



Curriculum Overview

Subject	Art
Year group	Year 9

Assessment Information

Students are formally assessed once a term. All work completed in their project over the course of the term contributes to their end of term assessment grade. The project is assessed under four assessment objectives that mirror the assessment process at key stage 4. These four assessment areas are ongoing throughout the term. Students will receive regular feedback and will have the opportunity to revisit pieces of work to improve their final grade. Assessed work will be formed from a mixture of class work and homework.

The assessment objectives are as follows:

AO1: Understanding artists and art movements. Written analysis.

AO2: Practical use of a variety of media within the project.

AO3: Quality of recording through drawing, photography, image collection and note making.

AO4: Practical final outcome of the project summarising learning.

Overview	Autumn Term	Spring Term	Summer Term
1st Half	Mixed Media Portraits (Charcoal Drawing + Ink Painting)	Illustration (Tim Burton + Pen drawing)	Graffiti (Banksy + Typography)
Assessment	Interim feedback and dedicated time for improvement	Interim feedback and dedicated time for improvement	Interim feedback and dedicated time for improvement
2nd Half	Mixed Media Portraits (Loui Jover + Mixing media)	Illustration (Quentin Blake and Watercolour Painting)	Graffiti (Stencil cutting and printing)
Assessment	Summative Assessment of the project	Summative Assessment of the project	Summative Assessment of the project

What 3 things should I be doing to support my child at home?

1	Ensuring they have the correct equipment for all lessons (A sketchbook, a variety of shading pencils, rubber, sharpener, ruler, compass)
2	Helping them to practice techniques learnt in class such as tonal shading, blending colours, painting inside lines
3	Engaging in art in the world around us. Explore galleries, museums, and discuss ways in which art is used in everyday life.



Curriculum Overview

Subject	Computing
Year group	9
Head of Department	Mr John Bilton

Assessment Information
<p>Dates: November/December – Assessment Point 1 March/April – Assessment Point 2 June/July – Assessment Point 3</p> <p>All assessment are: > based on everything that has been covered in the year so far > a mixture of 50% practical and 50% theory</p>

Overview	Autumn Term	Spring Term	Summer Term
1st Half	Binary Flow Charts	Digitizing Images	Networks
2nd Half	Scratch Coding	Python Coding	Digitizing sound
Assessment	Assessment Point 1	Assessment Point 2	Assessment Point 3

What 3 things should I be doing to support my child at home?	
1	Encourage them to use the “Hour of Code” at home
2	Encourage them to use Scratch coding resources at home
3	Encourage them to install and use Python at home



Curriculum Overview

Subject	Dance
Year group	9
Head of Department	Mr Ben Allin

Assessment Information	
Three Key Assessment Areas	
Technique and Performance Developing physical and interpretative skills to perform routines to enable learners to perform with technical proficiency and with an expressive quality to their performance.	
Choreography Honing learners' creative skills in composing dance and developing ideas.	
Appreciation Analysing and appreciating professional dance works. Evaluating individual and others' progress.	
Assessment Cycle	
Formative Assessment Learners will be informally assessed upon their skills development every lesson.	
'Feed Forward' time provides learners time to respond to teacher feedback, reflect and improve upon their work.	
Formal Assessment Takes place within the last lesson of each scheme of learning.	

	Autumn Term	Spring Term	Summer Term
1st Half	<u>Hip Hop</u> Learning different styles of Hip Hop and focusing on building students' confidence, style and individuality.	<u>Ghost Dances</u> Reconstructing a number of dance scenes from the well-known work of choreographer, Christopher Bruce.	<u>Cultural Dance</u> An introduction to a range of styles understanding their historical and social contexts.
Assessment	<u>Various Technical Phrases</u> 9.1.1 Perform with technical proficiency, precision and fluency. Movements show use of extension. 9.2.4 Leads and motivates others demonstrating confidence and good 9.3.3 Effectively set/monitor targets.	<u>Trio Technical Phrase</u> 9.1.2 Perform with a strong sense of style and musicality. Show accents in the music. 9.2.1 Choreograph Dance in more than one genre. 9.3.4 Explore the contexts, origins and traditions of different Dance styles.	<u>Various Technical Phrases</u> 9.1.1 Perform with technical proficiency. 9.2.2 Develop and refine ideas using a range of creative ideas. 9.3.1 Analyse the constituent features of Dance in detail using key terms.
2nd Half	<u>African Dance</u> This unit will give students a brief overview of the history and range of African dance.	<u>At The Movies</u> Dance movies throughout time is the stimulus here to explore the dance on film genre, from 1920's to the 2000's.	<u>Performing Dance</u> Taking inspiration from a professional dance work that focuses on interpretive and performance skills.
Assessment	<u>Group Choreography</u> 9.1.2 Perform with a strong sense of style and musicality. Show accents in the music. 9.1.4 Demonstrates use of emphasis and enthusiasm to enhance performance quality. Performance shows stage presence and confidence.	<u>Group Choreography & Appreciation</u> 9.1.4 Perform with movement memory, alignment and placement. 9.2.4 Refine ideas effectively, though, mutual evaluation and discussion. 9.3.1 Analyse the constituent features of Dance in detail using key terms.	<u>Group Performance</u> 9.1.4 Demonstrates use of emphasis and enthusiasm to enhance performance quality. Performance shows stage presence and confidence. 9.2.3 Structure Dance with logical ordering and in a variety of forms.

What 3 things should I be doing to support my child at home?	
1	Utilise the knowledge organisers on SMHW to learn the historical and social context of various dance genres. Use the 'Read –Cover-Write –Check' approach.
2	Pupils could extend their learning by watching and analysing the movement content within filmed footage of various dance disciplines. This helps expose students to a greater range of movement vocabulary.
3	Master subject specific terminology through practicing spellings of key words posted on SMHW.



Curriculum Overview

Subject	Drama
Year group	9
Head of Department	Mr Ben Allin

Assessment Information

Assessment takes place after each half-term within three focus areas: creating, performing and responding (AO = assessment objectives).

Each assessment focus is visited twice, depending on the scheme of work. The majority of lessons are very practical with some written elements for homework and evaluation of self or group performances.

Overview	Autumn Term	Spring Term	Summer Term
1st Half	<p><u>The Identification</u></p> <p>A poem is used as a stimulus item and students explore the events of a tragic event through role-play. Characterisation is the main focus. Forum theatre, cross-cutting, flashback, pauses/silence/stillness, proxemics/semiotics</p>	<p><u>Drama Practitioners</u></p> <p>The ideas behind practitioners like Stanislavski, Brecht, Artaud, Boral and Grotowski are explored both in practice and theory. GCSE grading criteria is included in this unit to help student prepare for drama as an option.</p>	<p><u>Live Theatre Review</u></p> <p>Students will watch live theatre and write a written review.</p>
Assessment	AO: use of drama techniques, characterisation, use of space/proxemics	AO: responding to the stimulus/research, performance skills, characterisation	AO: communicating meaning, literacy skills, written style
2nd Half	<p><u>Script Interpretation</u></p> <p>Students are given a number of different scripts to explore and interpret with a focus on rehearsal techniques, blocking, staging, costume and set design.</p>	<p><u>Drama Practitioners</u></p> <p>The ideas behind practitioners like Stanislavski, Brecht, Artaud, Boral and Grotowski are explored both in practice and theory. GCSE grading criteria is included in this unit to help student prepare for drama as an option.</p>	<p><u>Knife Crime</u></p> <p>Students look at film and camera angles and devise their own 'informative advert' on knife crime using secondary sources. Docudrama, special effects, application of technical effects, target audiences.</p>
Assessment	AO: characterisation, use of space/awareness, teamwork	AO: responding to the stimulus/research, performance skills, characterisation	AO: structure, communication of intentions, quality of final piece

What 3 things should I be doing to support my child at home?

1	Nurture an interest in Drama and theatre by taking your child to see a play or a piece of live theatre.
2	Encourage your child to use the internet and the school library to complete extended research into different playtexts, theatre companies, drama genres and styles, key practitioners and notable directors.
3	Create a character profile of the character they are portraying and ask them to use drama specific terminology when describing their character (such as, their use of voice, physicality, gestures...)



Curriculum Overview

Subject	Design & Technology
Year group	9
Head of Department	Mr Stephen May

Assessment Information

Design and Technology follows a carousel of 3 projects per year of 12 weeks in length. Every student will study 3 of the project listed below. Across Design and Technology, students are assessed in 4 areas; Design, Make, Technical Knowledge and Evaluate.

Overview	Cosmetics Branding	Food preparation	Robot Phone holder	Architectural model
1st Half	Students investigate the cosmetics market and create the branding for a new perfume or aftershave.	Students begin with meat knowledge and cooking methods specific to different meats-cooking skills/storage related to meat and meat products.	Design a wooden Robot Phone Holder in response to a given brief. They must respond to this brief with a number of ideas and evaluate which one they want to make. Evaluating and discussing the best idea to take to manufacture.	Design an architectural model through using a number of research and design skills. Students are also required to explore material properties and material capabilities.
Assessment	Design: design ideas for a perfume bottle	Technical Knowledge: Food safety and hygiene, Food storage and cooking techniques, multicultural foods	Make: Robot phone holder	Make: architectural model
2nd Half	Using hair designs, students use CAD to create their cosmetics brand and place it on a bottle and retail-ready box.	Key skills covered in the GCSE curriculum: pastry; whisked sponges; sauces. Investigate the science of food and chemical and functional properties of ingredients.	Manufacture the project with the aim of introducing the students to the workshop. Tools/machines used will include Hand File, Pin Hammer, Hot Glue Gun, Steel Ruler, Pillar Drill and Belt Sander	Students will create their product through exploring new and existing hand tooling and machining skills.
Assessment	Make: 3D outcome bottle and box	Make: Skills demonstrated Time keeping, Food hygiene and safety, Presentation of final dish	Technical knowledge: manufacture log	Technical knowledge: written test

What 3 things should I be doing to support my child at home?

1	Encourage the use of YouTube for research into new and emerging technologies and products.
2	Use key terms in conversation, for example names of materials and processes.
3	Encourage your child to partake in cooking at home on a regular basis



Curriculum Overview

Subject	English
Year group	9
Head of Department	Mrs Kathryn Joyes

Assessment Information	
Over the year students are assessed on the following assessment objectives:	
A01:	<ul style="list-style-type: none"> ▶ Identify and interpret information and ideas. ▶ Select and put together evidence from different texts.
A02:	<ul style="list-style-type: none"> ▶ Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers ▶ Use relevant subject terminology to support views
A03:	<ul style="list-style-type: none"> ▶ Compare writers' ideas and viewpoints, as well as how these are shown, across two or more texts
A04:	<ul style="list-style-type: none"> ▶ Evaluate texts critically and support this with appropriate information from texts
A05:	<ul style="list-style-type: none"> ▶ Communicate clearly, effectively and imaginatively. ▶ Select and adapt tone, style and register for different forms, purposes and audiences. ▶ Organise information and ideas, using structural and grammatical features that help readers understand and follow the text
A06:	<ul style="list-style-type: none"> ▶ Use a range of vocabulary and sentence structures for clearness, purpose and effect. ▶ Spelling, punctuation and grammatical structures are correct.

Overview	Autumn Term	Spring Term	Summer Term
1st Half	The Sign of the Four/ Great Expectations	Disturbed minds	The Merchant of Venice/ Romeo and Juliet
Assessment	Critical evaluation tasks	Critical evaluation task and writing creatively	Analytical and evaluative tasks
2nd Half	Non-fiction- Article writing	Creative reading and writing- The wilderness	GCSE Power and Conflict poetry
Assessment	Exam, writing to express a viewpoint and analytical tasks	Exam and writing creatively and analytically	Exam and analytically

What 3 things should I be doing to support my child at home?	
1	Encourage your child to read regularly and broadly- read with them if you can
2	Find opportunities to allow your child to handwrite in daily life
3	Encourage your child to read with a dictionary and check their understanding of complex vocabulary



Curriculum Overview

Subject	Geography
Year group	9
Head of Department	Mrs Sarah Boulby

Assessment Information

At the end of each topic, students will complete an assessment. At the end of each term, students will complete an exam, which will highlight strengths and any gaps in their knowledge and understanding. These exams will be closely linked to the GCSE- style exams they would be doing if they were to take geography for GCSE. At the end of the year the assessment will cover all topics studied up to that point.

Overview	Autumn Term	Spring Term	Summer Term
1st Half	Rivers	Weather Hazards	Globalisation and development
Assessment	Assessment to cover current topic in assessment week	Assessment during assessment week to cover current topic	Assessment during assessment week to cover current topic
2nd Half	Extreme Cold Environments	Tourism	Project
Assessment	Assessment in assessment week to cover the current topic	Assessment during assessment week to cover current topic	Assessment during assessment week to cover all topics this year

What 3 things should I be doing to support my child at home?

1	Encourage your child to watch for Geographical events in the news.
2	Encourage your child to create a glossary of key words and revise their meanings and spellings.
3	Encourage your child to be proactive in tackling environmental issues such as plastic waste and recycling.



Curriculum Overview

Subject	History
Year group	9
Head of Department	Mrs Helen Sweeney

Assessment Information
HT1 – An assessment on how Hitler came to power. Homework project about How Hitler came to power.
HT2 – An assessment on how Germany became a dictatorship. Homework project about propaganda.
HT3 – An assessment of the significance of Battles of World War Two. Homework project about one battle of World War Two.
HT4 – An Assessment on how the German people came to accept the persecution of Jewish People. Homework project on an individual story of the Holocaust.
HT5 – An assessment on the effect of the Atomic Bomb 1945. Homework project about The Blitz.
HT6 – An assessment on sources and the Marshall Plan. Homework project about espionage in the Cold War.

Overview	Autumn Term	Spring Term	Summer Term
1st Half	How Hitler came to power	Battle of WWII	The Home Front and end of WWII
Assessment	How Hitler came to power	Significance of WWII battles	Atomic Bomb 1945
2nd Half	Chancellor to Dictator	The Holocaust	Cold War
Assessment	How Germany became a dictatorship	Acceptance of Persecution in Germany	The Marshall Plan

What 3 things should I be doing to support my child at home?	
1	Help them to organise their time with the homework projects
2	Revision for the assessments
3	Key word spellings



Curriculum Overview

Subject	Maths
Year group	9
Head of Department	Mr Jon Howe

Assessment Information
There will be a prior knowledge audit at the beginning of each module
There will be an open book evaluation at the each module followed by and 'Ethics of Excellence' lesson
Autumn Assessment (55 minutes) – Calc and non calc – Module 1 and 2
Autumn Assessment (55 minutes) – Calc and non calc – Mod 1 and 2 (30%), Mod 3 to 5 (70%)
Summer Assessment part 1 (55 minutes) – Calc and non calc – Module 1 to 5
Summer Assessment part 2 (55 minutes) – Calc and non calc – Module 6 to 8

Overview	Topics	Autumn Term	Spring Term	Summer Term
Lighting Fires	Numeracy and basic algebra	Y		
Module 1	Integers and manipulating algebra	Y		
Module 2	Fractions, decimals, percentages and probability	Y		
Assessment	<i>See above</i>	Y		
Module 3	Ratio and proportion	Y		
Module 4	Equations	Y	Y	
Module 5	Graphs		Y	
Assessment	<i>See above</i>		Y	
Module 6	Angles, construction and triangles		Y	Y
Module 7	Perimeter, area, volume and transformations			Y
Module 8	Statistics			Y
Assessment	<i>See above</i>			Y
Year's review	<i>Closing the gaps from throughout the year</i>			Y

What 3 things should I be doing to support my child at home?	
1	Ask them every week to explain what they have completed in Maths
2	What with them to understand what they do not know using the PLCs in their books
3	Encourage to use PiXL Maths app, PiXL Timestable app, MathsWatch, Corbett Maths and their teacher to seek help and close their knowledge gaps



Curriculum Overview

Subject	MFL - French
Year group	9

Assessment Information
<p>Students are formally assessed termly in all 4 skills (Speaking, Listening, Reading & Writing), following each half term break. In the Autumn term students are assessed on the content covered in half term 1. In the Spring term the students are assessed on the content from the Autumn term & Spring term 1. The final Summer term assessment covers knowledge from the entire year. The reading and listening papers are predominantly multiple choice questions with some short answer questions, based on the students' understanding of the texts and audio. The writing paper includes a mix of short written answer and longer written answer questions, as well as a translation task. The speaking assessment is completed with the teacher, responding to a variety of key questions taken from the topics studied.</p>

Overview	Autumn Term	Spring Term	Summer Term
1st Half	"Self & Relationships" – we study: <ul style="list-style-type: none"> - talking about yourself, - likes & dislikes, - family & relationships, - personality & physical descriptions, - jobs, - future plans (marriage, children) 	"School & Future Plans" – we study: <ul style="list-style-type: none"> - daily routine, - school subjects & opinions, - descriptions of teachers, - opinions on uniform, - school facilities, - school rules - future plans 	"Free Time 2" – we study: <ul style="list-style-type: none"> - pocket money (what you buy with your money/save for), - revision of past tense: description of what you did last weekend, - revision of future tense: plans for next weekend
Assessment	<i>Formally assessed in all 4 skills.</i>	<i>Formally assessed in all 4 skills.</i>	<i>Formally assessed in all 4 skills.</i>
2nd Half	"Youth Culture": <ul style="list-style-type: none"> - shopping & quantities, - opinions on clothes & fashion, - clothes shopping (prices, sizes, problems), - uses of technology & its advantages & disadvantages 	"Free Time": <ul style="list-style-type: none"> - free time activities & hobbies, - revision of regular/irregular present tense verbs, - frequency expressions, - films & television - favourite actors 	"Home & Local Area" <ul style="list-style-type: none"> - description of home, - places in town, - pros & cons of your town, - things to do in your region, - what you did in town last weekend, - your ideal town
What 3 things should I be doing to support my child at home?			
1	Encourage your child to use the Quizlet links on SMHW each week to revise and practice their vocabulary (online or download free Quizlet app).		
2	Quiz your child on their vocabulary using the downloadable vocab sheet.		
3	Ask your child about what they have been learning and encourage them to speak the language to you, to help build up their confidence using the language.		



Curriculum Overview

Subject	MFL - Spanish
Year group	9

Assessment Information

Students are formally assessed termly in all 4 skills (Speaking, Listening, Reading & Writing), following each half term break. In the Autumn term students are assessed on the content covered in half term 1. In the Spring term the students are assessed on the content from the Autumn term & Spring term 1. The final Summer term assessment covers knowledge from the entire year. The reading and listening papers are predominantly multiple choice questions with some short answer questions, based on the students' understanding of the texts and audio. The writing paper includes a mix of short written answer and longer written answer questions, as well as a translation task. The speaking assessment is completed with the teacher, responding to a variety of key questions taken from the topics studied.

Overview	Autumn Term	Spring Term	Summer Term
1st Half	"Relationships" – we study: <ul style="list-style-type: none"> - key details about self, - talking about family, - physical descriptions, - personality, - relationships, - future plans/jobs, - ideal partner, - equality. 	"Holidays" – we study: <ul style="list-style-type: none"> - holiday preferences, - where you go normally, - what activities you usually do, - describing where you stay, - weather, - describing past/future holidays 	"Media" – we study: <ul style="list-style-type: none"> - favourite TV shows, - frequency expressions, - favourite actors, - TV habits when younger, - what you watched yesterday, - favourite films
Assessment	<i>Formally assessed in all 4 skills.</i>	<i>Formally assessed in all 4 skills.</i>	<i>Formally assessed in all 4 skills.</i>
2nd Half	"Home & Local Area": <ul style="list-style-type: none"> - description of home, - opinions/points of view - describing neighbourhood/places in town - shopping preferences, - shopping for clothing. 	"School": <ul style="list-style-type: none"> - school facilities, - school subjects and opinions, - describing teachers, - opinions on uniform, - ideal uniform, - school rules, - description of schools of the future. 	"Media 2" <ul style="list-style-type: none"> - film review, - comparing watching films at home versus the cinema, - music preferences, - magazines versus newspapers, - favourite book/film/song.
What 3 things should I be doing to support my child at home?			
1	Encourage your child to use the Quizlet links on SMHW each week to revise and practice their vocabulary (online or download free Quizlet app).		
2	Quiz your child on their vocabulary using the downloadable vocab sheet.		
3	Ask your child about what they have been learning and encourage them to speak the language to you, to help build up their confidence using the language.		



Curriculum Overview

Subject	Maths
Year group	9
Head of Department	Mr Jon Howe

Assessment Information
There will be a prior knowledge audit at the beginning of each module
There will be an open book evaluation at the each module followed by and 'Ethics of Excellence' lesson
Autumn Assessment (55 minutes) – Calc and non calc – Module 1 and 2
Autumn Assessment (55 minutes) – Calc and non calc – Mod 1 and 2 (30%), Mod 3 to 5 (70%)
Summer Assessment part 1 (55 minutes) – Calc and non calc – Module 1 to 5
Summer Assessment part 2 (55 minutes) – Calc and non calc – Module 6 to 8

Overview	Topics	Autumn Term	Spring Term	Summer Term
Lighting Fires	Numeracy and basic algebra	Y		
Module 1	Integers and manipulating algebra	Y		
Module 2	Fractions, decimals, percentages and probability	Y		
Assessment	<i>See above</i>	Y		
Module 3	Ratio and proportion	Y		
Module 4	Equations	Y	Y	
Module 5	Graphs		Y	
Assessment	<i>See above</i>		Y	
Module 6	Angles, construction and triangles		Y	Y
Module 7	Perimeter, area, volume and transformations			Y
Module 8	Statistics			Y
Assessment	<i>See above</i>			Y
Year's review	<i>Closing the gaps from throughout the year</i>			Y

What 3 things should I be doing to support my child at home?	
1	Ask them every week to explain what they have completed in Maths
2	What with them to understand what they do not know using the PLCs in their books
3	Encourage to use PiXL Maths app, PiXL Timestable app, MathsWatch, Corbett Maths and their teacher to seek help and close their knowledge gaps



Curriculum Overview

Subject	Music
Year group	Year 9
Head of Department	Mr Ben Allin

Assessment Information
<u>Three Key Assessment Areas</u>
Performance: We will develop performance skills through singing, use of keyboards and body percussion.
Composition: Honing learners' creative skills in creating pieces and developing ideas.
Listening & Appraising: Listening and analysing pieces of music. Evaluating individual and others' progress.
<u>Assessment Cycle</u>
Formative Assessment: Learners will be informally assessed upon their skills development every lesson.
Formal Assessment: Takes place within the last lesson of each topic.
Exam: A final exam at the end of the year.

Overview	Autumn Term	Spring Term	Summer Term
1st Half	The Blues Revision of musical elements and keyboard skills; Features of blues music; project to produce a piece of blues music	Song Writing Why music is popular; playing simple songs on keyboard; create chord sequences/melodies	Sequencing Basic midi input skills; sequencing a song; creating arrangements
Assessment	Paired keyboard performance	Group performance	GarageBand composition
2nd Half	Podcast Show Context; Recording/editing/sequencing	Dance Music Key features; project on GarageBand; introduction to structures	Independent Project Going to a festival project involving performance and music industry planning
Assessment	GarageBand composition	GarageBand composition	

What 3 things should I be doing to support my child at home?	
1	Nurture an interest in Music by listening to music at home and taking your child to listen to music live.
2	Encourage your child to use the internet and the school library to complete extended research into different genres and styles, key composers and songwriters.
3	Ensure homework is done on time with best effort.

Curriculum Overview



Subject	Physical Education
Year group	9
Head of Department	Miss Hannah Miles

Assessment Information
<ul style="list-style-type: none"> Pupils are assessed in PE from the following 4 areas across all units taught to all pupils. Pupils will gain a total mark out of 40 and reported as a percentage. Pupils are taught in single gender mixed classes for the 1st half term, pupils then choose their desired pathway route from the four activity options. Classes are of mixed ability and either single or mixed gender depending on the option chosen. Pupils considering GCSE PE in KS4 or advised to select Fitness and Games pathways to aid their knowledge and understanding of the specification taught in year 10 & 11. <p>How are you assessed in PE?</p> <ol style="list-style-type: none"> Performance: ___/10 Your ability to apply the components of health and skill related fitness into a task, as well as being able to precisely replicate the learning points from each lesson, demonstrating control, fluidity and accuracy. Making and Applying Decisions: ___/10 The thought process which informs the skills that you select and apply to overcome the challenge presented to you, as well as your ability to use tactics and strategies. Evaluating and Improving: ___/10 The ability to provide critical feedback to enable a partner to develop their performance, through the use of keywords and referencing learning points; as well as your ability to reflect on the feedback you receive and make adjustments to improve performance. Growth Mindset: ___10 Your determination to overcome the barriers you face, seeking further challenge and putting maximum effort in all situations.

Overview	Autumn Term	Spring Term	Summer Term
1st Half	Intra –school Competition unit	Pathway 1 from choices: Aesthetics Games Fitness Leadership	Pathway 2 from choices: Aesthetics Games Fitness Leadership
Assessment	<i>Practical</i>	<i>Practical</i>	<i>Practical</i>
2nd Half	Pathway 1 from choices: Aesthetics Games Fitness Leadership	Pathway 2 from choices: Aesthetics Games Fitness Leadership	Athletics House Competition
Assessment	<i>Practical</i>	<i>Practical</i>	<i>Practical</i>

What 3 things should I be doing to support my child at home?	
1	Promote the importance of physical health and exercise
2	Ensure pupils have the correct PE kit requirements
3	Support pupils attending extra-curricular clubs

Curriculum Overview



Subject	Religious Education, Citizenship and Personal, Health and Social Education
Year group	9
Head of Department	Miss Philippa Lockhart

Assessment Information
<p>Please cover the following: Students are assessed at the end of each unit either through practical activities or written assessments then complete an end of year assessment based on all three units covered. Revision lessons provided before assessments and some assessments the students can create a revision tool to use in the assessment.</p>

Overview	Autumn Term – Rotation 1	Spring Term – Rotation 2	Summer Term – Rotation 3
	<p>Substance misuse unit The impact of legal and illegal substances on the mind and body.</p> <p>Careers and Employment unit Option choices, CVs, applying for jobs, interview practice.</p>	<p>Does God Exist? Did God design or cause the world? Is God a creation of humans? Evil and suffering and the existence of God.</p>	<p>Getting GCSE ready. Option subjects and beyond Skills needed for GCSE</p> <p>Crime and Punishment Is capital punishment justified? Is corporal punishment justified? What do faiths say about capital punishment?</p>
Assessment	N/A	Essay question – Does God exist?	Essay question – Is it better to let one guilty person go free rather than kill an innocent one?

What 3 things should I be doing to support my child at home?	
1	Watch the News daily and discuss one of the stories, focusing on who is affected by the issue.
2	Listen to BBC Radio 4's Thought for the Day with your child and discuss the content
3	Debate with your children, representing alternative arguments and challenging them on the points they make.



Curriculum Overview

Subject	Science
Year group	9
Head of Department	Miss Judith Turner

Assessment Information
<p>Autumn Term Assessment</p> <ul style="list-style-type: none"> • B1 Cell Biology <p>Spring Term Assessment</p> <ul style="list-style-type: none"> • C1 Atomic Structure • P2 Energy • Some questions on B1 Cell Biology <p>Summer Term Assessment</p> <ul style="list-style-type: none"> • C2 Structure and Bonding • B4 Bioenergetics • P4 Particles • Some questions on B1 Cell Biology, C1 Atomic Structure and P2 Energy

Overview	Autumn Term	Spring Term	Summer Term
1st Half	HSW and Maths Skills for Science B1 Cell Biology	P2 Energy C1 Atomic Structure	P4 Particles C2 Structure and Bonding
2nd Half	C1 Atomic Structure P2 Energy	C2 Structure and Bonding B4 Bioenergetics P4 Particles	B3 Infection and response
Assessment	Teacher assessment of book work completed in lesson – one task per unit. End of Term Assessment	Teacher assessment of book work completed in lesson – one task per unit. End of Term Assessment	Teacher assessment of book work completed in lesson – one task per unit. End of Term Assessment

What 3 things should I be doing to support my child at home?	
1	Encourage your child to access the free content from my-gcsescience.com log on to review lessons and help with revision.
2	Use the past papers questions and mark schemes available on google classroom to help develop exam technique.
3	Support with making flash cards and testing to help learn definitions and spellings of key words from lessons and formulae for calculations.