



**Wombourne
High School**

Hard Work, Positivity, Kindness



Curriculum Booklet Year 9



Dear Parents and Carers

The aim of the curriculum at Wombourne High School is to inspire students, to allow students to identify their interests and talents, and to develop these. To develop real interest and passions. Through our key values of hard work, positivity and kindness our aim is to develop a 'can do' attitude in all of our students, valuing resilience and determination. Our aim is that students enjoy learning.

In Year 9 students follow a very broad and balanced curriculum so that students gain a wide variety of knowledge, understanding and skills. This booklet has been put together to allow you to understand the curriculum your child will study in Year 9.

As students get older it becomes increasingly difficult for parents to help with their homework. However, there are many varied ways you can support your child with their work at home and we have made suggestions at the bottom of each subject page on practical ways you can encourage and develop your child's interests. The ideas are given as suggestions, please select a few that you think may benefit your child, they are not meant as a list to work through. All students at Wombourne High School need to bring a reading book to school every day. Please monitor and encourage your child to read widely. Students can visit the limited school library at lunch time and borrow books, but we strongly encourage frequent family visits to local libraries.

We hope the information in the following pages is useful in your active support of the education of your child.

Yours sincerely,

A handwritten signature in black ink, appearing to read 'G Smith'.

Dr G Smith
Headteacher



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

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

Ways to support your child's learning

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



ANCIENT HISTORY

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

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

Ways to support your child's learning

- Access to TV documentaries, BBC, The History Channel, Discovery and National Geographic
- BBC History Magazine, AHM (Ancient History Magazine)
- Visits to local sites: Wroxeter Roman City, Wall Roman Site (Lichfield), Birmingham Museum .
- Visits to UK sites: The British Museum, Other British sites e.g. Bath, Chester, Colchester, York, Hadrians Wall, Vindolanda etc
- Films/Documentary DVDs: Ancient Rome : The rise and fall of an Empire, In Search of the Trojan War, Horrible Histories.
- Websites: BBC Bitesize (Early Civilisations and Empires, The Roman Empire), Ancient History Encyclopedia (<https://www.ancient.eu>)
- Use resources available on WISE
- Books: The History of the Ancient World – S W Bauer, A History of Ancient Britain – Neil Oliver, The Roman Empire: A Beginners Guide – P Matyszak

Design & Technology

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|------------|--|--|---|--|--|---|
| Topics | <p><u>Manipulating and joining timbers</u></p> <p>An introduction to wood joints and manufacturing methods.</p> <p>Manufacture of a storage system that shows a variety of joining methods.</p> <p>Isometric drawings to support practical work.</p> <p>Structural integrity.</p> | <p><u>Making of final products (continued)</u></p> <p>Producing a final storage system to hold small everyday items.</p> <p><u>Casting Alloys</u> Introduction to pewter casting and batch production.</p> <p>Design and manufacture of a wooden mould and creation of a pendant using pewter casting.</p> | <p><u>Making of final products</u></p> <p>Producing a final pewter pendant.</p> <p>Laminating an acrylic pendant activity as an extension.</p> | <p><u>Mini Iterative Design Challenge</u></p> <p>The opportunity for pupils to demonstrate the knowledge, understanding and skills they have developed in KS3.</p> <p>Explore, create and evaluate.</p> | <p><u>Developing prototypes for the contextual challenge</u></p> <p>Sketching, modelling, prototypes, visualisation work.</p> <p><u>Making of products</u> To see them being tested.</p> <p>Pupils will apply a range of techniques and processes to the materials they have chosen.</p> | <p><u>Completing practical elements</u></p> <p>Writing evaluations. Formulating and producing evaluations. Presenting final design proposals. Prototypes presented to a third party.</p> <p><u>Enrichment activities</u> (Science, Technology, Engineering and Maths)</p> |
| Assessment | On-going in class assessment of practical work. | Design Ideas. Checkpoint activities on core principles of Design and Technology (Exam preparation) | On-going in class assessment of practical work. | Design Ideas | On-going in class assessment of prototypes and practical work that respond to the stakeholder needs. | Exam on core principles of DT. Assessment of final product(s) and written evaluation. |

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| Prior learning | Students will be developing their key skills in drawing from Year 8 (3D drawing skills), modelling of ideas and producing functional products, manipulate a range of materials including wood, plastics and metals. Students will have the opportunity to use CAD (2D Design skills and Sketch-Up) and CAM (the laser cutter). We understand the importance of marketing and pupils are taught how to successfully protect their 'intellectual property' and market their products. Literacy and numeracy skills are imperative to the Year 9 Design and Technology curriculum. |
| Enrichment within the Curriculum | Students will have the opportunity to participate in the workshops provided by 'Army Stem' and 'Young Engineers'. |
| Extracurricular opportunities | Students will have the opportunity to participate in clubs in Design and Technology including the exciting STEM club supported by Maths and Science. Craft club at lunchtimes. These clubs run throughout the year. |
| Links to personal development and citizenship | Design and Technology opens up a wide range of opportunities to explore a range of issues from the world around us. Students are encouraged to work together to complete their projects. Students are encouraged to be mindful of the products they create and the impact they have on society from a moral and ethical perspective. Sustainable production and environmental conscious is a key focus for us. |
| Preparing for the next stage of education | Studying Design and Technology is a great introduction to the world of Design and Manufacturing. There are endless opportunities for designers including the world of architecture, engineering, designing. Many students who study Design and Technology apply for Post 16 courses including Product Design, Textiles Technology which help them take up positions in companies around the world. |

Ways to support your child's learning

- Trips to interactive museums (e.g. THINK Tank) and look out for events such as 'The Big Bang'.
- Stakeholder and user feedback from family or friends would be useful for evidence in the Iterative Design work pupils will work on.
- Students are encouraged to keep sketch books, take photographs and collect examples of innovative and creative designs. Look out for any design and creative competitions on TV Shows like 'How it Works?', 'The Gadget Show' introduce pupils to a range of innovative products.
- When completing homework tasks, students go 'the extra mile' and thoroughly research the topic areas, practice making models in 3D from resources found at home including card, clay and Lego.
- Photoshop, Google sketch up and other image manipulation software can support with the design of prototypes.



| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---------------|--|---------------------|---|---|---|--|
| Topics | <u>GCSE English Literature style prose study</u> 'About A Boy' by Nick Hornby or 'Lord of the Flies' William Golding To read a novel and study the writer's creation of plot, characters and evaluate the themes and ideas in the narrative. To learn about the context of the novel and develop critical analysis skills. To develop creative writing and incorporate the skills into independent narratives. | | <u>GCSE English language paper 1 skills</u> The Gothic To develop an understanding of the conventions of the gothic genre through a study of a range of extracts predominantly from the 19 th century and more modern extracts. To develop critical analysis of structure, language and form. | <u>GCSE English Literature Paper 1 style Shakespeare study</u> Othello To develop an understanding of the conventions of a tragedy. To study the context and evaluate the creation of the plot and characters of a tragedy and analysing key extracts in detail. | <u>GCSE English Language Paper 2 skills What's Going on?</u> To develop an understanding of a range of non – fiction and pre and post 20 th century unseen poetry. To explore and consider a range of global issues including: the environment - plastics/CO2/climate change, equality, exploration and travel, poverty and 3 rd World deprivation. | <u>GCSE English Language Paper 2 skills What's Going on?</u> 2 weeks <u>DRAMA scheme</u> – pupils experience a range of drama texts and practice a range of drama skills |
| | Assessment | Writing AFs 5 and 6 | Reading Extract and whole response similar to Literature paper 2 | Language P1 style assessment (AFs 1- 4) | Writing Aspects 5 and 6 Fiction (Empathetic) | Reading - Poetry AFs 1 and 2 |

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| Prior learning | Students will have studied and analysed a novella, a range of poetry, and fiction and non-fiction texts in Years 7 and 8 as a foundation to this year. They will have learnt key terminology, analysis and responding skills to a range of reading questions. They will have also practised writing in a variety of forms and for different purposes. |
| Enrichment within the Curriculum | All topics consider wider cultural, political and historical issues, explicitly so in the summer term where key current issues are explored and evaluated. |
| Extracurricular opportunities | Students are encouraged to attend Book club. There are also author events and theatre trips throughout the year. |
| Links to personal development and citizenship | English is important in everyday life. The study of English helps students explore and understand other perspectives. This enables students to analyse interpersonal relationships in a range of cultural contexts and develops empathy skills. It also enables students to explore topical issues. |
| Preparing for the next stage of education | The curriculum is designed to prepare students for their GCSE studies and is structured to help students move seamlessly from this key stage to the rigour of studying GCSEs. Year 9 will provide an opportunity to build upon skills taught throughout KS3. |

| Ways to support your child's learning | |
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| <ul style="list-style-type: none"> • Take your child to a local library regularly • Encourage your child to read a variety of texts, including newspaper articles and online blogs • Help you child with spellings and learning new vocabulary • Discuss character arcs and plot devices in TV shows and films • Watch the news and topical shows and discuss domestic and global issues • Use resources available on WISE • Websites: BBC Bitesize • You may wish to purchase an English Language GCSE revision guide in preparation for year 10 term 1. Our exam board is EDEXCEL | |



| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|------------|--|---|--|--|--|--|
| Topics | <p><u>Macro – micro nutrients</u></p> <p>Fibre and water research</p> | <p><u>Special diet research</u></p> <p>Vegan, vegetarian, gluten free.</p> | <p><u>Regional menus</u></p> <p>Regional ingredients from around the UK</p> | <p><u>Savoury snack plans</u></p> <p>Research into different savoury snacks</p> | <p><u>Hospitality</u></p> <p>Choose a start, main meal and dessert – research nutrition values, ingredients and skills involved</p> | <p><u>Come dine with me</u></p> <p>Mood boards of dishes, research dishes</p> |
| Assessment | Shortcrust and flaky pastry | Make own adapted product | Great British menu | Own choice of savoury snack product | Savoury snack 2 – decoration techniques | Starter, main meal and dessert assessed |

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| Prior learning | Students build on the Year 8 work developing pupils understanding of factors influencing food choices, healthy eating, budgeting and sustainable foods. Students will be learning how to cost ingredients, will learn about food provenance, and learn about creating meals on a budget. Students will be introduced to fish cookery and the importance of eating healthily. Students will be studying the effects of heat transfer on foods. |
| Enrichment within the Curriculum | Practical lessons are at the heart of the curriculum – aiming at developing student’s skills and knowledge of the food they eat. |
| Extracurricular opportunities | Food club takes place every week. |
| Links to personal development and citizenship | Food opens up a wide range of opportunities to trial and test a range of ingredients and methods. Students are encouraged to work together to complete their projects, to share resources and ingredients. Students are encouraged to be mindful of the products they create and the impact they have on society from a moral and ethical perspective. Sustainable production and environmental conscious design is a cornerstone for us across the department at Wombourne. |
| Preparing for the next stage of education | Studying Food and Nutrition is a great introduction to the world of catering and technical studies in Nutrition. There are endless opportunities for students studying food Post 16. Many students who study Food and Nutrition at GCSE apply for Post 16 courses including Food Science, Nutritional Studies, and Catering. |

| Ways to support your child’s learning |
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| <ul style="list-style-type: none"> Look out for any design and creative competitions on TV (shows on CBBC/Terrestrial channels), radio, or in the newspaper – these can be a fantastic way to get excited about designing and creating! Programs like ‘Ready Steady Cook’, ‘The Great British Bake off’ introduce pupils to new ingredients and methods. Pupils are encouraged to read books, magazines and articles about creating food dishes. When completing homework tasks ‘go the extra mile’ and thoroughly research the topic areas, practice making food dishes. |



| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|------------|--|----------|---|----------|---|----------|
| Topics | MODULE 1: Qui suis-je Family & relationships, Discussing friends & friendships Talking about going out and describing an outing Talking about role-models | | MODULE 2 :Le temps de loisirs Discussing leisure activities Talking about technology Discussing music preferences & reading habits Talking about TV and film Describing a night out | | MODULE 3 : Jours ordinaires, jours de fête Talking about mealtimes Shopping for clothes Describing festivals and traditions Talking about a special meal Describing family celebrations | |
| Assessment | Big Write Listening & reading assessment *speaking | | Big Write Listening & reading assessment *speaking | | Big Write Listening & reading assessment *speaking | |

*students will be assessed in speaking at least once

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| Prior learning | Students will build on Key Stage 3 foundations. Grammar, verbs, vocabulary and structures will be developed. Skill development will take place – listening, reading, speaking & writing. |
| Enrichment within the Curriculum | Cultural awareness activities take place throughout the year, there will be a focus on Bastille Day. We will also complete a film study – Les Choristes. |
| Extracurricular opportunities | Language Ambassadors House MFL competitions Revision classes |
| Links to personal development and citizenship | Students will further develop cultural awareness through their study of French. Students will develop their understanding of differences and similarities between France and UK. |
| Preparing for the next stage of education | Students will be developing exam skills in preparation for KS4 study and GCSE examinations. |

Ways to support your child's learning

- Look for age appropriate films/series on Netflix in order to develop listening skills
- Use revision cards to make flashcards for key learning points
- Use apps such as duolingo to practise French
- Use online resources – www.languagesonline.org.uk / www.linguascope.com
- Use Edexcel revision guide / workbook for independent study



Geography

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--------|---|--|---|--|--|--|
| Topics | <u>Extreme Environments</u> Deserts Global Circulation Desert Adaptations City in the desert Desertification | <u>Ecosystems-Rainforests</u> Ecosystems Rainforests Rainforest adaptations | <u>Climate Change</u> Evidence for climate change Impacts of climate change Real or hoax? Ice age debate Runaway climate change Managing climate change | <u>Resource Management</u> Global food and water Food/water/energy in UK Food/water/energy globally Increasing energy supply | <u>Coasts</u> Coastal processes Coastal landscapes Case study | <u>Fieldwork</u> |
| | Checkpoint Assessment <u>1 Hour End of Unit Test (Extreme Environments)</u> | Checkpoint Assessment <u>1 Hour End of Unit Test (Rainforests)</u> | Checkpoint Assessment <u>1 Hour End of Unit Test (Climate Change)</u> | Checkpoint Assessment <u>1 Hour End of Unit Test (Resource Management)</u> | Checkpoint Assessment <u>1 Hour End of Unit Test (Coasts)</u> | Checkpoint Assessment <u>1 Hour End of Year Test (All topics studied)</u> |

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| Prior learning | Students will continue to fine tune their knowledge and skills ready to meet GCSE requirements. We begin to take a more detailed analysis of topics, utilising knowledge and skills from the first two year and perfecting written answers. In particular, fieldwork skills honed over Years 7 and 8 will be tested and expanded with a full summer half-term fieldwork topic. |
| Enrichment within the Curriculum | Prior learning will again be supplemented and expanded, especially in the area of climate studies. This will help pupils further develop their critical thinking and analytical skills. A specialised fieldwork topic at the end of the school year will also see students develop practical skills. |
| Extracurricular opportunities | Humanities Film Club - Humanities based films (including History, Geography, Ancient History and Philosophy, Religion & Ethics) are shown on the first Tuesday of each month in the Theatre from 3pm. Additional fieldwork trips are currently being planned and will be announced in the near future. In addition, students will have the opportunity to visit Iceland, where they will be able to see the impact of earthquakes and volcanoes plus the country's move toward meeting climate change challenges. |
| Links to personal development and citizenship | The study of geography helps students explore the evolution of people, their ideas, places, environment and climate. Understanding the impact that we have on each of these areas help students appreciate their place and responsibilities to the World in which we live. |
| Preparing for the next stage of education | <p>The year 9 curriculum is designed to furnish pupils with the base range of knowledge and skills ready to begin the KS4 examination curriculum. There are a number of textbooks which provide overviews of the topics studied at GCSE:</p> <p>CGP GCSE AQA Geography ISBN: 9781782946106 GCSE 9-1 Geography AQA Revision Guide ISBN: 9780198423461</p> |

Ways to support your child's learning

- Visits to local sites: Carding Mill Valley , Thinktank Birmingham
- Visits to UK sites: Natural History Museum, Science Museum London, coastal regions Websites: BBC Bitesize (Tropical rainforests, weather and climate, cold environments, desert biomes, Human Geography)
- Use resources available on WISE
- Books: KS3 Geography – S Ross, R Priest & R Tudor, Progress in Geography (Hodder)
- Access to TV documentaries, BBC, Discovery and National Geographic
- National Geographic magazine, Geographical magazine



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

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

Ways to support your child’s learning

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



History



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

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

Ways to support your child's learning

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

MATHS

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|------------------|--|---|--|---|---|--|
| Topics (SUPPORT) | Numbers and the number system Calculating Visualising and constructing | Understanding risk 1 Algebraic proficiency: tinkering Exploring fractions, decimals and percentages | Proportional reasoning Pattern sniffing Investigating angles | Calculating fractions, decimals and percentages Solving equations and inequalities Presentation of data | Calculating space Algebraic proficiency: visualising Understanding risk 2 Measuring data | Revision Revision of key concepts as identified from assessments |
| Topics (CORE) | Calculating Visualising and constructing | Algebraic proficiency: tinkering Proportional reasoning | Pattern sniffing Calculating space | Solving equations and inequalities Algebraic proficiency: visualising | Conjecturing Solving equations and inequalities 2 Understanding risk Presentation of data | Revision Revision of key concepts and identified from assessments |
| Assessment | Checkpoint Quizzes 1 Hour Test | Checkpoint Quizzes 1 Hour Test | Checkpoint Quizzes 1 Hour Test | Checkpoint Quizzes 1 Hour Test | Checkpoint Quizzes | 2 x 1 Hour End of Year Tests |

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| Prior learning | Students will be building upon and furthering their understanding of topics studied in Year 8. The majority of topics in Year 9 will be extending on previously met topics. Students will need skills from Year 8 to be able to understand the necessary concepts in Year 9. |
| Enrichment within the Curriculum | We currently enter all top set pupils into the UKMT Maths challenge and prepare them for this with practise questions as part of everyday lessons. Other sets will also see these types of questions as part of stretch and challenge within the curriculum. There is also an opportunity to be part of a team challenge. |
| Extracurricular opportunities | Students are encouraged to join our lunchtime clubs which include Chess club and can lead to competitions. |
| Links to personal development and citizenship | Mathematics is important in everyday life and is something we use all the time, often subconsciously: many jobs require being able to use and apply concepts and most subjects will use ideas encountered in Maths. In Maths we focus on the development of critical thinking skills, which enable students to analyse, evaluate and reflect upon their solutions. We also work to develop a positive mind-set which is essential when learning to cope with new mathematical methods and/or difficult problems in order to develop perseverance in our students. |
| Preparing for the next stage of education | The Year 9 curriculum is designed to prepare students for the start for their GCSE exams |

Ways to support your child's learning

- Websites: Hegarty Maths, Corbett Maths, BBC Bitesize
- Use resources available on WISE
- Be positive about Maths. Try not to say things like "I can't do maths" or "I hated maths at school"
- Point out maths in everyday life. Include your child in activities involving numbers and measuring, such as shopping, cooking and travelling.
- Play board and card games with your child, this simple act of using numbers can really help.
- Praise your child for effort rather than being "clever". This shows them that by working hard they can always improve.



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

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

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



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

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

Ways to support your child's learning

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



| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|-------------------|---|----------|---|----------|--|----------|
| Topics | MODULE 1: Mi gente Family & relationships, Discussing friends & friendships Talking about social networks & social media Talking about reading preferences | | MODULE 2 : Mi vida en el insti Discussing school subjects Describing a school day Talking about school uniform Describing an ideal school Talking about school rules & issues Discussing school clubs and achievements | | MODULE 3 : intereses e influencias Talking about free-time activities Saying what you usually do Talking about sport Applying different tenses Talk about what is 'trending' Discussing different types of entertainment Talking about what inspires you | |
| Assessment | Big Write Listening & reading assessment *speaking | | Big Write Listening & reading assessment *speaking | | Big Write Listening & reading assessment *speaking | |

*students will be assessed in speaking at least once

| | |
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| Prior learning | Students will build on Key Stage 3 foundations. Grammar, verbs, vocabulary and structures will be developed. Skill development will take place – listening, reading, speaking & writing. |
| Enrichment within the Curriculum | Cultural awareness activities take place throughout the year, there will be a focus on La Tomatina / San Fermin. We will also complete a film study – Voces inocentes. |
| Extracurricular opportunities | Language Ambassadors House MFL competitions Revision classes |
| Links to personal development and citizenship | Students will further develop cultural awareness through their study of Spanish. Students will develop their understanding of differences and similarities between Spain and UK. |
| Preparing for the next stage of education | Students will be developing exam skills in preparation for KS4 study and GCSE examinations. |

| Ways to support your child's learning |
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| <ul style="list-style-type: none"> • Look for age appropriate films/series on Netflix in order to develop listening skills • Use revision cards to make flashcards for key learning points • Use apps such as duolingo to practise Spanish • Use online resources – www.languagesonline.org.uk / www.linguascope.com • Use Edexcel revision guide / workbook for independent study |