

CURRICULUM HANDBOOK – Year 9



INTRODUCTION

This guide gives students, parents and carers a summary of the curriculum content that students will be covering each term in each subject, and outlines the key learning objectives throughout Year 9. It also provides you with information on the structure of homework, and what enrichment opportunities will be provided by school in each subject. Finally, it provides suggestions, related to each subject area, for further study or enrichment you may wish your child to do at home.

If you require any further information or suggestions, please contact your child's subject teacher, who will be happy to help.

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GRANGE ENTERPRISE AND LEARNING SKILLS - GELS

As well as helping our students acquire subject-specific knowledge and skills, we also consider it vital that they develop their knowledge and understanding of the learning process itself, so that they can become better learners, both at school and in the future. Also we recognise that enterprise skills are key to students being successful, both at school, and in the wider world. We have identified eight key enterprise and learning skills which we aim to help students develop:

- Creativity
- Independence
- Reflectiveness
- Self-management
- Leadership
- Team-work
- Communication
- Can-do

These skills are taught explicitly during Enterprise Lessons, and will also be developed in all other subjects, and through Theme Days.

Subject: Art

Key Learning Objectives	<ul style="list-style-type: none"> To refine existing skills developed in a range of media. To explore the work of 20th century artists, developing analytical and critical understanding. To understand how work can be developed from a range of starting points or sources of inspiration. 	
Curriculum Content:		GELS:
Autumn term 1st Half	<p>Introduction to the Reflective Portraits project and how to draw faces in proportion. Students will brainstorm ideas on the meaning of the word Reflection. Teachers will demonstrate step by step how a student is to use pencil to draw a face in proportion correctly.</p> <p>Students will then learn how to draw an eye in detail, focusing on improving their hand-eye coordination and recording techniques. Discussion of images of faces and facial expressions using other artists' work as examples from different periods and cultures. Discussion of portrait images by artists. The teacher will set a homework on using the skills they have learnt in class to draw a family member or friend, to assess their application of knowledge. The teacher will then teach the students how to draw using the grid drawing method and carry out a skills test assessing the students' ability to use the grid method to record a famous celebrity.</p> <p>Students will be introduced to RAG lessons to constantly review their work and improve their levels. Students will be taught GCSE presentation techniques and analysis skills in the RAG lessons.</p> <p>Students will investigate facial expressions, and techniques used by artists i.e. skin colours, translucency, how to use oil pastels, and creating a line drawing of the face. Exploring techniques of line and tone within the face and how to blend and gradated oil pastels before starting their final self-portraits.</p>	Reflectiveness. Independence. Self-Management.
Autumn term 2nd Half	<p>Student creating their final A3 oil pastel self-portraits. Students will be working from their own photographs which are gridded up and learn how to enlarge onto an A3 grid which they have drawn themselves. Using the grid method, they will learn about blending and gradating tones and colours to add a sense of form to the facial features. Adding white to lighten and black to darken tones. Completing oil pastel portraits.</p> <p>Students will then go on to develop the backdrops behind the student's portraits. Showing how to feature creases within clothing and the range of light and dark tones in these creases.</p> <p>Students will then learn about considering displaying artwork and design and build a frame around their portrait that shows symbolism to the student's portrait within it. Students will investigate and discuss how painters and other artists have used textures, collage, colour, relief and paint to create symbolism within their artworks. Featuring a hand holding the portrait of the frame.</p>	Independence. Creativity. Reflectiveness. Can-do. Communication.
Spring term 1st Half	<p>Students will study, design and create a 3D clay biomorphic sculpture. Students will investigate the strange way in which forms in the natural world originate, develop, and change, beginning with drawings and developing these into biomorphic drawn plans and later into clay sculptures.</p>	Independence. Creativity. Reflectiveness. Can-do. Teamwork.

	<p>Looking at rocks, creatures, plants and the environment, students will study and discuss paintings and sculptures using biomorphic forms or images i ones that are Abstract yet still refer to living forms i.e. plants and the human body. The term comes from combining the Greek words 'bios', meaning life, and 'morph', and mending for. The term biomorphic seems to have come into use around the 1930s to describe images in the more abstract types of Surrealist painting/sculpture particularly in the work of Joan Miro and Jean Arp. Henry Moore and Barbara Hepworth also produced some superb biomorphs at that time and later so did Louise Bourgeois. Students create a series of experimental observational drawings of further natural forms that they have sourced and brought in (can share).</p> <p>Students experiment with different viewpoints, sizes of drawings and mark making/patterns using pens, washes of different inks and progress onto resistance of inks by applying wax crayons and/or oil pastels. Students' progress to extracting their favourite areas from their previous drawings (can use viewfinder) to select preferred areas.</p> <p>Students will be drawing up their ideas by metamorphosing their chosen areas/sections from selected observational studies they have made.</p> <p>While drawing up and forming their ideas, students will experiment on creased papers that have been screwed up or coloured papers torn into pieces and reassembled and glued together (could even try rinsed papers that have been screwed into a ball and dried out ready for the next lesson) or try chalks on black paper.</p>	Communication.
Spring term 2nd Half	Students will then be taught health and safety and construction techniques of working with clay. Students will spend the remaining half-term creating clay sculptures from air dried clay and applying finishes to their sculptures.	Independence. Creativity. Reflectiveness. Can-do. Communication.
Summer term 1st Half	Currently reviewing project.	Independence. Creativity. Reflectiveness. Can-do.
Assessments	One skills test and two hour homeworks assessed every half-term. Students are provided with Personal Learning Checklist Trackers to review and assess their progress. Students are also given teachers' schemes of work and also the KS3 Copy of GCSE Assessment Grid to refer to during assessments.	
Homework Structure	Homework is set once a half-term but students expected to spend two hours on homework. This is to ensure quality of homework submissions. Homework is linked to the project of study.	
School-based enrichment opportunities	KS3 Art club runs every lunchtime in D2 to support students with extra-curricular art and design interests but also as a resource to support students with homework.	
Resources available for home-based study	Regular practising of drawing real objects – to help improve recording skills. Research into relevant artists using websites such as www.artchive.com . Visits to art galleries/museums to encourage your child to gain confidence when talking about artwork. Use of VLE to refer to good standards for work. Production of a visual diary – scrapbook of photos, images, artist images which inspire or interest your child.	

Subject: Design and Technology

Key Learning Objectives	<p>In Year 9, students work in Design and Technology to strengthen their understanding in all of the topics they have taken in year 7 and 8. Projects are focused towards building the skill set in preparation for students to continue into either the Design and Technology or Food Preparation and Nutrition GCSE. Student's skills in attributes such as communication, creativity, problem-solving, and independence are also further developed.</p>
Curriculum Content:	
Design and Technology: Product Design	<p>Project Title: Speakers During Year 9, Product Design students will take on the speaker project where they will further gain an understanding into materials, tools and processes in the workshop. Furthermore, they will also cover theory relevant to the practical outcome where they learn about sustainability and quality control.</p>
Design and Technology: Compliant Materials	<p>Project Title: Textiles, Garments, and Product Branding In this unit, students will explore compliant materials through the mediums of Textiles and Graphic Design. They will have the opportunity to make a garment using a pattern and gain more understanding of materials and fibres, as well as developing their skill when using a sewing machine. In Graphic Design, they will investigate how companies promote their brand and use a combination of hand drawn and CAD techniques to develop their own fashion label.</p>
Food Preparation and Nutrition	<p>In Food Preparation and Nutrition, students will build on their knowledge of the subject to create even more complex dishes that use a combination of skills.</p> <p>A variety of topics and skills are covered including:</p> <ul style="list-style-type: none"> • Batch production and quality control. • Exploring pastry. • Cultural Cuisine. • Design and make a healthy snack. • Exploration of raising agents. • Hazards, hygiene and handling of high-risk foods. <p>Students will also carry out a science investigation into the conditions needed for yeast to ferment.</p>
Assessments	<p>Students work is assessed throughout the project that they take on in each module area.</p> <p>Students are assessed in 4 areas:</p> <ul style="list-style-type: none"> • Investigation and Research. • Design and Development. • Manufacture. • Evaluation and Analysis. <p>For each of these areas, students will gain a mark from T5, T6, 1, 2, 3, 4, 5, and 6. An average is then taken to determine their overall grade for Design and Technology. In this case, students need to focus hard on all areas of the assessment in order to gain a great mark overall.</p>

	<p>As well as marking and feedback in books, students will also have a formative assessment halfway through the module to monitor their progress. At the end of the project they will be given a final grade based on their success in the 4 Design and Technology areas.</p>
Homework Structure	<p>Students should receive homework once every two weeks. Homework can be a variety of activities set that will allow them to strengthen their understanding in each of the module areas.</p> <p>It can be the case that a student chooses to do extra homework towards a project independently in order to improve their level.</p>
School-based enrichment opportunities	<p>3D Printer club – This is an opportunity for students to strengthen their understanding of CAD/CAM. Students work after school on a weekly basis to create mini robots using our 3D printer.</p>
Resources available for home-based study	<p>www.technologystudent.com</p>

Subject: Drama

Key Learning Objectives	<ul style="list-style-type: none"> • Reinforce and develop ground rules, expectations including the use of the Drama Spaces. • Develop the communication skills necessary for good drama to take place. • Allow students to understand the demands of them at GCSE level by completing mini GCSE style tasks over the course of the year. • Provide opportunities for discussion work and both teacher and student self-assessment of individual and group strengths and weaknesses. • Develop students' confidence and skill in using performance and communication skills to a good level. • Develop students' confidence and ability to structure drama-making, performing and evaluating. • Develop students' use of self and peer evaluation and target setting. 	
Curriculum Content:		GELS:
Autumn term 1st Half	Serious Fun/I Saw it on TV: Creating Drama inspired by various TV styles focusing on clear characters and drama techniques.	Creativity, Independence, Reflectiveness, Self-management, Leadership, Teamwork, Communication, Can-do Attitude.
Autumn term 2nd Half	Component 1: Devising (Drugs Don't Work): Exploring the topic of homelessness and/or drug addiction using drama skills and building up to creating a monologue.	Creativity, Independence, Reflectiveness, Self-management, Leadership, Teamwork, Communication, Can-do Attitude.
Spring term 1st Half	Joyriding: Using scripts and exploring the theme of crime and its consequences.	Creativity, Independence, Reflectiveness, Self-management, Leadership, Teamwork, Communication, Can-do Attitude.
Spring term 2nd Half	Chatroom: Mock Component 2: Performance from Text – Applying prior knowledge to staging a section of the script to an audience.	Creativity, Independence, Reflectiveness, Self-management, Leadership, Teamwork, Communication, Can-do Attitude.
Summer term 1st Half	Games with a purpose: Developing work and life skills to encourage students to take transferrable skills into GCSE and working life.	Creativity, Independence, Reflectiveness, Self-management, Leadership, Teamwork, Communication, Can-do Attitude.
Assessments	Students will be assessed once every term in lessons particularly assessing the skills that they have been developing over each topic and using the previous topic feedback to show progress over time. The assessments will incorporate the KS3 Drama passports and will be mock versions of the coursework completed at GCSE level to give them an idea of what to expect.	
Homework Structure	Homework will consist of research tasks, and some short, written tasks set when appropriate (usually once per term). Each student will be issued a KS3 Drama Passport at the beginning of the year in order to complete termly tasks.	
School-based enrichment opportunities	There will be an opportunity for students to get involved with rehearsals outside of lessons to develop their understanding of drama and performance. At least once every two years there will be a whole school production where all students are welcome to audition for a part.	
Resources available for home-based study	All students are encouraged to go on theatre and cinema visits, take part in backstage tours where possible and read plays by a variety of playwrights and covering a variety of genres. To develop performance skills further, students are also encouraged to join local youth theatre companies. Research into practitioners and various performance styles/techniques to enhance the work done in lessons.	

Subject: Year 9 English

Key Learning Objectives	<ul style="list-style-type: none"> • To experience a range of fiction, non-fiction, and media texts. • To experience writing for a range of audiences and purposes. • To recap key literacy skills. • To develop analytical and essay writing skills. • To learn about historical and social contexts in texts. • To prepare students for GCSE learning and assessment.
Curriculum Content:	
Summer term 2nd Half	Animal Farm: Exploring themes such as politics and power through the study of literature and expressing ideas using dramatic techniques.
Autumn term 1st Half	Dystopia Writing: Learning how language can impact and engage readers. Communicating clearly, effectively and imaginatively, and selecting and adapting tone, style and register for a specific form and purpose.
Autumn term 2nd Half	Unseen Poetry: Exploring how ideas and viewpoints are portrayed in various poems. Learning how to compare and analyse poems.
Spring term 1st Half	Ambition – Reading skills: Reading, understanding and responding to texts. Using textual references to support interpretations.
Spring term 2nd Half	Novel Reading: Exploring themes and ideas through the study of literature and expressing ideas using dramatic techniques.
Summer term 1st Half	Shakespeare: Studying a Shakespeare play key scene analysis; developing skills in inference and deduction, language analysis; and understanding the writer’s purpose and the significance of the context.
Assessments	One end-of-half-term assessment either on reading or writing as per Scheme of Learning. Assessments are in the format of the new GCSE exams and students are graded from 1-9. Assessments allow students to become familiar with the format of the English Language and English Literature exams that they will encounter in Year 11.
Homework Structure	Students to complete homework once a fortnight. This could be a task set by the teacher from the lesson, a choice of differentiated homeworks from the homework menu (on Show My Homework) or a variety of quizzes designed to improve vocabulary and spelling (on Show My Homework).
School-based enrichment opportunities	Book club, writing group, activities for World Book Day.
Resources available for home-based study	Resources on VLE.

Subject: Enterprise

Key Learning Objectives	<ul style="list-style-type: none"> Understand and develop a wide range of enterprise and learning skills (GELS).
Curriculum Content:	
Autumn term 1st Half	<ul style="list-style-type: none"> Introduction to the 2nd year of the course. British Values – review and development. Characteristics of successful students.
Autumn term 2nd Half	<ul style="list-style-type: none"> Healthy lifestyles. The changing world of work. Transferable skills. Mental health.
Spring term 1st Half	<ul style="list-style-type: none"> Economic and financial aspects of work. Employment opportunities. Careers and options choices. Labour Market Information and skills shortages.
Spring term 2nd Half	<ul style="list-style-type: none"> Cultural capital. Hazard Identification at home, on the roads and at work. The environment.
Summer term 1st Half	<ul style="list-style-type: none"> Study skills – chance to try out a variety of methods. Summary of key elements of the course.
Assessments	All assessments will be done in class either through questioning and discussion or by written summaries.
Homework Structure	There will be no formal homework set but optional research-based tasks may be given in order to enhance understanding.

Subject: French

Key Learning Objectives	<ul style="list-style-type: none"> • To issue and decline invitations using modal verbs. • To learn clothing vocabulary and revise adjectival agreements. • To go shopping. • To talk about food and buy food. • To order food in a restaurant. • To revise countries and languages. • To go on holiday. • To talk about your friends. • To use three tenses. 	
Curriculum Content:		GELS:
Summer Term 2nd Half	<ul style="list-style-type: none"> • To describe past events. • Where you went. • Perfect tense with etre. 	Creativity.
Autumn term 1st Half	<ul style="list-style-type: none"> • To issue and decline invitations. • To use modal verbs. • To talk about clothes using adjectives. • To give your opinions on school uniform. 	Teamwork.
Autumn term 2nd Half	<ul style="list-style-type: none"> • To go shopping. • To use comparatives and superlatives. • To talk about food. • To learn about the regional specialities of France. • To learn about Christmas traditions in France. 	Can-do.
Spring term 1st Half	<ul style="list-style-type: none"> • To go shopping for specific quantities of food. • To order dishes in a restaurant. • To talk about countries and languages. • To describe a holiday centre. 	Reflectiveness.
Spring term 2nd Half	<ul style="list-style-type: none"> • To talk about holidays and holiday camps. To use two tenses in our work. • To use French website to access holiday information. • To describe a holiday we have been on. To talk about future holiday plans. 	Creativity.
Summer term 1st Half	<ul style="list-style-type: none"> • To talk about your friends. • To talk about how much pocket money you have and what you do with it. • To talk about gadgets using comparatives and superlatives. • To use three tenses. • To use the conditional tense to express your hopes and wishes. 	Independence.
Assessments	There will be Reading, Listening, Writing and Translation tests set at the end of each topic and students will prepare Speaking tasks – photo cards/role plays in addition to these.	
Homework Structure	Homework will be set on a weekly basis and evidence for learning should be shown in your homework books with tasks clearly labelled. Parental support in ensuring each task is completed would be greatly appreciated.	

School-based enrichment opportunities	Languages Club – see Tutor Group noticeboard for termly updates.
Resources available for home-based study	Students may wish to purchase their own copies of the textbook – Expo 2 – to support learning. Regular revision of vocabulary. www.bbc.co.uk/languages

Subject: Geography

Key Learning Objectives	<ul style="list-style-type: none"> To foster an awareness of the changing world and our responsibility in safeguarding the environment for the future. Our aim is to encourage students to investigate and interpret the world around them. We intend to provide them with the skills necessary to do so. 	
Curriculum Content:		GELS:
Summer term 2nd Half	Our Restless Planet Natural disasters, volcanoes and earthquakes, causes and consequences.	Can-do.
Autumn term 1st Half	Coping with Earthquakes and Eruptions Haiti Earthquake assessment.	Independence.
Autumn term 2nd Half	India A Superpower in the making.	Reflectiveness.
Spring term 1st Half	Has China overthrown the USA as the world superpower? The One Child Policy assessment.	Self-management.
Spring term 2nd Half	Rocks Resources & Scenery To investigate how the UK is made up.	Teamwork.
Summer term 1st Half	Rocks Resources & Scenery To investigate why the UK is getting smaller and smaller in size.	Can-do.
Assessments	Tectonics Test. BRIC Test. Geology Test.	
Homework Structure	Set fortnightly. Topics will be available on the school website in the near future.	
School-based enrichment opportunities	Eco-club. Located study. Possible trip to Sorrento (Italy) Links to RS/History/Geography – Plate Tectonics .	
Resources available for home-based study	Reading widely improves the level and depth of understanding. Conducting independent research. Encouraging an interest in environment.	

Subject: History

Key Learning Objectives	<p>The department aims to deliver a comprehensive history curriculum, accessible by all and stretching for those who require additional challenges. We aim to motivate the student to achieve success, to develop an enquiring mind which seeks to delve further into history on a lifelong basis.</p>
Curriculum Content:	
Summer term 2nd Half	<p>The 20th Century introduction and World War 1: Causes of the War, Recruitment, Trench Warfare, The Role of Women and the Suffrage movement.</p> <ul style="list-style-type: none"> • Developing Knowledge and Understanding. • Evaluate and use sources. • Make substantiated judgements about interpretations. • Explain and analyse historical events using second order historical concepts (causation, consequence, similarity, difference, change, continuity and significance).
Autumn term 1st Half	<p>Russian Revolution and The 1920s: The Romanov mystery, The Russian Civil War, Hyperinflation in Germany, The Roaring Twenties, The Great Depression.</p> <ul style="list-style-type: none"> • Developing Knowledge and Understanding. • Evaluate and use sources. • Make substantiated judgements about interpretations. • Explain and analyse historical events using second order historical concepts (causation, consequence, similarity, difference, change, continuity and significance).
Autumn term 2nd Half	<p>World War 2: Life in Nazi Germany, Dictators of Europe, Causes of World War Two, Appeasement, The European War, The Pacific War, Dresden, Hiroshima.</p> <ul style="list-style-type: none"> • Developing Knowledge and Understanding. • Evaluate and use sources. • Explain and analyse historical events using second order historical concepts (causation, consequence, similarity, difference, change, continuity and significance).
Spring term 1st Half	<p>The Holocaust: Nuremberg Laws, The Ghettos, The Final Solution.</p> <ul style="list-style-type: none"> • Developing Knowledge and Understanding. • Evaluate and use sources. • Make substantiated judgements about interpretations. • Explain and analyse historical events using second order historical concepts (causation, consequence, similarity, difference, change, continuity and significance).
Spring term 2nd Half	<p>The Cold War: The Truman Doctrine, Cuban Missile Crisis, Vietnam War, The Berlin Wall.</p> <ul style="list-style-type: none"> • Developing Knowledge and Understanding. • Evaluate and use sources. • Make substantiated judgements about interpretations. • Explain and analyse historical events using second order historical concepts (causation, consequence, similarity, difference, change, continuity and significance).
Summer term 1st Half	<p>The end of History and the 21st century: Yugoslavia, 9/11, Iraq and Afghanistan.</p> <ul style="list-style-type: none"> • Evaluate and use sources. • Make substantiated judgements about interpretations. • Explain and analyse historical events using second order historical concepts (causation,

	consequence, similarity, difference, change, continuity and significance).
Assessments	WW1 Test. WW2 Test. Cold War Test.
Homework Structure	Set fortnightly.
School-based enrichment opportunities	Active History Club. Membership of Historical Society. Visit to the Imperial War Museum. Virtual Grange.
Resources available for home-based study	Reading widely improves the level and depth of understanding. Conducting independent research. Encouraging an interest in historical events.

Subject: ICT and Computer Science

Key Learning Objectives	<ul style="list-style-type: none"> • To solve problems independently, using appropriate ICT solutions. • To select software appropriately. • To write requirements and specifications and use them when designing and developing systems. • To look at the use of models and how these can be adapted to provide a range of information for the user. • To reflect on the work produced and to develop it further.
Curriculum Content:	
Summer term 2nd Half	Developing a project: This unit of work will look at following a design brief, planning the unit of work, designing and creating a working interactive product, and evaluating the process. (This unit of work will be helpful preparation for those who may take any of the BTEC courses on offer in school, not just for ICT).
Autumn term 1st Half	Developing a project (continued). Preparation for GCSE Computer Science -Binary and Algorithms – In this unit, students will look at representing numbers in Binary form and the converting between Binary and Denary and back again. They will look at drawing Algorithms.
Autumn term 2nd Half	Preparation for GCSE Computer Science - Binary and Algorithms (continued). Preparation for GCSE Computer Science – Python In this unit of work, students will continue to work on the Python code they have learned in year 8 and will develop more complex programs.
Spring term 1st Half	Students will be split into classes based on which KS4 course they are following. They will then follow a computing-based topic or an ICT based topic.
Spring term 2nd Half	Students will be split into classes based on which KS4 course they are following. They will then follow a computing-based topic or an ICT based topic.
Summer term 1st Half	Students will be split into classes based on which KS4 course they are following. They will then follow a computing-based topic or an ICT based topic.
Assessments	Each of the practical units of work will have some assessment. Some units will include small individual assessments, while others will involve working towards creating one final piece of assessed work. The theory units will be assessed by a test at the end of the unit.
Homework Structure	Homework will be set throughout the units of work. Some of the homework will be paper based and others will be interactive work e.g. on Doodle. All of the homework will be recorded on Show My Homework.
School-based enrichment opportunities	Students have access to computers and printers in the lunchtime Homework club and also in the afterschool homework club. These operate every day.
Resources available for home-based study	Resources from the lesson can be found on the Grange VLE: http://learning.grange.bucks.sch.uk/ Video Tutorials to support some practical work can be found at: http://teach-ict.com/videohome.htm

Year 9: Mathematics

Course Details	<p>Exam Board: Edexcel</p> <p>Level: GCSE</p> <p>Examination Structure: The Maths GCSE is 100% exam based. There is a non-calculator paper and two calculator papers, each 1 ½ hours in duration, which will be sat in May/June of Year 11.</p>
Key Learning Objectives	<p>All students are grouped into five classes depending upon their maths ability. The content of the course depends upon the class that they are in.</p> <p>All classes focus on:</p> <ul style="list-style-type: none"> • Improving and extending the students mathematical understanding across five attainment strands - Number; Algebra; Geometry and Measures; Ratio, Proportion and Rates of change; Statistics and Probability. • Improving skills which are needed within using & applying mathematics, functional mathematics and problem solving. <p>More details can be obtained from the class teachers.</p>
Curriculum Content – YEAR 9	
Summer Term (June - July)	<p>Calculations. Algebraic expressions.</p>
Autumn Term (September – December)	<p>Standard form. Angles and polygons. Revision for November midterm exam. Handling data. Analysis of midterm exam.</p>
Spring term (January - May)	<p>Fractions, decimals and percentages. Formulae and functions. Working in 2D. Probability. Measures and accuracy. Graphs. Revision for end of year exam.</p>
Assessments	<ul style="list-style-type: none"> • Year 9 midterm in November. • Year 9 end of year exam in May.
Homework / independent study	<p>Homework is set every week to review the objectives/skills studied in class and to inform student ability levels. It is both based on written assessment and ICT led. Exercises can be accessed via the Show My Homework site at home or at school. Homework relating to problem-solving skills will be worked on throughout the year.</p>
School-based enrichment opportunities	<ul style="list-style-type: none"> • Maths drop-in sessions on Tues and Thurs lunchtime. • Opportunity to participate in the UK Maths challenge.
Resources available for home-based study	<p>Students have on-line access to Kerboodle, Doodle and My Maths, as well as the opportunity to purchase a revision guide through the school.</p> <p>The Maths department also share useful consolidation/revision websites with students and parents throughout the course.</p>

Subject: Music

Key Learning Objectives	<ul style="list-style-type: none"> • To increase awareness of the cultural diversity in Music. • To develop the skills to compose and perform music with others. • To explore the role of music in a commercial context such as radio. 	
Curriculum Content:		GELS:
Autumn term 1st Half	World Tour 2: Exploring the music of non-European cultures to be selected from: India, Far East, Africa, Indonesia, Caribbean, Latin America.	All.
Autumn term 2nd Half	World Tour 2: Continued.	All.
Spring term 1st Half	Radio Shows: Jingles and Advertisements, script writing a radio show to showcase a selection of musical compositions, creative advertisements, musical performances, etc.	All.
Spring term 2nd Half	Radio Shows: Jingles and Advertisements continued.	All.
Summer term 1st Half	Cover Songs: Creating cover versions of famous songs, performing to each other as bands, learning music by ear and rearranging songs.	All.
Assessments	Each half-term unit will be assessed in the classroom during lessons. Some projects will be assessed at different stages through regular performances.	
Homework Structure	Eight tasks are included in a homework booklet given to all pupils at the beginning of the year. The booklet also includes some optional extension tasks.	
School-based enrichment opportunities	School choir, Junior ensemble, Christmas concert, Lunchtime music club. Instrumental and vocal lessons are also available through the Aylesbury Music Service.	
Resources available for home-based study		

Subject: Physical Education - BOYS

Key Learning Objectives	Students are given the opportunities to produce complete pieces of work involving the key processes of: <ul style="list-style-type: none"> • Developing skills in physical activity. • Making and applying decisions. • Developing physical and mental capacity. • Evaluating and improving. • Making informed choices about healthy, active lifestyles. 	
Curriculum Content:		GELS:
Summer term 2nd half	Cricket. Tennis.	Communication. Teamwork.
Autumn term 1st half	Basketball. Gym.	Communication. Creativity.
Autumn term 2nd half	Badminton. Football.	Self-management. Teamwork.
Spring term 1st half	Dodgeball. Rugby.	Can-do. Leadership.
Spring term 2nd half	Hockey. Fitness.	Teamwork. Independence.
Summer term 1st half	Athletics.	Self-management.
Assessments	Pupils are assessed each half-term on the activities they have completed. The criteria used to assess are based on their practical ability within each activity and criteria that staff have agreed in meetings/moderation based around the development of interpersonal skills. The criteria produce a step number which is then used as an average over the course of the year.	
Homework Structure	Students are set homework at the end of each term which is based on the activity that they have just covered and also have a link to the BTEC Unit 5 Fitness Training and Programming. Homework should be completed within Show My Homework.	
School-based enrichment opportunities	All students are encouraged to attend extra-curricular sports clubs, represent school sports teams and set targets for improvement and to participate in inter-form competitions.	
Resources available for home-based study	Community based clubs/activities.	

Subject: Physical Education - GIRLS

Key Learning Objectives	<p>Students are given the opportunities to produce complete pieces of work involving the key processes of:</p> <ul style="list-style-type: none"> • Developing skills in physical activity. • Making and applying decisions. • Developing physical and mental capacity. • Evaluating and improving. • Making informed choices about healthy, active lifestyles. 	
Curriculum Content:		GELS:
Summer term 2nd half	Rounders.	Teamwork.
Autumn term 1st half	Netball. Hockey.	Communication. Reflectiveness.
Autumn term 2nd half	Dance. Football.	Creativity. Communication.
Spring term 1st half	Fitness. Badminton.	Independence. Self-management.
Spring term 2nd half	Short Tennis. Gymnastics.	Leadership. Creativity.
Summer term 1st half	Athletics.	Can-do.
Assessments	<p>Pupils are assessed each half-term on the activities they have completed. The criteria used to assess are based on their practical ability within each activity and criteria that staff have agreed in meetings/moderation based around the development of interpersonal skills. The criteria produce a step number which is then used as an average over the course of the year.</p>	
Homework Structure	<p>Students are set homework at the end of each term which is based on the activity that they have just covered and also have a link to the BTEC Unit 5 Fitness Training and Programming. Homework should be completed within Show My Homework.</p>	
School-based enrichment opportunities	<p>All students are encouraged to attend extra-curricular sports clubs, represent school sports teams and set targets for improvement and to participate in inter-form competitions.</p>	
Resources available for home-based study	<p>Community based clubs/activities.</p>	

Subject: PSHCE

Key Learning Objectives	<ul style="list-style-type: none"> To be aware of issues that affect our personal health. To gain an understanding of our sexual health and be able to seek appropriate advice and services.
Summer Term 2nd Half	Human Rights <ul style="list-style-type: none"> What are human rights – should we have rights? Historical examples: the holocaust, Rwanda and the crisis in Syria. The United Declarations of Human Rights. What is capital punishment and should it be introduced in the UK? Research Project.
Autumn term 1st Half	Drugs: PSHCE Students explore the effects of illegal drugs in detail focussing on Cannabis, Cocaine, Heroin and Mephedrone (which is a particular problem). Students to know and understand the law surrounding drugs. Students to write their own short story on drugs (taking approximately 3 – 4 lessons). My Drugs Story (about a heroin addict) used as a stimulus. VISIT FROM ADDACTION – drugs charity who are employed by BCC to raise awareness of drugs.
Autumn term 2nd Half	Sex and Relationships Education: PSHCE A comprehensive module spanning a term on the issues of Sex and Relationships education. At various points in the unit there will be: VISIT FROM Barnardos R U SAFE – to raise awareness of the issue of grooming/online safety and Visit from the School Nurses Team (Buck County Council) to discuss contraception. Visit from the Connexions to support the options process. Topics in this half-term include: <ul style="list-style-type: none"> Sex Education Ground Rules. What is a healthy relationship? Grooming/Internet Safety. What is consent (double lesson)? Students to watch the BBC documentary RAPE on TRIAL, as well as producing a resource outlining consent.
Spring term 1st Half	Students to continue the focus from the last term. Topics to include: <ul style="list-style-type: none"> Contraception (what it is, the advantages and disadvantages of different types of contraception). STI's and a mixing fluid activity to highlight how quickly and easily they can spread. Body Image. Pregnancy. Porn: Fantasy vs. Reality.
Spring term 2nd Half	Mental Health Investigated: 6 lessons designed to build students understanding of mental health and mental illness. Content to be delivered: <ul style="list-style-type: none"> The science of mental health. Understanding mental illness. Mental illness; triggers, protective factors and promoting wellbeing. Mental illness: spotting and supporting. Healthy coping strategies. Reducing Mental Health stigma.

Summer term 1st Half	<p>Careers and your future: To support students before they start their options.</p> <ul style="list-style-type: none"> • Careers – what do you need and how to you get there (fast tomato). • Careers presentation (students to choose a job research it and present back to the class). • Basic C.V. writing skills. <p>How to make the best start to your options:</p> <ul style="list-style-type: none"> • Effective notetaking. • Dealing with exams.
Assessments	<p>Students will be assessed on their effort in extended pieces of writing and tasks (for example, their Drugs Story and their extended piece of writing on the age of consent).</p> <p>Assessment will take various forms including self/peer/teacher assessment using What Went Well, Even Better If and Green Pen marking.</p> <p>At the end of each topic students will benchmark their own progress in terms of the knowledge acquired, their effort and their next steps.</p>
Homework Structure	<p>Not set, in line with department policy.</p>
School-based enrichment opportunities	<p>Youth Magistrates Competition.</p>
Resources available for home-based study	<p>N/A.</p>

Subject: Religious Studies

Key Learning Objectives	<ul style="list-style-type: none"> To explore philosophical questions surrounding the existence of God and the nature of suffering. To consider what our moral duty is and whether we have a responsibility towards others.
Curriculum Content:	
Summer term 2nd Half	Sikhism: Exploring Guru Nanak and the Sikh faith. <ul style="list-style-type: none"> The origins of Sikhism, including Guru Nanak's religious experience. The establishment of the Khalsa. The 5KS. Types of Sikh. The Gurdwara and Sikh worship. Sikh festivals.
Autumn term 1st Half	
Autumn term 2nd Half	
Spring term 1st Half	Big questions and ethical dilemmas: <ul style="list-style-type: none"> Why do evil and suffering occur? What role do Humans play? What is God? Do miracles happen? Can religion and science get along? Different arguments for the existence of God – design, cosmological and Pascal's Wager.
Spring term 2nd Half	
Summer term 1st Half	
Assessments	Sikhism Test. Ethics Test.
Homework Structure	Good and evil – newspaper/media research. Individual research – fact sheets.
School-based enrichment opportunities	ICT research; topical DVDs; "Reflections 3" – Ina Taylor; "The Man Who Never Forgot" – Terence Copley. Numerous DVDs. Holocaust memorial assemblies.
Resources available for home-based study	Films: "Schindler's List"; "Life is Beautiful"; "Boy in the Striped Pyjamas"; "The Pianist", "I have never forgotten you".

Subject: Activate 3 Science Course

Key Learning Objectives	<ul style="list-style-type: none"> • Use scientific theories and explanations to develop hypotheses. • Plan experiments or devise procedures to make observations, produce or characterise a substance, test hypotheses, check data or explore phenomena. • Apply knowledge of a range of techniques, instruments, apparatus, and materials to select those appropriate to the experiment.
Curriculum Content:	
Autumn term 1st Half Term 1	<p><u>KS3 Activate 3 topics</u></p> <p>Genetics Students will learn what is meant by selective breeding and understand the advantages and disadvantages. They will be able to explain how selective breeding has changed over time. They will be able to give examples of cloning and describe the advantages and disadvantages of cloning.</p> <p>Vaccines Students will know what is meant by a vaccine, state how Jenner reduced the spread of smallpox. Students will explore Jenner’s hypothesis about smallpox and how this was tested. Students will understand what is meant by an antibiotic, name the discoverer of penicillin and identify one source of error in the antibiotic experiment.</p>
Autumn term 2nd Half Term 2 Chemistry	<p>Nanoparticles Students will state the uses of nanoparticles in medicine and use these ideas to design investigations to test the health effects on a living organism. Analyse given data to find patterns and trends.</p> <p>Students will understand how cars and fuels can cause pollution and then complete a plan for an investigation to compare air quality at different locations.</p> <p>Evidence for Atoms Students will be able to name the scientist who devised the Periodic Table research the scientists involved in the discovery of rhenium and other common elements. Students will use atomic mass data to order elements according to increasing atomic mass. Students will also learn how to use the numbers on the periodic table to calculate Relative Molecular mass and Moles.</p>
Spring term 1st Half Term 3 Physics	<p>Your phone Students will give examples of a digital and an analogue signal and state the types of electromagnetic waves used for communication. Students will be able to name the circuit component that detects changes in temperature. Students will understand how sensors can be used in hospitals and name the most accurate methods of measuring temperature used in classroom experiments.</p> <p>Discovering the Universe Students will be able to state the age of the Solar System and name the theory of how the Universe started. Students will research and present key events following the Big Bang visually. Furthermore, they will be able to state risks and benefits of the space programme and Identify risks for given hazards in a space mission.</p>
Spring term 2nd Half Term 4	<p>Detecting the Planets Students will be able to state what GPS stands for and give examples of its uses. They will explore different methods of finding distances in space, they will record measurements of distances from one place to another using the map provided. Students will name a type of particle detector and Rutherford’s hypothesis about the structure of the atom, they will also describe how</p>

	<p>astronomers use telescopes and explore how they work through refraction and reflections investigations in the classroom.</p> <p>GCSE Transition Exam</p>
<p>Summer term 1st Half Term 5</p>	<p><u>Biology Paper 1</u></p> <p>Cells are the basic unit of all forms of life. In this section we explore how structural differences between types of cells enables them to perform specific functions within the organism. These differences in cells are controlled by genes in the nucleus. For an organism to grow, cells must divide by mitosis producing two new identical cells. If cells are isolated at an early stage of growth before they have become too specialised, they can retain their ability to grow into a range of different types of cells. This phenomenon has led to the development of stem cell technology. This is a new branch of medicine that allows doctors to repair damaged organs by growing new tissue from stem cells.</p> <p>Topics: Cell biology Organisation Infection and response Bioenergetics</p>
<p>Assessments</p>	<p>There will be an end-of-topic test for each module which is tiered for Higher and Foundation opportunities.</p> <p>Students will track their tests in class to identify which topics are strengths and weaknesses.</p>
<p>Homework Structure</p>	<p>Homework is set on Show My Homework. Students are required to log in and follow the instructions. Tests dates will also be shared with the students on SMH.</p> <p>The homework is more likely to focus on reading for understanding, revising, and designing investigations.</p> <p>The effort students put into homework will enhance their participation and enjoyment of classroom learning this will motivate them.</p>
<p>School-based enrichment opportunities</p>	<p>STEMNET club will help shape and challenge our future scientists. Science and Technology are linked to provide students with an idea of what Science is like outside of lessons.</p> <p>Science Quiz inter-class activities, Science Challenge Workshops with other schools. Science week lunch activities, Revision classes.</p>
<p>Resources available for home-based study</p>	<p>Active 3 book. ISBN: 978 019 839 2583</p> <p>All students have access to digital AQA textbooks through Kerboodle. Students will be given passwords in the classroom. KS4 GCSE books are also available on the same site.</p> <p><u>GCSE books if students want to access work early</u> Revision books: Revision books can be purchase at most bookstores and on www.amazon.co.uk</p> <p>CGP Revision books: Foundation (1-5) ISBN: 978 17 82945659 Higher ISBN (5-9): 978 17 82945642</p> <p>CGP Exam practice book Foundation (1-5) : 978 17 8294 5093 Higher ISBN (5-9): 978 17 8294 5086</p>

Useful websites:

<https://www.senecallearning.com/>

<http://www.bbc.co.uk/schools/gcsebitesize/science/aqa/>

<https://www.teachitscience.co.uk/>

<http://www.bbc.co.uk/education/subjects/zrkw2hv>

<http://www.creative-chemistry.org.uk/>

<http://www.s-cool.co.uk/gcse/chemistry>

<http://www.revisionworld.co.uk>

Subject: Spanish

Key Learning Objectives	<ul style="list-style-type: none"> • To revise key verb formation. • To talk about our holidays. • To be able to talk about tourism in Spain and other Spanish speaking countries. • To talk about mealtimes. • To order food in a restaurant. • To use the past, present, and future tenses together. • To talk about clothes using comparatives and superlatives. • To write in extended sentences. • To talk about tourist activities in Barcelona. • To give directions. • To describe a holiday. • To be able to explain illness and injury. 	
Curriculum Content:		GELS:
Summer term 2nd Half	<ul style="list-style-type: none"> • To talk about what you do and what you are going to do. • To decline and issue invitations using modal verbs. • To say what someone else likes and dislikes. 	Creativity.
Autumn term 1st Half	<ul style="list-style-type: none"> • Where you went on holiday. • Methods of travel. • What you did on holiday. • Opinions about past events. 	Teamwork.
Autumn term 2nd Half	<ul style="list-style-type: none"> • Using three tenses to talk about holidays. • To talk about mealtimes. • To shop for food. • To revise higher numbers. 	Independence.
Spring term 1st Half	<ul style="list-style-type: none"> • To order food in a restaurant. • To talk about a past meal. • To express likes and dislikes in relation to food. 	Reflectiveness.
Spring term 2nd Half	<ul style="list-style-type: none"> • To talk about clothes. • To revise comparatives and superlatives. • To design your dream uniform. • To buy clothes. • To learn about Argentina. 	Can-do.
Summer term 1st Half	<ul style="list-style-type: none"> • To talk about what you wore to an event using three tenses. • To discuss what you can do and see in Barcelona. • To learn about different types of shop. • To be able to explain what is wrong at the doctor's or the pharmacy. 	Creativity.
Assessments	There will be Reading, Listening, Writing and Translation tests set at the end of each topic and students will prepare Speaking tasks – photo cards/role plays in addition to these.	
Homework Structure	Homework will be set on a weekly basis and evidence for learning should be shown in your homework books with tasks clearly labelled. Parental support in ensuring each task is completed would be greatly appreciated.	

Subject: Urdu

Key Learning Objectives	<ul style="list-style-type: none"> To be able to describe personal identification. To be able to describe hobbies and interests. To be able to talk about your home and area. To be able to talk about food. 	
Curriculum Content:	GELS:	
Summer Term 2nd Half	<ul style="list-style-type: none"> To be able to use present and past tenses and negative sentences. 	Communication – written. Write a diary about what you are going to do on holiday.
Autumn term 1st Half	<ul style="list-style-type: none"> Personal Identification. My family. Counting (50-100). 	Communication. Independence.
Autumn term 2nd Half	<ul style="list-style-type: none"> Hobbies and interests. Likes and dislikes. Describing an area you live in. 	Communication.
Spring term 1st Half	<ul style="list-style-type: none"> Describing your daily routine. Describing your school. School subjects. 	Teamwork. Communication.
Spring term 2nd Half	<ul style="list-style-type: none"> My future plans. Transport. Directions. 	Can-do. Independence. Communication.
Summer term 1st Half	<ul style="list-style-type: none"> Reading different types of texts. Describing different types of weather. Holidays. 	Reflectiveness. Independence.
Assessments		
Homework Structure	Homework will be set on a weekly basis and will be on Show My Homework. Evidence for learning should be shown in your homework books with tasks clearly labelled. Parental support in ensuring each task is completed would be greatly appreciated.	
School-based enrichment opportunities	Homework club every Monday and Tuesday after school 3 - 4 pm.	
Resources available for home-based study	Students may wish to purchase their own copies of the textbook – “Key to GCSE” by S.S. Kazmi. Websites: www.bbc.co.uk/urdu www.jung.com.pk www.urdufun.com	