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| Subject: Art | Subject Leader: Ms Betts | Year: 9 |
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Main knowledge / skills / understanding developed in this course:
Pupils will revisit each of the 8 formal elements broken down into termly themes. Projects will be designed to delve deeper into the theory of each formal element and give students a more in depth knowledge of the application of visual language. They will study appropriate artists in each project and be expected to respond to the artist's work in an independent way using the formal elements which will be taught in a structured knowledge based lessons as well as lessons where they apply the theory through practical application. Year 9 students will be expected to be adept according to their ability range in the basic material and will be given opportunities to expand their experiences in other media. The course will be taught using the GCSE structure and assessment will be made with consideration of the 4 GCSE assessment objectives. Those who wish to continue their artistic studies will be fully equipped to do so and those who do not choose to continue will have lifelong aesthetic skills installed in them with secure knowledge of visual language and basic Art History.

Key Areas of Study: Formal Elements

| Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
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| Line, tone, form and texture | | Colour, shape, Pattern and composition | | Space (positive and negative), Form 3D and mixed media | |
| Study of artists who use line, tone and seek proportional accuracy to illustrate the formal elements studied. | | Using colour theory to explain the impact on works of Art. Colour theory to include complex schemes and psychology. | | Understand the physical nature of space in works of art. | |
| Observational drawing, drawing using different media and exploring what line is. | | Study of Artist/cultures whose use of colour is significant to the impact of the work. | | Consider the use of space in 3D works and how the media can be used together to create works in 3D and or in relief. Apply understanding to creating a personal response. | |
| Tonal explorations with pencil, pen and paint then combining and selecting elements that have success. | | Application and understanding of what pattern is both random and geometric. How patterns can occur and how they can have cultural significance or be used to adorn. | | Texture can be studied as both physical texture and appearance of texture through application. | |
| Using proportion and measurements, application of different techniques to acquire accurate proportions. | | Explicit study of composition, using art to illustrate the importance of placement and value. | | | |
| Consideration about the difference that mark making in different media has when applying texture. | | | | | |

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: Design & Technology | | Subject Leader: Miss Humphrey | | Year: 9 |
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| Project | Bugs Life (Drawing, Making and Evaluating) | | 3D Printing (Making and Theory) | |
| Term | Term 1 | Term 2 | Term 3 | |
| Theme/SoW /Skills: | <p>Development of drawing skills in isometric and 2 point perspective; developing rendering skills.</p> <p>Students will refine they're manufacturing skills in wood work, learning to make 4 types of joinery to construct a bug box.</p> <p>A real emphasis on accuracy and quality. Learning new tools and skills in cutting, smoothing and finishing off in timbers.</p> <p>Theory on timbers and their properties and looking at the sustainability of timbers.</p> <p>Further developing 2D CAD skills using 2D Design tools software to design and prepare an element of the final product. Relies heavily on accuracy.</p> <p>Building confidence in the workshop and awareness of health and safety in the workshop, learning the importance of risk assessing.</p> <p>Learn to evaluate and make use of peer opinions to suggest improvements.</p> | | <p>Pupils will learn to use 3D computer software called Tinkercad; developing their skills in CAD.</p> <p>Pupils will learn key technical terms associated with CAD/CAM.</p> <p>Pupils will understand the importance of modern technologies in design, learning about the processes and capabilities of 3D printing.</p> <p>Gaining knowledge in the material properties and environmental impact.</p> <p>Students will 3D Print a series of objects that are progressive to push their skills further in CAM.</p> <p>Building independence and confidence with CAD/CAM in order to be able to problem solve.</p> | |
| Assessments Tasks: | <p>Entry base line test to ascertain their starting knowledge.</p> <p>Key areas marked (draw, make and evaluate) using number criteria to give an overall range of outcome.</p> <p>Assessed in practical's on accuracy, overall quality, safety, independence and outcome and evaluation – extended writing task.</p> <p>Learning objectives used in lesson to aid pupils.</p> | | <p>Key areas marked Investigation and Make.</p> <p>Assessed in practicals on safety, independence and outcome and theory.</p> <p>Learning objectives used in lesson to aid pupils.</p> <p>End of rotation test to measure progress.</p> | |
| Literacy: | <p>Key terminology revolving around tools, processes, drawing and safety.</p> <p>Reading and writing through research and written analysis and evaluating.</p> <p>Speaking and listening through class discussion, group work, and teacher conversations.</p> | | <p>Key terminology revolving around tools, processes, CAD/CAM and safety.</p> <p>Reading and writing through research and written analysis, specification writing.</p> <p>Design annotations and evaluations.</p> <p>Speaking and listening through class discussion, group work, presentations and teacher conversations.</p> | |
| Numeracy Focus: | <p>Measuring & marking, geometric shapes, scale, perimeter, volume and area.</p> <p>Use of nets when designing and modelling (CAD or otherwise).</p> <p>Use of measurements during planning and manufacture.</p> | | <p>Measuring, scale, perimeter, volume and area whilst working on CAD drawings.</p> <p>Use mathematical modelling to calculate space and time taken to print.</p> | |
| SMSC: | <p>Students look at the progress of humans and how this has impacted the habitats of bugs; how bugs impact food chains.</p> <p>Students are looking at the impact of timber production and how it is farmed.</p> <p>Pupils are to be aware and accept responsibility for the safety and wellbeing of others in a practical environment.</p> | | <p>Understand the impact of CAD/CAM on our environment.</p> <p>Pupils are to be aware and accept responsibility for the safety and wellbeing of others in a practical environment.</p> <p>Learning how to work collaboratively to produce and present.</p> | |
| NC: | <p>DA -1,2,3,6,7,8,9,10,11; DB – 1,2,3,4,5,6,7,8,9,10,11,12; MA – 1,2,7,8; MB – 1,2,3,4,5,7, 8,9,10,11; EA – 1,2,5; EB – 1,2,7; EC – 1; TK – 1,2,17,18,19</p> | | <p>DB – 1,2,3,4,10,11,12; MB – 1,2,5,6,7, 8,10, EA – 1,4; EB – 1,2,3,7; EC – 1; TK – 1,2,8,16,17,18</p> | |
| <p>All KS3 years will carry out a test at the beginning of their project that assesses:</p> <ul style="list-style-type: none"> - Core technical principles - Design and making principles - Evaluating and analysing principles <p>These key areas are linked to the GCSE Key criteria and can feed into the predictions at GCSE.</p> | | | | |

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| Subject: Drama | | Subject Leader: Miss Roadknight | | 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"> ● Continuation of OMAM scripts and development of character understanding ● Using scripts to develop own interpretations of the texts. | <ul style="list-style-type: none"> ● In collaboration with English- Drama time to be used for performances of speeches, arguments and debates around the subject of festivals ● Use vocal skills to develop and perform speeches to best of ability- PITCH PACE VOLUME PROJECTION | <ul style="list-style-type: none"> ● To create and perform their own script advertising a festival/ event of their choice. | <ul style="list-style-type: none"> ● To study a short script and perform in groups to the class ● Developing a range of physical and vocal skills ● Embedding skills in preparation for GCSE Drama expectations. ● Considering the development of simple sets/ using props to further support the developed pieces. | <ul style="list-style-type: none"> ● Continuation of term 5 |
| Assessment Tasks: | | | | | |
| <ul style="list-style-type: none"> ● 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: | | | | | |
| <ul style="list-style-type: none"> ● Research and learning lines. Rehearsal planning and rehearsals. | | | | | |

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| Subject: English | | Subject Leader: Mrs Griss | | Year: 9 | |
| <p>Main knowledge / skills / understanding developed in this course: Year 9 lays the foundations, in terms of skills development, in preparation for GCSE English Language and English Literature study. Pupils will deepen and refine their analytical skills through in-depth study of a selection of texts, ranging from the seminal modern American novel <i>Of Mice and Men</i>, through a selection of contemporary poetry and non-fiction texts, to Shakespeare's <i>Macbeth</i> and Robert Louis Stevenson's late nineteenth century gothic thriller <i>The Strange Case of Dr Jekyll and Mr Hyde</i>. Alongside this, pupils will be given opportunities to practise and extend their own imaginative and transactional writing skills, and develop their confidence in using spoken language in both formal and informal contexts.</p> | | | | | |
| Key Areas of Study: | | | | | |
| Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
| <p><u>Modern Novel Study: <i>Of Mice and Men</i> by John Steinbeck</u></p> <p>Detailed literary analysis of characterisation, plot, themes, language, structure, building on skills developed in Year 7 & 8 and laying the foundations for GCSE English Literature.</p> <p>Exploration of contextual factors, cultural issues and debates within 1930s America.</p> | <p><u>Contemporary Poetry Comparative Study</u></p> <p>Pupils explore and compare a range of poems written by two of our pre-eminent contemporary poets, former poet laureate Carol Ann Duffy and current poet laureate Simon Armitage.</p> <p><u>Creative Writing</u></p> <p>Pupils will use visual stimuli to prompt their own imaginative and descriptive pieces.</p> | <p><u>Shakespeare Study: <i>Macbeth</i></u></p> <p>Full text study of <i>Macbeth</i> focusing on analysis of characters, themes, plot, language choices, structural devices, and exploration of contextual factors and elements of the tragic genre.</p> | <p><u>Non-Fiction Study</u></p> <p>Pupils study a range of non-fiction texts, ranging from the Victorian era to the present day, and encompassing a diverse array of genres.</p> <p>Pupils will develop their close analysis of language and structure, as well as their inference and comparison skills as they begin to prepare for the demands of GCSE English Language.</p> <p>They will also develop their own transactional and persuasive speaking skills, adapting their style to suit different audiences, purposes and genres.</p> | <p><u>The 19th Century Novel: <i>The Strange Case of Dr Jekyll and Mr Hyde</i> by Robert Louis Stevenson</u></p> <ul style="list-style-type: none"> ● Detailed analysis of the novel, developing the skills required for both English Language and English Literature GCSEs. ● Literary analysis of characterisation, plot, themes, language, structure. ● Detailed and sustained exploration of contextual factors, issues and debates within <i>fin-de-siècle</i> London, drawing parallels with similar issues in contemporary society. ● Development of skills for Language Paper 1 – analysis of fiction and descriptive/ narrative writing using the text as a stimulus. ● Development of persuasive/ discursive writing skills and oracy in preparation for the Spoken Language element of GCSE English Language. <p><u>Careers Project: Law</u></p> <p>A series of tasks and activities that apply the skills developed in English to a real-world setting.</p> | |
| <p>Assessment Tasks:</p> <ul style="list-style-type: none"> ● Literature essay style questions. ● Writing in different forms - story openings, descriptive pieces, letters, articles, speeches, reports, leaflets. ● Analysis of writers' use of language and structure for effect. ● Extract questions. ● Directed writing questions. ● Speaking and Listening tasks. ● Analysis of character and writers' viewpoints. | | | | | |
| <p>Home activities that will help support college work:</p> <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. ● Reading, this really is the most important tool for developing student understanding, knowledge and breadth of vocabulary. Students should be encouraged to read widely outside of school across both fiction and non-fiction. ● Homework is set weekly (these include a spelling test (minimum of one per month)). ● Conducting research in to the authors and the historical context about the society in which the texts are set. | | | | | |

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| Subject: Food and Nutrition | | Subject Leader: Ms Kaye/Mrs Surrage | Year: 9 |
| <p>Main knowledge / skills / understanding developed in this course:</p> <p>Pupils will develop their confidence of working with food and become increasingly independent in their work. They will learn about food hygiene including the hygiene rating system for food establishments. 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 complete a Food Science investigation into the effect of different fats in pastry. Pupils will demonstrate how to feed themselves and others a homemade product that is nutritionally sound within a restricted budget.</p> <p>Gold Award – A Design Task will be completed whereby pupils develop dishes using pasta. Star profiling, sensory analysis, using equipment and food hygiene will all be utilised.</p> | | | |
| 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, Food Science investigation.</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 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. ● An investigation into different fats used in pastry. | <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 research in depth & reference their work, understanding the importance of this. ● They will apply their knowledge to design and make high quality pasta products. 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 hygiene 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. | |
| <p>Assessment Tasks:</p> <ul style="list-style-type: none"> ● 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 Food Science Investigation is assessed in a similar way to the GCSE Food Science task. The Gold Award is graded as work is completed with the finished project assessed as a whole. ● Targets discussed and recorded for future development. | | | |
| <p>Home activities that will help support college work:</p> <ul style="list-style-type: none"> ● 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 'Class Charts'. | | | |

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| Subject: French | | Subject Leader: Mrs K Hardy | | Year: 9 | |
| Main knowledge / skills / understanding developed in this course: | | | | | |
| <ul style="list-style-type: none"> Pupils will extend their linguistic knowledge and cultural awareness of French and French Speaking Countries throughout Year 9. They will be introduced to the past tenses throughout the year and therefore will be able to understand spoken and written texts in all three tenses as well as communicating about past, current and future events linked to Edexcel GCSE Theme 1 (Identity and Culture). Students will develop strategies when faced with unfamiliar texts in the Target language and how to identify key language within them. Most importantly, they will continue seeing the many benefits of learning a language throughout Claverham and beyond. | | | | | |
| Key Areas of Study: | | | | | |
| Term 1 | | Term 2 | | Term 3 | |
| <ul style="list-style-type: none"> GCSE Theme 1: Identity and Culture Hobbies and free time (including technology uses, sports, music and TV preferences and book genres) revision of present and future tenses introduction to past tense Why study languages at GCSE level | | GCSE Theme 1 (continued): Identity and Culture <ul style="list-style-type: none"> Relationships (description of what a good friend is; describing physical features of people and their personalities; characteristics of role models) application of all three tenses (past, present and future) | | GCSE Theme 1 (continued): Identity and Culture <ul style="list-style-type: none"> Customs and Traditions (food and drink; festivals celebrated) Revision of Theme 1 and End of Year Assessment | |
| Assessment Tasks: | | | | | |
| <ul style="list-style-type: none"> Fortnightly vocabulary tests using the GCSE vocabulary booklets linked to the above topics. Work is continually assessed, with dialogue between pupils and teacher. Both written and oral feedback is provided and opportunities are given for students to respond to the feedback to make progress. There will be four assessment points throughout the year with at least two skills being assessed each time, using GCSE style questions and the corresponding mark schemes. All skills are summatively assessed in an end of year examination (listening, speaking, reading, writing and translation) | | | | | |
| Home activities that will help support college work: | | | | | |
| <ul style="list-style-type: none"> supporting the students with their weekly vocabulary learning, reading or writing tasks, through quizzes / post it notes / flashcards. Fostering a positive and inquisitive attitude towards target language Speaking Countries. watching programmes in the Target Language with English subtitles or listening to songs in the Target language. To use a paper/online dictionary to help them build a bank of new words linked to the topics mentioned above. To discuss current affairs so that the pupils have ideas and opinions in their first language, which can be translated into the Target Language. | | | | | |

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| Subject: Geography | | Subject Leader: Miss Kent | | Year: 9 | |
| 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>Development – 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 and blood diamonds will also be studied.</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>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>Ecosystems (GCSE) - Students will all look at one GCSE topic to help prepare those who have opted for the subject in Year 10 and to broaden knowledge and understanding for those that have not.</p> <p>Pupils will investigate where different biomes are found and the reasons for this. They will also carry out an in-depth study on Tropical Rainforests. Finding out the adaptations, challenges and opportunities that this environment presents.</p> | <p>Complete Ecosystems and Revision for exams – all topics studied this year will be revised in class and at home; in preparation for the end of year exams.</p> |
| Assessment Tasks: | | | | | |
| <ul style="list-style-type: none"> ● 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 GCSE graded work will be completed. ● All topics are summatively assessed in an end of year examination. | | | | | |
| Home activities that will help support college work: | | | | | |
| <ul style="list-style-type: none"> ● Internet access for homework would be beneficial, although not essential as there are ICT facilities available in school. Most homework tasks will involve the use of Quizlet, an online learning platform that particularly helps to broaden geographical vocabulary. ● Colouring pencils and glue for creative work. An up-to-date atlas or globe would also be helpful. | | | | | |

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| Subject: German | | Subject Leader: Mrs K Hardy | | Year: 9 | |
| Main knowledge / skills / understanding developed in this course: | | | | | |
| <ul style="list-style-type: none"> Pupils will extend their linguistic knowledge and cultural awareness of German and German Speaking Countries throughout Year 9. They will be introduced to the past tenses throughout the year and therefore will be able to understand spoken and written texts in all three tenses as well as communicating about past, current and future events linked to Edexcel GCSE Theme 1 (Identity and Culture). Students will develop strategies when faced with unfamiliar texts in the Target language and how to identify key language within them. Most importantly, they will continue seeing the many benefits of learning a language throughout Claverham and beyond. | | | | | |
| Key Areas of Study: | | | | | |
| Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
| <ul style="list-style-type: none"> GCSE Theme 1: Identity and Culture Hobbies and free time (including technology uses, sports, music and TV preferences and book genres) revision of present and future tenses introduction to past tense Why study languages at GCSE level | | GCSE Theme 1 (continued): Identity and Culture <ul style="list-style-type: none"> Relationships (description of what a good friend is; describing physical features of people and their personalities; characteristics of role models) application of all three tenses (past, present and future) | | GCSE Theme 1 (continued): Identity and Culture <ul style="list-style-type: none"> Customs and Traditions (food and drink; festivals celebrated) Revision of Theme 1 and End of Year Assessment | |
| Assessment Tasks: | | | | | |
| <ul style="list-style-type: none"> Fortnightly vocabulary tests using the GCSE vocabulary booklets linked to the above topics. Work is continually assessed, with dialogue between pupils and teacher. Both written and oral feedback is provided and opportunities are given for students to respond to the feedback to make progress. There will be four assessment points throughout the year with at least two skills being assessed each time, using GCSE style questions and the corresponding mark schemes. All skills are summatively assessed in an end of year examination (listening, speaking, reading, writing and translation) | | | | | |
| Home activities that will help support college work: | | | | | |
| <ul style="list-style-type: none"> Supporting the students with their weekly vocabulary learning, reading or writing tasks, through quizzes / post it notes / flashcards. Fostering a positive and inquisitive attitude towards target language Speaking Countries. Watching programmes in the Target Language with English subtitles or listening to songs in the Target language. To use a paper/online dictionary to help them build a bank of new words linked to the topics mentioned above. To discuss current affairs so that the pupils have ideas and opinions in their first language, which can be translated into the Target Language. | | | | | |

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| Subject: History | | Subject Leader: Mr Ingram | | 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. ● Assess the significance of people or events from the past. | | | | | |
| Key Areas of Study: 'What impact did modern political and social attitudes have on the 20th century?' | | | | | |
| Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
| <ul style="list-style-type: none"> ● 1920s USA: Utopia or Dystopia? An examination of the impact of modern social attitudes on the USA including the Roaring 20s, Racism, immigration and prohibition. | <ul style="list-style-type: none"> ● How did modern political ideas cause another World War? ● What was the impact of World War Two around the globe? Having studied its causes, students will look into the impact of the Second World War both in Britain and throughout the world. | <ul style="list-style-type: none"> ● How far did Anti Semitic attitudes lead to the Holocaust? Using up to date scholarship students will carry out a series of 'Myth Busting' lessons to help them understand the Holocaust. ● Has the world failed to learn the lessons from the Holocaust? | <ul style="list-style-type: none"> ● How did attitudes towards Communism and Capitalism fuel a Cold War? A detailed study of the origins, events and long term consequences of the Cold War. | <ul style="list-style-type: none"> ● Who did the most to change attitudes about Civil Rights in the USA and South Africa? In this unit students will analyse the impact of a range of individuals who fought for Civil Rights in the USA and South Africa including Martin Luther King, Rosa Parks and Nelson Mandela. | <ul style="list-style-type: none"> ● How did modern attitudes affect people's experience of Post War Britain? In this final unit students will be brought right up to modern times with a study of British society including the Windrush, the Swinging sixties social changes up to 2009. |
| 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. | | | | | |

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| Subject: IT and Computing | | Subject Leader: Ms Welsh | 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>E-Safety and Systems Architecture This scheme of work aims to develop pupils' knowledge and experience of both using and being an informed user of IT.</p> <p>The main learning objectives are:</p> <ul style="list-style-type: none"> ● Develop pupils' knowledge of how computers work. ● Develop pupils' ability to apply computational thinking while breaking down problems and devising algorithms to solve them. <p>Pupils will receive a differentiated learning experience depending on their current level of confidence and attainment in IT and Computing. Some will focus on Computer Science and others on creating digital artifacts. All will build on their skills around E-safety in the first term by looking at how to communicate issues to others. They will also develop their Google Apps skills to support home learning and homework across all their subjects.</p> | | <p>Programming 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 either Scratch or Python depending on their ability and prior experience of programming.</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 use Craig and Dave YouTube channel for Systems Architecture along with Teach ICT for all pupils to carry out relevant activities that will support classroom learning. ● Term 3 Python and Scratch are free to download and there are many tutorials which pupils can follow to practice their programming skills at home on various websites. ● 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 |
| Delta 1 - Sets 1 and 2 Unit 1 Powers and roots Unit 2 Quadratics Theta 1 - Set 3 Unit 1 Indices and standard form Unit 2 Expressions and formulae Pi 1 - Set 4 and 5 Unit 1 Number calculations Unit 2 Sequences and equations | Delta 1 - Sets 1 and 2 Unit 3 Inequalities, equations and formulae Unit 4 Collecting and analysing data Theta 1 - Set 3 Unit 3 Dealing with data Unit 4 Multiplicative reasoning Pi 1 - Set 4 and 5 Unit 3 Statistics Unit 4 Fractions, decimals and percentages | Delta 1 - Sets 1 and 2 Unit 5 Multiplicative reasoning Unit 6 Non-linear graphs Theta 1 - Set 3 Unit 5 Constructions Unit 6 Equations, inequalities and proportionality Pi 1 - Set 4 and 5 Unit 5 Geometry in 2D and 3D Unit 6 Algebraic and real-life graphs | Delta 1 - Sets 1 and 2 Unit 7 Accuracy and measures Unit 8 Graphical solutions Theta 1 - Set 3 Unit 7 Circles, Pythagoras and prisms Unit 8 Sequences and graphs Pi 1 - Set 4 and 5 Unit 7 Multiplicative reasoning Unit 8 Algebraic and geometric formulae | Delta 1 - Sets 1 and 2 Unit 9 Trigonometry Unit 10 Mathematical reasoning Theta 1 - Set 3 Unit 9 Probability Unit 10 Comparing shapes Pi 1 - Set 4 and 5 Unit 9 Probability Unit 10 Polygons and transformations | Delta 1 - Sets 1 and 2 End of year exam revision. Investigations and skill enhancement. GCSE course begins. Theta 1 - Set 3 End of year exam revision. Investigations and skill enhancement. GCSE course begins. Pi 1 - Set 4 and 5 End of year exam revision. Investigations and skill enhancement. GCSE course begins. |
| Assessment Tasks: | | | | | |
| <ul style="list-style-type: none"> ● Five end of term tests and summer exams. ● Weekly homework (1 or 2 pieces per week). | | | | | |
| Home activities that will help support college work: | | | | | |
| <ul style="list-style-type: none"> ● Homework support where necessary. ● Mathematics Enhancement Programme (MEP) interactive material. ● "MyMaths.co.uk" website. | | | | | |

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| Subject: Music | | Subject Leader: Mrs Graham | | Year: 9 | |
| <p>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.</p> | | | | | |
| Key Areas of Study: | | | | | |
| Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
| <p>Unit 1 – Suffolk Morris</p> <p>Using a section from the Suffolk Suite by Doreen Carwithen, pupils will study Suffolk Morris, looking at the new time signature of 6-8, and the relative minor key of F major - D minor.</p> | <p>Unit 2 – Sussex Morris</p> <p>By using their understanding of Suffolk Morris, pupils will compose a melody in Ternary Form, based on the chord sequence used in Suffolk Morris.</p> | <p>Unit 3 – Choices I</p> <p>Pupils will have a choice of pieces to study over the next four terms, as they bring together their musical learning. Mozart - Rondo Alla Turca; The Rembrandts - I'll Be There For You; M. Nyman - Time Lapse</p> | <p>Unit 4 – Choices II</p> <p>Compose a 12-bar blues; Williams - Raider's March; L. Capaldi - Someone You Loved</p> | <p>Unit 5 – Choices III</p> <p>Axis of Awesome - 4 Chord Song; K Badelt - He's A Pirate; Joplin - The Entertainer</p> | <p>Unit 6 – Choices IV</p> <p>Following their end of year exams, pupils will make their final choice of a piece to study from those offered in terms 3 - 5.</p> |
| <p>Assessment Tasks:</p> <ul style="list-style-type: none"> ● 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). | | | | | |
| <p>Home activities that will help support college work:</p> <ul style="list-style-type: none"> ● 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. ● Use of Quizlet website to revise theory for end of unit tests. | | | | | |

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| Subject: Physical Education | | Subject Leader: Mr Jones | | Year: 9 | |
| 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) Fitness/Circuits | Group b) Fitness/Boxercise | 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. 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. | | | | | |

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| Subject: Science | | | Subject Leader: Mr Macdonald | | Year: 9 | |
| Main knowledge / skills / understanding developed in this course: GCSE Science encourages the development of knowledge and understanding in science through opportunities for working scientifically. Working scientifically is the sum of all the activities that scientists do. Throughout the course pupils are taught to develop their scientific thinking; their experimental skills and their scientific vocabulary. They are also taught to apply the cycle of collecting, analysing and evaluating data. | | | | | | |
| Key Areas of Study: Pupils begin studying GCSE Science in year 9. All pupils study the same 7 units in year nine - 2 Biology units, 3 Chemistry units and 2 Physics units. | | | | | | |
| B1 Cell Biology | B2 Organisation | C1 Atomic structure and the periodic table | C6 The rate and extent of chemical change | C9 Chemistry of the atmosphere | P1 Energy | P6 Waves |
| Cells are the basic unit of all forms of life. Pupils explore how structural differences between types of cells enables them to perform specific functions within the organism | Pupils learn about the principles that underpin organisation. They look at the human digestive and circulatory systems and also study transport in plants | In this section we explore how the periodic table provides chemists with a structured organisation of the known chemical elements from which they can make sense of their physical and chemical properties | Pupils explore the reasons why substances react and why rates of chemical reactions can vary enormously | The Earth's atmosphere and how it changes over time is studied | Pupils explore the concept of energy and how it can be used to explain the work of physical, biological and chemical systems. How physicists and engineers are working to reduce our energy usage is also looked at. | Pupils study how an understanding of the ways in which energy is carried by waves has transformed the world in which we live. |
| Assessment Tasks: | | | | | | |
| <ul style="list-style-type: none"> ● Pupils are assessed at the end of each unit. As a result of these assessments pupils are expected to reflect on progress and develop strategies for future success. Controlled assessment no longer forms any part of the assessment framework in any of the Science GCSE's | | | | | | |
| Home activities that will help support college work: | | | | | | |
| <ul style="list-style-type: none"> ● Regular homework ● Access to revision guides | | | | | | |

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| Subject: Spanish | | Subject Leader: Mrs K Hardy | | Year: 9 | |
| Main knowledge / skills / understanding developed in this course: | | | | | |
| <ul style="list-style-type: none"> Pupils will extend their linguistic knowledge and cultural awareness of Spanish and Spanish Speaking Countries throughout Year 9. They will be introduced to the past tenses throughout the year and therefore will be able to understand spoken and written texts in all three tenses as well as communicating about past, current and future events linked to Edexcel GCSE Theme 1 (Identity and Culture). Students will develop strategies when faced with unfamiliar texts in the Target language and how to identify key language within them. Most importantly, they will continue seeing the many benefits of learning a language throughout Claverham and beyond. | | | | | |
| Key Areas of Study: | | | | | |
| Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
| <ul style="list-style-type: none"> GCSE Theme 1: Identity and Culture Hobbies and free time (including technology uses, sports, music and TV preferences and book genres) revision of present and future tenses introduction to past tense Why study languages at GCSE level | | GCSE Theme 1 (continued): Identity and Culture <ul style="list-style-type: none"> Relationships (description of what a good friend is; describing physical features of people and their personalities; characteristics of role models) application of all three tenses (past, present and future) | | GCSE Theme 1 (continued): Identity and Culture <ul style="list-style-type: none"> Customs and Traditions (food and drink; festivals celebrated) Revision of Theme 1 and End of Year Assessment | |
| Assessment Tasks: | | | | | |
| <ul style="list-style-type: none"> Fortnightly vocabulary tests using the GCSE vocabulary booklets linked to the above topics. Work is continually assessed, with dialogue between pupils and teacher. Both written and oral feedback is provided and opportunities are given for students to respond to the feedback to make progress. There will be four assessment points throughout the year with at least two skills being assessed each time, using GCSE style questions and the corresponding mark schemes. All skills are summatively assessed in an end of year examination (listening, speaking, reading, writing and translation) | | | | | |
| Home activities that will help support college work: | | | | | |
| <ul style="list-style-type: none"> supporting the students with their weekly vocabulary learning, reading or writing tasks, through quizzes / post it notes / flashcards. Fostering a positive and inquisitive attitude towards target language Speaking Countries. watching programmes in the Target Language with English subtitles or listening to songs in the Target language. To use a paper/online dictionary to help them build a bank of new words linked to the topics mentioned above. To discuss current affairs so that the pupils have ideas and opinions in their first language, which can be translated into the Target Language. | | | | | |

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| Subject: Worldview Studies | | | Subject Leader: Miss Lambert | | Year: 9 | |
| Main knowledge / skills / understanding developed in this course: | | | | | | |
| <p>The skills used are detailed below. Literacy skills are also developed through written tasks, which become increasingly more challenging throughout the year. The topics covered build directly on the work carried out in Year 8, in which pupils consider their own ethical code in relation to the beliefs of others; applying religion and non-religious worldviews to ethical themes. We continue to build on the social, moral, spiritual and cultural education of pupils in Year 9 through exploring current events, including issues of; prejudice, Islamophobia, terrorism, abortion, conflicts and poverty.</p> <p>For further information, please request a copy of our subject handbook.</p> | | | | | | |
| Key Areas of Study: | | | | | | |
| | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
| Unit of Work: | Religion and World Issues | Religion in the Media and Current Events | Crime and Punishment | Life After Death | Peace and Conflict | Global Issues |
| Topics: | Environment, war, human rights, equality. | Islamophobia, terrorism, prejudice, discrimination. | Crime, theories of punishment, torture, capital punishment. | Belief vs. non-belief, abortion, euthanasia. | Aims of peace, UN, just war theory, utilitarianism. | Wealth and poverty, the environment. |
| Skills: | Understanding, explanation, enquiry, reflection, empathy, communication, reasoning, analysis, synthesis, evaluation. | | | | | |
| Assessment Tasks: | | | | | | |
| <p>Summative assessment is as follows;</p> <ul style="list-style-type: none"> ● Assessment one includes multiple-choice knowledge and application questions, in addition to extended writing using the skill of evaluation. ● Assessment two includes knowledge and application questions, followed by extended writing using the skills of empathy, explanation and evaluation. ● Assessment three involves extended writing on an ethical topic using reasoning, explanation and evaluation. ● Assessment four incorporates all skills, with the exam paper becoming increasingly more challenging as the pupils work through it. <p>Formative and peer-assessment tasks;</p> <ul style="list-style-type: none"> ● Peer-assessment is used at various points in each unit, with teacher guidance. ● Units two and three include debates to develop communication skills and provide scaffolded learning opportunities for extended writing. | | | | | | |
| Home activities that will help support college work: | | | | | | |
| <ul style="list-style-type: none"> ● 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 visits to major cities, or abroad, may include some of the experiences we will be discussing in lessons. ● This course relates to many issues which are in the media. | | | | | | |