Access to revision guides and the relevant specifications. (Pupils will be provided with these) 					

Subject: Science (Separate Sciences - Biology, Chemistry and Physics)	Subject Leader: Mr Macdonald	Year: 9 - 11
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Main knowledge / skills / understanding developed in this course:
 GCSE specifications in Biology, Chemistry and Physics should encourage learners to develop their curiosity about the world around them and provide insight into and experience of how science works. They should enable learners to engage with science in their everyday lives and to make informed choices about further study in related disciplines and about career choices.

Key Areas of Study: Pupils studying for GCSE's in Biology, Chemistry and Physics study 6 further units in addition to those outlined in the Core and Additional Science subject overviews. These units are further sub-divided into 8 sub-sections which are listed below. Units are covered on a rotational basis to ensure all pupils have access to scientific equipment.

B5 – The Living Body	B6 – Beyond The Microscope	C5 – How Much (Quantitative Analysis)	C6 – Chemistry Out There	P5 Space For Reflection	P6 – Electricity For Gadgets
a) Skeletons b) Circulatory systems and the cardiac cycle c) Running repairs d) Respiratory systems e) Digestion f) Waste disposal g) Life goes on h) Growth and repair	a) Understanding microbes b) Harmful microorganisms c) Useful microorganisms d) Biofuels e) Life in soil f) Microscopic life in water g) Enzymes in action h) Gene technology	a) Moles and molar mass b) Percentage composition and empirical formula c) Quantitative analysis d) Titrations e) Gas volumes f) Equilibria g) Strong and weak acids h) Ionic equations and precipitation	a) Electrolysis b) Energy transfers – fuel cells c) Redox reactions d) Alcohols e) Depletion of the ozone layer f) Hardness of water g) Natural fats and oils h) Detergents	a) Satellites, gravity and circular motion b) Vectors and equations of motion c) Projectile motion d) Action and reaction e) Satellite communication f) Nature of waves g) Refraction of waves h) Optics	a) Resisting b) Sharing c) It's logical d) Even more logical e) Motoring f) Generating g) Transforming h) Charging

Assessment Tasks:

- Pupils are assessed periodically throughout the course using GCSE past papers and controlled assessment. As a result of these assessments pupils are expected to reflect on progress and develop strategies for future success.
- At the end of year 11 pupils will sit separate GCSE exams in Biology, Chemistry and Physics.

Home activities that will help support college work:

- Access to the internet.
- Access to revision guides and the relevant specifications. (Pupils will be provided with these)

Subject: Spanish	Subject Leader: Mrs Finlay	Year: 9
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- Main knowledge / skills / understanding developed in this course:**
- The ability to understand and respond to spoken Spanish. (Final exam in year 11. Carries a weighting of 20%)
 - The ability to communicate verbally in Spanish. (Two Controlled Assessment tasks in year 10. Carrying a total weighting of 30%)
 - The ability to read and respond to written Spanish. (Final exam in year 11. Carries a weighting of 20%)
 - The ability to communicate in writing. (Two Controlled Assessment to be taken from May of year 9 to the end of year 10. Carrying a total weighting of 30%).
 - Communication skills.
 - Presentation Skills.

Key Areas of Study:

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<ul style="list-style-type: none"> • Giving personal information • Describing your family • Talking about relationships in your family • Revision of the present tense • Revision of connectives and adverbs 	<ul style="list-style-type: none"> • Daily Routine • Religious festivals • Revision of the perfect tense • Revision of the imperfect tense • Writing Controlled Assessment practice 	<ul style="list-style-type: none"> • Sporting Hobbies • Other Hobbies • Shopping • Dealing with problems • Revision of the near future • The conditional tense • Listening and Reading Assessments 	<ul style="list-style-type: none"> • Films and television • New technologies • Writing Controlled Assessment practice 	<ul style="list-style-type: none"> • Healthy Living • Talking about Alcohol • Talking about the dangers of drugs • Revision of sports and Leisure 	<ul style="list-style-type: none"> • Writing C.A. • End of year exam in Listening and Reading

- Assessment Tasks:**
- Pupils are continuously assessed in the four skill areas of listening, speaking, reading and writing.
 - Two formal assessments of the listening, reading and writing take place twice a year (Term 2 or 3 depending on the Spanish set and Term 6).
 - Grammar knowledge and understanding, translation and vocabulary are tested regularly.
 - The first writing controlled assessment will be done in Term 6 of year 9.

- Home activities that will help support college work:**
- Bilingual dictionary Spanish-English
 - Using ‘Linguascope.com’ to revise vocabulary regularly. Pupils are issued with the password and username at the beginning of the school year.
 - Using BBC Bite Size to regularly revise vocabulary
 - Using Revision guide to help with writing tasks.
 - Fostering a positive and inquisitive attitude towards Spanish and Spanish Speaking Countries