



**Wombourne
High School**

Hard Work, Positivity, Kindness



Curriculum Booklet Year 9



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	<u>Pop Packaging</u> Development of a personal design for the front of the sketchbook based upon branded packaging. Pop art inspired drawing, shading techniques, idea development and composition skills explored. Focus artist Andy Warhol.	<u>Cupcake</u> Drawn studies of cupcakes and the development of ideas based upon personal themes. Project results in a three-dimensional clay outcome, exploring a range of making methods and techniques. A number of contemporary focus artists used.		<u>Chit-chat Portraits</u> Creation of self-portraits inspired by comic books and the artist Roy Lichtenstein. The use of facial expression, call outs, implied sound and composition to develop a narrative.		<u>Food</u> The theme of food explored and experienced through a range of styles, media and processes. A number of focus artists, exploring paint, print and sculpture used.
Assessment	Formative assessment using project specific success criteria. Summative assessment using Bronze, Silver & Gold attainment descriptors.					Formative assessment using project specific success criteria. Summative assessment using Bronze, Silver & Gold attainment descriptors. End of year examination.

Prior learning	Students have explored a range of themes, ideas, media, techniques and processes throughout Year 7 and 8. They are now more independent, confident and competent artists.
Enrichment within the Curriculum	Art helps students to explore the world around them and to understand how their views, feelings and experiences can be used positively and powerfully within their work. Art can cross the subject divides. Exhibition of artwork boosts confidence and creates a sense of belonging within the school community.
Extracurricular opportunities	There is a KS3 Art Club that Year 9 students are welcome to attend during and after the school day. Artwork produced during this time may be taken home or displayed within the Art room.
Links to personal development and citizenship	Art helps to develop creativity, innovation, self-expression, non-verbal communication, practical skills, confidence, independence and self-reflection. Students are eager to participate in and respond positively to the artistic opportunities available to them.
Preparing for the next stage of education	The KS3 curriculum helps to develop confident, creative and skilful learners who are ready to take on the exciting challenges at GCSE level. Students benefit from the display of their work and the positive feedback from those who view it.

Ways to support your child's learning

- Encourage them to create artwork about topical issues and things that matter to them personally. Let them lead a discussion about their work and display it within the family home or in school.
- Encourage your child to have personal opinions about their own work and how it relates to that of other artists.
- Take your child to a gallery that shows that art can be made in a broad range of styles, forms and for many reasons. Art can be funny, thought provoking or just fascinating!
- If possible, buy a small range of art equipment for them. They will learn how to use it effectively and how to take care of it.



ANCIENT HISTORY

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Topics	<p>What is Ancient History?</p> <p>What is ancient history & why is it important today?</p> <p>Timeline of ancient history</p> <p>Overview of Important civilisations</p>	<p>How important were beliefs & culture to the ancients?</p> <p>Thematic Study: The role and importance of beliefs and mythology in the ancient world. Creation stories- Egypt/Greece/Persia</p> <p>Religion and customs in the ancient world; Worship/Temples/Gods</p> <p>Depth Study: Creation of Ancient Rome- Romulus and Remus</p>	<p>How was the ancient world ruled?</p> <p>Thematic Study- Different forms of government including; Oligarchies, monarchies (Sparta) democracies (Athens) Empires (Rome) and theocracies (Egypt).</p> <p>Depth Study: The reign of Akhenaten & the creation of Akhetaten</p>			<p>Ancient Empire and warfare</p> <p>Thematic Study- The nature of warfare in the ancient world; reasons for war & the impact of this.</p> <p>Types of weapons, battle tactics. Major battles including The Battle of Kadesh, The Battle of Troy, Battle of Gaugamela.</p> <p>Depth Study: The Roman invasion of Britain</p>	
Assessment	Checkpoint Assessment (Extended writing)	Checkpoint Assessment (Extended writing) 1 Hour End of Unit Test (Beliefs and Culture)	Checkpoint Assessment (Extended writing)	Checkpoint Assessment (Extended writing) 1 Hour End of Unit Test (how was the ancient world ruled?)	Checkpoint Assessment (Extended writing)	Checkpoint Assessment (Extended writing) 1hour End of Year Test (On all topics studied)	

Prior learning	Students will be building upon, and furthering, skills gained in History. Whilst various topics, particularly regarding the Romans in Britain, were taught in KS2, we look to use the Roman topics taught in Year 7 and 8 History as a platform to this specialised area.
Enrichment within the Curriculum	Prior learning will be supplemented and challenged with ancient texts, archaeological objects, inscriptions and art. Through these, pupils will further develop their critical thinking and analytical skills and they will consider how many modern concepts are in fact grounded in the ancient World.
Extracurricular opportunities	As part of the 'Ancient Empire & Warfare' topic, students visit Wroxeter Roman City to assess the impact that the Roman invasion has had on Britain. Humanities Film Club - Humanities based films (including History, Geography, Ancient History and Philosophy, Religion & Ethics) are shown on the first Tuesday of each month in the Theatre from 3pm.
Links to personal development and citizenship	As with History; Ancient History provides the pupil with a range of challenging events and outcomes which are, or have been, mirrored in modern day life. As a result, students are encouraged to explore what lessons from these events were learnt, what were not, why events repeat and what can break the cycle. Such historical repetitions and their resulting outcomes, impact on personal learning and development.
Preparing for the next stage of education	The Year 9 curriculum is designed to prepare students for their GCSE in Ancient History by ensuring that students have a chronological overview of the ancient world and an understanding of some of the main themes that run through the ancient world. Students will move onto their studies of Ancient Greece & Persia in Year 10. Although there is no revision guide for this topic the following textbook provides an overview of the topics studied at GCSE: Baddeley, Renshaw, Fowler & Nicholas <i>OCR GCSE Ancient History Component 1, Greece & Persia</i> ISBN: 9781350015166

Ways to support your child's learning
<ul style="list-style-type: none"> • Access to TV documentaries, BBC, The History Channel, Discovery and National Geographic • BBC History Magazine, AHM (Ancient History Magazine) • Visits to local sites: Wroxeter Roman City, Wall Roman Site (Lichfield), Birmingham Museum . • Visits to UK sites: The British Museum, Other British sites e.g. Bath, Chester, Colchester, York, Hadrians Wall, Vindolanda etc • Films/Documentary DVDs: Ancient Rome : The rise and fall of an Empire, In Search of the Trojan War, Horrible Histories. • Websites: BBC Bitesize (Early Civilisations and Empires, The Roman Empire), Ancient History Encyclopedia (https://www.ancient.eu) • Use resources available on WISE • Books: The History of the Ancient World – S W Bauer, A History of Ancient Britain – Neil Oliver, The Roman Empire: A Beginners Guide – P Matyszak

COMPUTER SCIENCE



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	Digital Graphics 3 - Magazine Cover	Animation 2 - Animated Advert	Computational Thinking - Algorithms	Programming Techniques 2	Web Tech 2 - Multi Page Websites	Marketing Project - Compton Care Event
Assessment	Practical	Practical	Exam	Practical & Exam	Practical	Practical

Prior learning	The selected units of work provide a mixture of Computer Science and Media based learning activities, building on prior learning in Years 7 and 8. Topics are repeated, with different content and a more demanding set of activities and tasks to complete, which provide a suitable stepping stone into KS4. As in Years 7 and 8, Microsoft's Office suite of software is firmly embedded into the Computer Science and Media curriculum.
Enrichment within the Curriculum	Students will experience an array of career-based topics which will enthuse them to further their knowledge at key stage 4 and 5. Students will have the opportunity to develop practical, real world, skills learned during units of work studied in previous years. Learning how to use Microsoft's Office suite of applications is embedded throughout the curriculum, enabling successful use of Office software within other subject areas and beyond.
Extracurricular opportunities	Students will also focus on creative and digital media such as graphics, video, animation and interactive multimedia products used in marketing.
Links to personal development and citizenship	Students develop knowledge of legal concerns relating to the publishing industry whilst developing their understanding of the safe, ethical and legal use of computer systems. The end of year project gives students an introduction to the work of local charity "Compton Care" via a planning activity for a fund-raising event.
Preparing for the next stage of education	The primary focus of each of the units of work within the KS3 curriculum alternates between a Computer Science and Media focus to prepare students who wish to continue studying either subject at KS4. The assessment type at KS4 differs between subjects. Computer Science students are assessed at the end of the course in the form of two formal exams whereas Creative iMedia students are mainly assessed via coursework. The content and assessment type within each unit is designed to reflect this. In particular, the Marketing Project is designed to reflect the assessment process of units of work from the KS3 Creative iMedia course.

Ways to support your child's learning

- Encourage your child to watch technology TV shows such as BBC's "Click"
- Use a Raspberry Pi computer and tutorials freely available on the internet to learn about, and experiment with, computer systems.
- Download and install the program "IDLE" and allow your child to practice coding - ask them to explain what certain parts of their code do
- Encourage your child to read technology news such as at www.bbc.co.uk/news/technology
- Encourage analysis of media products such as adverts, posters, games packaging, console games
- Take trips to places associated with technology such as Theme Parks or Bletchley Park to see how technology has progressed over time.
- Use BBC Bitesize (Computer Science, ICT & Multimedia pages) to aid understanding

	Design Technology	Food Preparation and Nutrition
Topics	<p>Pewter</p> <ol style="list-style-type: none"> 1. Introduction 2. Pewter theory 3. Design ideas 4. 2D design 5. Casting and finishing Pewter 6. Manufacturing Diary 7. Evaluation <p>Engineering Project</p> <ol style="list-style-type: none"> 1. 2-point perspective drawing 2. Orthographic drawing 3. Card modelling using a technical drawing 4. Autodesk Inventor – CAD <p>Phone Holder</p> <ol style="list-style-type: none"> 1. Designing 2. Modelling 3. Making the final piece 4. Manufacturing Diary 5. Evaluation <p>Motions and Mechanism</p> <ol style="list-style-type: none"> 1. Motions and mechanisms theory 2. Card model showing mechanism 	<ol style="list-style-type: none"> 1. Understand the requirements of both macro (Carbohydrates, Protein and Fat) nutrients and micro (Vitamins and Minerals) nutrients. Fibre and water research Gaining further understanding of good nutrition. 2. Practical- Pastry and custard making 3. Developing pastry skills from previous practical work in Year 8. 4. Three Course Meal Choose a starter, main meal and dessert – research nutrition values, ingredients and skills involved. Having made individual products, it enables them to see how food is put together to form a meal. 5. Special Diet Research Vegan, vegetarian, coeliac, life stages, allergies, religions Having an awareness of people with special dietary needs.
Assessment	<ul style="list-style-type: none"> • End of Rotation test • Practical outcome • Design Ideas 	<ul style="list-style-type: none"> • End of Rotation test • Food Practical outcomes

Prior learning	Students will be developing their key skills in drawing from Year 8 (3D drawing skills), modelling and producing functional products. Students will have the opportunity to develop their knowledge, understanding and ability to manipulate a range of materials including wood, plastics and metals. Students will use CAD (2D Design skills and Autodesk Inventor) and CAM (the laser cutter).	<ul style="list-style-type: none"> • Gaining further understanding of good nutrition. • Developing pastry skills from previous practical work in Year 8. • Having an awareness of people with special dietary needs. • Having made individual products, it enables them to see how food is put together to form a meal.
Enrichment within the Curriculum	Students will have the opportunity to participate in the workshops provided by 'Army Stem' and 'Young Engineers' as well as internal and external competitions. They will also have the opportunity to join DT after school clubs.	<p>Home Cooking:</p> <p><u>Fish Cakes</u> https://www.bbcgoodfood.com/recipes/ultimate-fish-cakes</p> <p><u>Gluten Free Cake</u> https://www.bbcgoodfood.com/recipes/flourless-chocolate-cake</p>
Careers focus	<p>Jewellery Designer Design, make and sell Jewellery. Many Jewellery designers will make bespoke pieces for clients as well as creating more mainstream pieces for shops. Jewellery designers plan and create jewellery, silverware and other decorative products. https://www.youtube.com/watch?v=rFf4rmyMZWQ</p> <p>Engineer Engineers are responsible for the innovation and development of new products, services, technologies and processes. They can work in many different fields, making this a diverse career for aspiring engineers to explore https://www.indeed.com/career-advice/finding-a-job/what-is-an-engineer</p>	<p>Nutritionist Nutritionists are the heart of a patient's health by using their knowledge of the science of food to help individuals and groups make the right choices about what they eat. https://www.healthcareers.nhs.uk/explore-roles/wider-healthcare-team/roles-wider-healthcare-team/clinical-support-staff/nutritionist</p> <p>Allergists Allergists are doctors who diagnose and manage people affected by a wide range of allergic conditions such as asthma, eczema and food and drug allergies. https://www.healthcareers.nhs.uk/explore-roles/doctors/roles-doctors/medicine/allergy</p>

Please Turn over

Ways to support your child's learning

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| <ul style="list-style-type: none">• Encourage students to keep sketch books, take photographs and collect examples of innovative and creative designs.• Look out for any design and creative competitions on TV Shows (CBBC/terrestrial channels), radio, or in the newspaper – these can be a fantastic way to get excited about designing and creating. Programs like 'How it Works?', 'The Gadget Show' introduce pupils to a range of innovative products• Pupils are encouraged to read books, magazines and articles about design and innovative products on-line• Trips to interactive museums (e.g. THINK Tank) and look out for events such as 'The Big Bang' | <ul style="list-style-type: none">• Look out for baking shows like, master chef, great British bake off, Saturday morning kitchen.• Pupils are encouraged to read and try new recipes at home- this helps with weighing and measuring.• Login to the digital food book and complete additional tasks: - https://illuminate.digital/eduqasfood/
STUDENT login - SELLOWES4
STUDENT PASSWORD - STUDENT4 |
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English!

Power and Hierarchy

In Year 9, students are taught 'Power and Hierarchy', where students begin by studying a whole GCSE text ('Animal Farm'), before moving onto study a Shakespeare play ('Othello'). Students consolidate in-depth analysis skills acquired earlier in KS3 to explore how canonical writers use characters and themes in fictional texts as devices to present division and hierarchical structures to both empower and oppress different groups in society. Students apply social and historical contextual information relevant to fiction texts, whilst building on the 'Big Ideas' introduced in Year 8 to encourage them to perceive 'Animal Farm' from an allegorical, symbolic perspective, using contextual influences to expand on writers' intentions. Non-fiction texts are explored alongside these texts to encourage students to understand the relevance of characters, themes and ideas over time. As well as this, students develop creative writing skills, reflecting on how writers craft an effective setting and applying this to independent writing. Finally, students explore a range of topics through a series of non-fiction texts and poems centred around diverse issues in society relating to 'Power and Hierarchy': from gun violence; to social inequality and injustice; identity and race; and LGBTQ+ issues. Alongside perceptive analysis of ideas in poetry, students begin to develop comparison skills, comparing different perspectives presented in poems, whilst analysing the language and structural methods used to present this. Students practise expressing these ideas through transactional writing, using ideas acquired through exploration of poetry to independently present a viewpoint about 'Power and Hierarchy'.



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	Animal Farm by George Orwell		Othello by Shakespeare		What's Going On?	
Assessment	Writing: Descriptive Writing Reading: Analysing Fiction		Writing: Non-Fiction Reading: Evaluating Writer's Choices		Writing: Non-Fiction Reading: Comparing Writers' Perspectives	
Links to Prior Learning	Students will have studied and analysed a novella, a range of poetry, and fiction and non-fiction texts in Years 7 and 8 as a foundation to this year. They will have learnt key terminology, analysis and responding skills to a range of reading questions. They will have also practised writing in a variety of forms and for different purposes.					
Literacy Links and Reading Focus	A range of extracts that relate to the social and historical context of Animal Farm.		A range of non-fiction extracts that explore issues and themes raised within Othello.		'Out of the Blue' by Simon Armitage 'The Right Word' by Imtiaz Dharker 'Generation Lockdown' by Violeta Esquivel 'When I Think of Tamir Rice While Driving' by Reginald Dwayne Betts 'And That's The Thing About Ignorance' by Yrsa Daley-Ward 'Pride' by Kae Tempest 'Blessing' by Imtiaz Dharker 'Two Scavengers in a Truck, Two Beautiful People in a Mercedes' by Lawrence Ferlinghetti	
Enrichment Opportunities	All topics consider wider cultural, political and historical issues, explicitly so in the summer term where key current issues are explored and evaluated. Students are encouraged to attend English after school clubs available. Where possible, there may also be trips to the theatre throughout the year.					
Career Focus	Delve into the world of leadership and hierarchy, exploring what it means to be a leader, how to deliver motivational speeches and how to lead followers through adversity.		Whilst studying Othello, you will have the opportunity to bring the play to life, directing and acting parts of the play to understand how a career in the theatre would be.		During this topic, you will explore a wide variety of societal issues and how our voices can influence others through poetry, documentaries, articles and speeches.	

	Autumn	Spring	Summer
Curriculum content	<p style="text-align: center;"><u>Free Time</u></p> <ul style="list-style-type: none"> - Activities online - Other activities - Talking about TV - Arranging to go out -What I did recently <p>Students are expected to know, understand and remember:</p> <p><i>Present tense of regular verbs & some irregular verbs to say what you do (aller/avoir/être/faire)</i></p> <p><i>Forming the negative (ne...pas)</i></p> <p><i>Forming questions</i></p> <p><i>Using the near future tense</i></p> <p><i>Using the perfect tense (regular & a few irregular- je form) to say what you did</i></p>	<p style="text-align: center;"><u>My Personal World</u></p> <ul style="list-style-type: none"> - <i>My identity</i> - My weekend routine - Friends and friendships - Describing people -Positive role models -Celebrations <p>Students are expected to know, understand and remember:</p> <p><i>Present tense of reflexive verbs to describe a routine</i></p> <p><i>Possessive adjectives – my, your, his/her</i></p> <p><i>Describing friends and other people using adjectives</i></p> <p><i>Talk about celebrations in 3 tenses</i></p>	<p style="text-align: center;"><u>School Life</u></p> <ul style="list-style-type: none"> - School life in French-speaking world - School rules - Discussing your progress - Discussing what school used to be like -Learning languages in the future <p>Students are expected to know, understand and remember:</p> <p><i>Talk about school subjects – opinions and comparative adjectives</i></p> <p><i>Use impersonal verbs to talk about school rules</i></p> <p><i>The imperfect tense.</i></p> <p><i>Talk about what languages you have done/ do/ will do -- use irregular verbs in 3 tenses</i></p>
Assessment	<p>Informal- Q and A, mini white boards, verbal feedback, DIRT, GRIT, Pair/Group work.</p> <p>All skills will be assessed throughout the year: Listening, Speaking, Reading, Writing, Translation, Dictation & Grammar.</p> <p>Students will have regular spelling tests in order to develop their knowledge and understanding of key vocabulary and structures.</p>		
Links to prior learning	<p>Students will revisit previous knowledge and build the foundations for KS4.</p> <p>Students will strengthen their knowledge and understanding of existing key grammatical structures whilst developing an understanding of new grammar concepts and applying these to new topics.</p>		
Literacy links and reading focus	<p>We use the target language to build on their knowledge of English language grammar and structures.</p> <p>Reading is one of the four key exam skills and texts are exploited regularly in lessons.</p> <p>We have regular vocabulary tests, with learning set as homework.</p> <p>We are developing a range of reading books that will be available in the school library as a means to encourage students to read for pleasure whilst broadening and enhancing their knowledge of the language and culture.</p>		
Enrichment opportunities	<p>European Day of Languages, Language Ambassadors*</p>		
Career Focus	<p>Why study languages?</p> <p>Why Languages are important</p> <p>Specific Careers covered during career lessons</p>		

uYear 9 Geography

Geography is the study of relationships between people, cultures and the environment. Students are being taught not only the knowledge needed to understand this but also the necessary skills to be able to explain how the world works, how we can adapt as a result of this and how we can challenge the misconceptions that are held.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	<p>Nature's Fury! Tropical Storms;</p> <p><i>How dangerous is the Sky around us?</i></p> <p>Investigate the life of people who live in a world of tropical storms. Learn why it happens and how people cope.</p>	<p>Man, Vs Nature! Global Issues</p> <p><i>Are humans more dangerous than nature?</i></p> <p>We are going to question if humans are always, right? Do we cause more harm to the world and the population with our need for power and evolution?</p>	<p>Sand Settlements! Deserts</p> <p><i>How can we survive in an extreme environment?</i></p> <p>With miles of land made of nothing but sand, we look at how flora and fauna adapt to desert landscapes and how we as humans have built cities where our most basic need for water is a constant threat.</p>	<p>Bare Branches! China</p> <p><i>How successful are population control measures?</i></p> <p>Examine the need for countries to implement population control strategies. As some countries face a future with too few or too many people in their nation.</p>	<p>Tropical Torture! Tropical Rainforests</p> <p><i>Should we protect all of the Rainforest?</i></p> <p>Explore the reasons behind the destruction of the rainforest and assess the scale of the impact. Delve into the concept of sustainability with a look at ecotourism.</p>	<p>For Richer or Poorer! Development</p> <p><i>How equal is the world?</i></p> <p>For some, the latest technology is a necessity, but for others, they have never heard of a mobile phone. Here we look at the idea of a 'shrinking world' due to globalisation but a divided one. And we question if we will all ever be the same?</p>
Assessment	<ul style="list-style-type: none"> Do Now Tasks Peer/Self-Assessment GRIT Check Assessment 	<ul style="list-style-type: none"> Do Now Tasks Peer/Self-Assessment GRIT Check Assessment 	<ul style="list-style-type: none"> Do Now Tasks Peer/Self-Assessment GRIT Summative Assessment 	<ul style="list-style-type: none"> Do Now Tasks Peer/Self-Assessment GRIT Check Assessment 	<ul style="list-style-type: none"> Do Now Tasks Peer/Self-Assessment GRIT Check Assessment 	<ul style="list-style-type: none"> Do Now Tasks Peer/Self-Assessment GRIT Summative Assessment

Prior learning	Students will continue to fine tune their knowledge and skills ready to meet GCSE requirements. We begin to take a more detailed analysis of topics, utilising knowledge and skills from the first two year and perfecting written answers.
Literacy links & Reading List	<p>'Great Adventurers' - Alastair Humphreys</p> <p>'How bad are bananas?' - Mike Berners-Lee</p> <p>'Our Planet' - accompanies the David Attenborough Netflix Series</p> <p>'The Human Planet' - Simon Lewis and Mark Maslin</p>
Enrichment within the Curriculum	Prior learning will be supplemented and expanded and students will be encouraged to utilise their knowledge of climate studies to help influence green policies around school. In addition, local fieldwork tasks, the larger trip to the Black Country Living Museum and Shrewsbury Prison, will help students further develop their practical approach to the curriculum.
Extracurricular opportunities	<p>Potential to incorporate Geography Ambassadors into the Year 9 Curriculum in the future with the intention of organising and supporting a KS3 Big Geography Quiz.</p> <p>Potential fieldwork destinations include Shrewsbury Prison, Chester Zoo, Birmingham Botanical Gardens.</p>
Careers and Personal Development	<p>The study of geography helps students explore the evolution of people, their ideas, places, environment and climate. Understanding the impact that we have on each of these areas help students appreciate their place and responsibilities to the World in which we live.</p> <p>Career Focus: Emergency Rescue Officer and a Nuclear Physicist.</p>

Ways to support your child's learning

- Visits to local sites Dudley Zoo, Local Railway walk, Ironbridge Gorge Museums
- Visits to UK sites: Eden Project, Natural History Museum, Science Museum London, coastal regions Websites: BBC Bitesize (Tropical rainforests, weather and climate, cold environments, desert biomes, Human Geography)
- Access to TV documentaries, BBC, Discovery and National Geographic
- National Geographic magazine, Geographical magazine

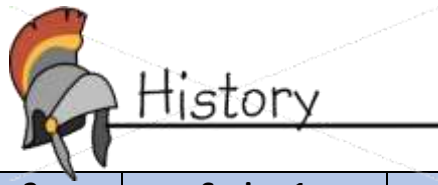


	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	Introduction to HSC Component 1A Life Stages	Component 1A Life Stages Component 2A Health and Social Care Services	Component 2A Health and Social Care Services Component 1B Life Events	Component 1B Life Events Component 3 Health and wellbeing	Component 3 Health and wellbeing	Component 2B Care Values
Assessment	In-class assessment	1A mini-assessment	2A mini-assessment	1B mini-assessment	3 mini-assessment	2B mini-assessment

Prior learning	We will build upon students existing knowledge of the physical development that happens to humans. We will consider themes from C4L that have an impact on the lives of people and what we can do to improve the health and wellbeing of ourselves and others. We will consider what we already know about primary and secondary care services, such as doctors and hospitals, and the values we show each day in caring for ourselves and others.
Enrichment within the Curriculum	Students will have the opportunity to explore real-life situations through talks, visits or relevant TV programmes, such as “Panorama”, “Ambulance” or “999 What’s Your emergency”. It may be possible to arrange relevant work experience in Year 10.
Extracurricular opportunities	Students will develop their written and spoken communication skills. They will improve their use of ICT to support detailed research and professional report production. In addition, Health and Social Care naturally lends itself to whole school roles such as peer mentor, anti-bullying ambassador or prefect.
Links to personal development and citizenship	Students will learn to think creatively and explore ideas underpinned by research and personal experience. They will face difficult topics in a supportive environment. They will learn effective time management and self-reflective skills.
Preparing for the next stage of education	Students can go on to study Level 2 and Level 3 Health and Social Care courses. Health and Social Care is a cross skills course where students will learn to work both independently and as part of a team, to solve problems and to communicate with confidence.

Ways to support your child’s learning

- Watching TV documentaries such as “Panorama”, “Ambulance”, “999 What’s Your Emergency” or “One Born Every Minute”.
- Watching TV docu-dramas and relating this back to real life, such as “Casualty”, “Holby City” or “The Dumping Ground”.
- Promoting a good awareness of health and social needs in the news, including discussing when things go wrong.
- Positively modelling the key care values of respect, anti-discrimination, sense of humour, empathy, dignity and good communication.



	Autumn 1	Autumn 2	Spring 1	Spring 2 & Summer 1	Summer 2
Topics	<p>Life & Times of the Medieval Period (c.1250-1500)</p> <p>The characteristic features of medieval Britain.</p> <p>Crimes and criminals in medieval Britain.</p> <p>Enforcing law and order.</p> <p>Punishing offenders: capital punishment, fines, whipping, public humiliation and imprisonment.</p>	<p>Life & Times of the Early Modern Period (c.1500-1750)</p> <p>Major religious, political and social changes.</p> <p>The changing nature of crime including vagrancy, moral crime and witchcraft.</p> <p>Enforcing law and order including secular and church courts.</p> <p>Changes in punishment including the introduction of the 'Bloody Code'.</p>	<p>Life & Times of The Industrial Revolution (c.1750-1900)</p> <p>The enlightenment, urbanisation and political change.</p> <p>Crimes and criminals in industrial Britain.</p> <p>The introduction and development of the police force.</p> <p>Changes in punishment including the growth of prisons, transportation to Australia.</p>	<p>Life & Times of The Modern Period (c.1900 to present day)</p> <p>Major technological, social and political changes.</p> <p>Multiculturalism, migration & civil rights.</p> <p>Changes in the crime rate and in types of crime.</p> <p>Changes in law enforcement.</p> <p>Changes in punishment including the abolition of capital punishment and changes in prisons.</p>	<p>GCSE PREP</p> <p>What were the functions and purposes of castle building?</p> <p>Need for fortification, impact on society, castle building, Norman society, changing use of castles.</p> <p>Political use of castle building.</p> <p>How castles impacted the economy and consider to do so.</p>
Assessment	<p>Checkpoint Assessment (Extended writing/PEE paragraph)</p> <p>1 Hour End of Unit Test (Medieval Period)</p>	<p>Checkpoint Assessment (Extended writing/PEE paragraph)</p> <p>1 Hour End of Unit Test (Early Modern Period)</p>	<p>Checkpoint Assessment (Extended writing/PEE paragraph)</p> <p>1 Hour End of Unit Test (Industrial Period)</p>	<p>Checkpoint Assessment (Extended writing/PEE paragraph)</p> <p>1 Hour End of Unit Test (Modern Period)</p>	<p>Checkpoint Assessment (Extended writing/PEE paragraph)</p> <p>1 Hour End of Year Test (All topics studied)</p>

Prior learning	Students will hone their skills gained in Year 8 by re-visiting the four major time periods needed in order to access the GCSE course in Year 10. Students will utilise their skills in answering KS4 style questions, perfecting how to construct 'point, evidence and explanation' paragraphs, how to construct an argument and assess points from contrasting viewpoints.
Enrichment within the Curriculum	Prior learning will continue to be supplemented and challenged with history skills being honed to a pre KS4 level. Pupils' writing skills will continue to develop, answering more complex questions with balanced arguments.
Extracurricular opportunities	Humanities Film Club - Humanities based films (including History, Geography, Ancient History and Philosophy, Religion & Ethics) are shown on the first Tuesday of each month in the Theatre from 3pm.
Links to personal development and citizenship	History provides the student with a range of challenging events and outcomes which are, or have been, mirrored in modern day life. As a result, students are encouraged to explore what lessons from these events were learnt, what were not, why events repeat and what can break the cycle. Such historical repetitions and their resulting outcomes, impact on personal learning and development.
Preparing for the next stage of education	The Year 9 curriculum is designed to fine tune skills students will require in KS4, looking at written structure and organisation. Students will be examining a range of sources, critically assessing them to form a balanced discussion and argument throughout and reaching a sound, supported conclusion. These skills will then lead seamlessly into the KS4 and GCSE requirements where they will look at a diverse range of topics: The Peoples Health (c.1250 to present day), a site study analysing Kenilworth Castle), The making of America & Living under Nazi rule.

Ways to support your child's learning

- Websites: BBC Bitesize (King John and the Magna Carta, Edward I, Henry VIII, The Campaign for Women's Suffrage, Civil Rights), British History worksheets (<https://schoolhistory.co.uk/modern/british-history>), Industrial Revolution (<https://schoolshistory.org.uk/topics/british-history/industrial-revolution>), War of the Roses (<https://ks3historyhelp.weebly.com/the-war-of-roses.html>), Kenilworth Castle (www.english-heritage.org.uk)
- Use resources available on WISE
- Books: KS3 Medieval Britain 410-1509 – R Peel, KS3 Early Modern Britain: The later Tudors – R Peel, Events and Outcomes Industrial revolution – N Smith, Kenilworth Castle Guide Book
- Access to documentaries, BBC, The History Channel, Discovery and National Geographic
- BBC History Magazine
- Visits to local sites: Black Country Living Museum, Blists Hill Victorian Town and Ironbridge, Dudley Museum, Birmingham Museum, Kenilworth Castle, Boscobel House, Harvington Hall, The Commandery Museum Worcester
- Visits to UK sites: The British Museum, Museum of London Suffragette Exhibition, Pankhurst Centre Manchester, National Civil War Museum Newark.
- Films/Documentary DVDs: Horrible Histories, A History of Britain (Simon Schama), Britain's Bloody Crown (Dan Jones), Suffragettes with Lucy Worsley.

MATHS



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Curriculum content	<p>Numbers and the Number System</p> <p>Calculating</p> <p>Visualising and Constructing</p>	<p>Algebra: Simplifying</p> <p>Exploring Fractions, Decimals and Percentages</p> <p>Proportional Reasoning</p>	<p>Sequences</p> <p>Solving Equations 1</p> <p>Investigating Angles</p>	<p>Calculating Fractions, Decimals and Percentages</p> <p>Solving Equations 2</p>	<p>Calculating Space</p> <p>Algebra: Graphs</p> <p>Probability</p>	<p>Presentation of Data</p> <p>Measuring Data</p> <p>Revision of key concepts as identified from assessments</p>	
Assessment	<p>Year 9 Test</p> <p>Sparx Homeworks</p> <p>Mini-Tests/Check points</p>		<p>Year 9 Test</p> <p>Sparx Homeworks</p> <p>Mini-Tests/Check points</p>		<p>End of Year Test (Calc & Non-Calc)</p> <p>Sparx Homeworks</p> <p>Mini-Tests/Check points</p>		
Links to prior learning	<p>Foundation Core</p> <ul style="list-style-type: none"> • Use positive integer powers and associated real roots • Apply the four operations with decimal numbers • Write a quantity as a fraction or percentage of another • Use multiplicative reasoning to interpret percentage change • Add, subtract, multiply and divide with fractions and mixed numbers • Check calculations using approximation, estimation or inverse operations • Simplify and manipulate expressions by collecting like terms • Simplify and manipulate expressions by multiplying a single term over a bracket • Substitute numbers into formulae • Solve linear equations in one unknown • Understand and use lines parallel to the axes, $y = x$ and $y = -x$ • Calculate surface area of cubes and cuboids • Understand and use notation for labelling angles, lengths, equal lengths and parallel lines 			<p>Higher Core</p> <ul style="list-style-type: none"> • Apply the four operations with negative numbers • Convert numbers into standard form and vice versa • Apply the multiplication, division and power laws of indices • Convert between terminating decimals and fractions • Find a relevant multiplier when solving problems involving proportion • Solve problems involving percentage change, including original value problems • Factorise an expression by taking out common factors • Change the subject of a formula when two steps are required • Find and use the nth term for a linear sequence • Solve linear equations with unknowns on both sides • Plot and interpret graphs of linear functions • Apply the formulae for circumference and area of a circle • Calculate theoretical probabilities for single events 			
Literacy links and reading focus	<p>Literacy homework: Famous Mathematicians</p>	<p>Literacy homework: Engineering</p>	<p>Literacy homework: Astronomy</p>	<p>Literacy homework: Sport</p>	<p>Literacy homework: Art</p>		
<p>How We Got to the Moon: The People, Technology, and Daring Feats of Science Behind Humanity's Greatest Adventure by John Rocco</p> <p>Really Big Numbers by Richard Evan Schwartz</p> <p>Secrets, Lies, and Algebra (Do the Math #1) by Wendy Lichtman</p>							
Enrichment	<p>Sparx Club</p> <p>Maths Club</p> <p>UKMT Intermediate Maths challenge</p>						
Career Focus	<p>Astronomer</p>	<p>Careers lesson: Try working for a cause you are passionate about - Critical analysis</p>	<p>CAD Designer</p>	<p>Credit controller</p>	<p>Quantity surveyor</p>	<p>Research scientist</p>	

physical education



"every child is a winner when they try their very best!"



	Autumn	Spring	Summer
Topics	<p>Students will complete 8 of the following activities over the course of the year:</p> <p>Netball, Badminton, Sports Acro, Rugby, Fitness, Volleyball, Swimming, Handball, Orienteering, Athletics, Tennis, Rounders and Cricket</p> <p>Within each activity students will build on skills and techniques from year 7 and 8 and develop their abilities further. They will continue to transfer and apply skills between previously visited activities and new ones through isolated skills and competitive / choreographed situations but with a bigger focus on tactical awareness within activities. Leadership will continue as a focus with students developing cognitive skills (such as officiating and coaching) to develop independence across the activity areas.</p>		
Assessment	<p>Each activity is individually assessed using the 'ME in PE' framework which focuses on the 'physical me' across all sports plus one of 'thinking me', 'social me' or 'healthy me' per sport.</p> <p>The thinking me takes into account skills, rules and tactics within sports. The social me focuses on working with others. The healthy me looks at how we prepare for activity and how are body responds to physical exercise with the introduction of some KS4 examination PE key terminology to support future learning</p>		

Prior learning	Students build on skills learnt in Year 8, developing greater depth of knowledge and adding more specialised techniques to help students perform at a higher level.
Enrichment within the Curriculum	PE continues to include a range of cross curricular links, students can practise their Mathematical skills when measuring athletic activities and strengthen links to Science by learning more about how the body works.
Extracurricular opportunities	A range of extra-curricular opportunities will be available every term including those covered in lesson and new activities, for example dodgeball and table tennis. Timetables will be regular updated and will be available in tutor rooms and online
Links to personal development and citizenship	Students continue to work together in teams and develop their social skills. Students increasingly take on leadership roles in lessons. They will also become more independent learners.
Preparing for the next stage of education	The Year 9 curriculum helps build on Year 7 and Year 8 foundations and add new activities to a student's repertoire as they move into thinking about examination PE in KS4. Additional theory runs alongside practical teaching to helps students gain further understanding of different activities and about the human body.

Ways to support your child's learning

- Encourage students to attend extra-curricular activities
- Encourage students to take part in sport outside of school
- Watch a variety of different sports either live or through the media
- Try a new sport/activity as a family to promote being active
- Encourage students to appreciate the importance of good fitness levels and support them in maintaining them (the Couch25k programme can be found online and is excellent in supporting this)
- Encourage students to read around the subject, this may be through fictional sport stories or autobiographies of famous sports stars



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	<u>Life after death</u> Religious and non-religious beliefs about life after death Evidence of life after death The impact that belief in life after death has on the way we live our lives		<u>Sanctity of Life</u> What is meant by sanctity of life? Introduction to capital punishment Case study - Jeffery Dahmer Reasons for and against capital punishment		<u>Ethical debates in the modern day</u> What is abortion? The arguments for and against abortion What is euthanasia? Is euthanasia ever acceptable?	
Assessment	Checkpoint Assessment 1 Hour End of Unit Test (Life after death)		Checkpoint Assessment (Extended writing/PEE paragraph) 1 Hour End of Unit Test (Sanctity of life)		Checkpoint Assessment (Extended writing/PEE paragraph) 1 Hour End of Year Test (All topics studied)	

Prior learning	Students will continue to develop knowledge and skills gained in Year 8. We will look deeper into topics which may have already been covered by students and continue to compare and contrast ideas and themes across a range of religions.
Enrichment within the Curriculum	Year 9 studies will see pupils continue to apply their new skills to moral and ethical situations, while gaining newer skills.
Extracurricular opportunities	Humanities Film Club - Humanities based films (including History, Geography, Ancient History and Philosophy, Religion & Ethics) are shown on the first Tuesday of each month in the Theatre from 3pm.
Links to personal development and citizenship	The study of Religious education gives students the opportunity to understand their British heritage, plurality of beliefs and explores customs and values. It also provides students with a means of textual study and philosophical thinking.
Preparing for the next stage of education	The Year 9 curriculum is designed to build upon those study areas that students cover in Year 8. It provides them with stronger skills in analytics and critical thinking which will not only benefit them as they continue into their GCSE years, but also helps them in other subjects studied at KS4.

Ways to support your child's learning
<ul style="list-style-type: none"> • Visits to local sites: Churches, temples, cathedrals • Websites: BBC Bitesize (Buddhism, Christianity, Islam, Judaism, Quaker, Beliefs), Living Faiths A(https://global.oup.com/education/content/secondary/series/living-faiths/?region=uk) • Use resources available on WISE • Books: CQP KS3 Religious Studies • Access to TV documentaries, BBC, Discovery and History Channel



	Biology	Chemistry	Physics
Topics	Cell Biology Organisation Bioenergetics	Atomic Structure & The Periodic table - Chemistry of the atmosphere The rate and extent of chemical change	Atomic structure and radiation. Energy Electricity
Assessment	End of unit assessments Checkpoint assessments End of year assessments Required practical assessments	End of unit assessments Checkpoint assessments End of year assessments Required practical assessments	End of unit assessments Checkpoint assessments End of year assessments Required practical assessments

Prior learning	Knowledge gained at KS3 is the foundation of the KS4 curriculum. We build upon this knowledge, revisit and expand in key concepts. Pupils start preparing for GCSE Science qualifications in Year 9.
Enrichment within the Curriculum	We have ensured that practical lessons are at the centre of our curriculum. Making real life links between science in lessons and the outside world.
Extracurricular opportunities	We have scientist of the month competition for all year groups. We will be running science trips throughout the year – details to be confirmed. National science week activities take place in lessons and at lunchtime.
Links to personal development and citizenship	Spiritual understanding – science is the study of nature and the curriculum aims to be about the awe and wonder of the natural world. Social development – working together in groups to investigate science practically and understand the effects of science on society.
Preparing for the next stage of education	We start GCSE Science in Year 9. The courses prepares students to be able to follow careers in medicine, engineering, health care, sports science, computer science and the world of finance to name but a few pathways available to scientists.

Ways to support your child's learning

- Watch Science documentaries on TV – such as those by David Attenborough and Brain Cox.
- Visit Science museums – Thinktank in Birmingham, Lapworth Museum at Birmingham University (free entry all year round) and Space centre in Leicester. Visit a zoo or safari park.
- Go to the library to take out some popular science books.
- Try googling and doing some 'simple experiments at home' – lots of videos of experiments to watch on youtube.
- Watch youtube channels such as mygcsescience, freesciencelessons, minutephysics, crashcourse in biology / chemistry / physics.
- Look at the GCSE specifications on the AQA website. We follow AQA Trilogy Science in Year 9.

I ♥ SPANISH



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Curriculum content	<p>Free Time</p> <p>Activities online Other activities What I am going to do in the future</p>	<p>Free Time</p> <p>What I did recently and give opinions in the past Talk about last weekend and next weekend</p>	<p>Holidays & Travel</p> <p>Discussing travel plans Talk about festivals -Talk about what you did on holiday</p>	<p>Holidays & Travel</p> <p>Describing where you stayed Talk about holidays using different tenses</p>	<p>My personal world</p> <p>Describing people -using ser & estar Talking about who you admire Talking about friendship & relationships</p>	<p>My personal world</p> <p>Talking about your identity Talking about problems & giving advice Using podrías & deberías</p>
Assessment	<p>Speaking, Listening, Reading & writing tasks throughout the term on the topic of Free time</p>		<p>Speaking, Listening, Reading & writing tasks throughout the term on the topic of Holidays & Travel</p>		<p>Speaking, Listening, Reading & writing tasks throughout the term on the topic of My personal world</p>	
Links to prior learning	<p>Language awareness from earlier in KS3, Present, Past and Future tenses to be built on Building/emphasis on language learning skills and practise of key exam skills ready for KS4</p>					
Literacy links and reading	<p>Reading activities are integral to all MFL lessons. Pupils practise reading aloud in the target language as a key exam skill. Fortnightly vocab test.</p>					
Enrichment	<p>Cultural awareness activities for key celebrations: Christmas & Easter</p>					