

Swakeleys School for Girls

Year 9 Curriculum Guide by
subject: KS4 GCSE Year 1



enjoy

achieve

aspire

succeed

Year 9 students study 5 core subjects; English, English Literature, maths, science (trilogy worth 2 GCSEs), RE and a Language or Humanity (history or geography). They also study two additional GCSE option choices and have core PE and PSHCE as part of their non-examined core curriculum. The following provides families and students with guidance on what the full academic year of learning looks like for each subject. It outlines what Year 9 students will be taught, the type of assessment that students will experience and any resources that they will need. You can find this on our website at:

<https://swakeleys.hillingdon.sch.uk/curriculum/curriculum-guide-year-9/>

Year 9 also have an internal exam period of two weeks where each subject will hold 'exam style' assessments during the same two week period. These fall in Summer 2 and are to give students a taste of what final GCSE exams will be like when the time comes! There is a separate document which details the content for each subject for these exams which is also on our website (see the link above).

Contents:

Core curriculum:

- Maths
- English
- Science
- French or German
- Geography (also an option choice)
- History (also an option choice)
- RE
- PE (non-examined)
- PSHCE (non-examined)

Option subjects:

- Art
- Business
- Child Care
- Citizenship
- Computer Science
- Dance
- Design Technology
- Drama
- Food
- Health & Social Care
- Media
- Music
- PE (GCSE)
- Photography
- Psychology
- Sociology

MATHS

| Half term | Topics covered | Format of assessment | Resources, useful websites & extra-curricular opportunities |
|--------------------------------|---|---|--|
| Autumn 1 (Sept –Oct) | <p><u>Foundation</u></p> <ul style="list-style-type: none"> • Basic Number – big focus on numeracy • Angles – drawing, measuring and rules • Basic Algebra – simplify, expand, factorise, notation • Decimals <p><u>Higher</u></p> <ul style="list-style-type: none"> • Basic Number (the 4 operations, ordering) • Rounding (significant figures) • Angles (angles – including algebra) • Basic Algebra (expand, factorise, notation) • Decimals | <p>Ongoing in class assessment, including regular skills checks. Formal assessment on this content will take place at the 2nd half of the autumn term.</p> | <p>Use the Independent Learning tab on Sparx Maths to work on specific topics.</p> |
| Autumn 2 (Oct-Dec) | <p><u>Foundation</u></p> <ul style="list-style-type: none"> • Fractions • Percentages (converting between the 3 types, 4 operations, worded problems) • Factors and multiples • Collecting and representing data: Tally, bar, time series, pie – draw and interpret <p><u>Higher</u></p> <ul style="list-style-type: none"> • Fractions • Percentages: Converting between 3 types. Comparing numbers. Worded problems. • Collecting and Representing Data (boxplots, histograms, pie charts, pictograms, bar charts) • Factors and Multiples • Sequences: Linear, quadratic, Fibonacci, geometric • Coordinates and linear graphs: Midpoints, draw graphs, gradient, equation of a line, parallel and perpendicular lines • Real life graphs | <p>Ongoing in class assessment, including regular skills checks. A one hour written assessment covering the content of the term will be given in November.</p> | <p>Use the Independent Learning tab on Sparx Maths to work on specific topics.</p> <p>A self-assessment summary of the first term will be stuck into books during this term.</p> |

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| Spring 1 (Jan-Feb) | <p><u>Foundation</u></p> <ul style="list-style-type: none"> Perimeter and Area by counting and formula Rectangle, triangle, compound shape Circumference and Area - no semi circles Ratio and Proportion Use a ratio, simple proof, recipes, share Substitution and Equations Number machines, solving, simple substitution <p><u>Higher</u></p> <ul style="list-style-type: none"> Perimeter and Area Common 2D shapes and compound shapes Circumference and Area Including sectors Ratio and Proportion Use a ratio, simple proof, recipes Substitution and Equations Solve any equation (no quadratics) Perimeter, Circumference and Area Ratio and Proportion Substitution and Equations | <p>Ongoing in class assessment, including regular skills checks. A one hour written assessment covering the content since November will be given after the spring half term.</p> | <p>Use the Independent Learning tab on Sparx Maths to work on specific topics.</p> |
| Spring 2 (Feb – March) | <p><u>Foundation</u></p> <ul style="list-style-type: none"> Probability Indices Scatter graphs Simultaneous Equations Transformations <p><u>Higher</u></p> <ul style="list-style-type: none"> Probability Indices Scatter graphs Transformations | <p>Ongoing in class assessment, including regular skills checks. One hour written assessment covering the content since November will be given just after half term.</p> | <p>A self-assessment summary of the content since Nov will be stuck into books during the second half of this term. Use the Independent Learning tab on Sparx Maths to work on specific topics.</p> |
| Summer 1 (April-May) | <p><u>Foundation</u></p> <ul style="list-style-type: none"> Standard Form Pythagoras Introduction to trigonometry <p><u>Higher</u></p> <ul style="list-style-type: none"> Standard Form Surds Pythagoras Introduction to trigonometry | <p>Ongoing in class assessment, including regular skills checks.</p> | <p>Use the Independent Learning tab on Sparx Maths to work on specific topics.</p> |
| Summer 2 (June –July) | <p><u>Foundation & Higher</u> Preparation for year 9 exams</p> <ul style="list-style-type: none"> Review lessons based on weakness identified in exams Scale diagrams and bearings | <p>Ongoing in class assessment, including regular skills checks.</p> <p>Formal written assessment: 2 x 1 hour tests in class 55 marks each 1 Non-calculator paper 1 Calculator paper</p> | <p>Use the Independent Learning tab on Sparx Maths to work on specific topics.</p> |

ENGLISH

| Half term | Topics covered | Format of assessment | Resources, useful websites & extra-curricular opportunities |
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| Autumn 1 (Sept –Oct) | <p><u>Modern novel – Diverse Voices</u> <u>Imaginative Writing</u></p> <p>In this unit, students will study a modern novel which focuses on the theme of diverse voices. The novel studied is teacher choice.</p> <p>Key skills for imaginative writing will be studied, including:</p> <ul style="list-style-type: none"> • How to plan effectively • Shaping writing to suit a specific audience and purpose • Using figurative language to create specific effects • Using a broad vocabulary and high levels of accuracy in spelling, punctuation and grammar to create specific effects | <p>GCSE English Language style assessment.</p> <p>Imaginative writing piece.</p> | <p>Lesson resources will be available on Google Classroom for consolidation and revision.</p> <p><i>‘Target grade 5/9 Get back on track – Edexcel GCSE (9-1) English Language Writing’</i> guide, Pearson, ISBN: 978-0-435-18329-5</p> <p>https://www.bbc.co.uk/bitesize/examspecs/zgvg6fr</p> |
| Autumn 2 (Oct-Dec) | <p><u>Modern novel – Diverse Voices</u></p> <p>Key skills for approaching a novel will be studied in this unit, including:</p> <ul style="list-style-type: none"> • Analysis of themes, key characters, key messages and key quotations • Analysis of language and structural techniques writers use to create effects • Writing in a critical or academic tone | <p>GCSE English Literature style assessment.</p> <p>Part b: explore a stated theme or character in the novel as a whole.</p> | <p>Lesson resources will be available on Google Classroom for consolidation and revision.</p> <p>Litcharts - depending on which novel is studied</p> <p>York Notes revision guides – depending on which novel is studied</p> |
| Spring 1 (Jan-Feb) | <p><u>Poetry of Conflict</u></p> <p>Students will study an anthology of poems and a range of unseen poems which focus on the theme of conflict. Key skills for approaching poetry will be studied in this unit, including:</p> <ul style="list-style-type: none"> • Analysis of ideas, narrative voice, key messages and key quotations • Analysis of the language, poetic form and structural techniques writers use to create effects • Writing in a critical or academic tone • Comparison skills • Using contextual information to inform understanding | <p>GCSE English Literature style assessment.</p> <p>Part a: comparison of two poems from the anthology.</p> | <p>Lesson resources will be available on Google Classroom for consolidation and revision.</p> |

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| <p>Spring 2 (Feb – March)</p> | <p><u>Unseen 19th Century Fiction Extracts – Love and Relationships</u> Students will study a range of extracts from 19th century novels which focus on the theme of love and relationships. Key skills for approaching unseen fiction extracts will be studied in this unit, including:</p> <ul style="list-style-type: none"> • Active reading methods • Annotation skills • Inference skills • Analysis of language and structure techniques • Evaluation skills | <p>GCSE English Language style assessment.</p> <p>GCSE English Language Paper 1 style questions 1-4: assessing inference skills, analysis of language and structure, and evaluation.</p> | <p>Lesson resources will be available on Google Classroom for consolidation and revision.</p> <p><i>'Target grade 5/9 Get back on track – Edexcel GCSE (9-1) English Language Reading'</i> guide, Pearson, ISBN: 978-0-435-18327-1</p> <p>https://www.bbc.co.uk/bitesize/examspecs/zgvg6fr</p> |
| <p>Summer 1 (April-May)</p> | <p><u>Shakespeare Text</u> In this unit students will study a Shakespeare text (teacher choice from the exam board's list). <u>This text will be assessed in their final GCSE exams in year 11.</u></p> <p>Key skills for approaching a Shakespeare play will be studied in this unit, including:</p> <ul style="list-style-type: none"> • Key characters/themes in the play • Key contextual details • Key lines of dialogue/events/stage direction • Analysis of language, structure and form used in the play to create meaning • Academic writing (writing in a formal or critical style of writing) | <p>GCSE English Literature style assessment.</p> <p>GCSE English Literature Paper 1:</p> <p>Shakespeare part a – Analysis of how language, structure and form have been used to present a character or theme in an extract from the play.</p> | <p>Lesson resources will be available on Google Classroom for consolidation and revision.</p> <p>York Notes on the set play.</p> <p>Zig-Zag revision guide – dependent on which play is studied.</p> <p>LitCharts revision guide.</p> <p>Shakespeare edition of the play, with modern translation.</p> |
| <p>Summer 2 (June –July)</p> | <p><u>Imaginative Writing Revision Continuation of Shakespeare text Introduction to non-fiction texts</u> Students will prepare for their year 9 internal exam by revising imaginative writing skills. (2 weeks) Students will then continue to study their Shakespeare text. Students will also be introduced to non-fiction texts, alongside their study of the Shakespeare text. Key skills which will be studied include:</p> <ul style="list-style-type: none"> • Active reading methods • Annotation skills • Inference skills • Analysis of language and structure techniques used to create specific effects • Evaluation skills | <p>Year 9 Internal exam:</p> <p>GCSE English Language style assessment - Imaginative writing piece.</p> | <p>Lesson resources will be available on Google Classroom for consolidation and revision.</p> <p><i>'Target grade 5/9 Get back on track – Edexcel GCSE (9-1) English Language Writing'</i> guide, Pearson, ISBN: 978-0-435-18329-5</p> <p><i>'Target grade 5/9 Get back on track – Edexcel GCSE (9-1) English Language Reading'</i> guide, Pearson, ISBN: 978-0-435-18327-1</p> <p>https://www.bbc.co.uk/bitesize/examspecs/zgvg6fr</p> |

| Half term | Topics covered | Format of assessment | Resources, useful websites & extra-curricular opportunities |
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| Autumn 1 (Sept –Oct) | <ul style="list-style-type: none"> Cell structure and transport (animal and plant cells, diffusion, osmosis and active transport) Atomic structure (atoms, chemical equations, separating mixtures, history and structure of the atom, ions, isotopes and electronic structures) | Ongoing in class assessment, including regular skills checks. End of chapter test at the end of the lessons for those chapters. These will be 30 minute written tests. Revision of content required. | Seneca Learning CGP revision guide and workbook |
| Autumn 2 (Oct-Dec) | <ul style="list-style-type: none"> Cell division (differentiation and stem cells) The periodic table (development of the periodic table, electronic structures and trends in groups 1 and 7) Conservation and dissipation of energy (energy stores and transfers, work done, efficiency and power) Energy transfer by heating (conduction, specific heat capacity and heating/insulating buildings) | Ongoing in class assessment, including regular skills checks. End of chapter test at the end of the lessons for those chapters. These will be 30 minute written tests. Revision of content required. | Seneca Learning CGP revision guide and workbook |
| Spring 1 (Jan-Feb) | <ul style="list-style-type: none"> Organisation and the digestive system (tissues and organs, the digestive system, food tests and enzymes) Communicable diseases (pathogens, preventing infections, diseases caused by viruses/bacteria/ fungi/protists and human defence responses) | Ongoing in class assessment, including regular skills checks. End of chapter test at the end of the lessons for those chapters. These will be 30 minute written tests. Revision of content required. | Seneca Learning CGP revision guide and workbook |
| Spring 2 (Feb – March) | <ul style="list-style-type: none"> Structure and bonding (states of matter, ionic/covalent/metallic bonding) Energy resources (energy demands, energy from wind/water/Sun/Earth, energy and the environment and big energy issues) Electric circuits (current and charge, potential difference and resistance, component characteristics and series and parallel circuits) | Ongoing in class assessment, including regular skills checks. End of chapter test at the end of the lessons for those chapters. These will be 30 minute written tests. Revision of content required. | Seneca Learning CGP revision guide and workbook |

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| Summer 1 (April-May) | <ul style="list-style-type: none"> Preventing and treating disease (vaccination, antibiotics/painkillers and discovering and developing drugs) Non-communicable diseases (cancer and the risk of disease with smoking/diet/exercise/alcohol) Chemical calculations (relative masses and moles, equations/limiting reactants and concentrations) Electricity in the home (alternating current, cables and plugs, power and potential difference, energy transfer and efficiency) | Ongoing in class assessment, including regular skills checks. End of chapter test at the end of the lessons for those chapters. These will be 30 minute written tests. Revision of content required. | Seneca Learning CGP revision guide and workbook |
| Summer 2 (June –July) | <ul style="list-style-type: none"> Chemical changes (reactivity series, displacement reactions, salts from metals/insoluble bases/carbonates, neutralisation and the pH scale, strong and weak acids) Molecules and matter (density, states of matter, changes of state, internal energy, specific latent heat and gas pressure and temperature) | <u>Year 9 internal exam</u> One hour written assessment covering the content of the year so far (excluding chemical changes and molecules and matter) Ongoing in class assessment, including regular skills checks. End of chapter test at the end of the lessons for those chapters. These will be 30 minute written tests. Revision of content required. | Seneca Learning CGP revision guide and workbook |

FRENCH

| Half term | Topics covered | Format of assessment | Resources, useful websites & extra-curricular opportunities |
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| Autumn 1 (Sept –Oct) | <p>Relationships with family and friends Theme 1: People and lifestyle</p> <p>Describe a person’s nationality, character, personality and physical appearance.</p> <p>Describe relationships with friends and family.</p> <p>Describe qualities of a good friend.</p> | <p>Regular vocabulary and grammar tests To assess knowledge, understanding and skills</p> <p>Mid Module: 90 words writing</p> <p>End of module: Reading and translation</p> | <p>Resources shared on Google Classroom Kerboodle Languagenut AQA past papers Student’s exercise book Speaking questions and answers available online and in student’s book Speaking practice available during lunchtime with the Language Assistant</p> |
| Autumn 2 (Oct-Dec) | <p>Where people live Theme 3: Communication and the world around us</p> <p>Describe town/village/neighbourhood of residence.</p> <p>Refer to period of time in residence.</p> <p>Describe local area, buildings.</p> <p>Describe activities and facilities in area.</p> <p>Give opinions including advantages/disadvantages for young people/tourists.</p> <p>Describe an ideal home and area, future intentions on where to live with reasons.</p> <p>Understanding/giving directions</p> | <p>Regular vocabulary and grammar tests To assess knowledge, understanding and skills</p> <p>Mid Module: Translation</p> <p>End of module: 90 words writing and dictation</p> | |
| Spring 1 (Jan-Feb) | <p>MUSIC, CINEMA AND TV (including celebrity culture) Theme 2: Popular culture</p> <p>Different types of music, films, tv programmes etc.</p> <p>Express positive and negative opinions about the above</p> <p>Extend sentences with justified reasons.</p> <p>Add details regarding when, where, how often and who with.</p> <p>Use a variety of adverbs and connectives.</p> <p>Include opinions and justifications with preceding direct objects.</p> <p>Use comparatives to compare activities/give preference.</p> <p>Refer to past activities and future plans.</p> | <p>Regular vocabulary and grammar tests To assess knowledge, understanding and skills</p> <p>Mid Module: Translation and dictation</p> <p>End of module: 90 words writing, reading and listening</p> | <p>Resources shared on Google Classroom Kerboodle Languagenut AQA past papers Student’s exercise book Speaking questions and answers available online and in student’s book Speaking practice available during lunchtime with the Language Assistant</p> |

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| | <p><u>Celebrity Culture</u></p> <p>Give opinions and personal details on a variety of celebrities/famous people related to music, cinema and TV</p> <p>Refer to celebrity magazines/articles/reviews, podcasts, social media, reality TV involving famous people and influencers, with opinions.</p> <p>Give opinions about celebrities' activities/influences on young people and wider society.</p> | | |
| <p>Spring 2 (Feb – March)</p> | <p>FOOD AND EATING OUT, SPORT (including celebrity culture)</p> <p>Theme 2: Popular culture</p> <p>Express positive and negative opinions about own and other people's hobbies /food/ going out.</p> <p>Extend sentences with justified reasons</p> <p>Add details regarding when, where, how often and who with.</p> <p>Use a variety of adverbs and connectives.</p> <p>Include opinions and justifications with preceding direct objects.</p> <p>Use comparatives to compare activities/give preference.</p> <p>Refer to past activities and future plans.</p> <p>Refer to sporting events and favourite sports personalities/teams.</p> <p><u>Celebrity Culture</u></p> <p>Give opinions and personal details on a variety of celebrities/famous people related to sports/food/going out</p> <p>Refer to celebrity magazines/articles/reviews, podcasts, social media, reality TV involving famous people and influencers, with opinions.</p> <p>Give opinions about celebrities' activities/influences on young people and wider society.</p> | <p>Regular vocabulary and grammar tests</p> <p>To assess knowledge, understanding and skills</p> <p>End of module: 90 words writing, listening and reading</p> | <p>Resources shared on Google Classroom</p> <p>Kerboodle</p> <p>Languagenut</p> <p>AQA past papers</p> <p>Student's exercise book</p> <p>Speaking questions and answers available online and in student's book</p> <p>Speaking practice available during lunchtime with the Language Assistant</p> |

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| <p>Summer 1 (April-May)</p> | <p>MY STUDIES Theme 1: People and lifestyle</p> <p>Express opinions about school subjects, homework, exams and teachers.</p> <p>Refer to primary school days/ subjects.</p> | <p>Regular vocabulary and grammar tests To assess knowledge, understanding and skills Mid Module: Translation End of module: Reading and listening</p> | <p>Resources shared on Google Classroom Kerboodle Languagenut AQA past papers Student's exercise book Speaking questions and answers available online and in student's book Speaking practice available during lunchtime with the Language Assistant</p> |
| <p>Summer 2 (June –July)</p> | <p>LIFE AT SCHOOL Theme 1: People and lifestyle</p> <p>Express opinions about school rules, uniform.</p> <p>Describe weekly routine including school day, activities in school including timetable, sporting activities and clubs.</p> <p>Refer to primary school days.</p> | <p>Regular vocabulary and grammar tests To assess knowledge, understanding and skills <u>YEAR 9 INTERNAL EXAMS</u> SPEAKING Reading aloud & a photo card WRITING 4 sentences about a photo Translation English to French Writing 90/ 150 words depending on tier READING All topics as listed above Translation French to English Grammar task LISTENING All topics as listed above including a dictation task.</p> <p>End of module (end of term) -150 words writing</p> | <p>Revision lessons delivered in class. Resources shared on Google Classroom Kerboodle Languagenut AQA past papers Student's exercise book Speaking questions and answers available online and in student's book Speaking practice available during lunchtime with the Language Assistant</p> |

GERMAN

| Half term | Topics covered | Format of assessment | Resources, useful websites & extra-curricular opportunities |
|--------------------------------|---|--|---|
| Autumn 1 (Sept –Oct) | <p>Relationships with family and friends Theme 1: People and lifestyle</p> <p>Describe a person’s nationality, character, personality and physical appearance.</p> <p>Describe relationships with friends and family.</p> <p>Describe qualities of a good friend.</p> | <p>Regular vocabulary and grammar tests. To assess knowledge, understanding and skills</p> <p>Mid Module: Translation</p> <p>End of module: 90 words writing and dictation</p> | <p>Resources shared on Google Classroom Kerboodle. Sprachenut AQA past papers</p> <p>Student’s exercise book</p> <p>Speaking questions and answers available online and in student’s book</p> <p>Speaking practice available during lunchtime with the Language Assistant</p> |
| Autumn 2 (Oct-Dec) | <p>Where people live Theme 3: Communication and the world around us</p> <p>Describe town/village/neighbourhood of residence.</p> <p>Refer to period of time in residence.</p> <p>Describe local area, buildings.</p> <p>Describe activities and facilities in area.</p> <p>Give opinions including advantages/ disadvantages for young people/ tourists.</p> <p>Describe an ideal home and area, future intentions on where to live with reasons.</p> <p>Understanding/giving directions.</p> | <p>Regular vocabulary and grammar tests To assess knowledge, understanding and skills</p> <p>Mid Module: Translation</p> <p>End of module: 90 words writing and dictation</p> | <p>Resources shared on Google Classroom Kerboodle. Sprachenut AQA past papers</p> <p>Student’s exercise book</p> <p>Speaking questions and answers available online and in student’s book</p> <p>Speaking practice available during lunchtime with the Language Assistant</p> |
| Spring 1 (Jan-Feb) | <p>MUSIC, CINEMA AND TV (including celebrity culture) Theme 2: Popular culture</p> <p>Different types of music, films, tv programmes etc.</p> <p>Express positive and negative opinions about the above.</p> <p>Extend sentences with justified reasons.</p> <p>Add details regarding when, where, how often and who with.</p> <p>Use a variety of adverbs and connectives.</p> <p>Include opinions and justifications with preceding direct objects.</p> <p>Use comparatives to compare activities/give preference.</p> <p>Refer to past activities and future plans.</p> | <p>Regular vocabulary and grammar tests To assess knowledge, understanding and skills</p> <p>Mid Module: Translation and dictation</p> <p>End of module: 90 words writing, reading and listening</p> | <p>Resources shared on Google Classroom Kerboodle. Sprachenut AQA past papers</p> <p>Student’s exercise book</p> <p>Speaking questions and answers available online and in student’s book</p> <p>Speaking practice available during lunchtime with the Language Assistant</p> |

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| | <p><u>Celebrity Culture</u></p> <p>Give opinions and personal details on a variety of celebrities/famous people related to music, cinema and TV.</p> <p>Refer to celebrity magazines/articles/reviews, podcasts, social media, reality TV involving famous people and influencers, with opinions.</p> <p>Give opinions about celebrities' activities/influences on young people and wider society.</p> | | |
| <p>Spring 2 (Feb – March)</p> | <p>FOOD AND EATING OUT, SPORT (including celebrity culture) Theme 2: Popular culture</p> <p>Express positive and negative opinions about own and other people's hobbies /food/ going out.</p> <p>Extend sentences with justified reasons</p> <p>Add details regarding when, where, how often and who with.</p> <p>Use a variety of adverbs and connectives.</p> <p>Include opinions and justifications with preceding direct objects.</p> <p>Use comparatives to compare activities/give preference.</p> <p>Refer to past activities and future plans.</p> <p>Refer to sporting events and favourite sports personalities/teams.</p> <p><u>Celebrity Culture</u></p> <p>Give opinions and personal details on a variety of celebrities/famous people related to sports/food/going out</p> <p>Refer to celebrity magazines/articles/reviews, podcasts, social media, reality TV involving famous people and influencers, with opinions.</p> <p>Give opinions about celebrities' activities/influences on young people and wider society.</p> | <p>Regular vocabulary and grammar tests To assess knowledge, understanding and skills</p> <p>End of module: -90 words writing, listening and reading</p> | <p>Resources shared on Google Classroom Kerboodle Languagenut AQA past papers Student's exercise book Speaking questions and answers available online and in student's book Speaking practice available during lunchtime with the Language Assistant</p> |
| <p>Summer 1 (April-May)</p> | <p>MY STUDIES Theme 1: People and lifestyle</p> <p>Express opinions about school subjects, homework, exams and teachers.</p> <p>Refer to primary school days/ subjects.</p> | <p>Regular vocabulary and grammar tests To assess knowledge, understanding and skills</p> <p>Mid Module: Translation</p> <p>End of module: Reading and listening</p> | <p>Resources shared on Google Classroom Kerboodle Languagenut AQA past papers Student's exercise book Speaking questions and answers available online and in student's book</p> |

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| <p>Summer 2 (June –July)</p> | <p>LIFE AT SCHOOL Theme 1: People and lifestyle</p> <p>Express opinions about school rules, uniform.</p> <p>Describe weekly routine including school day, activities in school including timetable, sporting activities and clubs.</p> <p>Refer to primary school days.</p> | <p>Regular vocabulary and grammar tests To assess knowledge, understanding and skills</p> <p><u>YEAR 9 INTERNAL EXAMS</u></p> <p>SPEAKING Reading aloud & a photo card</p> <p>WRITING 4 sentences about a photo Translation English to French Writing 90/ 150 words depending on tier</p> <p>READING All topics as listed above Translation French to English Grammar task</p> <p>LISTENING All topics as listed above including a dictation task. End of module (end of term) -150 words writing</p> | <p>Resources shared on Google Classroom Kerboodle Languagenut AQA past papers Student’s exercise book Speaking questions and answers available online and in student’s book Speaking practice available during lunchtime with the Language Assistant</p> |
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GEOGRAPHY

| Half term | Topics covered | Format of assessment | Resources, useful websites & extra-curricular opportunities |
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| Autumn 1 (Sept –Oct) | Geographical Skills Longitude and latitude Understanding on physical features (identification on a map) Four and six figure grid references Map symbols OS maps (distance) OASIS rule Reading and identifying information from a choropleth map Direction | In class. 13 short answered questions with the use of maps and figures. 18 marks | Resources: All lessons on Google Classroom Textbook PLC Exercise books BBC Bitesize Physics Maths Tutor https://www.physicsandmathstutor.com/geometry-revision/gcse-edexcel-a/ Extra Curricular Geography Film Club GeogSoc (Geography Society) |
| Autumn 2 (Oct-Dec) | Topic 3 Ecosystems, Biodiversity and Management Defining and understanding key terms Global ecosystems Characteristics of tropical rainforests and temperate deciduous woodlands Management techniques of ecosystems Climate graphs Human and physical activities affecting ecosystems | In class. 8 short answered questions. 4 questions requiring developed points. 30 marks | Resources: All lessons on Google Classroom Textbook PLC Exercise books BBC Bitesize Physics Maths Tutor https://www.physicsandmathstutor.com/geometry-revision/gcse-edexcel-a/ Extra Curricular Geography Film Club GeogSoc (Geography Society) |
| Spring 1 (Jan-Feb) | Topic 4 Changing Cities Urbanisation – causes and consequences both globally and nationally Case study of a major UK city – Birmingham Case study of a city in an NEE experiencing rapid urbanisation – Mexico City | In class. 10 short answered questions. 4 questions requiring developed points. 30 marks | Extra Curricular Geography Film Club GeogSoc (Geography Society) |

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| <p>Spring 2 (Feb – March)</p> | <p>Topic 1c – Coastal Landscapes and Processes</p> <p>Coastal process to include weathering, mass movement, erosion, transportation and deposition Types of waves Landforms of coastal erosion Landforms of coastal deposition Managing coastal erosion and flooding</p> | <p>In class</p> <p>14 short answered questions.</p> <p>1 question requiring developed points with arguments for and against and a conclusion. Use of figure for evidence must also be included. 30 marks</p> | <p>Resources:</p> <p>All lessons on Google Classroom Textbook PLC Exercise books BBC Bitesize Physics Maths Tutor https://www.physicsandmathstutor.com/geography-revision/gcse-edexcel-a/</p> <p>Extra Curricular Geography Film Club GeogSoc (Geography Society)</p> |
| <p>Summer 1 (April-May)</p> | <p>Topic 5 – Global Development</p> <p>What is development Measuring development Uneven global development: causes, impacts and strategies to reduce it A case study for a NEE – India</p> | <p>In class</p> <p>9 short answered questions with some multiple choice.</p> <p>3 questions requiring developed points, use of figure for evidence must also be included and a case study example.</p> | |
| <p>Summer 2 (June –July)</p> | <p>Topic 7 – Urban Fieldwork (Human)</p> <p>An investigation into how land use changes along a transect in an urban area. Understanding of what fieldwork is and why we do it. Primary data collection methods- collecting data independently Secondary data collection- use of different recourse collected by another party to help aid the investigation. How to present data through the use of excel. How to analyse data collected. (Create and interpretation of what is being reflected and how it can/ can't provide support towards a wider investigation) How to formulate conclusions based on fieldwork data Formulating an evaluation based on data collected and analysed to answer an investigation enquiry.</p> | <p>This topic will be incorporated into the Year 9 summer exam, alongside other topics.</p> <p>The paper will consist of multiple choice, data response, and short and long answer questions. Pupils will be expected to use additional resources for some questions.</p> | |

HISTORY

There are two GCSE courses in History. The Humanities pathways follow AQA (classes labelled as 'ab' or 'cd') and the languages pathway follow OCR A (classes labelled as Y or Z)

| Half term | Topics covered | | Format of assessment | Resources, useful websites & extra-curricular opportunities |
|----------------------------------|--|--|---|--|
| Autumn 1 (Sept –Oct) | <p>An introductory skills unit to introduce key historical skills. This will be for both pathways. Lessons are adapted to suit each pathways exam skills. Pupils will learn about:</p> <ul style="list-style-type: none"> • Inference using the topic of Princess Diana • Using sources to form a hypothesis on Pearl Harbour • Reliability, usefulness and interpretation of sources using the topic of the atomic bomb • Looking at the historical skill of change and continuity with surgery • How to check for bias and purpose of sources • How to answer some of the GCSE style questions. • How historians solve mysteries with a focus on Anastasia Romanov. | | One hour assessment using the knowledge and skills learnt on this topic in relation to each exam specs type of questions. | Resources are on google classroom Use of their exercise books. |
| Autumn 2 (Oct-Dec) | Languages pathway | Humanities Pathway | One hour assessment using the knowledge and skills learnt on this topic in relation to each exam specs type of questions. | BBC bitesize for both Resources are on google classroom Use of their exercise books. Seneca for AQA |
| | Background, recap on the causes of key events of World War One to support with beginning the GCSE topic next half term. | To begin the paper 1 section B on Conflict and Tension, the First World War 1894-1918. They will cover the following: <ul style="list-style-type: none"> • Causes of the First World War e.g. the alliances, the arms race, the Schlieffen Plan • Key events e.g. Battle of Verdun, Battle of the Somme, types of weapons used, reasons for stalemate, war of attrition, the war at sea • How the war came to an end e.g. the arrival of the USA, the Hundred Days, Ludendorff Offensive. | | |
| Spring 1 (Jan-Feb) | <p>They will begin the first topic on their paper 1 section A exam. This will involve learning about the following:</p> <ul style="list-style-type: none"> • Conflict and cooperation from 1918-39 e.g. The Treaty of Versailles, the League of Nations in the 1920s, international agreements, the Great Depression and its impact. Tension in Europe in the 1930s, the League of Nations failings in the 1930s, | | Ongoing in-class assessment | BBC bitesize for both Resources are on google classroom Use of their exercise books. |
| Spring 2 (Feb – March) | | | One hour assessment using the knowledge and skills learnt on this topic in relation to each exam specs type of questions. | Seneca for AQA For OCR study wise.co.uk |

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| <p>Summer 1 (April-May)</p> | <p>the policy of appeasement and the outbreak of World War Two.</p> <ul style="list-style-type: none"> • Changing interpretations of appeasement e.g. learning different historical viewpoints on the topic and how to do 25 and 20 marker questions based on this. | <p>To start the paper 1 section A on Germany Democracy and dictatorship 1890–1945. They will cover the following:</p> <ul style="list-style-type: none"> • Germany and the growth of democracy e.g. Kaiser Wilhelm and the difficulties he faces ruling Germany, the growth of parliamentary government and socialism, social reforms, the Navy Laws. The impact of World War One such as economic problems, defeat of the monarchy, occupation of the Ruhr, the Weimar democracy and the political challenges it faced, economic developments and recovery such as the Dawes Plan, international agreements and Weimar culture | <p>One hour assessment using the knowledge and skills learnt on this topic in relation to each exam specs type of questions.</p> | <p>BBC bitesize for both</p> <p>Resources are on google classroom</p> <p>Use of their exercise books.</p> <p>Seneca for AQA</p> <p>For OCR study wise.co.uk</p> |
| <p>Summer 2 (June –July)</p> | <ul style="list-style-type: none"> • The causes and events of the Cold War e.g. ideologies, Marshall Plan, Truman Doctrine, Stalinisation, Iron Curtain, comecon, cominform, Berlin Blockade, Cuban Missile Crisis, Berlin Wall, Vietnam War causes, US involvement and tactics and how the war ended. • Changing interpretations of the Cold War e.g. learning different historical viewpoints on the causes of the Cold War and how to do 20 and 25 marker questions based on this. | <p>The remainder of the paper 1 section A content will be taught in year 10 and will be the last overview topics of:</p> <ul style="list-style-type: none"> • Germany and the Depression • The experiences of Germans under the Nazis | <p>Ongoing in-class assessment</p> <p>Internal assessment week of one one hour assessment on paper 1 section B for AQA and paper 1 section A for OCR</p> | <p>BBC bitesize for both</p> <p>Resources are on google classroom</p> <p>Use of their exercise books.</p> <p>Seneca for AQA</p> <p>For OCR study wise.co.uk</p> |

| Half term | Topics covered | Format of assessment | Resources, useful websites & extra-curricular opportunities |
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| Autumn 1 (Sept –Oct) | <u>Christian Beliefs</u> Students begin their GCSE Religious Studies course by developing their knowledge and understanding of Christian beliefs, including: <ul style="list-style-type: none"> • Introduction to Christianity • The Trinity • Christian belief about creation • The incarnation and its significance • Jesus’ teaching and example | Ongoing in-class assessment | Lesson resources will be available on Google Classroom for consolidation and revision. https://senecalearning.com/en-GB/ https://www.kerboodle.com/users/login https://www.bbc.co.uk/bitesize/topics/zh7bxyc |
| Autumn 2 (Oct-Dec) | <u>Christian Beliefs</u> Developing knowledge and understanding of Christian beliefs, including: <ul style="list-style-type: none"> • The last days of Jesus’ life and their significance, including Jesus’ crucifixion and resurrection • Christian teachings and beliefs about salvation • Christian teachings and beliefs about eschatology (life after death) • The problem of evil and suffering • Divergent solutions to the problem of evil and suffering | Ongoing in-class assessment GCSE-style assessment (questions a-d), testing knowledge, understanding and analysis/evaluation. | Lesson resources will be available on Google Classroom for consolidation and revision. https://senecalearning.com/en-GB/ https://www.kerboodle.com/users/login https://www.bbc.co.uk/bitesize/topics/zh7bxyc |
| Spring 1 (Jan-Feb) | <u>Living the Christian Life</u> Students will study Christian practices and their significance to individual Christians and the Christian community, including: <ul style="list-style-type: none"> • What does it mean to live a Christian life? • Christian denominations • Different types of Christian worship (liturgical and non-liturgical) • The sacraments – focusing on Baptism and the Eucharist • The significance of prayer and types of prayer | Ongoing in-class assessment | Lesson resources will be available on Google Classroom for consolidation and revision. https://senecalearning.com/en-GB/ https://www.kerboodle.com/users/login https://www.bbc.co.uk/bitesize/topics/zh7bxyc |

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| <p>Spring 2 (Feb – March)</p> | <p><u>Living the Christian Life</u> Students will study Christian practices and their significance to individual Christians and the Christian community, including:</p> <ul style="list-style-type: none"> • Pilgrimage: the nature, history and purpose • Christian celebrations: Advent and Christmas • Christian celebrations: Holy week and Easter • The future of the Church • The local church in the local community • The worldwide Church: including how and why it works for reconciliation, and problems faced by the persecuted Church • Charity, including the work of Christian Aid | <p>Ongoing in-class assessment</p> <p>GCSE-style assessment (questions a-d), testing knowledge, understanding and analysis/evaluation.</p> | <p>Lesson resources will be available on Google Classroom for consolidation and revision.</p> <p>https://senecalearning.com/en-GB/</p> <p>https://www.kerboodle.com/users/login</p> <p>https://www.bbc.co.uk/bitesize/topics/zh7bxyc</p> |
| <p>Summer 1 (April-May)</p> | <p><u>Marriage and the Family</u></p> <ul style="list-style-type: none"> • The importance and purpose of marriage for Christians; Christian teachings about marriage • Non-religious attitudes to marriage • Sexual relationships: How does Christianity view sexual relationships? different types of sexual relationship; sex outside marriage, Christian and non-religious views • Family: Different types of family; What is the purpose of family? According to Christians and society in general? • Support for the family in local parishes | <p>Ongoing in-class assessment</p> | <p>Lesson resources will be available on Google Classroom for consolidation and revision.</p> <p>https://senecalearning.com/en-GB/</p> <p>https://www.kerboodle.com/users/login</p> <p>https://www.bbc.co.uk/bitesize/topics/zh7bxyc</p> |
| <p>Summer 2 (June –July)</p> | <p><u>Marriage and the Family</u></p> <ul style="list-style-type: none"> • Divergent Christian teachings on contraception • Divergent Christian teachings on divorce and remarriage • Equality of men and women in Christianity; Divergent Christian views on gender equality • Gender prejudice and discrimination and the law; what does Christianity teach about opposing gender discrimination? | <p>Ongoing in-class assessment</p> <p>Year 9 exam: GCSE-style questions a-d testing knowledge, understanding and analysis/evaluation.</p> | <p>Lesson resources will be available on Google Classroom for consolidation and revision.</p> <p>https://senecalearning.com/en-GB/</p> <p>https://www.kerboodle.com/users/login</p> <p>https://www.bbc.co.uk/bitesize/topics/zh7bxyc</p> |

PE (core, non-examined)

| Half term | Topics covered | Format of assessment | Resources, useful websites & extra-curricular opportunities |
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| Autumn 1 (Sept – Dec) | <p>Netball: Students will build upon skills learnt in KS3. Tactical awareness and set plays will be taught through game based activities.</p> <p>Health Related Fitness: Students will learn how to develop personal training programmes to achieve different fitness goals through the participation of different training types such as circuit, HITT, weight training, boxercise ect. Students will learn how to calculate training intensities and how to adapt training programmes to ensure the session is specific to the training aim.</p> | <p>No formal assessment is completed.</p> <p>Assessment is ongoing every lesson by the teacher, self and peer feedback.</p> | <p>Full PE kit needs to be in school including trainers in case there is a need to change activity due to weather & internal exam considerations.</p> <p>Weekly netball club at lunchtime and also after school team practice and matches from Sep – April.</p> |
| Autumn 2 (Oct-Dec) | <p>Tag Rugby: Students will learn basic, spin and pop passing techniques. Tactical awareness and set plays will be taught through game based activities.</p> <p>Basketball: Students will learn basketball specific skills such as footwork, dribbling, marking, and shooting. Tactical awareness, rules and set plays to be taught through game based activities.</p> | | <p>Weekly badminton club at lunchtime from Sep – April.</p> <p>Participation in sport inter-house competition.</p> <p>Application to become a Sports Leader and officiate in the borough primary SHA competition. Full PE kit.</p> |
| Spring 1 (Jan-Feb) | <p>Gymnastics/Trampolining: Students will focus on building core strength and flexibility to improve body tension and extension when performing static and dynamic moves. Students will learn how to perform skills with control individually, within groups and using apparatus such as the vault in gymnastics. Students will learn how to construct and perform short sequences and routines in trampolining.</p> | <p>No formal assessment is completed.</p> <p>Assessment is ongoing every lesson by the teacher, self and peer feedback.</p> | <p>Full PE kit needs to be in school including trainers in case there is a need to change activity due to weather & internal exam considerations.</p> <p>Weekly badminton and football club at lunchtime from Sep – April.</p> |
| Spring 2 (Feb – March) | <p>Badminton: Students will develop techniques in more complex shots such as drop shots, smashes and net play. Students should be able to score and umpire singles and doubles matches using key rules (eg court area/out, service rules).</p> | | <p>Participation in sport inter-house competition.</p> <p>Sport leaders will officiate for borough secondary Sports Hall Athletics Competitions.</p> |

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| | <p>Table Tennis: Students will learn key skills such as service, push and drive shots as well as how to use effective footwork. Students should be able to score and umpire singles and doubles matches using key rules (eg service rules and scoring).</p> <p>Football: Students will build upon skills learnt in KS3. Tactical awareness and set plays will be taught through game based activities.</p> | | |
| <p>Summer 1 (April-May)</p> | <p>Athletics: Students will take part in a range of events including sprints, middle distance, field events including javelin, shot and discus and jumps including long jump and high jump. This will build on skills and techniques learnt during KS3.</p> <p>Handball: Students will be able to transfer and adapt skills learnt from netball and basketball into the handball regulations. Students will also learn handball specific skills such as one/two handed catches, types of shooting and block tackling. Rules and tactical awareness will be taught through game based activities.</p> | <p>No formal assessment is completed.</p> <p>Assessment is ongoing every lesson by the teacher, self and peer feedback.</p> | <p>Full PE kit needed for all weather conditions as all lessons will be outdoor in summer 1 due to the public exam period.</p> <p>Athletics club at lunchtime and after school for Sports Day practice!</p> <p>Athletics club will run from April – June. Trials to represent the school in the borough athletics competition.</p> <p>Participation in multiple Sports Day events.</p> |
| <p>Summer 2 (June –July)</p> | <p>Rounders/Cricket/Softball: Students will learn the key skills and techniques used for throwing (underarm, overarm) catching, bowling, fielding and batting. Rules and tactical awareness will be taught through game based activities.</p> <p>Volleyball: Students will learn the key skills and techniques of the basic skills needed in volleyball such as service, dig, smash and spike. Rules and tactical awareness will be taught through game based activities.</p> | | |

The order and selection of activities the students complete may change between classes due to weather and KS4 & 5 exam considerations.

| Half term | Topics covered | Format of assessment | Resources, useful websites & extra-curricular opportunities |
|--------------------------------|---|--|---|
| Autumn 1 (Sept –Oct) | <p>Theme: Health & Wellbeing</p> <p>Lesson 1: What is a ‘Growth Mindset’ and how can having one help us achieve and be successful?</p> <p>Lesson 2: Why do we need self-esteem and how do we build it up?</p> <p>Lesson 3: Peer pressure– why is it so powerful and how can we overcome it?</p> <p>Lesson 4: Mental health & emotional wellbeing: new challenges.</p> <p>Lesson 5: Celebrating Black History month.</p> <p>Lesson 6: Mental Health & emotional wellbeing: healthy coping strategies.</p> <p>Lesson 7: Mental Health & emotional wellbeing: reframing negative thinking.</p> | <p>Assessment takes the form of baseline assessments at the start and end of themes through self-evaluation, checking of understanding throughout the lesson, debate and discussions, and teacher’s mark book work every 6 weeks, students will complete a feed forward on a piece of work following teacher assessment of work.</p> | <p>Student notes in exercise book</p> <p>Resources shared on Google Classroom</p> <p>Further support/ information/websites is signposted for particular topics in the lesson power point</p> <p>Newsround is useful to keep up to date on what is happening in the world.</p> |
| Autumn 2 (Oct-Dec) | <p>Theme: Living in the Wider World</p> <p>Lesson 1: Human Trafficking and Modern Slavery – How are these still happening?</p> <p>Lesson 2: Gangs & teen crime.</p> <p>Lesson 3: How does the law deal with young offenders?</p> <p>Lesson 4: Taking control of my future – Personal development planning.</p> <p>Lesson 5: Gaming & gambling, what are the risks?</p> <p>Lesson 6: Careers lesson using Unifrog: Identifying interests: Linking interests to careers.</p> <p>Lesson 7: Overview of 2024 quiz.</p> | <p>Assessment takes the form of baseline assessments at the start and end of themes through self-evaluation, checking of understanding throughout the lesson, debate and discussions, and teacher’s mark book work every 6 weeks, students will complete a feed forward on a piece of work following teacher assessment of work.</p> | <p>Student notes in exercise book</p> <p>Resources shared on Google Classroom</p> <p>Further support/ information/websites is signposted for particular topics in the lesson power point</p> <p>Newsround is useful to keep up to date on what is happening in the world</p> <p>Swakeleys school learning resource centre (LRC)</p> |
| Spring 1 (Jan-Feb) | <p>Theme: Relationships & Identity</p> <p>Lesson 1: Whole school initiative – Careers Focus fortnight, topics TBC.</p> <p>Lesson 2: Whole school initiative – Careers Focus fortnight topics TBC.</p> <p>Lesson 3: Conflict Management: how can we manage and resolve conflict safely?</p> <p>Lesson 4: the meaning and impact of bullying and cyberbullying, & exploring appropriate ways of responding to hurtful or intimidating behaviour.</p> <p>Lesson 5: Learning about the role of rights, trust, and values in managing healthy and positive relationships.</p> <p>Lesson 6: Children’s mental health week.</p> | <p>Assessment takes the form of baseline assessments at the start and end of themes through self-evaluation, checking of understanding throughout the lesson, debate and discussions, and teacher’s mark book work every 6 weeks, students will complete a feed forward on a piece of work following teacher assessment of work.</p> | <p>Student notes in exercise book</p> <p>Resources shared on Google Classroom</p> <p>Further support/ information/websites is signposted for particular topics in the lesson power point</p> <p>Newsround is useful to keep up to date on what is happening in the world</p> <p>Swakeleys school learning resource centre (LRC)</p> |

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| <p>Spring 2 (Feb – March)</p> | <p>Theme: Health & Wellbeing</p> <p>Lesson 1: Self-care: types of self-care, the importance of it & how it is beneficial.</p> <p>Lesson 2: Vaping & the risks.</p> <p>Lesson 3: Celebrating International Women’s Day.</p> <p>Lesson 4: Making responsible health choices.</p> <p>Lesson 5: Drugs & alcohol education: exploring attitudes.</p> <p>Lesson 6: Drugs & alcohol education: Drugs, the law and managing risk</p> <p>Lesson 7: Developing first aid.</p> | <p>PSHCE is not a levelled subject.</p> <p>Assessment takes the form of baseline assessments at the start and end of themes through self-evaluation, checking of understanding throughout the lesson, debate and discussions, and teacher’s mark book work every 6 weeks, students will complete a feed forward on a piece of work following teacher assessment of work.</p> | <p>Student notes in exercise book</p> <p>Resources shared on Google Classroom</p> <p>Further support/ information/websites is signposted for particular topics in the lesson power point</p> <p>Newsround is useful to keep up to date on what is happening in the world</p> <p>Swakeleys school learning resource centre (LRC)</p> |
| <p>Summer 1 (April-May)</p> | <p>Theme: Relationships & Identity</p> <p>Lesson 1: Domestic abuse – how can we tell the difference between healthy and abusive relationships?</p> <p>Lesson 2: How do we recognise Child Sexual Exploitation and how easily can this happen?</p> <p>Lesson 3: Sexism & sexual harassment.</p> <p>Lesson 4: What are coercive and controlling relationships? How are they abusive?</p> <p>Lesson 5: Learning about the risks associated with sharing sexual images, and how to manage requests to share these.</p> <p>Lesson 6: The risks of STIs</p> <p>Lesson 7: Consent & the choice of delaying sex.</p> | <p>Assessment takes the form of baseline assessments at the start and end of themes through self-evaluation, checking of understanding throughout the lesson, debate and discussions, and teacher’s mark book work every 6 weeks, students will complete a feed forward on a piece of work following teacher assessment of work.</p> | <p>Student notes in exercise book</p> <p>Resources shared on Google Classroom</p> <p>Further support/ information/websites is signposted for particular topics in the lesson power point</p> <p>Newsround is useful to keep up to date on what is happening in the world</p> <p>Swakeleys school learning resource centre (LRC)</p> |
| <p>Summer 2 (June –July)</p> | <p>Theme: Living in the Wider World</p> <p>Lesson 1: Exploring democracy.</p> <p>Lesson 2: Exploring British values: individual liberty.</p> <p>Lesson 3: Celebrating Pride month.</p> <p>Lesson 4: Racism and what can we do?</p> <p>Lesson 5: Belonging & community – addressing discrimination: bias & stereotypes.</p> <p>Lesson 6: Celebrating South Asian heritage month.</p> | <p>Assessment takes the form of baseline assessments at the start and end of themes through self-evaluation, checking of understanding throughout the lesson, debate and discussions, and teacher’s mark book work every 6 weeks, students will complete a feed forward on a piece of work following teacher assessment of work.</p> | <p>Student notes in exercise book</p> <p>Resources shared on Google Classroom</p> <p>Further support/ information/websites is signposted for particular topics in the lesson power point</p> <p>Newsround is useful to keep up to date on what is happening in the world</p> <p>Swakeleys school learning resource centre (LRC)</p> |

ART

| Half term | Topics covered | Format of assessment | Resources, useful websites & extra-curricular opportunities |
|----------------------------------|--|---|---|
| Autumn 1 (Sept –Oct) | <p>Introduction to Art, Craft & design through a series of workshops.</p> <p>Mark making workshops exploring a range of materials and processes.</p> <p>To explore the technique of using pencil (2B & 4B), oil pastel, pen and charcoal, developing understanding of line, tone and texture.</p> <p>Texture Collage and weaving – to explore and use a variety of different textures to create a variety of images.</p> | <p>Teacher Assessment Including Feed Forward</p> <p>Self and peer assessment throughout project</p> <p>Verbal feedback</p> <p>On-going written feedback will be on their PLC (personal learning checklist), which is kept in school in named folders.</p> | <p>KS4 art club for pupils available at lunch times to complete or catch up with work.</p> |
| Autumn 2 (Oct-Dec) | <p>Watercolour Mark Making techniques developing understanding of shade, colour mixing, texture and tone.</p> <p>Mono and lino printing Explore the technique of lino carving and printing. Building skills on how to create a template for printing. Double and triple print layer techniques.</p> <p>Sgraffito – Creating a range of surfaces to scratch images into.</p> | | <p>KS4 art club for pupils available at lunch times to complete or catch up with work.</p> |
| Spring 1 (Jan-Feb) | <p>Africa project</p> <p>African art project is a way to introduce them to the rich cultural heritage and artistic traditions of Africa. The skills developed through such a project can include a mix of artistic techniques, cultural understanding, and creative expression. They develop understanding of line, tone and texture when drawing from observation (both primary and secondary images).</p> <p>Supported by a trip to the British Museum.</p> <p>AFRICAN PATTERNS</p> <p>LINO PRINTING</p> <p>WEAVING</p> <p>To show a range of African pattern designs from various African cultures. Understand how they are created and where they are applied. Create a range of work using printing and weaves.</p> <p>To understand the works of art depicting African tribal life. Create designs of people in the style of the artist.</p> <p>Create a 3D wire sculpture of an African tribal person or mask sculpture.</p> | <p>Teacher Assessment Including Feed Forward</p> <p>Self and peer assessment throughout project</p> <p>Verbal feedback</p> <p>On-going written feedback will be on their PLC (personal learning checklist), which is kept in school in named folders.</p> | <p>KS4 art club for pupils available at lunch times to complete or catch up with work.</p> <p>Trips to galleries and museums.</p> |
| Spring 2 (Feb – March) | | | |

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| <p>Summer 1 (April-May)</p> | <p>Africa project continued...</p> <p>Pupils will plan for their exam work creating personal and meaningful response to the topic of Africa.</p> <p>Focus on A03/A04</p> <p>Thoughtfully refine ideas through purposeful and discriminating experimentation and selection of appropriate resources, media, materials, techniques and processes as their work progresses.</p> | <p>Examinations work will be assessed according to the AQA assessment objectives.</p> | |
| <p>Summer 2 (June –July)</p> | <p>Once exam is complete pupils will begin the Still life project.</p> <p>Still Life Project</p> <p>Still life art helps artists develop essential skills such as observation, composition, and the understanding of light and shadow. By focusing on inanimate objects, artists can hone their ability to capture detail and texture.</p> <p>Objectives: Understand what still life art is. Recognize basic elements of still life compositions.</p> <p>Activities:</p> <p>Discussion and Presentation: Show examples of famous still life artworks and discuss the common elements (objects, composition and lighting).</p> <p>Object Selection: Allow students to choose simple objects from home or school (fruit, toys, books) for their still life setup.</p> <p>Basic Drawing Exercise: Practice drawing one object from observation, focusing on shapes and proportions.</p> <p>Composition and Arrangement</p> <p>Objectives: Learn about composition and how to arrange objects in an interesting way.</p> <p>Activities: Light and Shadow</p> <p>Objectives: Understand the importance of light and shadow in creating depth.</p> <p>Shading Exercise: Practice shading techniques (hatching, cross-hatching, blending) using basic shapes.</p> | <p>Teacher Assessment Including Feed Forward</p> <p>Self and peer assessment throughout project</p> <p>Verbal feedback</p> <p>On-going written feedback will be on their PLC (personal learning checklist), which is kept in school in named folders.</p> | <p>KS4 art club for pupils available at lunch times to complete or catch up with work.</p> |

| Half term | Topics covered <i>Some lessons may roll over into the next half term.</i> | Format of assessment | Resources, useful websites & extra-curricular opportunities |
|--------------------------------|--|--|---|
| Autumn 1 (Sept –Oct) | Topic 1.1 Enterprise and entrepreneurship The dynamic nature of business Why new business ideas come about: <ul style="list-style-type: none"> ● changes in technology ● changes in what consumers want ● products and services becoming obsolete. How new business ideas come about: <ul style="list-style-type: none"> ● original ideas ● adapting existing products/services/ideas. Risk and reward The impact of risk and reward on business activity: <ul style="list-style-type: none"> ● risk: business failure, financial loss, lack of security ● reward: business success, profit, independence. The role of business enterprise The role of business enterprise and the purpose of business activity: <ul style="list-style-type: none"> ● to produce goods or services ● to meet customer needs ● to add value: convenience, branding, quality, design, unique selling points. The role of entrepreneurship: <ul style="list-style-type: none"> ● an entrepreneur: organises resources, makes business decisions, takes risks. | 30 minutes – in class A mixture of MCQ (multiple choice questions) 3 mark questions – basic knowledge recall | Business course guides Knowledge retrieval practice+ workbooks Key words – Quizlet: https://quizlet.com/gb/215483989/edexcel-gcse-business-9-1-key-terms-11-enterprise-and-entrepreneurship-flash-cards/ BBC Bitesize: https://www.bbc.co.uk/bitesize/examspecs/z98snbk Seneca: https://senecalearning.com/en-GB/ Bizconsesh: https://www.youtube.com/@Bizconsesh Two Teachers: https://www.youtube.com/c/TwoTeachers All past papers, mark schemes and examiners reports are on Google Classroom for students to access and use to practise exam technique. |
| Autumn 2 (Oct-Dec) | Topic 1.2 Spotting a business opportunity Customer needs Identifying and understanding customer needs: <ul style="list-style-type: none"> ● what customer needs are: price, quality, choice, convenience ● the importance of identifying and understanding customers: generating sales, business survival. Market research The purpose of market research: <ul style="list-style-type: none"> ● to identify and understand customer needs ● to identify gaps in the market ● to reduce risk ● to inform business decisions. Methods of market research: <ul style="list-style-type: none"> ● primary research: survey, questionnaire, focus group, observation | 30 minutes – in class Section A – multiple choice, 3 mark and 6 mark discuss question. Section B – 1 mark, 2 mark & 6 mark analyse | Business course guides Knowledge retrieval practice+ workbooks Key words – Quizlet: https://quizlet.com/gb/861778300/edexcel-gcse-business-9-1-topic-12-flash-cards/ BBC Bitesize: https://www.bbc.co.uk/bitesize/examspecs/z98snbk Seneca: https://senecalearning.com/en-GB/ Bizconsesh: https://www.youtube.com/@Bizconsesh Two Teachers: |

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| | <ul style="list-style-type: none"> ● secondary research: internet, market reports, government reports. <p>The use of data in market research:</p> <ul style="list-style-type: none"> ● qualitative and quantitative data ● the role of social media in collecting market research data ● the importance of the reliability of market research data. <p>Market segmentation How businesses use market segmentation to target customers:</p> <ul style="list-style-type: none"> ● identifying market segments: location, demographics, lifestyle, income, age ● market mapping to identify a gap in the market and the competition. <p>The competitive environment Understanding the competitive environment:</p> <ul style="list-style-type: none"> ● strengths and weaknesses of competitors based on: price, quality, location, product range and customer service ● the impact of competition on business decision making. | | <p>https://www.youtube.com/c/TwoTeachers All past papers, mark schemes and examiners reports are on Google Classroom for students to access and use to practise exam technique.</p> |
| <p>Spring 1 (Jan-Feb)</p> | <p>Topic 1.3 Putting a business idea into practice Business aims and objectives What are business aims and business objectives? Business aims and objectives when starting up:</p> <ul style="list-style-type: none"> ● financial aims and objectives: survival, profit, sales, market share, financial security ● non-financial aims and objectives: social objectives, personal satisfaction, challenge, independence and control. <p>Why aims and objectives differ between businesses.</p> <p>Business revenues, costs and profits The concept and calculation of:</p> <ul style="list-style-type: none"> ● revenue ● fixed and variable costs ● total costs ● profit and loss ● interest ● breakeven level of output ● margin of safety. <p>Interpretation of breakeven diagrams:</p> <ul style="list-style-type: none"> ● the impact of changes in revenue and costs ● breakeven level of output ● margin of safety ● profit and loss. <p>Cash and cash-flow</p> | <p>45 minutes in class. The test will include: multiple choice questions, Short answer questions and extended writing.</p> | <p>Business course guides Knowledge retrieval practice+ workbooks Key words – Quizlet: https://quizlet.com/gb/704252907/edexcel-gcse-business-9-1-key-terms-13-putting-a-business-idea-into-practice-flash-cards/ BBC Bitesize: https://www.bbc.co.uk/bitesize/examspecs/z98snbk Seneca: https://senecalearning.com/en-GB/ Bizconsesh: https://www.youtube.com/@Bizconsesh Two Teachers: https://www.youtube.com/c/TwoTeachers All past papers, mark schemes and examiners reports are on Google Classroom for students to access and use to practise exam technique.</p> |

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| | <p>The importance of cash to a business:</p> <ul style="list-style-type: none"> ● to pay suppliers, overheads and employees ● to prevent business failure (insolvency) ● the difference between cash and profit. <p>Calculation and interpretation of cash-flow forecasts:</p> <ul style="list-style-type: none"> ● cash inflows ● cash outflows ● net cash flow ● opening and closing balances. | | |
| <p>Spring 2 (Feb – March)</p> | <p>Sources of business finance Sources of finance for a start-up or established small business:</p> <ul style="list-style-type: none"> ● short-term sources: overdraft and trade credit ● long-term sources: personal savings, venture capital, share capital, loans, retained profit and crowd funding. <p>Topic 1.4 Making the business effective The options for start-up and small businesses The concept of limited liability:</p> <ul style="list-style-type: none"> ● limited and unlimited liability ● the implications for the business owner(s) of limited and unlimited liability. <p>The types of business ownership for start-ups:</p> <ul style="list-style-type: none"> ● sole trader, partnership, private limited company ● the advantages and disadvantages of each type of business ownership. <p>The option of starting up and running a franchise operation:</p> <ul style="list-style-type: none"> ● the advantages and disadvantages of franchising. | <p>45 minutes in class. The test will include: multiple choice questions, Short answer questions and extended writing.</p> | <p>Business course guides Knowledge retrieval practice+ workbooks Key words – Quizlet: https://quizlet.com/gb/215484258/edexcel-gcse-business-9-1-key-terms-14-making-the-business-effective-flash-cards/ BBC Bitesize: https://www.bbc.co.uk/bitesize/examspecs/z98snbk Seneca: https://senecalearning.com/en-GB/ Bizconsesh: https://www.youtube.com/@Bizconsesh Two Teachers: https://www.youtube.com/c/TwoTeachers All past papers, mark schemes and examiners reports are on Google Classroom for students to access and use to practise exam technique.</p> |
| <p>Summer 1 (April-May)</p> | <p>Business location Factors influencing business location:</p> <ul style="list-style-type: none"> ● proximity to: market, labour, materials and competitors ● nature of the business activity ● the impact of the internet on location decisions: <p>e-commerce and/or fixed premises.</p> <p>The marketing mix What the marketing mix is and the importance of each element:</p> | <p>Peer and self-assessment</p> | <p>Writing frames and past papers mark schemes and examiners reports</p> |

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| | <ul style="list-style-type: none"> ● price, product, promotion, place. <p>How the elements of the marketing mix work together:</p> <ul style="list-style-type: none"> ● balancing the marketing mix based on the competitive environment ● the impact of changing consumer needs on the marketing mix ● the impact of technology on the marketing mix: <p>e-commerce, digital communication.</p> <p>Revision for Y9 internal exams – Retrieval practice & exam technique</p> | | |
| <p>Summer 2 (June –July)</p> | <p>Theme 1 revision – looking at an exam paper NOTE: Y9 Internal exams (2 weeks – Wk2)</p> <p>Business plans The role and importance of a business plan:</p> <ul style="list-style-type: none"> ● to identify: the business idea; business aims and objectives; target market (market research); forecast revenue, cost and profit; cash-flow forecast; sources of finance; location; marketing mix. <p>The purpose of planning business activity:</p> <ul style="list-style-type: none"> ● the role and importance of a business plan in minimising risk and obtaining finance. | <p>45 minutes in class. The test will include: multiple choice questions, Short answer questions and extended writing.</p> | <p>Business course guides Knowledge retrieval practice+ workbooks Key words – Quizlet: https://quizlet.com/gb/345074486/gcse-business-edexcel-9-1-revision-topic-15-flash-cards/ BBC Bitesize: https://www.bbc.co.uk/bitesize/examspecs/z98snbk Seneca: https://senecalearning.com/en-GB/ Bizconsesh: https://www.youtube.com/@Bizconsesh Two Teachers: https://www.youtube.com/c/TwoTeachers All past papers, mark schemes and examiners reports are on Google Classroom for students to access and use to practise exam technique.</p> |

CHILD CARE

| Half term | Topics covered | Format of assessment | Resources, useful websites & extra-curricular opportunities |
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| Autumn 1 (Sept –Oct) | <p>Child Development and Care in the Early Years NCFE L2 GCSE</p> <p>Content Area 1 Students will learn about holistic development and specific development in children aged 0-5 years. This includes;</p> <ul style="list-style-type: none"> - Physical development - Cognitive development - Language development - Emotional development - Social Development | <p>Ongoing self/peer assessment.</p> <p>Assessment via mini tests every 3 weeks.</p> <p>Content area assessments take place at the end of the topics.</p> | <p>Resources on google classroom</p> <p>Topic content booklets</p> <p>Class Books</p> |
| Autumn 2 (Oct-Dec) | <p>Content Area 4 Students will learn about the different settings that are available for children and will be able to identify and explain the differences, including being able to explain suitability of settings according to family needs</p> | | |
| Spring 1 (Jan-Feb) | <p>Content Area 7 Students will study about Early Years Practitioner roles and different types of responsibilities and partnerships involved in looking after children. This will also include the skills required and different types of settings available for children.</p> <p>Content Area 5 Students to learn about legislation, policies and procedures in the early years. This will include;</p> <ul style="list-style-type: none"> - Statutory and non-statutory – what is the difference? - Risks and hazards, including understanding what a risk assessment is. - Safe working practices - Preventing the spread of infection - The purpose of the Equality Act - Responding to safeguarding & indicators of abuse - Maintaining confidentiality & GDPR - Purpose of UNCRC 1989 & 2018 - EYFS (Early Years Foundation Stage), the key principles - Ofsted and regulation | <p>Ongoing self/peer assessment.</p> <p>Assessment via mini tests every 3 weeks.</p> <p>Content area assessments take place at the end of the topics.</p> | <p>Resources on google classroom</p> <p>Topic content booklets</p> <p>Class Books</p> |
| Spring 2 (Feb – March) | | | |

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| <p>Summer 1 (April-May)</p> | <p>Content Area 6 Students to explore the topic of preparing for work placements. This includes;</p> <ul style="list-style-type: none"> - Expectations of placements - Communication with the setting - Preparing for work placement - Dress code - Health and Safety - Positive attitude - Paperwork | <p>Y9 written exam 1 hour.</p> <p>Ongoing self/peer assessment.</p> <p>Assessment via mini tests every 3 weeks.</p> <p>Content area assessments take place at the end of the topics.</p> | <p>Year 9 Written Exam</p> <p>Students are given a revision booklet including the course content.</p> <p>Resources on google classroom</p> <p>Class Books</p> |
| <p>Summer 2 (June –July)</p> | <p>Mock Tasks Using all previous content areas to respond to a case study; notes to be used on computers.</p> | | |

CITIZENSHIP

| Half term | Topics covered | Format of assessment | Resources, useful websites & extra-curricular opportunities |
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| Autumn 1 (Sept –Oct) | GCSE Edexcel Citizenship Theme A – Living together in the UK What is a community? Where are your roots? Mutual understanding What’s happening to the UK population? Migration What is Identity? Respect and communities Meeting barriers Discrimination and the law Developing mutual understanding | Past GCSE questions on Theme A | GCSE Edexcel text book ‘Citizenship Today’ www.ons.gov.uk www.un.org/en/documents/udhr www.kickitout.org www.scope.org.uk |
| Autumn 2 (Oct-Dec) | What are human rights? Human rights in the UK Political rights Legal rights Fair play at work Protecting the customer Rights with responsibilities Human rights: checks and balances Who represents us? What does the council do? | Past GCSE questions on Theme A | www.amnesty.org.uk www.hillingdon.gov.uk |
| Spring 1 (Jan-Feb) | Theme B – Democracy at work Getting elected Does every vote count? Who shall I vote for? Into power Forming a government | Past GCSE questions on Theme B | Political party websites Political party broadcasts www.gov.uk |
| Spring 2 (Feb – March) | How are laws made? Apart or together? How are we governed? Balancing the budget | Past GCSE questions on Theme B | www.gov.uk/government/organisation/hm-treasury |
| Summer 1 (April-May) | Theme C – How the law works What’s the point of the law? What is law? Criminal and civil law Who puts the law into practice? Criminal courts Solving civil disputes | Past GCSE questions on Theme C | www.ybtj.justice.gov.uk |
| Summer 2 (June –July) | What sort of sentence? Young people and the justice system What’s happening to crime? How can we reduce crime? The law: a citizen’s responsibilities and rights | Yr 9 exam – mixture of exam questions from Themes A, B and C | www.crime-statistics.co.uk/postcode |

COMPUTER SCIENCE

| Half term | Topics covered | Format of assessment | Resources, useful websites & extra-curricular opportunities |
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| Autumn 1 (Sept – Dec) | <p>Primary storage (memory)</p> <ul style="list-style-type: none"> ○ The need for primary storage ○ The difference between RAM and ROM The purpose of ROM in a computer system ○ The purpose of RAM in a computer system ○ Virtual memory <p>Programming: Introduction to Python</p> <ul style="list-style-type: none"> ○ How to open python IDLE ○ Create folder and how to save and open python exercise. ○ Understand data type, integer Real, Boolean and character. ○ Apply arithmetic operators to python | <p>Smart revise questions Topic tests MCQ</p> <p>Programming with python</p> | <p>-Resources shared on Google Classroom -Smart Revise -OCR past papers -Student’s exercise book -Multiple choice quiz -Craig n Dave YouTube videos</p> |
| Autumn 2 (Oct-Dec) | <p>Secondary Storage</p> <ul style="list-style-type: none"> ○ The need for secondary storage Common types of storage ○ Suitable storage devices and storage media for a given application ○ The advantages and disadvantages of different storage devices and storage media <p>Programming: Introduction to Python</p> <ul style="list-style-type: none"> ○ Identify the meaning of basic operators ○ Identity the purpose of selection If...then else ○ Programming program using if statement. ○ Understand the structure for a For loop. | <p>Smart revise questions Topic tests MCQ</p> | <p>-Resources shared on Google Classroom -Smart Revise -OCR past papers -Student’s exercise book -Multiple choice quiz -Craig n Dave YouTube videos</p> |
| Spring 1 (Jan-Feb) | <p>Data Storage</p> <ul style="list-style-type: none"> ○ How to convert positive denary whole numbers to binary numbers ○ How to add two binary integers together ○ How to convert positive denary whole numbers into 2-digit hexadecimal numbers and vice versa ○ How to convert binary integers to their hexadecimal equivalents ○ Binary shifts | <p>Smart revise questions Topic tests MCQ</p> | <p>-Resources shared on Google Classroom -Smart Revise -OCR past papers -Student’s exercise book -Multiple choice quiz -Craig n Dave YouTube videos</p> |

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| | <p>Programming: Introduction to Python</p> <ul style="list-style-type: none"> ○ Understand how to use selection and iteration on a single program to solve a problem ○ The difference between count controlled and condition controlled loop. ○ Solve real life problems using a while loop | | |
| <p>Spring 2 (Feb – March)</p> | <p>Network & Topologies</p> <ul style="list-style-type: none"> ○ Type of networks ○ Factors that affect networks ○ Client server and P2P networks ○ Network hardware ○ The internet ○ Network topologies <p>Logic diagrams and truth table</p> <ul style="list-style-type: none"> ○ Construct truth table for AND, OR and NOT gate. ○ Construct truth table for simple circuits ○ Create, modify and interpret simple logic circuit diagrams | <p>Smart revise questions Topic tests MCQ</p> | <p>-Resources shared on Google Classroom -Smart Revise -OCR past papers -Student’s exercise book -Multiple choice quiz -Craig n Dave YouTube videos</p> |
| <p>Summer 1 (April-May)</p> | <p>Wired and Wireless networks, protocols and layers</p> <ul style="list-style-type: none"> ○ Wired and Wireless connections ○ Encryption ○ IP Address and MAC address ○ Standards ○ Protocols ○ Layering <p>System Architecture</p> <ul style="list-style-type: none"> ○ The purpose of the CPU and its functions. ○ How CPU address Memory and the types of registers. ○ Cache memory and Buses | <p>Smart revise questions Topic tests MCQ</p> | <p>-Resources shared on Google Classroom -Smart Revise -OCR past papers -Student’s exercise book -Multiple choice quiz -Craig n Dave YouTube videos</p> |
| <p>Summer 2 (June –July)</p> | <p>Recap and revision of all of the covered topics with the aim of consolidating knowledge.</p> <p>Algorithms and Flow chart</p> <ul style="list-style-type: none"> ○ Understand flow chart symbols ○ Create and refine flow chart ○ Use flow chart and write python code and vice versa. | <p>Smart revise questions Mock tests MCQ</p> | <p>-Resources shared on Google Classroom -Smart Revise -OCR past papers -Student’s exercise book -Multiple choice quiz -Craig n Dave YouTube videos</p> |

DANCE

| Half term | Topics covered | Format of assessment | Resources, useful websites & extra-curricular opportunities |
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| <p>Autumn 1 (Sept –Oct)</p> | <p>Dance AQA GCSE</p> <p>Physical theatre Students will learn a set piece of contemporary where they will explore movement in a stylistically accurate way and they will learn movements they can use in their own choreography. Trust exercises in class including counter-balance and counter-tension are explored as well as simple weight giving and taking movements.</p> <p>Ingredients of dance and safe practice Students will understand the importance of safe practice; studio safety, movement execution, appropriate clothing, injury prevention and PRICE, hydration and diet.</p> <p>Step Up to Dance GCSE Students will study topics to bridge the gap between KS3 and GCSE Dance. Topics include: 4 components of dance – action, space, dynamics and relationships. Simple choreographic devices and definitions for unison, canon, mirroring, accumulation and formations.</p> | <p>Ongoing self/peer assessment.</p> <p>Assessment via mini tests of performance skills and safe practice.</p> <p>Group performance assessment of ‘Rosas Danst Rosas’.</p> <p>Solo assessment of set phrase Breathe.</p> | <p>Check out the Performing Arts Extra Curricular programme. We’d love to see you there!</p> <p>Auditions for school production.</p> <p>ECAS perform in Winter Showcase.</p> <p>Resources on google classroom</p> <p>Purple Class Books</p> |
| <p>Autumn 2 (Oct-Dec)</p> | <p>Group Composition Students will learn 5 key motifs from ‘Rosas Danst Rosas’ using a chair. Students will then link the motifs and create a group performance of the piece and perform in class and at the Winter Showcase.</p> <p>Solo Performance Performance skills. Students will select, rehearse, practise, evaluate and perform part or all of the set phrase ‘Breathe’. Students will learn how to perform a piece accurately showing correct action and timing content with confidence. Some will add expression and dynamic content to their performance. To perform at 105bpm.</p> | | |

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| <p>Spring 1 (Jan-Feb)</p> | <p>Set Piece – Emancipation of Expressionism Students to explore a set works by using knowledge and understanding of how the dance is created, dance styles, dance components, stage/costume/music and lighting contexts and dance language to make critical judgements and interpretations about the dance.</p> <p>Students will create a group dance in relation to the dance styles used using Emancipation of Expressionism as a starting point. This will be performed at Dance Evening.</p> | <p>Ongoing self/peer assessment.</p> <p>Emancipation of Expressionism written assessment.</p> <p>Performance of choreography assessment.</p> <p>Solo performance assessment.</p> | <p>Check out the Performing Arts Extra Curricular programme. We'd love to see you there!</p> <p>School Production performance.</p> <p>Instrumental lessons</p> <p>Resources on google classroom</p> <p>Dance Evening in March.</p> |
| <p>Spring 2 (Feb – March)</p> | <p>Dance Composition Students will choreograph a dance to from a stimulus. They will start a choreography journal to map out and make notes of the process.</p> <p>Solo Performance Performance skills. Students will select, rehearse, practise, evaluate and perform all of the set phrase 'Breathe'. Students will learn how to perform a piece accurately showing correct action and timing content with confidence. Some will add expression and dynamic content to their performance. To perform at 105bpm.</p> | | |
| <p>Summer 1 (April-May)</p> | <p>Set work; A Linha Curva Students to explore a set works by using knowledge and understanding of how the dance is created, dance styles, dance components, stage/costume/music and lighting contexts and dance language to make critical judgements and interpretations about the dance.</p> <p>Students will create a group dance in relation to the dance styles used using 'A Linha Curva' as a starting point.</p> | <p>Ongoing self/peer assessment.</p> <p>Y9 written exam.</p> <p>Y9 group performance exam.</p> <p>Stimulus choreography assessment.</p> | <p>Check out the Performing Arts Extra Curricular programme. We'd love to see you there!</p> <p>ECAS perform in Summer Festival.</p> <p>Y9 group performance in Summer Festival.</p> <p>Year 9 Written and Performance Exams</p> |
| <p>Summer 2 (June –July)</p> | <p>Choreography based on a stimulus Students will compose a series of motifs based on a stimulus. Students will share ideas and collaborate to design a dance piece in groups of 2-3.</p> <p>PIAG Performance Performance skills. Students will select their own music to create a performance piece that shows off their performance skills. These include Technical skills, Physical skills, Expressive skills and Mental skills. This will be performed at the Summer Festival.</p> | | <p>Students are given a revision booklet including the course GCSE content.</p> <p>Resources on google classroom</p> <p>Purple Class Books</p> |

DESIGN TECHNOLOGY

| Half term | Topics covered | Format of assessment | Resources, useful websites & extra-curricular opportunities |
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| Autumn 1 (Sept –Oct) | <p>Exam board: Edexcel Design & Technology 9-1</p> <p>Moving toy</p> <p>In this project, students will design and make an automaton, building upon skills with timber-based materials developed in Year 8. They will generate ideas using sketches and, following a reminder on safe working practices, realise these ideas using a range of manufacturing processes. To support their designs, they will learn about design briefs and customer profiles, and the operation of cams and followers and other mechanical devices.</p> | <p>FORMATIVE:</p> <ul style="list-style-type: none"> *Response to questions *Observation of practical work *Response to questions during knowledge section <p>SUMMATIVE:</p> <ul style="list-style-type: none"> * Review of completed evaluations and product * End of unit assessment (written) | GCSE D&T Edexcel bitesize website |
| Autumn 2 (Oct-Dec) | <p>Pewter pendant</p> <p>This project introduces students to working with metals and builds on learning about CAD, CAM and polymers from Year 7. Students will design a pendant using 2D CAD and create a simple mould from MDF using CAM with a laser cutter. They will test the mould using a polymer. Following a demonstration of safe working practices, they will cast their designs using pewter and finish their products using hand tools. During this project, students will learn about sources of metals, the different types of ferrous and non-ferrous metals and their applications and the processes used to make products from metals.</p> | <p>FORMATIVE:</p> <ul style="list-style-type: none"> *Response to questions during knowledge section *Review of CAD drawing <p>SUMMATIVE:</p> <ul style="list-style-type: none"> *Review of manufactured moulds *Observation of practical work * End of unit assessment of completed product * End of unit assessment (written) | GCSE Bitesize Design & Technology Edexcel https://www.bbc.co.uk/bitesize/examspecs/zb6h92p |
| Spring 1 (Jan-Feb) | <p>Vase, vase, vase</p> <p>This project builds on students' understanding of working with CAD/CAM, polymers, timber and metals from previous projects. Students will generate ideas by making models of a flat-pack stand that can be used to support a test tube, so that it can be used as a vase. They will produce a CAD drawing of their design and manufacture it from polymer using a CAM method. They will manufacture it from a timber-based material and metal using manual processes. During this project, students will also consider the roles of the design context and brief, the use of templates and evaluation against a brief.</p> | <p>FORMATIVE:</p> <ul style="list-style-type: none"> *Response to questions during knowledge section *Observation during making activities *Review of finished models <p>SUMMATIVE:</p> <ul style="list-style-type: none"> * End of unit assessment of completed product * End of unit assessment (written) | |

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| <p>Spring 2 (Feb – March)</p> | <p>Sustainable bags This project will build upon skills developed in the Year 7 and 8. It will allow for some techniques to be used again but will extend to include far more complex design and make activities. More demanding process and techniques will be introduced, alongside further developing students' understanding of fabrics, to include finishes, fibre mixes and blends. Wider issues that affect design and technology will be introduced to include, for example, Fairtrade, sustainability and the circular economy. Opportunities are suggested to study the work of past and professional designers whose work could be used as a source of inspiration for students' own designs. The course builds around the students designing and making a bag based on the concept of a tote or drawstring style for a user and purpose of their own choosing.</p> | <p>FORMATIVE: *Response to questions during knowledge section *Observation during making activities *Review of finished models</p> <p>SUMMATIVE: * End of unit assessment of completed product * End of unit assessment (written)</p> | |
| <p>Summer 1 (April-May)</p> | <p>Mini NEA: responding to a context Students will:</p> <ul style="list-style-type: none"> ▪ Carry out investigation into a problem linked to a contextual challenge. ▪ Identify a suitable brief and set of specification criteria. ▪ Design a range of solutions and develop one of these for manufacture. | <p>FORMATIVE: *Response to contextual challenge using exam board assessment criteria</p> <p>*Observation during designing and model making activities</p> | <p>Investigating design opportunities: https://www.bbc.co.uk/bitesize/guides/zmshsr/d/revision/1</p> <p>Designing: https://www.bbc.co.uk/bitesize/guides/zvkck2p/revision/1</p> |
| <p>Summer 2 (June –July)</p> | <ul style="list-style-type: none"> ▪ Manufacture a prototype to a high level of accuracy. ▪ Test and evaluate the solution against the specification. | <p>SUMMATIVE: * NEA assessment of completed product and evaluation using exam board criteria.</p> | <p>Making: https://www.bbc.co.uk/bitesize/guides/z47w7p3/revision/1</p> |

DRAMA

| Half term | Topics covered | Format of assessment | Resources, useful websites & extra-curricular opportunities |
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| Autumn 1 (Sept –Oct) | <p>Drama Edexcel GCSE</p> <p>Theatre History Develop knowledge and understanding of a range of strategies to deepen knowledge of different styles of drama. Students look at the outline of the GCSE course. Discussion, and questions and answers.</p> <p>Brecht & Boal– Non-Naturalism</p> | <p>Ongoing self/peer assessment.</p> <p>Assessment</p> <p>Self and peer evaluations of both reference style and communication. Theory work demonstrates an understanding of the key vocabulary used.</p> <p>Ongoing self/peer assessment.</p> | <p>Check out the Performing Arts Extra Curricular programme. Auditions for school production.</p> <p>ECAS perform in Winter Showcase.</p> <p>Resources on google classroom</p> |
| Autumn 2 (Oct-Dec) | <p>Practitioners - Understanding of the role of Brechtian theatre and Theatre of the Oppressed in influencing theatre in the 20th and 21st Centuries. Developing an understanding of non-naturalistic techniques. Understanding how political views influence theatre. In groups, students explore both practitioners. Students do short performances in pairs/groups.</p> | <p>Assessment</p> <p>Self and peer evaluations of both reference style and communication. Theory work demonstrates an understanding of the key vocabulary used.</p> | <p>https://www.bbc.co.uk/bitesize/examspecs/zkvm2sg</p> |
| Spring 1 (Jan-Feb) | <p>Explorative Strategies Exploring characters in depth. Developing understanding and knowledge of C1. Practical devising workshop, exploring ways to create performance work. A scene is acted out and watched by the rest of the group. At any point in the acting, the audience can stop the action and refocus the work. We use Forum Theatre to explore themes and issues as well as find ways of improving performances.</p> | <p>Ongoing self/peer assessment.</p> <p>Self and peer evaluations of both reference style and communication.</p> | <p>Check out the Performing Arts Extra Curricular programme.</p> <p>School Production performance</p> <p>https://www.bbc.co.uk/bitesize/guides/zk6gscw/revision/1</p> |
| Spring 2 (Feb – March) | <p>Stanislovski & script-100 Naturalism C2</p> <p>Text work through Stanislavski performance. Applying Stanislavski techniques to performance. Understanding the role of a designer in the creative process. Understanding the role of Stanislavski in influencing theatre in the 20th and 21st Centuries. Developing an understanding of naturalistic techniques. Understanding technical terminology (assessed in-class.) In groups, students explore in detail an extract from the</p> | <p>Ongoing self/peer assessment.</p> <p>Assessment</p> <p>Self and peer evaluations of both reference style and communication. Theory work demonstrates an understanding of the key vocabulary used.</p> | |

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| | performance text. In groups, students explore in detail a different extract from the performance text. Students do small performances/presentations on the extracts that they have been using. | | |
| Summer 1 (April-May) | <p>Devising C1</p> <p>Use of stimuli and creative thinking skills.</p> <p>How to devise effectively from a variety of stimuli. This will be demonstrated through the group devising and creative process, individual contributions and a performance. Practical session on effective use of stimulus material. Discussion of the creative intentions. Students structure the piece. Discussion of students' ideas and their intentions, skills, techniques and influences.</p> | <p>Ongoing self/peer assessment and evaluation.</p> <p>Assessment</p> <p>Self and peer evaluations of both reference style and communication.</p> | <p>Check out the Performing Arts Extra Curricular programme.</p> <p>ECAS perform in Summer Festival.</p> <p>https://www.bbc.co.uk/bitesize/guides/zk6gscw/revision/1</p> <p>Resources on google classroom</p> |
| Summer 2 (June –July) | <p>Live Theatre/ DNA C3</p> <p>Students watch, analyse and evaluate video extracts of a piece of professional theatre or attend a live theatre production. The main purpose of this unit is to develop their ability to analyse and evaluate work and enrich their ability to justify their opinions. They also take a close look at the design elements and how these are used to enhance the production. This work serves as an introduction to two questions on the written paper at GCSE.</p> | <p>Ongoing self/peer assessment and evaluation.</p> <p>Self and peer evaluations of both reference style and communication.</p> <p>Year 9 Exam</p> | |

FOOD

| Half term | Topics covered | Format of assessment | Resources, useful websites & extra-curricular opportunities |
|--------------------------------|---|---|---|
| Autumn 1 (Sept –Oct) | <p><u>Year 9 Food preparation & nutrition</u></p> <ul style="list-style-type: none"> Preparing for practical work Where does bacteria come from? Applying the Eatwell guide Practical lesson- minestrone soup Micronutrients- nutrients in food, their sources and functions. How flour is made Practical lesson –shortcrust pastry for a tomato and basil tart Celebrating black history month: pupils research suitable dishes and produce a product of their choice. Nutritional needs of different groups of people Practical lesson – bread for a target group Sensory evaluation and star profiles Carrying out taste tests Creating star profiles <p>Written half term assessment on the topics above.</p> | <p>Quizzes</p> <p>Teacher assessment of practical outcome:</p> <ul style="list-style-type: none"> Execution of skills Finish & presentation Time management & food safety Organisation & preparation Independent working <p>Homework assignments</p> | <p>Students must remember their kit:</p> <ul style="list-style-type: none"> Hair tie (something suitable to tie up their hair) Food safe container (for taking their food product away/ home). <p>High risk ingredients (e.g. cooked meat and poultry, dairy products) must be taken to the food room before registration and stored in the fridge.</p> <p>Please ensure your daughter has their name and form group labelled clearly on their ingredients/ bags.</p> <p>Free school meals (FSM) students will have ingredients provided.</p> |
| Autumn 2 (Oct-Dec) | <ul style="list-style-type: none"> Food science: fermentation and caramelisation Practical lesson- Chelsea buns Cereals – turning flour into pasta Equipment – the pasta machine Practical lesson – making pasta Skills focus – flaky pastry, choux pastry and setting mixtures Gelatinisation and gelation Demonstration – chocolate blancmange Practical lesson- profiteroles <p>British & international cuisine project Pupils research a cuisine of their choice, and choose a dish from the region to make.</p> | <p>*Observation during practical activities</p> <p>Quizzes</p> <p>Teacher assessment of practical outcome:</p> <ul style="list-style-type: none"> Execution of skills Finish & presentation Time management & food safety Organisation & preparation Independent working <p>Homework assignments</p> | <p>https://senecalearning.com/en-GB/</p> <p>Exam board: AQA</p> <p>Online textbook: https://www.illuminate.digital/aqafood/</p> |

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| <p>Spring 1 (Jan-Feb)</p> | <ul style="list-style-type: none"> Dietary needs at different life stages: planning a light meal for a teenager Energy needs: 'Mexican madness'. <p>Practical lesson- pupils will plan a healthy Mexican dish that contains protein, carbohydrate and at least 2–3 portions of your 5 a day.</p> <ul style="list-style-type: none"> Nutritional analysis: 'Magic with mince'. To use nutrition information and allergy advice panels on food labels to help make informed food choices. <p>Practical lesson: traditional Bolognese</p> | <p>Quizzes</p> <p>Teacher assessment of practical outcome:</p> <ul style="list-style-type: none"> Execution of skills Finish & presentation Time management & food safety Organisation & preparation Independent working <p>Homework assignments</p> | |
| <p>Spring 2 (Feb – March)</p> | <ul style="list-style-type: none"> Special diets: 'Respect the Risotto' Adapting meals for special dietary needs <p>Practical lesson- adapted risotto recipe for a dietary need.</p> <ul style="list-style-type: none"> 'Best of British': learn key ingredients come from and how they are grown, reared or caught. <p>Practical lesson- traditionally British hot meal that will appeal to school children</p> <ul style="list-style-type: none"> Multicultural cuisine: a taste of Asia <p>Practical lesson- pupils select a region to research and making a dish of choice.</p> <ul style="list-style-type: none"> 'Sauces made simple': food science gelatinisation. <p>Practical lesson- making a savoury dish that provides sources of vitamins and minerals.</p> | <p>Quizzes</p> <p>Teacher assessment of practical outcome:</p> <ul style="list-style-type: none"> Execution of skills Finish & presentation Time management & food safety Organisation & preparation Independent working <p>Homework assignments</p> | |
| <p>Summer 1 (April-May)</p> | <ul style="list-style-type: none"> Trendy tray bakes- the technical challenge. <p>Practical lesson- pupils will create a tray bake using their food science knowledge on aeration.</p> <ul style="list-style-type: none"> Festival project: a mini NEA project exploring cultural food that could be served at a music/ sports festival. <p>Internal summer exam: a practical task based on their festival project, and a written exam based on topics learnt throughout the year 9 course.</p> <ul style="list-style-type: none"> Food science investigation- A mini NEA exploring cake making. | <p>SUMMATIVE: * NEA assessment of completed product and evaluation using exam board criteria.</p> | |
| <p>Summer 2 (June –July)</p> | <p>End of year project: Afternoon tea Pupils will learn the British traditions, explore functional & chemical properties of food and learn to make a variety of pastries, cakes and savoury treats.</p> | <p>Quizzes</p> <p>Teacher assessment of practical outcome:</p> <ul style="list-style-type: none"> Execution of skills Finish & presentation Time management & food safety Organisation & preparation Independent working <p>Homework assignments</p> | |

HEALTH & SOCIAL CARE

| Half term | Topics covered | Format of assessment | Resources, useful websites & extra-curricular opportunities |
|----------------------------------|--|--|---|
| Autumn 1 (Sept –Oct) | <p>Component 1: Human Lifespan Development</p> <p>Learning outcome A:</p> <p>Growth and development across the life stages</p> <ul style="list-style-type: none"> • Main life stages • Areas of growth and development • Physical development • Intellectual development • Emotional development • Social development | <p>Knowledge and vocabulary checks every lesson.</p> <p>Ongoing self/peer assessment.</p> <p>Mini-written coursework report – C1 Task 1 (1 hour).</p> | <p>Resources on Google Classroom</p> <p>Class textbooks</p> |
| Autumn 2 (Oct-Dec) | <p>Learning outcome A:</p> <p>Factors affecting growth and development across the life stages</p> <ul style="list-style-type: none"> • Physical ill health and disabilities • Lifestyle • Emotional and social factors • Cultural factors • Environmental factors • Economic factors | <p>Knowledge and vocabulary checks every lesson.</p> <p>Ongoing self/peer assessment.</p> <p>Mini-written coursework report – C1 Task 2 (1 hour).</p> | <p>Resources on Google Classroom</p> <p>Class textbooks</p> |
| Spring 1 (Jan-Feb) | <p>Learning Outcome B:</p> <p>Life events</p> <ul style="list-style-type: none"> • Expected and unexpected life events • Physical and mental illness • Relationship changes • Life circumstances | <p>Knowledge and vocabulary checks every lesson.</p> <p>Ongoing self/peer assessment.</p> <p>Mini-written coursework report – C1 Task 3a (1 hour).</p> | <p>Resources on Google Classroom</p> <p>Class textbooks</p> |
| Spring 2 (Feb – March) | <p>Learning Outcome B:</p> <p>How individuals deal with life events</p> <ul style="list-style-type: none"> • Coping with change • Adapting to change • Informal sources of support • Voluntary sources of support • Professional sources of support • Types of support | <p>Knowledge and vocabulary checks every lesson.</p> <p>Ongoing self/peer assessment.</p> <p>Mini-written coursework report – C1 Task 3b (1 hour).</p> | <p>Resources on Google Classroom</p> <p>Class textbooks</p> |

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| <p>Summer 1 (April-May)</p> | <p>Component 2: Health and Social Care Services and Values</p> <p>Learning outcome A:</p> <p>Types of health and social care services</p> <ul style="list-style-type: none"> ● Primary care ● Secondary ● Tertiary care ● Allied health professionals ● Multi-disciplinary team working ● Arthritis ● Cardiovascular conditions ● Type 2 diabetes ● Obesity ● Respiratory conditions ● Additional needs | <p>Knowledge and vocabulary checks every lesson.</p> <p>Ongoing self/peer assessment.</p> <p>Mini-written coursework report – C2 Task 1 (1 hour).</p> | <p>Resources on Google Classroom</p> <p>Class textbooks</p> |
| <p>Summer 2 (June –July)</p> | <p>Learning outcome A:</p> <p>Types of health and social care services</p> <ul style="list-style-type: none"> ● Services for children and young people ● Services for adults or children with specific needs ● Services for older adults ● Informal social care | <p>Knowledge and vocabulary checks every lesson.</p> <p>Ongoing self/peer assessment.</p> <p>Year 9 Internal Assessment: Written coursework report – C1 Task 1 (2 hours)</p> | <p>Resources on Google Classroom</p> <p>Class textbooks</p> |

MEDIA

Due to potential teaching splits, the order of topics covered may vary by cohort. The student will always be informed of what topics they are covering with each teacher.

| Half term | Topics covered | Format of assessment | Resources, useful websites & extra-curricular opportunities |
|----------------------------------|--|---|---|
| Autumn 1 (Sept –Oct) | An introduction to the subject is covered over a period of weeks, teaching key skills and vocabulary in order for all students to be able to access the course materials. This culminates in a practical project of the creation of a media product, practicing photography and editing skills. | Exam style question of the media language covered in a short film clip or trailer. Verbal feedback on the practical production project. | <ul style="list-style-type: none"> • Eduqas set product factsheets • Mrs Fisher on YouTube • All resources posted on Google Classroom • Film and Television ECA |
| Autumn 2 (Oct-Dec) | Students then beginning covering the set texts of the GCSE course, starting with print advertisements . The study the contexts, media language, and representation of the texts. These are currently a <i>Quality Street</i> and <i>This Girl Can</i> advert. | Media language and representation exam style questions | <ul style="list-style-type: none"> • Eduqas set product factsheets • Mrs Fisher on YouTube • All resources posted on Google Classroom • Film and Television ECA |
| Spring 1 (Jan-Feb) | Career's Week focus – Students work on a group project of creating a magazine company and producing an example of a front cover and social media posts, which prepares them for when they start doing coursework in Year 10. The set GCSE magazines are then started to be studied in terms of contexts, media language, and representation. We start by looking at the GQ set cover. | Whole class, verbal feedback after presenting their magazine company and productions. Media language and representation exam style questions | <ul style="list-style-type: none"> • Eduqas set product factsheets • Mrs Fisher on YouTube • All resources posted on Google Classroom • Film and Television ECA |
| Spring 2 (Feb – March) | We wrap up the set GCSE magazines by looking at the <i>Vogue</i> cover. The set GCSE film marketing is studied. <i>The Man With The Golden Gun</i> poster is covered for contexts, media language and representation. <i>No Time To Die</i> is covered for the same, but is also an introduction to Part B style questions focusing on industry and audiences. | An exam style representation and/or media language question Media language or representation is assessed with an exam style question | <ul style="list-style-type: none"> • Eduqas set product factsheets • Mrs Fisher on YouTube • All resources posted on Google Classroom • Film and Television ECA |

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| <p>Summer 1 (April-May)</p> | <p><i>No Time To Die</i> is covered for the same topics at <i>The Man With The Golden Gun</i>, but is also an introduction to Part B style questions focusing on industry and audiences.</p> <p>The year 9 internal exam will consist of a Section A assessment on media language and representation. 4 of the 6 studied texts will appear, but students will not be told which four.</p> | <p>Then, a part B style assessment is covered for both Industry and Audience.</p> <p>Internal exam – media language and representation exam style questions</p> | <ul style="list-style-type: none"> • Eduqas set product factsheets • Mrs Fisher on YouTube • All resources posted on Google Classroom • Film and Television ECA |
| <p>Summer 2 (June –July)</p> | <p>The Video Game set text is introduced and covered. This is currently the <i>Fortnite</i> franchise. Students only study Part B industry and audience for this section.</p> <p>An independent practical project is then undertaken, looking to hone photography and editing skills outside of a group setting in order to best prepare for the coursework undertaken the following academic year.</p> | <p>Part B style questions</p> <p>Individual feedback for the practical project.</p> | <ul style="list-style-type: none"> • Eduqas set product factsheets • Mrs Fisher on YouTube • All resources posted on Google Classroom • Film and Television ECA |

MUSIC

| Half term | Topics covered | Format of assessment | Resources, useful websites & extra-curricular opportunities |
|--------------------------------|---|--|---|
| Autumn 1 (Sept –Oct) | Music Edexcel GCSE Step Up to Music GCSE Students will study topics to bridge the gap between KS3 and GCSE Music. Topics include: reading treble/bass clef, rhythms and time signatures, musical keywords, tones/semitones, major/minor scales, key signatures, modes/scales, intervals, chords and cadences. | Ongoing self/peer assessment. Assessment via mini tests. Ternary composition assessment. Solo performance assessment. Jingle bells remix assessment. | Check out the Performing Arts Extra Curricular programme. We'd love to see you there! Auditions for school production. ECAS perform in Winter Showcase. Instrumental lessons. |
| Autumn 2 (Oct-Dec) | Ternary Composition Students to use keyboards, instrument of their choice to compose a piece in ternary form. Students will learn what makes a "good" melody. Students will notate ideas as notes or on manuscript. Students will learn how to compose a melody and add chords. Solo Performance Performance skills. Students will select, rehearse, practise, evaluate and perform a piece of their own choice. Students will learn how to perform a piece accurately and fluently with confidence. Some will add expression and interpretation. To perform at a suitable tempo. Jingle Bells Remix Students will understand how to use Sibelius software to notate a composition. Students will understand how to add chords, harmony and develop a melody. | | Access to Focus on Sound https://portal.focusonsound.com/ (Google Classroom logins) Resources on google classroom Purple Class Books |
| Spring 1 (Jan-Feb) | Music for Stage and Screen AOS3 Defying Gravity Students to explore set works by using knowledge and understanding of musical elements, musical contexts and musical language to make critical judgements about the music. Film Music Composition Students will compose a piece of music to suit a film brief. They will enter ideas into Sibelius. | Ongoing self/peer assessment. Defying Gravity listening assessment. Solo performance assessment. Film composition assessment. | Check out the Performing Arts Extra Curricular programme. We'd love to see you there! School Production performance. Instrumental lessons Access to Focus on Sound https://portal.focusonsound.com/ |

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| <p>Spring 2 (Feb – March)</p> | <p>Solo Performance Performance skills. Students will select, rehearse, practise, evaluate and perform a piece of their own choice. Students will learn how to perform a piece accurately and fluently with confidence. Some will add expression and interpretation. To perform at a suitable tempo.</p> | | <p>(Google Classroom logins)</p> <p>Resources on google classroom</p> <p>Purple Class Books</p> |
| <p>Summer 1 (April-May)</p> | <p>Music for Stage and Screen AOS3 Star Wars Students to explore set works by using knowledge and understanding of musical elements, musical contexts and musical language to make critical judgements about the music.</p> <p>Image Composition Students will compose a piece in Sibelius to a brief of an image.</p> | <p>Ongoing self/peer assessment.</p> <p>Star Wars listening assessment.</p> <p>Y9 listening exam.</p> <p>Y9 solo performance exam.</p> <p>Image composition assessment.</p> | <p>Check out the Performing Arts Extra Curricular programme. We'd love to see you there!</p> <p>ECAS perform in Summer Festival.</p> <p>Y9 Ensemble performance in Summer Festival.</p> <p>Year 9 Listening and Solo Performance Exams</p> <p>Instrumental lessons</p> <p>Access to Focus on Sound https://portal.focusonsound.com/ (Google Classroom logins)</p> |
| <p>Summer 2 (June –July)</p> | <p>Ensemble Performance Performance skills. Students will select, rehearse, practise, evaluate and perform a piece of their own choice either individually (solo) or in a group (ensemble). Assessment of solo or ensemble performance. Students will learn how to perform a piece accurately and fluently with confidence. Some will add expression and interpretation. Students will learn how to work with others and respond musically.</p> | | <p>Resources on google classroom</p> <p>Purple Class Books</p> |

PE (GCSE)

| Half term | Topics covered | Format of assessment | Resources, useful websites & extra-curricular opportunities |
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| <p>In year 9 GCSE PE students have 5 lessons over a fortnight which are split between theory lessons for exam preparation, worth 60% of the overall qualification and practical lessons where they are assessed in three sports, worth 40% of the overall qualification. Students will have a split of 2 theory and 3 practical lessons over the fortnight.</p> | | | |
| <p>Autumn 1 (Sept –Oct)</p> | <p><u>Theory Topic</u> Chapter 1a: Musculoskeletal System</p> <ul style="list-style-type: none"> - Bones & Joints - Structure & function of the skeleton - Joint movement - Muscles & antagonistic pairs - Movement analysis <p><u>Practical Topic</u> Badminton Singles</p> <p>Students will learn the technique of all the key skills including; high, low & flick serve; overhead clear and drop shots; underarm clear, drive & drop shots; net play and smash.</p> <p>Students will also learn how to use effect footwork for efficient movement around the court as well as tactical awareness.</p> | <p><u>Theory</u></p> <p>Written tasks applying knowledge to different sporting contexts.</p> <p>Self & peer assessments.</p> <p><u>Practical</u></p> <p>Part 1, skills in isolation (marked out of 10): Students to perform the key skills taught throughout the term in progressive challenging drills which include an element of competition.</p> <p>Part 2, full context (marked out of 15): Students to perform the key skills in a fully competitive badminton match.</p> | <p><u>Theory</u></p> <p>Online programme ‘Everlearner’ for revision videos on topics and practice exam questions.</p> <p>Bitesize</p> <p>Revision guides</p> <p>Class powerpoints on google classroom</p> <p><u>Practical</u></p> <p>Badminton lunchtime club from Sep - April.</p> <p>After school GCSE badminton club and borough tournaments from Sep – April.</p> |
| <p>Autumn 2 (Oct-Dec)</p> | <p><u>Theory Topic</u> Chapter 1b: Cardio-respiratory System</p> <ul style="list-style-type: none"> - Components of the respiratory system - Mechanics of breathing - Gaseous exchange - Spirometer trace <p><u>Practical Topic</u> Netball</p> <p>Students will learn the technique of all the key skills including; types of passing & receiving the ball; types of dodging; marking a player, pass & interception; shooting & rebounds and footwork.</p> <p>Students will begin to specialise in one playing position and learn the responsibilities, playing areas and tactics associated to that position.</p> | <p><u>Theory</u></p> <p>End of topic test on chapter 1a completed at the start of the half term. Test will be completed within lesson time and will include a combination of multiple choice and short answer questions. The students will be assessed on 2 out of the 3 assessment outcomes: AO1: knowledge of topic AO2: application of knowledge</p> <p><u>Practical</u></p> <p>Part 1, skills in isolation (marked out of 10): Students to perform the key skills taught throughout the term in progressive challenging drills which include an element of competition.</p> <p>Part 2, full context (marked out of 15): Students to perform the key skills in a fully competitive netball match.</p> | <p><u>Theory</u></p> <p>Online programme ‘Everlearner’ for revision videos on topic and practice exam questions.</p> <p>Bitesize</p> <p>Revision guides</p> <p>Class powerpoints on google classroom</p> <p><u>Practical</u></p> <p>Netball lunchtime club</p> <p>After school Netball team practice and borough fixtures from Sep- April.</p> |

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| <p>Spring 1 (Jan-Feb)</p> | <p><u>Theory Topic</u></p> <p>Chapter 1b: Cardio-respiratory System</p> <ul style="list-style-type: none"> - Structure of the heart - Blood vessels - Cardiac cycle - Cardio-respiratory values - Interpreting data <p><u>Practical Topic</u></p> <p>Trampolining Students will learn the techniques of all the key skills including; shaped jumps, tuck, pike, straddle, pike; landing shapes, seat, front & back drop; twisting & rotational skills, half twist into and/or out of seat, front & back drops and advanced rotations such $\frac{3}{4}$ and full somersaults.</p> | <p><u>Theory</u> Written tasks applying knowledge to different sporting contexts.</p> <p>Self & peer assessments.</p> <p><u>Practical</u> Part 1, skills in isolation (marked out of 10): Students to perform a minimum of two skills from the different skill categories. The skills will be performed in isolation and within a short sequence.</p> | <p><u>Theory</u> Online programme 'Everlearner' for revision videos on topic and practice exam questions.</p> <p>Bitesize</p> <p>Revision guides</p> <p>Class powerpoints on google classroom</p> <p><u>Practical</u> GCSE trampolining after school club from Sep – April.</p> |
| <p>Spring 2 (Feb – March)</p> | <p><u>Theory Topics</u></p> <p>Chapter 6: Health, Fitness & Wellbeing</p> <ul style="list-style-type: none"> - Benefits of exercise on health - Consequences of a sedentary lifestyle - Somatotypes - Structure of extended writing question questions <p><u>Practical Topic</u></p> <p>Trampolining Recap of key skills learnt from last half term, developing the student's skill difficulty. Students will focus on developing a 10 bounce routine aiming to increase tariff score and skill techniques.</p> | <p><u>Theory</u> End of topic test on chapter 1b completed at the start of the half term. Test will be completed within lesson time and will include a combination of multiple choice and short answer questions. The students will be assessed on 2 out of the 3 assessment outcomes: AO1: knowledge of topic AO2: application of knowledge</p> <p><u>Practical</u> Part 2, full context (marked out of 15): Performance of a 10 bounce routine demonstrating skills with tariff difficulty and technical ability.</p> | <p><u>Theory</u> Online programme 'Everlearner' for revision videos on topic and practice exam questions.</p> <p>Bitesize</p> <p>Revision guides</p> <p>Class powerpoints on google classroom</p> <p><u>Practical</u> GCSE trampolining after school club from Sep – April.</p> |

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| <p>Summer 1 (April-May)</p> | <p><u>Theory Topics</u></p> <p>Chapter 6: Health, Fitness & Wellbeing</p> <ul style="list-style-type: none"> - Energy use & balance diet - Nutrition <p><u>Practical Topic</u></p> <p>Athletics</p> <p>Students will learn key skills from the range of events including; sprints, middle distance, long jump, shot put, discus & javelin. The main focus will be on developing technique throughout the different phases of each event.</p> | <p><u>Theory</u></p> <p>Extended writing tasks applying knowledge to different sporting contexts.</p> <p>Self & peer assessments.</p> <p><u>Practical</u></p> <p>Part 1, skills in isolation (marked out of 10): Students to perform the key skills in their two strongest events in progressive challenging drills which include an element of competition.</p> <p>Part 2, full context (marked out of 15): Students to compete in two events against other athletes with the main focus maintaining correct technique of the required skills.</p> | <p><u>Theory</u></p> <p>Online programme 'Everlearner' for revision videos on topic and practice exam questions.</p> <p>Bitesize</p> <p>Revision guides</p> <p>Class powerpoints on google classroom</p> <p><u>Practical</u></p> <p>Athletics after school club from April - July</p> <p>Sports Day practice and participation from April – June.</p> |
| <p>Summer 2 (June –July)</p> | <p><u>Theory Topics</u></p> <ul style="list-style-type: none"> - Extended writing practice - Revision of chapter 1a, 1b & 6 to prepare for Y9 internal exams - Exam analysis - Review of chapters 1a, 1b & 6. <p><u>Practical Topic</u></p> <p>Badminton Doubles</p> <p>Students to recap techniques of key skills learnt in Autumn 1. Students will also learn the attacking and defensive formations, court movement and tactical play needed in doubles matches.</p> | <p><u>Theory</u></p> <p>Y9 internal exam.</p> <p>Students will sit a 50 minute exam within the Y9 exam period. This will include 5 multiple choice questions and a range of short answer question on topics from chapters 1a, 1b and 6. The exam will also include two 6 mark questions (extended writing questions) from chapter 6. Students will be assessed on all three of the assessment outcomes:</p> <p>AO1: knowledge of topic AO2: application of knowledge AO3: analysis of topic</p> <p><u>Practical</u></p> <p>Part 2, full context (marked out of 15): Students to perform the key skills in a fully competitive doubles badminton match.</p> | <p><u>Theory</u></p> <p>Online programme 'Everlearner' for revision videos on topic and practice exam questions.</p> <p>Bitesize</p> <p>Revision guides</p> <p>Class powerpoints on google classroom</p> |

PHOTOGRAPHY

| Half term | Topics covered | Format of assessment | Resources, useful websites & extra-curricular opportunities |
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| <p>Autumn 1 (Sept –Oct)</p> | <p>Introduction to Photography and basic understanding of how to use the different functions of the camera. Introduction to basic skills within Photoshop which will be built on as they develop their skills.</p> <p><i>Introduction to Basic Photography Through Elements of Art Project</i> This project aims to introduce students to the basics of photography by exploring the elements of art. The project will help students understand and apply key photographic concepts while also deepening their appreciation for visual composition.</p> | <p>Basic photography knowledge Understanding elements of art</p> <p>Teacher Assessment Including Feed Forward</p> <p>Self and peer assessment throughout project</p> <p>Verbal feedback</p> <p>On-going written feedback will be on their PLC (personal learning checklist), which is kept in school in named folders.</p> | <p>Materials needed for the course provided by the pupil:</p> <p>Camera SD card Tripod</p> <p>Pupils should have a laptop at home so they can access google classroom and upload work.</p> <p>Pupils will also have remote access to Adobe Photoshop and Light room.</p> <p>Photography club available for pupils to catch up with work.</p> |
| <p>Autumn 2 (Oct-Dec)</p> | <p>Understand the basics of photography. Learn about the elements of art (line, shape, form, colour, space, texture, and value). Presentation and Discussion: Introduce basic photography concepts (camera parts, types of cameras, basic functions) and the elements of art. Photo Exploration: Show examples of photographs that highlight each element of art.</p> | | |
| <p>Spring 1 (Jan-Feb)</p> | <p><i>Cityscape, building and structures</i> This GCSE Photography project focuses on capturing and interpreting cityscapes and structures, providing students with the opportunity to explore architectural forms, urban environments, and the interplay between natural and built elements. The project encourages technical skill development, creativity, and critical analysis.</p> <p>Understand the basics of cityscape photography. Learn about key photographers and historical contexts. Technical Basics: Review camera settings for cityscape. Photo Walk (trip): Initial exploration of the London</p> | <p>Teacher Assessment Including Feed Forward</p> <p>Self and peer assessment throughout project</p> <p>Verbal feedback</p> <p>On-going written feedback will be on their PLC (personal learning checklist), which is kept in school in named folders.</p> | <p>Trip to London for pupils to capture the urban environment.</p> <p>Pupils should have a laptop at home so they can access google classroom and upload work.</p> <p>Pupils will also have remote access to Adobe Photoshop and Light room.</p> <p>Photography club available for pupils to catch up with work.</p> |

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| <p>Spring 2 (Feb – March)</p> | <p>area, taking shots to understand urban composition. Learn and apply composition techniques specific to cityscapes. Discuss composition rules (rule of thirds, leading lines, framing, and symmetry). Group critique session to discuss and analyse the photos taken. Understand how different lighting conditions and times of day affect cityscape photography. Focus on capturing architectural details and patterns within cityscapes. Experiment with different perspectives and angles in cityscape photography. Post-Processing and Editing Introduction to photo editing software (e.g., Adobe Lightroom, Photoshop). Students edit their cityscape photos, focusing on colour correction, contrast, cropping, and sharpness. Complete the cityscape photography project and prepare for presentation.</p> | <p>Teacher Assessment Including Feed Forward</p> <p>Self and peer assessment throughout project</p> <p>Verbal feedback</p> <p>On-going written feedback will be on their PLC (personal learning checklist), which is kept in school in named folders.</p> | <p>Pupils should have a laptop at home so they can access google classroom and upload work.</p> <p>Pupils will also have remote access to Adobe Photoshop and Light room.</p> <p>Photography club available for pupils to catch up with work.</p> |
| <p>Summer 1 (April-May)</p> | <p><i>Use the first few weeks to complete any last editing from previous project.</i> Natural form photography This project focuses on capturing the beauty of natural forms firstly in black and white photography. Students will explore the textures, shapes, and contrasts found in nature, learning how to emphasize these elements through monochrome imagery. The project encourages technical proficiency, creative interpretation, and critical analysis (researching the photographer Karl Blossfeldt). Emphasize texture and detail in black and white photography. Discuss how black and white photography can highlight textures and fine details. Photo Shoot: Students take close-up shots of natural forms to capture textures and intricate details in response to the photographer they will study. Group discussion on the effectiveness of texture and detail in the photos taken. Close-up photography techniques Go onto exploring colour and natural form close up photography. Present the final project to peers and receive feedback. Reflect on the project process and outcomes.</p> | <p>Teacher Assessment Including Feed Forward</p> <p>Self and peer assessment throughout project</p> <p>Verbal feedback</p> <p>On-going written feedback will be on their PLC (personal learning checklist), which is kept in school in named folders.</p> | <p>Pupils should have a laptop at home so they can access google classroom and upload work.</p> <p>Pupils will also have remote access to Adobe Photoshop and Light room.</p> <p>Photography club available for pupils to catch up with work.</p> |
| <p>Summer 2 (June –July)</p> | <p><i>Use the first few weeks to complete any last editing from previous project.</i> Natural form photography This project focuses on capturing the beauty of natural forms firstly in black and white photography. Students will explore the textures, shapes, and contrasts found in nature, learning how to emphasize these elements through monochrome imagery. The project encourages technical proficiency, creative interpretation, and critical analysis (researching the photographer Karl Blossfeldt). Emphasize texture and detail in black and white photography. Discuss how black and white photography can highlight textures and fine details. Photo Shoot: Students take close-up shots of natural forms to capture textures and intricate details in response to the photographer they will study. Group discussion on the effectiveness of texture and detail in the photos taken. Close-up photography techniques Go onto exploring colour and natural form close up photography. Present the final project to peers and receive feedback. Reflect on the project process and outcomes.</p> | <p>Teacher Assessment Including Feed Forward</p> <p>Self and peer assessment throughout project</p> <p>Verbal feedback</p> <p>On-going written feedback will be on their PLC (personal learning checklist), which is kept in school in named folders.</p> | <p>Pupils should have a laptop at home so they can access google classroom and upload work.</p> <p>Pupils will also have remote access to Adobe Photoshop and Light room.</p> <p>Photography club available for pupils to catch up with work.</p> |

PSYCHOLOGY

| Half term | Topics covered | Format of assessment | Resources, useful websites & extra-curricular opportunities |
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| Autumn 1 (Sept –Oct) | <p><u>Research methods</u></p> <ul style="list-style-type: none"> • Types of variables • Formulation of testable hypotheses. Including null and alternative. • Extraneous variables, randomisation, and standardisation. • Sampling methods • Qualitative and quantitative methods and types of experiments. • Experimental design Ethical considerations • Correlations, Questionnaires, Observation studies Case studies. • Reliability and validity. • | <p>Knowledge and vocabulary check every lesson.</p> <p>Mid-term knowledge test – short answer questions (25 marks)</p> | <p>Lesson resources will be available on Google Classroom for consolidation and revision.</p> <p>https://www.illuminate.digital/ Digital textbook: Username: SSSFG6 Password: STUDENT6</p> <p>Seneca</p> |
| Autumn 2 (Oct-Dec) | <p><u>Research methods</u></p> <ul style="list-style-type: none"> • Mean, median, mode and range. • Recognise and use expressions in decimal and standard form: use ratios, fractions, and percentages, estimate results, find arithmetic means and use an appropriate number of significant figures. • Estimate results, find arithmetic means and use an appropriate number of significant figures. • Practical investigation. | <p>Knowledge and vocabulary check every lesson.</p> <p>End of term module assessment on research methods. Total marks - 25 Time – 30 minutes</p> | <p>Lesson resources will be available on Google Classroom for consolidation and revision.</p> <p>https://www.illuminate.digital/ Digital textbook: Username: SSSFG6 Password: STUDENT6</p> <p>Seneca</p> |
| Spring 1 (Jan-Feb) | <p><u>Memory</u></p> <ul style="list-style-type: none"> • Encoding, storage and retrieval. • Baddeley’s study on encoding. • Different types of memory: episodic, semantic & procedural • The multi-store model of memory: sensory, short term memory and long term. Features of each store. • Key study: Murdock serial position curve study. • Primacy and recency effects in recall | <p>Knowledge and vocabulary check every lesson.</p> <p>Mid-term knowledge test – short essay question.</p> | <p>Lesson resources will be available on Google Classroom for consolidation and revision.</p> <p>https://www.illuminate.digital/ Digital textbook: Username: SSSFG6 Password: STUDENT6</p> <p>Seneca</p> |

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| <p>Spring 2 (Feb – March)</p> | <p><u>Memory</u></p> <ul style="list-style-type: none"> • The theory of reconstructive memory, including the concept of ‘effort after meaning’ • Key study: Bartlett’s war of the ghosts study. • Factors affecting accuracy of memory, including: Interference, Context, False memories. • Practical investigation on memory. | <p>Knowledge and vocabulary check every lesson.</p> <p>End of term module assessment on memory Total marks - 25 Time – 30 minutes</p> | <p>Lesson resources will be available on Google Classroom for consolidation and revision.</p> <p>https://www.illuminate.digital/ Digital textbook: Username: SSSFG6 Password: STUDENT6</p> <p>Seneca</p> |
| <p>Summer 1 (April-May)</p> | <p><u>Perception</u></p> <ul style="list-style-type: none"> • The difference between sensation and perception. • Visual cues and constancies – monocular depth cues. • Binocular depth cues: retinal disparity, convergence • Visual illusions – examples and explanations. • Gibson’s direct theory of perception – the influence of nature. • Gregory’s constructive theory of perception – the influence of nurture. | <p>Knowledge and vocabulary check every lesson.</p> <p>Mid-term knowledge test – short essay question.</p> | <p>Lesson resources will be available on Google Classroom for consolidation and revision.</p> <p>https://www.illuminate.digital/ Digital textbook: Username: SSSFG6 Password: STUDENT6</p> <p>Seneca</p> |
| <p>Summer 2 (June –July)</p> | <p><u>Perception.</u></p> <ul style="list-style-type: none"> • Factors affecting perception • Perceptual set and culture. • Key study: Bruner and Minturn – perceptual set and expectation. • Perceptual set and emotion. • Key study: Gilchrist and Nesberg - Perceptual set and motivation. • Practical investigation on perception. | <p>Knowledge and vocabulary check every lesson.</p> <p>Internal exam – 1 hour Topics to be assessed – Research methods and memory. Total marks – 50</p> <p>End of term module assessment on perception. Total marks - 25 Time – 30 minutes</p> | <p>Lesson resources will be available on Google Classroom for consolidation and revision.</p> <p>https://www.illuminate.digital/ Digital textbook: Username: SSSFG6 Password: STUDENT6</p> <p>Seneca</p> |

SOCIOLOGY

| Half term | Topics covered | Format of assessment | Resources, useful websites & extra-curricular opportunities |
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| Autumn 1 (Sept –Oct) | <p><u>Sociological concepts</u></p> <ul style="list-style-type: none"> • Introduction • Debate discussion • Culture, norms and values • Ethnicity & identity • Government elections • Parties & Policies • Social class • Consensus & Conflict • Socialisation • Feral Children | <p>Knowledge and vocabulary check every lesson.</p> <p>Mid-unit knowledge test</p> <ul style="list-style-type: none"> - multiple choice - 30 mins – 50 marks | <p>Lesson resources will be available on Google Classroom for consolidation and revision</p> <p>Seneca</p> |
| Autumn 2 (Oct-Dec) | <p><u>Sociological concepts</u></p> <ul style="list-style-type: none"> • Social Controls • Mass Media • Manipulating the media • Life online <p><u>Key Theories</u></p> <ul style="list-style-type: none"> • Theoretical perspectives • Capitalism • Karl Marx • Bourgeoisie & Proletariat • Marxist beliefs • Feminism & Gender Roles • Sexism & Equality • Patriarchy and Male Gaze • Functionalism • Latent & Manifest functions | <p>Knowledge and vocabulary check every lesson.</p> <p>End of unit assessment on sociological concepts.</p> <p>Short and extended writing</p> <ul style="list-style-type: none"> - 1 hour – 50 marks <p>Mid-unit knowledge test</p> <ul style="list-style-type: none"> - multiple choice - 30 mins – 50 marks | <p>Lesson resources will be available on Google Classroom for consolidation and revision</p> <p>Seneca</p> |
| Spring 1 (Jan-Feb) | <p><u>Key theories</u></p> <ul style="list-style-type: none"> • George Herbert Mead • Symbols & Meaning • Interactionist Theory <p><u>Research Methods</u></p> <ul style="list-style-type: none"> • Conducting Research • Sampling methods • Questionnaires • Interviews • Observation • Ethical consideration • Ethnography | <p>Knowledge and vocabulary check every lesson.</p> <p>End of unit assessment</p> <p>Short and extended writing</p> <ul style="list-style-type: none"> - 1 hour – 50 marks <p>Mid-unit knowledge test</p> <ul style="list-style-type: none"> - multiple choice <p>30 mins – 50 marks</p> | <p>Lesson resources will be available on Google Classroom for consolidation and revision</p> <p>Seneca</p> |

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| Spring 2 (Feb – March) | <u>Research Project</u> In class guidance on this. | Research project is assessed – 100 marks | Lesson resources will be available on Google Classroom for consolidation and revision Seneca |
| Summer 1 (April-May) | <u>Families and Households</u> <ul style="list-style-type: none"> • What is a family • Family types • Nuclear family • Patriarchy & Conflict • Symmetrical Family • The Child’s Role | Mid-unit knowledge test <ul style="list-style-type: none"> - multiple choice - 30 mins – 50 marks | Lesson resources will be available on Google Classroom for consolidation and revision Seneca |
| Summer 2 (June –July) | <u>Families and Households</u> <ul style="list-style-type: none"> • The wider family • Generations & Relations • Types of marriage • Divorce • Fertility • Underage & Pregnant • Crisis of masculinity • Kibbutzim & Communes • Family Diversity • Revision | Knowledge and vocabulary check every lesson. End of year Internal exam – Families and households <ul style="list-style-type: none"> - Short and extended writing - 1 hour – 50 marks | Lesson resources will be available on Google Classroom for consolidation and revision Seneca |

