

<p>ENGLISH</p>	<p>During the first half of this term, students will begin to explore non-fictional heroes and fictional villains. During this unit they will continue to build inference and comparison skills as well as work on viewpoint writing in the spoken form. Students will also practise analysing writer's methods and creative writing, working to create their own villainous characters.</p> <p>In the final half term, students will explore some wonderful extracts from 19th Century fiction in preparation for the texts that they will meet in Years 10 and 11.</p>
<p>MATHEMATICS</p>	<p>Students will complete the following units of work:</p> <ul style="list-style-type: none"> • Deduction • Probability • Rates • Algebraic representation • Similarity and congruence <p>Greater detail about the content of the unit, keywords and individual objectives can be found on the maths curriculum page of the school website in the Knowledge Organisers section.</p> <p>Students will also complete a larger end of year assessment, with homework time to complete practice papers and revise.</p>
<p>SCIENCE</p>	<p>Students will study 3 different science topics:</p> <ul style="list-style-type: none"> • Light and the electromagnetic spectrum (physics) • Health and Disease (biology) • Bonding and structure (chemistry) <p>In addition to the above, students will carry out a selection of core practical activities which will be recorded in their lab books. These practicals will develop key scientific skills including scientific thinking, experimental skills and analysis/evaluation techniques.</p> <p>https://qualifications.pearson.com/en/qualifications/edexcel-gcses/sciences2016.html</p> <p>Students will also complete an end of year assessment.</p>
<p>ART</p>	<p>Students work on the 'Portraiture' project in the Summer Term. They will be introduced to a range of portraiture artists in order to gain a wider understanding of the theme. They will then work towards completing a final tonal portrait. We encourage students to bring in their own printed images to work from, perhaps of a family member or a celebrity. Students will spend the last few weeks of the year producing larger scale studies of natural forms.</p>
<p>COMPUTING</p>	<p>The computer science option covers a wide variety of theoretical and practical topics. Areas covered include 'computational thinking', 'algorithms in mathematics', 'pseudo-code', 'Boolean and logic gates', 'object orientated programming', 'binary and hexadecimal', 'storage' and 'compression', 'validation and verification', 'trees and Huffman coding', 'hardware', 'software', 'networking' as well as 'social engineering', 'cyber security', 'ethics', 'the law' and the 'environment'. There is a vast array of computing knowledge required, but this year will form a good basis for the in-depth learning in these areas required in Year Ten.</p>
<p>DESIGN & TECHNOLOGY</p>	<p>A greater emphasis will be placed on independent learning skills both with regards to lesson time and home learning tasks. Students who have already completed one term will move onto looking at timbers and complete a Focused Practical Task with the option to be more creative during the manufacturing development of the task to make a fully functional product.</p>

<p>DRAMA</p>	<p>This term, students will be exploring Dennis Kelly’s play ‘DNA’. They will learn how to approach a script practically, considering staging and how to use theatrical skills effectively. They will also be given to opportunity to perform to each other and explore the characters in the play through theatrical techniques.</p>
<p>FRENCH</p>	<p>Students will study the topic of holidays in the present, past and future tenses – where you normally go, where you went last year and where you plan to go next year – encouraging them to grow in confidence by regularly using key GCSE-requisite grammar. They will discuss travel, holiday activities and their reliance on the weather, and tackle role plays on useful tourist situations such as booking accommodation and eating out. In the final half term of the year, students will discuss their experiences at school in more detail (timetable/facilities/teachers/uniform), finishing with a GCSE-style speaking assessment requiring a photocard description.</p>
<p>GEOGRAPHY</p>	<p>Students will continue with their studies of how and why coastal landscapes change by exploring the impact of climate change on the coast. They will draw on a range of geographical skills to do this, beginning to understand the challenges facing local and global coastal locations and questioning the future threats. Students will end the term by studying the role of the UK in the wider world. This focus on human geography will allow students to understand more about the contemporary human processes that are shaping the UK and acknowledge that it is not just physical processes (that they have previously studied) that do this. They will continue to develop their application of knowledge and make links between and within the content they are studying, through places, locations and key concepts.</p>
<p>HISTORY</p>	<p>Year Nine historians will undertake two main investigations in order to bridge the gap between Key Stage three and GCSE History. These investigations will be based on the Cold War era and the Korean and Vietnam wars. The aim will be to work on higher-level source evaluation and writing skills as well as to acquire new knowledge.</p>
<p>LIFE SKILLS</p>	<p>This term students will begin with the statutory relationships topic, focusing on committed relationships, consent and keeping themselves safe through positive relationship choices. We will explore Female Genital Mutilation, contraception and protection from STIs, reducing the risks of unplanned pregnancy and the legal, emotional and social consequences of sharing explicit images. The final term will focus on enterprise, employability skills and the range of post-16 options students have available, including the effective use of our careers platform, Unifrog and how to get the most out of the content provided on there.</p>
<p>MUSIC</p>	<p>During the first half of the term, students will be looking at ‘The role of a DJ’ and learning about the origins and cultural context of the performance art. They will develop their understanding of how a song is structured and will attempt some basic beatmatching and mixing techniques. During the second half of the term, they will look at ‘Rock ‘n’ Roll and ‘Rock Anthems’, which will culminate in learning to play a rock song in groups.</p>
<p>PHYSICAL EDUCATION</p>	<p>In games-based activities the focus will be on improving the quality and range of skills such as striking, receiving, shooting and beating an opponent. These will be developed in small sided, modified and full game situations. Within athletics, students will have the opportunity to replicate running, jumping and throwing skills, developing specific techniques for events in order to improve their performance from previous years. These lessons will highlight the benefit of athletics-based movements to fitness and of being healthy and active.</p>

<p>RELIGION, PHILOSOPHY & ETHICS</p>	<p>Students will start to study the philosophy and ethics theme ‘Religion and Life’. For the first part of the term students will focus on beliefs about how the world was created and what this means about the role of humans within it. Students will explore the concepts of stewardship and dominion, considering questions about environmentalism, and whether humans should test on animals or use them for food. Later in the term, students will study some interesting ethical questions about human life, including controversial issues like abortion, euthanasia and life after death. Parents should be aware that these topics can be sensitive and students may wish to discuss their own views at home. Students will be offered support if they find any topics particularly upsetting. In addition, students will have an opportunity to create their own creative piece of spiritual artwork, with a chance of being entered into NATRE’s national Spirited Arts competition. The themes for the competition this year are as follows:</p> <ul style="list-style-type: none"> • Faith in humanity: “No to racism, yes to respect” • Looking beyond • How do we envisage God? • Wise words? Holy words? • Green faith, green future? • Why do animals matter? <p>More information about these themes can be found at: https://www.natre.org.uk/about-natre/projects/spirited-arts/</p>
<p>SPANISH</p>	<p>This term, students will learn how to talk and write about their holidays. As part of this unit of work, they will learn how to say where they normally go on holiday, what they do, where they are going to go in the future, and how to describe past holidays. They will then complete a writing assessment on this topic.</p>

We encourage staff to be innovative within their subject areas and seize topical opportunities as they arise, therefore aspects of the taught curriculum may differ from the one which is published.

Details of the personalised learning programme are available on the school website.