

<p>ENGLISH</p>	<p>In Year 9, students will lay the foundations for the skills that they will require at GCSE - making important transitions whilst enjoying a range of literature from the 17th Century all the way to the 21st. They will also study a range of non-fiction texts as well as using their knowledge of writers' techniques in their own original writing, taking into account the purpose and audience for which it is intended.</p> <p>In the first term, students will study a play from the 20th Century. Through the study of Russell's 'Blood Brothers', students will consolidate and enhance their ability to read with fluency and with good understanding. They will learn to read and evaluate texts critically, exploring the writer's use of language and dramatic methods and how the text reflects the time in which it was produced. Students will also use the knowledge gained from reading to improve their own creative writing. In the second half of the term, Year 9 will explore non-fiction writing and use it as a basis to produce their own carefully crafted texts.</p>
<p>MATHEMATICS</p>	<p>At the start of Year 9 pupils will work on their algebra skills, beginning with straight line graphs and developing their understanding of $y = mx + c$. Following this, pupils will extend their Year 8 knowledge of solving equations to more complex equations and form equations from worded questions and solve them. They will then use their algebra in a range of unfamiliar situations to test conjectures.</p> <p>In the next half term, pupils look at constructing in 2 and 3 dimensions. Pupils will extend their knowledge of 3D shapes to finding the volumes and surface areas of shapes. Pupils will construct 2D representations of 3D shapes working with plan views and elevations. They will construct shapes using compasses and rules, considering how much information is required to construct congruent shapes.</p>
<p>SCIENCE</p>	<p>Year 9 students will study a transition module, bridging the gap between key stage 3 science and GCSE Science.</p> <p>The topics included are electricity and magnetism, chemical reactions, the rock cycle and weathering and heat transfer. They will complete an eco homes project.</p> <p>Then throughout the year students will have their Biology, Chemistry and Physics lessons on a rotation.</p> <p>Biology: students will study cells and microscopes; enzymes; growth and mitosis and the nervous system, including studying the main functions of the brain.</p> <p>Chemistry: students will study the structure of the atom and learn about the arrangement of elements in the periodic table.</p> <p>Physics: students will study conservation of energy which will include carrying out a project about the different energy resources. They will also study waves, including how the ear works and hearing.</p> <p>In addition to the above, students will carry out a selection of core practicals 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>PHYSICAL EDUCATION (all students)</p>	<p>Year 9 will participate in a variety of games, focusing on skill development, advanced tactics and officiating. Students will be focusing on improving the quality and range of their skills. In all games activities, students will think about how to use skills, strategies and tactics to outwit an opponent. Students will have the opportunity to experience new sports such as table tennis in order to challenge themselves. They will also follow a fitness programme and will begin to reflect on the benefits that fitness gives to them as an individual and the implications for their health and well-being.</p>
<p>FRENCH</p>	<p>Year 9 students will begin the term by revising key vocabulary and grammar from Key Stage 3 with an emphasis on combining three tenses in their work. They will then move on to learning how to talk about their personality, interests and childhood and will be introduced to key discussion topics such as, 'What makes a good friend?' and 'What makes a good role model?'</p>
<p>RELIGION, PHILOSOPHY AND ETHICS</p>	<p>In the first half-term, students will investigate the ways in which the experiences and teachings of the Buddha have meaning for people today and what it means to be a British Buddhist in a society that is becoming more and more secular. Students will investigate how 'Engaged Buddhism' promotes peace and justice through a case study of Thich Nhat Hanh and his role in the Vietnam War and beyond.</p> <p>In the second half-term students will explore how people from a variety of religious and non-religious worldviews solve moral and ethical dilemmas. Students will explore their own views on some of the moral and ethical concerns of the modern world, such as the use of driverless cars, development of Artificial Intelligence, and genetic engineering.</p>
<p>LIFE SKILLS</p>	<p>The first topic this term is 'Health and Wellbeing' where students will explore healthy/unhealthy relationships, 'group think' and its effects on behaviour, and how to recognise different types of behaviour and effective communication strategies. A look at gang culture and drug/alcohol abuse will help students understand the positive norms.</p> <p>The second topic of the term is 'Life Beyond School', which will help students identify their transferrable skills, qualities and interests in relation to different types of employment and career pathways. A look into how to work towards aspirations and set realistic goals for the future encompassing GCSE and post-16 options will help students develop skills for decision-making. The Citizenship strand of this topic will explore conspiracy, fake news, British Values, radicalisation and terrorism.</p>
<p>GEOGRAPHY</p>	<p>Students will begin by exploring the wonders of the Earth's natural resources by studying the importance of rocks, the future of oil and global water insecurity. They will then journey to the Middle East to investigate the physical geography and geopolitics of this region. Students will reuse and build on their geographical skills and revisit old and new geographical concepts to connect and build on the geography they are studying.</p>
<p>HISTORY</p>	<p>Students will begin the year by focusing, in-depth, on Britain in the later twentieth century and beyond. This will build on their previous study of the era of the Second World War. The new unit is comprised of questions based on the extent to which (amongst other issues) society, education, healthcare and warfare have changed in the post-war world. Fine-tuning of the skills of understanding, chronology, interpreting and evaluating sources and cause and consequence will take place, as we build further on the skills required at GCSE level.</p>



AUTUMN TERM 2020 - YEAR NINE

<p>ART & DESIGN</p>	<p>Art and Design in Year 9 aims to build on the blend of technical skills and experimental skills students have been developing throughout Key Stage 3 so far. Students begin a project titled Re-imagined Landscapes this term. This starts off with students practising key drawing skills in pencil, pen, colouring pencils and oil pastels. After this, students look at a wide range of landscape artists in order to form opinions on styles they wish to investigate further in their own work. They will be introduced to artists such as Van Gogh, Monet, Gauguin, Turner, Cezanne, Stanley and Sheridan.</p> <p>Students then partake in a series of workshops experimenting with media and mark making. They combine their artist inspiration with their experimental pieces and plan their own composition. This allows students to work as expressively as they wish to.</p>
<p>COMPUTER SCIENCE</p>	<p>Computer science covers a wide variety of theoretical and practical topics. Areas covered include computations 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 10.</p>
<p>DANCE</p>	<p>This term, the focus in dance is to expand students' knowledge of safe practice in the dance studio once we are able to explore dance practically. The aim is for students to understand the mechanics and anatomy of a dancers body and to see how they can adapt to different dance techniques. Whilst within a classroom, students will concentrate on exploring professional dance work, and how choreographers present their choreographic intentions through their work. We will then be exploring the pioneers of modern dance, including Isadora Duncan, Martha Graham and Merce Cunningham, as well as looking at the influences of post-modern artists, including Pina Bausch, and how dance developed in the UK.</p>
<p>DESIGN TECHNOLOGY INCLUDES COOKING AND NUTRITION</p>	<p>Year 9 students will look at a range of famous art and design movements in order to incorporate them into a simple, yet sophisticated design portfolio. Students will develop both their technical vocabulary and their skills-based knowledge. A greater emphasis will be placed on independent learning skills both with regards to lesson time and home learning tasks. Pupils will model make their ideas.</p> <p>In Year 9 students will look at food on a budget, adapting recipes for themselves and others. Students will cook 90% savoury dishes.</p>



AUTUMN TERM 2020 - YEAR NINE

DRAMA including PLP	<p>This term, pupils will participate in a series of classroom-based lessons exploring the story, themes, characters and context of the play, DNA by Dennis Kelly. DNA is a set GCSE text and has always been positively received by pupils. Toward the end of the term pupils will have the opportunity to bring key scenes to life in rehearsal.</p>
ENTERPRISE	<p>Pupils will look at the basic concepts of enterprise as they complete a variety of primary and secondary market research tasks. Pupils will look at how a business chooses their customer profile. Pupils will also look at customer segmentation and combine the skills learnt to produce a final design that they will pitch.</p>
CREATIVE iMEDIA	<p>Year Nine will start the year looking at Pre Production Skills (R081). Within this unit, the students will study a range of mood boards, mind maps, visualization diagrams and scripts. They will then look at how you can complete a brief, the layout of your answer, the understanding of the marking criteria and finally be able to complete a unit assessment on everything learned in RO81.</p>
MUSIC	<p>During the first half of the term, Year 9 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 we will look at Music for Video Games and how minimalist techniques can be used to compose music for game soundtracks.</p>
PHYSICAL EDUCATION (GCSE)	<p>Within GCSE physical education students will have one theory and one practical lesson each week. Theory lessons will concentrate on component one: physiology and factors that affect performance. In practical lessons, students will develop advanced skills and tactics in a number of sports including table tennis and badminton.</p>
SPANISH	<p>Year Nine students will begin the Spanish course by revisiting the topics studied in Year 8 Spanish. Following this, they will learn how to talk about school life, how to express their opinions with reasons, and how to describe themselves and others. Key grammatical concepts this term include: nouns and gender, regular -ar verbs in the present tense, key irregular verbs in the present tense and simple conjunctions.</p>
SPORTS STUDIES	<p>Students will have the opportunity to develop their knowledge, thinking and skills in two of the four components: Contemporary issues in sport, and Developing sports skills. Lessons will be delivered in both theoretical and practical settings. Students will be expected to act as a sports leader in order to develop their leadership skills.</p>