What your child will study in Year 9

Subject	Autumn Term	Spring Term	Summer Term	Extended Curriculum (recommended additional reading/websites/visits for use at home)
Art	Students are introduced to working methods of artists and designers in the industry. In the first project working as concept designers for film students use Neville Page, a contemporary concept designer for films such as Avatar, Green Lantern and Star Trek, to inspire them. Imagination and creativity are used to develop an alien creature discovered by a time travelling Charles Darwin. They learn to develop a prototype, render surfaces and breathe life into their illustrations with watercolour.	Students continue to develop their creatures and then study the artist Ernst Haeckel to create an environment for their creature. As an extension students will be given the opportunity to make their creature in air-dried clay. Written work on the concept designer Neville Page will be extended to ensure it hits the detail necessary for GCSE.	Students look at artists like Rene Magritte to create a unique piece based on the ideas behind Surrealism. They will research a starting point from proverbs. Using observational skills they will record realistic images that will then be used for a surreal twist. Planning a composition will enable them to develop the best possible image to carry forward. They will also undertake a full GCSE style written art history piece to prepare them for the skills necessary to gain top grades in the subject. In this project students will be expected to cover all 4 of the GCSE assessment objectives.	www.nevillepage.com/ has all of the information necessary to produce written work. http://creativeskillset.org/job_roles/3072_concept_artist gives information on careers and job roles of concept artists. Google image searches on Ernst Haeckel will give the visual information for backgrounds. http://www.renemagritte.org/ Is an excellent resource for researching the Surrealist artist. http://www.tate.org.uk/ Has some excellent images and blogs on the theme of Surrealism.
Drama	**Actors ToolKit Part 3** A recap of the basic Drama skills before exploring how they can communicate meaning to an audience developing the use of subtext/ Students use role play to experiment with context, silence and tension. **Staging & Interpreting a script** Students develop a basic understanding of blocking, how to stage a scene, technique language of the stage and how to develop meaning in a performance through use of proxemics, character motivation and subtext.			**Year 9 GCSE Devising Project** Students will apply the devising and absract techniques and skills to an extend the script work completed previously. The will create 'sub scenes' which explore characterisation, the subplots within the text and incorporate GCSE techniques. **GCSE Techniques & Strategies** Students will learn and apply a range of explorative strategies used at GCSE to create scenes using the theme of drink driving as a stimulus exploring the consequences.
English	**An Inspector Calls** Students begin the serious preparation for their GCSEs by	**Macbeth** Students will study Shakespeare's classic tale of	**The Great Debate** During this final term students will read a range of persuasive	Watch TV (BBC 2016), film or stage adaptations of An Inspector Calls.

	studying this classic GCSE play by JB Priestley. Whilst exploring key themes such as Socialism and responsibility, they will continue the development of their skills of literary analysis and interpretation. Assessment is through a GCSE style essay question. **Writing Dystopian Fiction** Students will study a range of extracts from dystopian fiction, including 1984, A Brave New World and The Hunger Games. Through a focus on genre conventions and writing styles they will develop an appreciation of the genre, before using their own writing skills to produce an extract from a dystopian story of their own.	ambition and murder through a selection of key scenes. They will develop their understanding and appreciation of Shakespeare's language and his use of dramatic devices. Assessment is through a GCSE style question on an extract from the play. **Gothic Horror** Through the study of a range of extracts from the Gothic genre, students will explore the ways writers build suspense and tension through language and structure. Students will be assessed through a GCSE style reading question on an unseen Gothic extract.	writing and speeches, exploring the rhetorical devices used to influence readers and audiences. Students will be assessed on their own persuasive writing and will then deliver their persuasive speech as part of The Year 9 Great Debate competition. **Exam Preparation** Students will sit a GCSE style reading examination at the end of the year.	Read another play or short story by JB Priestley. Watch a film or stage version of *Macbeth*. Visit the Globe Theatre in London or Stratford upon Avon, the home of Shakespeare. Read one of the books you were introduced to in the extracts for Dystopian Fiction. For example, 1984, *The Hunger Games* or *Divergent* Trilogies, *The Beach*, or *A Brave New World*. Read the full or abridged versions of some of the classic Gothic stories you have been introduced to: Frankenstein by Mary Shelley, Bram Stoker's Dracula, Jekyll and Hyde. Alternatively, try modern Gothic tales such as *The Twilight Saga*, or *Uncle Montague's Tales of Terror*. Watch *Newsnight*, *Room 101*, *Question Time* or other news programmes to study persuasive language and debating skills. Write a persuasive letter to your local newspaper or MP.
French (Students study either Spanish OR French depending on their year of entry)	Holidays Places of interest Where/ how/ who with Holiday activities Present/ past/ future tenses Conditional tense Cinema and film	Personality Relationships Clothing & fashion Last weekend Present tense Past tense Conditional tense	Holidays Places of interest Where/ how/ who with Holiday activities Present/ past/ future tenses Conditional tense Body and illness	www.linguascope.com (see staff for password) www.funwithlanguages.vacau.com www.digitaldialects.com www.bbc.co.uk/education/subjects/zgdqxnb
Geography	**UK physical landscapes Coastal**	**Ecosystems – UK and rainforests**	**Ecosystems – Deserts**	• BBC bite size AQA geography

	1. What processes affect the coast? Processes: Erosion and deposition types of wave 2. How are materials transported? 3. How are landforms made by erosion? 4. How are landforms made by deposition landforms? Spits, bars and beaches 5. How to identify landforms using OS maps and photographs? 6. How can we stop coastal erosion? Engineering **7.** Introduction to Holderness coastline. Case study and exam question: To what extent have the management strategies in Holderness been successful? **Challenges in an LIC (Jamaica)** 1. Where is Jamaica? Latitude longitude/climate graph 2. Why do people visit Jamaica? Research lesson – tourist attractions in Jamaica 3. Positive impacts of tourism/ Negatives impacts of tourism 4. How tourism helps close the development gap? "Tourism has benefited Jamaica. Discuss." 5. What is Fairtrade and how is it used in Jamaica?	1. What are ecosystems and food webs? 2. What are the UK ecosystems? 3. Persuasive speech to the Mayor of London to protect Epping Forest. 4. Where are the world biomes? 5. What are tropical rainforests and their structure? Link to the global atmospheric circulation system 6. Describe and explain the adaptations of rainforest animals and plants. 7. What are the causes and rates of deforestation? 8. What are the impacts of deforestation? Describe and explain the impacts of deforestation 9. How can the rainforest be sustainably managed? 10. Persuasive letter to the UN on how to protect the rainforests.	1. What are the characteristics of the desert? 2. ICT research – How are animals adapted to the desert? 3. Literacy: Mini presentations on an animal they researched. 4. What are the opportunities in deserts? 5. What are the challenges in the desert? Causes of desertification. Case study Thar desert 6. What are the sustainable solutions to desertification? **Paper 3 practice – issue evaluation** *1. Identify a local issue and hypothesis* *2. Plan data collection and methodology* *3. Design data collection sheet and sketch maps* *4. Fieldwork* *5. Presentation of data x3* *1. Interpreting graphs* *2. Conclusion and evaluation*	• Cool geography (click the GCSE tab at the top of the page) • National geographic • The news • CGP revision guide (new 2016 specification 1-9 AQA) • Hodder revision guide is more detailed AQA

	6. What is Jamaica's weather like? Climate graphs, tropical revolving storms			
History	**The Holocaust** 1. What was the Holocaust? 2. What was life like for Jewish people before the Holocaust? 3. Why did Hitler have anti-Semitic views? 4. What happened to the Hecht family? 5. Who was the blame for the Holocaust? / Who killed Abraham Bauman? 6. AUT 1 – Extended writing 'Hitler didn't cause the Holocaust on his own.' How far do you agree? 7. What was life like in a Jewish Ghetto? Include Red Cross report 8. Who was Anne Frank? 9. How should a Nazi war criminal be treated? 10. How and why should we remember the Holocaust?	**Medicine** 1. What did a Medieval doctor know? 2. How did Christianity affect Medieval medicine? 3. How did Islam affect Medieval medicine? 4. How good was Medieval surgery? 5. Where was public health worse in the Medieval period? 6. Where was public health better in the Medieval period? 7. The Black Death: a consequence of poor public health. 8. What was the Renaissance? 9. Impact of the Renaissance on Britain: the work of Vesalius 10. How important were Pare's discoveries? 11. What was Harvey' contribution to medical progress? 12. How scientific was C17th and C18th medicine? 13. How did doctors deal with the Great Plague?	**Medicine** 1. How did Edward Jenner help defeat smallpox? 2. How was pain conquered? 3. How did doctors in Britain find out that germs caused diseases? 4. How important was Joseph Lister? 5. Accepting Pasteur's germ theory 6. How did scientists discover that germs caused human diseases? 7. The search for vaccines and cures in Europe and Britain. 8. How dirty were Britain's towns in the early 1800s? 9. Fighting Cholera 10. The great stink 11. What can the study of penicillin tell us about the developments of modern medicine? 12. How have drugs and treatments developed since 1945? 13. Beyond mainstream medicine. 14. The impact of war and technology on surgery and health.	Health and the People, Alf Wilkinson, Hodder Education Thematic Studies c790-Present Day, Lindsay Bruce et al, Oxford University Press CGP GCSE AQA History the Revision Guide

		14. How did hospitals change in the C18th? 15. Why should we remember John Hunter?	15. Why did the government try to improve the nation's health after 1900? 16. Into the C21st	
Maths	Higher Place value and rounding Adding and subtracting Multiplying and dividing Simplifying expressions Indices Expanding and factorising 1 Algebraic fractions Angles and lines Triangles and quadrilaterals Congruence and similarity Polygon angles Representing data Averages and spread 1 Frequency diagrams Foundation Place value Rounding Adding and subtracting Multiplying and dividing Terms and expressions Simplifying expressions Indices Expanding and factorising 1Angles and lines Triangles and quadrilaterals Congruence and similarity Polygon angles Organising data Representing data 1Representing data 2Averages and spread 1Decimals and fractions	Higher Fractions and percentages Calculations with fractions Fractions, decimals and percentages Formulae Functions Equivalences in algebra Expanding and factorising 2 Measuring lengths and angles Area of a 2D shape Transformations Foundation Fractions and percentages Calculations with fractions Fractions, decimals and percentages The business plan Substituting into formulae Using standard formulae Equations, identities and functions Expanding and factorising 2Measuring lengths and angles Area of a 2D shape Transformations 1Transformations 2	Higher Probability experiments Theoretical probability Mutually exclusive events Estimation and approximation Calculator methods Measures and accuracy Solving linear equations Quadratic equations Simultaneous equations Approximate solutions Inequalities Foundation Probability experiments Expected outcomes Theoretical probability Mutually exclusive events Estimation and approximation Calculator methods Measures and accuracy Solving linear equations 1Solving linear equations 2Quadratic equations Simultaneous equations Inequalities Starting the business	The following websites can be used to help your child develop further understanding in each of the topics taught throughout the academic year: www.mymaths.co.uk This website is linked to the AQA maths examination body whose examination they will sit at the end of year 11. Other useful websites include: http://www.bbc.co.uk/education/subjects/zqhs34j www.mathsbot.com http://online.justmaths.co.uk/ https://mathslinks.net/links/mr-carter-maths https://www.mrbartonmaths.com/ http://donsteward.blogspot.co.uk/

Music	**Soundscapes and Graphic Scores** Students explore how to use vocal and body percussion to create a soundscape. They first analyse the Honda choir advert as a starting point, experimenting with musical textures and the control of dynamics, pitch and timing before creating their own group performance piece. To further develop their ability to work in large groups and work with specific timing, students will create a soundscape to accompany a Charlie Chaplin film clip. They will blend vocal, body, percussion and electronic sounds to create a unique and professional grade performance.	**Western Classical Music** Where would we be without the fantastic sounds of a magnificent orchestra? How did these instruments develop? Students learn to recognise individual and groups of instruments by sight and by ear. They will also have the opportunity to play a variety of instruments in the classroom. **The Planet Suite** Students explore this powerful and enchanting piece composed by Gustav Holst. They learn to identify structure, instrumentation, dynamics, pitch, tempo changes and will learn how to articulate the reasons why music creates a specific atmosphere such as magic, menace and even old age!	**All That Jazz Part 1** This is a study of the Jazz/ Blues style and how it links to previous styles. We look at basic chord progressions, blues notes, artists of the period and the development of Jazz and Blues from their musical/historical roots. Students listen to music with specific focus to identify key elements such as bass riffs, instruments, swing rhythms and so on. Keyboard work is incorporated to allow students to experiment with bass riffs and improvisation in a blues style. Challenge is added in the second half of the course as students work through specific notated chord progressions, bass riffs and melodies before learning to improvise over these before finally transposing their work to perform in a different key.	**Soundscapes:** Watch the graphic score and performance of 'Stripsody' by Cathy Berberian (on YouTube watch?v=ljlncO4c89g). See how this bizarre piece is written down using pictures and shapes. You can then also watch her perform this (YouTube watch?v=0dNLAhL46xM). How does this make you feel? Do you think this is a valuable/worthwhile form of music notation? **Western Classical Music:** Learn to recognise instruments by sight and by ear whilst watching this funny clip (YouTube watch?v=Sr-l2m8twX0) **Jazz/Blues:** Listen to a selection of Jazz and Blues style music, get to know the main instruments involved and look into the roots of these two styles. A very good video to watch can be found on YouTube watch?v=whN5PXsrP6E
PE	Girls – Netball/Lacrosse/Football/Fitness/OAA/Badminton Boys- Football/Basketball/Lacrosse/Fitness/Rugby/Badminton	Girls- Gym/Badminton/Handball/Fitness/OAA/Basketball/Rugby/ Boys- Rugby/Handball/Fitness/Badminton/Rugby/OAA	Girls- Rounders/Athletics/Softball Boys- Cricket/softball/athletics	**Clubs:** Streetcheer (G&B) Netball Football (G&B) Basketball Badminton (G&B) Handball
Religion and Ethics (RE GCSE course begins)	**Relationships** Sex before marriage and cohabitation-what are the Christian and Muslim values?	**Human rights:** Why do Christians support human rights? (equality and agape)	**Issues of life & death** Creation - Science Vs. religion. Stewardship and Dominion- why do religious people believe we	www.request.org https://humanism.org.uk Documentary: Her name is Malala

Exam board: Eduqas	Contraception- is it unnatural and disrespectful to God? What is the purpose of Marriage in Christianity and Islam Same sex relationships- are they acceptable in the eyes of God? Should religion fit in with society? Divorce in Christianity and Islam Families- what are the teachings about roles and duties? Role of women and gender equality in worship- what does Christianity and Islam teach?	Prejudice and Discrimination- Christianity and Islam- why is it wrong in the eyes of God? What did Justice mean to Jesus? What is do Christian Aid do? Why is charity a duty in Islam? What do Islamic Relief do? Amnesty international and report writing- what do they do and what human rights issues are there in the world? Personal Conviction- an investigation into Martin Luther King and Malala Yousafzai Censorship and Freedom of Speech and Extremism – should people be allowed to express their faith?	should have responsibility over the environment? Sanctity of life in Christianity, Sanctity of life in Islam Abortion in Christianity and in Islam- is it acceptable and are women's rights protected in religions? What is Euthanasia (assisted suicide)? What are the religious views about Euthanasia, the Hospice movement and an evaluation over whether it should be made legal in the UK. What are beliefs about Life after death in Christianity, Islam and Humanism? Is death the end? Are Heaven and Hell real places? How does the belief in the afterlife impact on what happens in a Christian or Muslim funeral?	We do not feel that any commercially produced revision products are up to standard so provide students with more appropriate materials in class.
Science Combined Science – GCSE (9-1)	Topic 1 - Biology – Key Concepts Topic 2 -Biology – Cells and control Topics 1 and 2 - Chemistry – States of matter Topic 3 - Chemistry – Atomic Structure Topic 4 - Chemistry – The Periodic Table Core Practicals – Practical assessment and write up	Topic 1 - Physics – Motion Topic 2 - Physics – Forces and Motion Topic 3 – Biology - Genetics Topic 4 – Biology – Natural selection and genetic modification. Core Practical – Practical assessment and write up	Topic 3 - Physics -Conservation of energy Topics 4 and 5 Physics – Waves, Light and the electromagnetic spectrum. Revision for end of year exam. Core Practical – Practical assessment and write up	BBC Bitesize – Key Stage 4 Science. (Edexcel exam board – combined Science) https://www.bbc.com/bitesize/examspecs/zqkww6f Combined Science Revision guide and workbook – available to purchase from school – science department. www.edheads.org http://www.sciencekids.co.nz/ http://www.ngkids.co.uk/

				Visit – Manchester Science and industry museum and Manchester museum.
Spanish (Students study either Spanish OR French depending on their year group)	Food and drink Spanish customs (food) Shopping for food Healthy living Present tense Future tense Past tense	Clothing & fashion Uniform Shopping for clothes Present tense Future tense Conditional tense	Holidays Places of interest Where/ how/ who with Holiday activities Present/ past/ future tenses Conditional tense Cinema and film Body and illness	www.linguascope.com (see staff for password) www.funwithlanguages.vacau.com www.digitaldialects.com http://www.bbc.co.uk/education/subjects/zfckjxs
Technology Two of four subject areas (selected by the students)	**Design & Technology** • Students will study a range of material areas including Resistant Materials, Graphics and Product Design. • Students will develop their capability, through combining their designing and making skills with knowledge and understanding in order to create quality products. • Students will investigate, disassembly and evaluate activities related to products and their applications. • Students will use a range of communication skills, including verbal, graphical and modelling skills, to help their thinking and ability to take action in the process of designing. • Students will be able through this project work develop skills, knowledge and understanding of Design and Technology. They will explore a range of tools, machinery and equipment to produce products. • Students will be taught the key aspects of the controlled assessment and the written exam in preparation for year 10. **Food Preparation & Nutrition** • The pupils extend their year 7 and 8 work on the importance of proper nutrition in leading a healthy lifestyle at different life stages. They also look at prevention of food poisoning by learning			**Design & Technology:** http://www.technologystudent.com/ http://www.design-technology.info/home.htm http://www.bbc.co.uk/schools/gcsebitesize/design/ http://www.designandtech.com/ **Food Preparation & Nutrition** http://www.bbc.co.uk/learning/subjects/food_and_catering.shtml

	about the correct storage and preparation of food. They carry out food science experiments looking at ways to thicken sauces. • The pupils continue to develop their practical skills under the theme 'Skills for Life' by using a wide range food preparation techniques to make dishes such as pasta bake, cottage pie, cheesecake, sausage rolls, spring rolls and risotto. They continue to develop a more detailed understanding of how to evaluate some dishes made to include costing and nutritional analysis. **Computer Science** • Understand a recursive solution to a problem repeatedly applying the same solution to smaller instances of the problem. • Recognise that some problems share the same characteristics and use the same algorithm to solve both. • Understand how numbers, images, sound and character sets use the same bit patterns. • Perform simple operations using bit patterns e.g. binary addition. • Understand the relationship between resolution and colour depth, including the effect on file size. • Understand the difference between the Internet and the World Wide Web. • Show awareness of a range of different Internet services e.g. VOIP. • Know the name and purpose of hardware e.g. hubs, routers, switches and what the different network protocols do. • Understand that algorithms are implemented on digital devices as programs. • Design algorithms using iteration and selection i.e. if statements. • Use logical reasoning to predict outcomes. • Detect and correct coding errors. • Execute, check and change programs. • Understand that programs execute by following precise instructions. **Creative iMedia** • Students will study the principles digital graphics. • They will complete a Games Development project called 'Games for Change'. • Students will research and select an important social issue such as racism. They must design a playable online game for a charity related to their chosen social issue: **Planning**: Writing a design specification, creating a work plan, game concept details, Pre-production documents: mood boards/spider diagrams, story boards and visualisation diagrams. **Creating**: Designing characters (sprites) and backgrounds (stages) using Adobe Photoshop & pixel art programs. Building a playable game using Scratch. **Reviewing:** Test plan, game review including strengths, improvements and peer testing and feedback.	**Computer Science** www.codecademy.com/learn/python https://code.org http://www.bbc.co.uk/education/subjects/zvc9q6f **Creative iMedia** https://www.digitalartsonline.co.uk/tutorials/ https://www.adobe.com/uk/creativecloud.html https://edex.adobe.com/