



## YEAR NINE CURRICULUM SUMMARY – SUMMER TERM 2020

<b>ENGLISH</b>	<p>During the first half of this term, students will study creative reading texts. During this unit they will examine language and effects created. They will study the creation of texts including looking in detail at structure and how a text is formed. Furthermore, motifs and symbolism will also be examined, and the reader's response to these texts will also be considered in detail.</p> <p>In the final half term, students will explore some wonderful extracts from 19th Century fiction in preparation for the 19th Century novel, which they will begin in Year Ten.</p>
<b>MATHEMATICS</b>	<p>In Year Nine students will continue their mathematics journey through their GCSE mathematics qualification. We are following the Edexcel schemes of work and students will either be working towards the higher tier or the foundation tier. In this third term they will be studying different topics:</p> <p>foundation tier will be extending their knowledge of equations and inequalities, working with angles in parallel lines and different shapes and calculating averages.</p> <p>higher tier will be using trigonometry and Pythagoras, studying graphs and coordinate geometry and extending knowledge of perimeter, area and volume.</p>
<b>SCIENCE</b>	<p>During the Summer Term, Year Nine students will be covering the following topics in science:</p> <p><b>Biology:</b> students will be completing their topic on 'Health and Disease' and moving on to looking at natural selection and classification. We will be looking at Darwin and the evidence for evolution. Students will also be studying the processes of genetic engineering and the impact this has on agriculture and medicine.</p> <p><b>Chemistry:</b> in chemistry, the students will continue to learn how different bonds are formed, about the formation of different structures and how physical properties of substances are linked to bonding and structure.</p> <p><b>Physics:</b> students will be studying motion and forces. This includes drawing graphs to calculate speed and acceleration, in addition to studying Newton's 3 laws of motion.</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><a href="https://qualifications.pearson.com/en/qualifications/edexcel-gcses/sciences-2016.html">https://qualifications.pearson.com/en/qualifications/edexcel-gcses/sciences-2016.html</a></p>

<p><b>ART &amp; DESIGN</b></p>	<p>The Art and Design GCSE is made up of two elements: portfolio work (coursework) and the final exam. The portfolio work will be created in Year Nine, Ten and the first term of Year Eleven during lesson time. Over the course of Year Nine, students will be working on two different projects: Still Life and Portraiture and Identity. In the Autumn Term, they will start the Still Life project. They will build up skills, especially in acrylic painting, and will gain confidence working on larger scales. Students will familiarise themselves with the format of GCSE projects and assessment objectives.</p> <p>In the Summer Term, students work on the Portraiture and Identity project. They will be continuing to refine painting techniques and applying this to portraiture painting. Students will study the work of Frida Kahlo and compose a painting of someone they know surrounded by things that represent them.</p>
<p><b>ENTERPRISE AND MARKETING</b></p>	<p>In the Summer Term students will be starting Unit 3. This includes looking at the role that people have within a business. Students will look at how businesses communicate across departments, the processes that businesses go through to recruit and select people, and how they can motivate a staff member to retain them. The Summer Term will also cover the importance of staff being trained and the advantages and disadvantages of different types of training. Students will also be looking at laws and how important they are to their rights and the consequences that will happen if employers break these laws. This will conclude Business 1 and will be approximately 50% of the course content covered. Students will then be revisiting topics from earlier in the year with an emphasis on exam technique and how to answer the longer answer questions.</p>
<p><b>COMPUTER SCIENCE</b></p>	<p>The computer science GCSE option 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 Ten.</p>
<p><b>DANCE</b></p>	<p>During the Summer Term, students will be deepening their knowledge, skills and understanding of dance in preparation for Year Ten. Focusing on the GCSE set work from the anthology, students will develop practical and theoretical skills. In performance and choreography, the students will be learning all four GCSE set phrases in readiness for Year Ten. A written exam (based on parts of the GCSE paper) will be used as assessment this term.</p>
<p><b>DESIGN TECHNOLOGY</b></p>	<p>This term's focus will be on a given brief which they will independently explore in more detail. Opportunities within the project will support on-going theory elements of the GCSE course. The main focus will be on the design process and circuits, with additional focus on keywords and the equipment that is required within simple electronics.</p>
<p><b>DRAMA</b></p>	<p>Students will continue their GCSE journey this term – preparing for the start of the course in September. Students will focus on component 2 and component 3 – performing from a text and reviewing a piece of live theatre.</p>

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<b>FRENCH</b>	Year Nine students will begin the term revising the vocabulary for food, drink and clothes. They will take part in a range of different role-play situations, including scenes at the market, in a restaurant and at a clothes store, in order to practise the key vocabulary and grammar frequently used in the GCSE Oral Exam. Students will then move on to discussing special occasions, family celebrations and different cultural traditions. Grammar concepts this term include: the partitive article, il faut + infinitive, the pronoun 'en', irregular verb agreement, venir de + infinitive. Students will also sit practice GCSE listening and reading papers this term.
<b>GEOGRAPHY</b>	Year Nine will continue with Ecosystems and the study of the Living World. They will explore concepts such as interdependence and sustainability to understand the threats and management in major biomes. They will develop their application of knowledge and begin to make links between and within the content they are studying. Towards the end of the term, students will explore the physical landscapes of the UK through the study of upland and lowland areas. A focus throughout the lessons will be geographical skills and exam precision.
<b>HEALTH &amp; SOCIAL CARE</b>	Year Nine will look at basic first aid procedures and how to assess risks and continuing dangers at the scene of an accident. They will identify how to make the area safe. Students will learn how to apply the steps involved in treating a range of injuries.
<b>HISTORY</b>	Students will continue with their second unit of study on the GCSE course, based on 'Health and the people: Britain c1000 – present day'. Higher-order source evaluation skills will be delivered throughout the term, and students will fine-tune their examination technique.
<b>HOSPITALITY &amp; CATERING</b>	Year Nine will be looking at common types of bacteria, their symptoms and causes of food-based illnesses and will gain an understanding of the EHO and their role. Student will look at a range of different locations and be able to suggest provisions and dishes that would be suitable for each. Students will plan, prepare and cook a range of dishes extending their knowledge of cooking and plating skills.
<b>CREATIVE iMEDIA</b>	Year Nine will be looking at pre-production documents and the paperwork requirements to be able complete the planning for pre-production. They will then move on to look at digital graphics and how they can be constructed to meet a specific target audience and to fit certain criteria. Following that, they make a digital graphic from a set brief with certain requirements. They then move on to digital photography and look at how the camera works and how each setting can be changed in order to achieve the perfect picture, utilising Photoshop to enhance and correct the picture. Finally, they get introduced to video and how the same camera can shoot video in order to make a trailer, advert or video product, still considering the criteria that needs to be met.
<b>MUSIC</b>	During the Summer Term, we will be learning about the folk music of Greece, Israel and Palestine. Typical melodic, harmonic, structural and rhythmic devices will be explored through a range of performing, composing and listening activities. Students will develop an understanding of the musical characteristics; the background and historical development; and the cultures and audiences surrounding these genres. Towards the end of the term, we will be preparing for an assessed solo performance and individual composition.

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<b>PHYSICAL EDUCATION</b>	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. Students will participate in a variety of athletic activities in PE lessons. Within athletics students will have the opportunity to replicate running, jumping and throwing skills learning specific techniques for events in order to improve their performance from previous years. These lessons will also highlight again the benefit of athletics-based movements to fitness and of being healthy and active.
<b>GCSE PHYSICAL EDUCATION</b>	Within GCSE physical education, students will have one theory and one practical lesson each week. Theory lessons will concentrate on continuing to study physiology and factors that affect performance. In practical lessons, students will develop advanced skills and tactics in athletics and handball.
<b>PSHE</b>	The Year Nine PSHE programme will begin with a unit on sex and relationship education with a focus on STIs, contraception and sexual health choices. Thereafter students will cover internet safety, and the legal, emotional and social consequences of sharing explicit images. The final term will focus on enterprise and employability skills and the range of post-16 options students have available to them.
<b>RELIGIOUS STUDIES</b>	Students will complete component 1 – the study of Christianity and move on to study some of the themes in component 2 – thematic studies. We will be studying theme A – relationships and families and will look at sex, marriage and divorce alongside families and gender equality.
<b>SPANISH</b>	Students in Year Nine will begin the term by revising the formation of regular verbs in the past, present and future tenses. They will also learn the patterns of some irregular verbs in these tenses. They will then move onto the first module of their GCSE course. As part of this module, they will be able to employ the present, preterite, future and imperfect tenses in order to talk and write about what they do in summer, their holiday preferences, what they did on holiday in the past, where they stayed on holiday, and how to book accommodation in a Spanish-speaking country. Key grammatical concepts will include using the present tense of regular and irregular verbs, the near future, the preterite tense of regular and irregular verbs, the imperfect tense, the comparative, the superlative, adjectival agreement, negatives, phrases followed by the infinitive and object pronouns.
<b>SPORTS STUDIES</b>	This term students will continue to learn about the important role that sports leaders have in influencing those around them. Students will have the opportunity to experience the practical skills required to be an effective sports leader. They will plan, deliver and evaluate a longer sports session, focussing on their leadership style, effective communication and personal behaviours conducive to being an effective leader. Students will be expected to act as a sports leader in order to develop their leadership skills.
<b>TRAVEL AND TOURISM</b>	Students will work on their investigative and comprehensive skills to discover more about the impacts of the travel and tourism industry. They will do this by reading case studies of different countries. They will be encouraged to draw on previous knowledge and concepts to support their work. Students will continue to develop their research, communication and presentation skills.

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.