



**Year 9**

**Curriculum Guide**

**2019-20**

*for parents and carers*

Dear Parents and Carers,

Welcome to Year 9!

Year 9 sees an important transition from KS3 to KS4. Many subjects will be introducing GCSE content this year, and your son/daughter will need to make important decisions about their option choices in the spring term.

Your involvement during this crucial year can make an enormous difference. The more parents are engaged in the education of their children, the more they are likely to succeed at school and beyond. School improvement and school effectiveness research consistently shows that parental engagement is one of the key factors in securing higher student achievement. The scale of the impact is evident across all social classes and all ethnic groups.

We have put together this booklet to enable you to support your sons and daughters through this year by providing clear and practical information which you will need to help your child meet the demands of Year 9 and the GCSE courses they will embark upon in subsequent years. Please take your time to read the information and should you have any comments or feedback about this information please let us know.

Your son or daughter is a member of all their subject Google Classrooms, as well as the Year 9 Notices Google Classroom. It is via these Classrooms that they will be sent messages and set pre-learning assignments and where they can post questions and comments to their teachers on work set or request help if they are unsure about a task. Google Classroom is an invaluable source of communication between school and home and we would encourage you to check it on a weekly basis in order to ensure that pre-learning tasks assigned by their teachers are completed, and so that you are up-to-date with what they are currently studying at school. Thus allowing you to support your child in completion of this work.

All pre-learning tasks are set through Google Classroom and are always accessible to you and your child through their school issued device or other internet connected device via Google Guardians.

I hope your son/daughter has a happy and successful year at RTS.



Ms Wright

**Deputy Head Teacher (Pupil Progression)**

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### 1. What is the aim of this booklet?

The aim of this booklet is to provide you with details about the curriculum which your child will follow during Year 9. It includes:

- details of the subjects which your child will be taught
- an overview of the topics which your child will cover
- how your child’s progress will be assessed in each subject
- how you can support your child’s progress and enjoyment both in and outside school

### 2. Curriculum Intent

We are an inclusive school and all students are stretched and challenged to exceed their personal best. To secure every child’s academic success and independence, they experience demanding teaching.

Our approaches ensure that all teaching fosters students’ critical thinking and engagement in sophisticated concepts. At RTS we follow a spiral curriculum where topics, subjects and themes are revisited throughout the course with each successive encounter building on the previous one to allow for greater depth of knowledge retention.

While our curriculum is in many ways very traditional, we aim to take an enterprising approach to its design, capitalising on innovative applications of digital technologies and partnership agreements. Our extended day allows us to ensure students benefit from rich and varied learning experiences. In Years 7, 8 and 9, students elect two enrichment options, which they change termly. Our curriculum will build rapidly on students’ achievements in primary education and scaffold knowledge ready for academic and vocational study. The curriculum is divided into three strands: Core, Specialist and Technical, and Pastoral and Wider Learning. All students study a broad range of subjects including Art, Computer Science, Design and Technology, Drama, English, Geography, History, Mathematics, a Modern Foreign Language, Music, PE, Prep, PSHCEE, PRE and Science.

Year 9 students will receive information and guidance related to their GCSE choices which will help them to shape their futures beyond the walls of RTS. Year 9 Options Evening takes place in the first half of the spring term.

### 3. Number of lessons scheduled for each subject

Our two-week timetable is made up of 45 lessons of 1 hour duration and 5 lessons of 50 minutes duration.

Subject / other activity		Per fortnight	Curriculum	Comments	
Formal Curriculum	English	8 lessons	Ebacc (English Baccalaureate)		
	Maths	7 lessons	Ebacc		
	Science	Biology	7 lessons	Ebacc	2 Biology 2 Chemistry 2 Physics 1 Working Scientifically
		Chemistry			
		Physics			
	Languages	French	3 lessons	Ebacc	
	Humanities	Geography	3 lessons	Ebacc	3 Geography 3 History
		History	3 lessons		
	Philosophy, Religion and Ethics		1 lesson		
	Computer Science		2 lessons	Ebacc	
Design and Technology		2 lessons			
Arts	Art & Design	2 lessons		2 Art & Design 2 Drama	
	Drama	2 lessons			

		Music	2 lessons		2 Music
	Sport	Games	4 lessons		PE curriculum will include Dance
		PE	2 lessons		
Pastoral and Wider Learning	PSHCEE		2 lessons		1 to include CEAIG
	Academic Tutoring		6 sessions		25 mins each
	Numeracy		2 sessions		25 minutes each week
	Guided reading		3 sessions		25 minutes each week plus 1 hour a fortnight
	Enrichment		4 sessions		2 hours each week
	Prep		2 sessions		1 hour each week

## 1. What is Pre-learning and how much will be set in Year 9?

Pre-learning tasks are designed to raise standards and ensure progress. Evidence suggests that what you do before the lesson can be more important than what you do after it. Pre-learning is an integral part of the learning process rather than an add-on after the learning has taken place.

Pre-Learning is set according to a timetable and is recorded on Google Classroom. The details which will be included in the scheduled assignment will include:

- description of the task
- date the task was set
- date when it is due

It is an absolute requirement that pre-learning is completed and submitted on the deadline set. The expectation is that students spend around 60-90 minutes per night on pre-learning tasks in Year 9. The table below shows the number of times pre-learning should be set in each subject per fortnightly cycle and the approximate time it should take:

Subject	Per Week	Time (Approximate)
English	Once	30-45 mins per week
Maths	Once	30-45 mins per week
Science	Once	30-45 mins per week
French	Once	30-45 mins per week
Humanities: History	Once	30-45 mins per week
Humanities: Geography	Once	30-45 mins per week
Humanities: Philosophy, Religion and Ethics	Periodically	Google Quiz or Half Termly Project
Art	Once every two weeks	30 minutes
Computing	Once every two weeks	30 minutes
Design Technology	Once every two weeks	30 minutes
Drama	Once every two weeks	30 minutes
Music	Once every two weeks	30 minutes

## 2. How will your child's attainment be assessed in each subject?

We consider feedback and marking to be one of the cornerstones of how we support students to reach their maximum potential at RTS. It is our fundamental belief (supported by international research) that students are far more likely to attain better when they are clear about what they need to do to improve and how to make these improvements.

Teachers follow the frequency and style of marking/feedback suggested in the scheme of work. For example, feedback may be verbal, written, re-drafting, through digital methods and so on. The most important detail here is that the feedback is useful for both the students and teachers in furthering attainment. Marking with

comments is not the only way to promote progress so it will be common to see only specific pieces of work marked in detail by the teacher.

### **2.1. *How does self and peer assessment support your child's progress?***

In lessons, teachers will use self-assessment and peer-assessment. Often the teacher will share a review of the common misconceptions or errors made by the class and students will be guided to self-assess their work. We do this because it is important that students can assess their own work and that of their peers as it demonstrates good understanding of the assessment criteria. You will see comments from other students in exercise books, as well as redrafting and improvements (in green pen) your son/daughter has made to their work as a result of feedback from their teachers and peers.

Students are expected to improve the work in the ways indicated above in the same way they would if targets had been set by a teacher.

### **2.2. *How do we track your child's progress and attainment?***

While the key to making progress is for students to act upon these comments, we also believe it is important to provide them with a clear indication of the level of attainment they have reached.

The progress rates which your child will receive on their end of year report are underpinned by the curriculum overview for each subject. These can be found towards the end of this booklet for each subject.

While ongoing assessment of students' attainment is integral to teaching and learning at RTS, all students are also assessed formally across the year group, in each subject, at set times during the school year. These summative assessments will be marked and graded and the results will be recorded centrally, with cumulative scores tracked throughout the year. This information will help to inform the tracking of student progress and attainment and the adaptation of teaching and learning to meet the needs of individuals.

## **3. How will you know how well your child is progressing (reporting)?**

We would like to encourage you to take time to look through your child's exercise books and discuss their work with them. The comments written by your child's teachers (and their peers) and the way in which your child is responding to them will provide you with an insight into the depth of knowledge he or she is gaining over time in a subject. These comments are particularly powerful as they will indicate what your child needs to do to improve. If you are unsure about any aspect of your child's progress in a subject, please contact his or her teacher in the first instance.

It will be usual for you not to see grades against individual pieces of work in your child's exercise books/e-portfolios. Grades in themselves are mostly effective in reporting students' attainment across a wide domain of learning and therefore are not so useful for assessing the smaller chunks of learning, such as the tasks undertaken in lessons. For these activities, we need students to learn from their mistakes in order to embed their knowledge and understanding and this is best achieved through written and verbal feedback, re-drafting and revising.

## **4. Measuring your child's attainment**

We track and monitor attainment over time. Students' current attainment and effort inform the basis of learning conversations between staff, students and parents/carers.

### 7.1 Health Checks

In Year 7 - 11 all students have three (AP2<sup>1</sup>, AP4 and AP5) Health Check reviews. These measure effort and quality of Pre-Learning.

In the Autumn term there is an Academic Tutor and Parent Consultation evening where the following attributes are discussed and reviewed:

<b>Attendance</b>	96% attendance is our expectation
<b>Effort</b>	Attitudes to learning
<b>Pre-Learning</b>	
<b>Conduct</b>	Total merits minus demerits

### 7.2 Formal Assessments

- At AP3 and AP6 we assess students' knowledge and application of what has been taught.
- Our motto - Excellence Through Endeavour - captures our belief that all students can learn and get better at any subject through deliberate practice, spaced repetition and acting on timely feedback.
- Marks in the 50–70% range are normal.
- Marks will improve as students get used to working at secondary level, and in the style required by different subjects.

### 7.3 Year 7 - 9 Attainment Benchmarks

<b>Mark (as a percentage)</b>	<b>Knowledge and Application</b>
29 and below	Demonstrates basic and limited knowledge
30-49	Is beginning to understand and retain knowledge
50-59	Has demonstrated a deeper knowledge of the subject
60-70	Demonstrates depth in a range of contexts
71-89	Demonstrates sophisticated application of knowledge
90- 100	Exceptional depth and flair

### 7.4 Students causing a concern

An attainment mark of below 50% is below our minimum expectation and will be recorded as a concern. Teachers will work with you to address the gaps in your child's learning. If your child has three or more attainment grades which are "Concerns" at AP3 and AP6, they will be closely monitored by their Academic Tutor and Head of Year.

## 5. Number Grades

It is also important to note that the GCSE grading scale for your child will be on a numerical scale rather than the old scale which was based on letters. The new scale ranges from 1 to 9, with 9 being the highest grade

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<sup>1</sup> Assessment Point

possible. There is an equivalence between the old and new scale which is shown on the next page.

Old GCSE grades	Current GCSE grades
A*	9
A	8 7
B	6
C	5 4
D	3
E	2
F	1
G	

### **6. How can you help your child to cope with the rigours of Year 9?**

Your most important role is to encourage and praise your child and show an interest in their studies. Work with your child and RTS to ensure your child does the very best they can.

Help your child to organise a work area, ensuring they have all the materials and resources they need.

Talk about your own and your child’s expectations in terms of how much work they should be doing in the week and when the best time to do this is.

Negotiate a set of “Pre Learning rules” that you can both live with. Talk about whether combining Pre Learning with TV, Facebook, Snapchat, Instagram etc will help or hinder them.

Agree regular check-ins where you are allowed to discuss with your child where they are in relation to each subject, areas they are enjoying or having difficulty with etc. Having a set time beats “nagging” which is often how teenagers perceive adult interest in their progress.

The most important thing is that your child attends lessons. An attendance of 95% may seem good to you, but this equates to two weeks of missed lessons each year. EVERY LESSON COUNTS!

### **7. How can you encourage resilience and help your child to maintain motivation?**

Agree the balance between work and social life and stick to the agreement – be flexible and ready to compromise!

It is perfectly normal for your child to feel demotivated or overwhelmed at times – berating or threatening them will have a negative effect. Talk to them about the issues, acknowledge their feelings and adopt a sensible attitude in wanting to find a solution. Seek help from their tutor.

Consider using a reward structure to motivate your child.

If your child becomes anxious or withdrawn, encourage them to talk to you, their tutor or another trusted adult.

Encourage them to see their difficulties and obstacles in perspective – teenagers often take an all or nothing “catastrophic” approach to such difficulties.

## **8. Google Classroom**

Students will join a Google Classroom for each subject they study and all pre-learning tasks will be set as an assignment via Google Classroom (see section 5 above for details). The teacher will indicate whether the homework should be completed in the student’s exercise book, or whether it should be attached as a Google document to the assignment. Once the student has completed the work they should “hand it in” by clicking on the submit button. If a student has a question about the work set, they can send a class comment or a private message to the teacher on Google Classroom. Teachers will also post lesson resources including revision resources, quizzes and worksheets on Google Classroom so that students can refer to them outside of lessons. Important announcements will be made via the Year 9 notices Classroom and email alerts are sent every time a student is set a new assignment or is close to an assignment deadline. Once parents have activated Google Guardians, they will then receive alerts each time pre-learning is set and be able to monitor the completion of this work by their son/daughter.

## **9. Prep**

Prep takes place every Wednesday afternoon between 15:00 and 16:00. Year 9 prep will take a slightly different approach to years 7 & 8. There will be a programme tailored to the demands of this crucial year which will include numeracy sessions as well as bespoke CEAG (careers guidance) and talks from outside speakers, as well as study skills and revision techniques. Prep is a compulsory part of the curriculum at RTS and allows students to complete work in a calm and supervised environment.

## **10. iPads**

iPads form an integral part of the learning process at RTS. The iPad always remains the property of the school and can be confiscated if a student is using it inappropriately. Students must bring their iPad to school every day fully charged and will be given a demerit if this is not the case. Students are responsible for looking after their iPad and ensuring it is not lost or broken as this would incur a charge.

## **11. Arbor**

Arbor is our Management Information System (MIS) where we keep details of all students on roll at RTS. There is a parent app which you will be able to sign up to in order to keep track of your child’s progress, attitude to learning and attendance. The data you will see is “live” data, so every time a student receives a merit or demerit, you will be able to see this by logging on to your account. Assessment data is also available for parents to view after each assessment point. You can log on to the parent app on any hand held device (smartphone) or computer.

## 12. Literacy and Numeracy

At RTS we believe that every teacher is a teacher of numeracy and literacy. Students have a Maths Matters session in Academic Tutor time once a week to work on their numeracy skills. Reading is an integral part of the curriculum and each student has one 25-minute guided reading lesson each week, alongside a dedicated hour-long reading lesson each fortnight where they read such texts as *To Kill a Mockingbird*, *Looking for JJ* and *1984*. They are encouraged to read aloud, modelling their reading from the teacher, and discuss the issues which arise in the books.

## 13. Assessment timetable

There are 6 Assessment Points across the year:

- AP1 is baseline testing in English, Maths and Science (taken from GL tests sat in July of Year 8)
- At AP2, AP4 and AP5 SLT and Curriculum Leaders use merits and demerits to monitor attitudes to learning and put intervention in place accordingly. Parents will be informed if the data indicates that attitudes to learning must be improved. Parents can continuously monitor “live” data for merits and demerits via the Arbor app.
- There are two formal assessment points during the year at AP3 and AP6. This assessment data is reported to parents (see table below).

Reporting Year 9 student progress to parents/carers

AP = Assessment Point

Autumn Term	Spring Term	Summer Term
<i>AP2 – monitoring of merits and demerits, cumulative quiz scores</i>	Year 9 Options Evening - <i>February</i>	AP6 Formal Assessment - <i>May</i>
Parent and Tutor Consultation Evening - <i>November</i>	Deadline for submitting options choices - <i>March</i>	End of Year Written Reports
AP3 Formal Assessment AP3 reporting attainment to parents - <i>December</i>	<i>AP4/AP5 – monitoring of merits and demerits, cumulative quiz scores</i>	
	Parent and Subject Teacher Consultation Evening - <i>April</i>	

## 14. Explanation of effort, pre-learning and progress outcomes at RTS

### Attitudes to learning

Effort	Pre-Learning
<b>Excellent:</b> Work produced goes beyond what we ask. It clearly shows the knowledge, skills or ideas taught in class and extends the work. The student shows an exceptional interest in the topic/task.	<b>Excellent:</b> The pre-learning work produced is thoroughly competent and shows a <b>sophisticated or excellent understanding</b> of the task/concept. Pre-learning is always submitted on time and is consistently thorough, going above and beyond what was required
<b>Good:</b> Work produced is what is asked of the students. On the whole, it shows information, skills or ideas taught in class. The student shows a consistent interest in the topic/task.	<b>Good:</b> The pre-learning work produced attempts a valid and thoughtful response and shows a <b>good</b> understanding of most elements of the task/concept, although there may be some inconsistencies. It is, in most instances, submitted in time and is generally thorough.
<b>Secure:</b> Work produced shows the task has been attempted and the student shows that they are beginning to consolidate the knowledge, skills or ideas. The student shows a general desire to engage with the teaching and learning	<b>Secure:</b> The pre-learning work produced is successful in places, although it shows a number of areas where the task/concept has not always been fully understood
<b>Working Towards Secure:</b> Work produced is minimal in comparison to the student's ability. In places, there is evidence of the consolidation of knowledge, skills or ideas, but the overall work produced is below the expected standard	<b>Working Towards Secure:</b> The pre-learning work produced is minimal in comparison to the student's potential. The overall effect is that pre-learning does not show that the student can apply the task/concept being studied. It is often submitted late and lacks thoroughness.
<b>Concern:</b> Work shows a lack of planning and organisation and a lack of desire to engage with the teaching and learning, considering the ability of the student and their learning needs	<b>Concern:</b> The pre-learning work produced is regularly undermined by recurring basic errors that show the task/concept has not been understood or that the level of effort falls well below the expected standard. It is persistently submitted late or the task set is regularly not completed at all.

Attainment
<b>Excellent:</b> working <b>well-above</b> expectations for the student's starting point. If they continue to work at this level they will have demonstrated <b>sophisticated</b> knowledge and application in this subject by the end of the year
<b>Good:</b> working <b>above</b> expectations for the student's starting point. If they continue to work at this level they will have demonstrated <b>depth of</b> knowledge and its application in a range of contexts in this subject by the end of the year
<b>Secure:</b> working <b>in-line</b> with expectations for the student's starting point. If they continue to work at this level they will have demonstrated a deeper knowledge and understanding in this subject by the end of the year
<b>Working Towards Secure:</b> working <b>below</b> expectations for the student's starting point. If they continue to work at this level they will have demonstrated some understanding and have retained some knowledge in this subject by the end of the year
<b>Concern:</b> working <b>well-below</b> expectations for the student's starting point. If they continue to work at this level they will have demonstrated basic understanding and have retained limited knowledge in this subject by the end of the year

In line with the RTS ethos of stretch and challenge for every student, "Secure" in any category requires attention; and "Working Towards Secure" or "Concern" indicates a serious issue and requires immediate remedial action. We ask for your support in helping your son/daughter to improve the particular concern and we will put measures in place to help them to make these improvements.

**15. Curriculum Overviews for each subject taught in Year 9**

### Year 9 Curriculum Overview for students – Art

WHEN	TOPICS	KNOWLEDGE AND UNDERSTANDING	ASSESSMENT DETAILS	Links to the real world	Resources
<b>HALF TERM 1</b>	<b>Composition</b> Developing personal style; Drawing techniques; Creative Thinking skills; Critical Thinking skills; Careers in Art	Using composition to make better art Observational drawing from a primary source to produce a realistic outcome Critical analysis of own work and the work of others against criteria	Observational Drawing Baseline Quizzes on Google Classroom Pre-Learning Assignments	<a href="#">A guide to drawing</a>  <a href="#">Understanding Composition</a>	<a href="#">Using Space effectively</a>  <a href="#">Composition Game</a>
<b>HALF TERM 2</b>	<b>Form</b> Introduction to Origami; 3D paper sculpture; Drawing from sculpture; Coloring pencil blending	What is abstract art? The art of paper-folding Creating form through sculpture, photography & drawing	Quizzes on Google Classroom Pre-Learning Assignments <b>AP3 Assessment:</b> -Dimensional drawing	<a href="#">Anish Kapoor</a> <a href="#">Naum Gabo</a> <a href="#">Andy Goldsworthy</a> <a href="#">Barbara Hepworth</a>	<a href="#">What is Form?</a>
<b>HALF TERM 3</b>	<b>Proportion</b> Importance of Portraiture; Researching a Portrait Artist; Personality Portrait Collage; Understanding strengths as an artist; Portrait Investigation	A brief history of Portraiture Measuring and proportions of the face Understanding the sitter Developing likeness in a portrait	Pre-Learning Reading Presentation of artist research	<a href="#">Julian Opie</a> <a href="#">Nina Chakravarti</a> <a href="#">Elizabeth Peyton</a> <a href="#">Jason Mecier</a>	Trip to: <a href="#">National Portrait Gallery</a>  <a href="#">Portrait Investigations</a>
<b>HALF TERM 4</b>	<b>Focus &amp; Emphasis</b> Art is everywhere; Documenting life through photography; Mixed-media photography & drawing/textiles outcome	Digital Camera/iPad Camera skills Photograms History of Photography The importance of Photojournalism	Pre-Learning Reading Quizzes on Google Classroom	<a href="#">Emphasis</a>	<a href="#">Photography</a>
<b>HALF TERM 5</b>	<b>Colour</b> Still Life; Food in Art; Complementary Colours	Mixing colour accurately Acrylic Painting techniques Watercolour Painting techniques Aquapencil techniques Mixed media	Food Still Life study Quizzes on Google Classroom Pre-Learning Reading	<a href="#">Wayne Thiebaud</a> <a href="#">Audrey Flack</a> <a href="#">Margaret Morrison</a> <a href="#">Arcimboldo</a>	<a href="#">What is Colour?</a>  <a href="#">Paint Spinner</a>
<b>HALF TERM 6</b>	<b>Shape &amp; Texture (cross-curricular link with music)</b> Mark-making techniques; Choosing appropriate materials; Working from Primary Sources; Human Anatomy & Natural Forms	Large-scale composition Observational drawing Understanding Texture	Quizzes on Google Classroom Pre-Learning Assignments <b>AP3 Assessment: Final Project</b>	<a href="#">Da Vinci facts</a>	<a href="#">Understanding Art</a>  <a href="#">GCSE Exemplar Work</a>

## Year 9 Curriculum Overview for students - Computer Science

WHEN	TOPICS	KNOWLEDGE AND UNDERSTANDING	ASSESSMENT DETAILS	TAKING IT FURTHER	
				Links to the real world	Resources
<b>HALF TERM 1</b>	Computational Thinking: Problems of direction and movement	Developing skills in: Algorithmic thinking, pattern recognition and abstraction	Bebras Challenge (Intermediate - first week after half term)	Predictions for future job-skills <a href="http://reports.weforum.org/future-of-jobs-2016/information-communication-technology-2/">http://reports.weforum.org/future-of-jobs-2016/information-communication-technology-2/</a>	<a href="https://challenge.bebras.uk/index.php?action=welcome">https://challenge.bebras.uk/index.php?action=welcome</a>
<b>HALF TERM 2</b>	Computational thinking: Image and animation problems	Programming using the Blockly language	TCS OCC: pre-learning questions	Khan Academy and Pixar studios	Past TCS OCC Challenges
<b>HALF TERM 3</b>	Python Programming	Simple Python functions and data structures for TCS OCC challenges	Python pre-learning questions	Youtube: nKlu9yen5nc	repl.it
<b>HALF TERM 4</b>	ASCII and the Caesar Cypher	How text is represented in binary The need for encryption How the Caesar Cypher works Writing a Python program to encrypt and decrypt messages	Can I write my name in binary? Can I encrypt/decrypt messages encrypted/decrypted with the Caesar Cypher?	Without encryption, payments for goods and services online, would not be possible	Beyond the Caesar Cypher: <a href="https://www.youtube.com/watch?v=r4HQ8Bp-pfw">https://www.youtube.com/watch?v=r4HQ8Bp-pfw</a>
<b>HALF TERM 5</b>	Programming a text-based adventure	Analysing the structure, logical and physical map of Zork; Building a simple text-based adventure games; using control and flow structures (eg if, while) and list data structures	Do I have a playable games, which meets the minimum required specification	All games and other programs make use of the same, simple building blocks	Zork on Wikipedia  Python games wiki
<b>HALF TERM 6</b>	The bubble sort algorithm	How bubble sort works How to show the passes during bubble sort Writing the bubble sort program Exploring coding errors: syntactical and logical	Can I dry-run a bubble-sort? Can I recognise the code for bubble sort? Can I spot errors in a bubble-sort program?	Sorting is a key requirement of most data that we use, from football league results to ticket-prices and ratings	<a href="https://www.geeksforgeeks.org/bubble-sort/">https://www.geeksforgeeks.org/bubble-sort/</a>

### Year 9 Curriculum Overview for students - Design Technology

WHEN	TOPICS	KNOWLEDGE AND UNDERSTANDING	ASSESSMENT DETAILS	Links to the real world	Resources
<b>HALF TERM 1</b>	<b>Textiles</b> Designing a prototype for a new trainer inspired by an existing designer/artist The work of others Independent exploration of a design brief Paper modelling and prototyping Using a range of decorative techniques	Researching & responding to a design movement. Independent exploration of a design brief Carrying out a client interview & writing a design specification Choosing Appropriate Materials/Processes Fabric Painting, Embroidery & Embellishment, Applique Smart, Technical & Electronic Textiles	Evaluation of practical outcomes  Quizzes of google classroom  Pre-learning assignments	Paper Sole; Adidas Parley Collaboration  <a href="#">Patterns</a> <a href="#">Careers in Fashion</a>	<a href="#">Virtual Shoe Museum</a>  <a href="#">Dezeen - Trainers</a>  <a href="#">Nike-by-you</a>
<b>HALF TERM 2</b>	The social/moral responsibility of a designer Textiles & environment Using a range of decorative & constructional techniques to upcycle an existing product	The sources of natural & synthetic fabrics Fabric construction Looking at the environmental impact of textiles/fashion industry The 6 R's Smart, Modern & Interactive Materials	Evaluation of practical outcomes & overall progress in textiles  Pre Learning assignments  AP3	Adidas Loop; TOMS; Stella McCartney Upcycling real life products Great British Sewing Bee - repurposing challenges	V&A Museum - Fashioned from nature "The life of a pair of jeans" "Fashion's Dirty Secret" Stacey Dooley investigates
<b>HALF TERM 3</b>	<b>Food</b> Food Hygiene & Safety Teenage Diet choices Sweet & Sour Pasta Dish / Cous cous Chicken goujons & wedges (from scratch)	The 4 C's & reducing the spread of bacteria/contamination Carrying out risk assessments for "high risk" recipes Eatwell Guide Macronutrients - Complex Carbohydrates, Fats & Protein Micro Nutrients Simple Carbohydrates - Sugars Different dietary needs / requirements	Evaluation of practicals & written tasks - key assessments  Quizzes on google classroom	Supersize vs superskinny kids  <a href="#">NHS Eat well</a>	AQA video resources BBC Bitesize  <a href="#">Food Investigations</a>  <a href="#">Sauces</a>
<b>HALF TERM 4</b>	<b>Food</b> Staple foods & world foods Food provenance Rice dishes - Biryani, Jambalaya Bread & Pastry	Cultural Influences Food provenance - Organic VS intensive farming, food air miles, seasonal ingredients Raising agents and chemical reactions in baking Pastry products from around the world	Evaluation of practicals & written tasks - key assessments  Quizzes on google classroom	Canteen dishes from around the world Links to geography BBC - Inside the factory: Curry	AQA video resources <a href="#">Cooking Methods around the world</a> <a href="#">Cooking at Home</a>
<b>HALF TERM 5</b>	Pine Box project <b>Product Design</b> Timbers Joining methods Finishing methods	Natural & Man-Made Timber Joining techniques Safe use of tools & equipment - coping saw, files, belt sander, pin hammer Finishing methods - sanding, varnishing/painting	Evaluation of practicals & written tasks - key assessments AP6 Quizzes on google classroom	<a href="#">Design Museum</a>  <a href="#">Engineering</a>  FSC	Technology Student  <a href="#">BBC Bitesize- Resistant Materials</a>
<b>HALF TERM 6</b>	<b>Product Design</b> Polymers Creating an acrylic box lid	Thermo & Thermosetting polymers Shaping polymers - line bending, vacuum forming Selection of materials Using CAD/CAM	Evaluation of practicals & written tasks - key assessments	War on plastics series	Technology Student <a href="#">BBC Bitesize- Resistant Materials</a>

### Year 9 Curriculum Overview for students – Drama

WHEN	TOPICS	KNOWLEDGE AND UNDERSTANDING	ASSESSMENT DETAILS	Links to the real world	Resources
<b>HALF TERM 1</b>	<b>Get Up, Stand Up</b> Create characters and plays using evidence Explore political historical civil rights figures Convert non-fiction to performance	Contextualisation Analysing characters Characterisation Skills Devising Drama	<b>Page:</b> terminology quiz <b>Stage:</b> devised performance	<a href="#">Visit National Justice Museum venues</a>  <a href="#">The Black Cultural Archives</a>  <a href="#">The Suffragettes exhibition</a>	<a href="#">Keywords quiz</a>
<b>HALF TERM 2</b>	<b>The Boy in the Striped Pyjamas</b> Study play set in the 2nd World War Explore characters vs real -life accounts Perform scene extracts	Characterisation Skills Exploring scripted texts Staging terminology Analysing characters English & History x-curricular tie-in	<b>Page:</b> set text quiz <b>AP3</b> <b>Stage:</b> scripted text performance	<a href="#">The Holocaust Exhibition</a>  The Children of Willesden Green novel  The boy in the striped pyjamas novel / film	<a href="#">Set Text Quiz</a>
<b>HALF TERM 3</b>	<b>Themes &amp; Issues</b> Create performance from social issues; knife crime, elderly vs youth, addiction, Responding to media stimulus Explore social attitudes and responses	Collaboration Social Research PSCHEE x-curricular tie-in	<b>Page:</b> evaluative response <b>Stage:</b> devised performance	<a href="#">Supporting the elderly</a>  <a href="#">Crime &amp; The Law</a>  Cronington Knights-Alex Wheatle	<a href="#">devising guidance</a>
<b>HALF TERM 4</b>	<b>Play &amp; Role-Play</b> Study extracts from varying genres Explore character impact on audience Perform monologues and duologues	Characterisation Skills Exploring scripted texts Staging terminology Analysing characters	<b>Page:</b> write a scripted scene <b>Stage:</b> devised performance	<a href="#">Orange Tree Theatre</a>  Try a <a href="#">monologue</a>	<a href="#">scripting guidance</a>
<b>HALF TERM 5</b>	<b>Warden X</b> In-role drama set in a YOP Explore relationships with authority figures Improvising, Stage-Fighting, Physical Theatre	Theatre roles Devising Drama Physical & Vocal Skills Stock Characters	<b>Page:</b> evaluative response <b>Stage:</b> devised performance	<a href="#">Rose Theatre</a>  <a href="#">Physical Theatre</a>	<a href="#">Evaluative Response</a>
<b>HALF TERM 6</b>	<b>Our World Our Identity</b> Create a drama based on community diversity Explore Ethics in Sport Respond to local history	Improvisation Techniques Collaborative Skills Devising Drama	<b>AP6</b> <b>Page:</b> evaluative response <b>Stage:</b> collaborative performance	<a href="#">Visit the Museum of London</a>	<a href="#">Twickenham Museum</a>

### Year 9 Curriculum Overview for students – English

WHEN	TOPICS	KNOWLEDGE AND UNDERSTANDING	ASSESSMENT DETAILS	Links to the real world	Resources
<b>HALF TERM 1</b>	Civil Rights	Writing to persuade Rhetorical devices Structuring and delivering speeches	Can I write and deliver my own speech about a current injustice in the world?	The Civil Rights movement The importance of public speaking	YouTube Speak Out (Jack Petchey)
<b>HALF TERM 2</b>	'An Inspector Calls'	Understanding the context to the play Memorising key quotations Analysing language and structure Key features of script-writing	<b>AP3: Can I write an essay in response to an unseen question about the text, ensuring I include quotations and contextual information?</b>	Socialism and capitalism WW1 The class system The welfare state Unions and workers rights	BBC Bitesize Mr Bruff's YouTube channel York Notes on 'An Inspector Calls'
<b>HALF TERM 3</b>	Non-fiction writing	Writing to inform Writing to explain Analysing language and structure Thesis statements and topic sentences	Can I complete a writing assessment using the techniques I have learnt this term?	Newspaper articles Current affairs Understanding bias	The Guardian and other broadsheets
<b>HALF TERM 4</b>	'Macbeth'	Writing to describe Discussing characters and their motivations Memorising key quotations Analysing language and structure	Can I analyse how Shakespeare uses language and structure for effect in an extract from the play?	The Globe The Gunpowder Plot King James	BBC Bitesize Mr Bruff's YouTube channel York Notes on 'Macbeth'
<b>HALF TERM 5</b>	Poetry from other Cultures	Writing creatively Poetic and structural techniques Memorising key quotations Making links to context	Can I explore how a poet has used language and structure for effect in an unseen poem?	National Poetry Day Poetry by Heart competition	BBC Bitesize Roots and Water 1: Poetry from other Cultures
<b>HALF TERM 6</b>	'Noughts and Crosses'	Developing a personal response to a text Analysing language and structure Features of Dystopian fiction Revising for the exam	Can I respond to a statement about 'Noughts and Crosses', agreeing or disagreeing with it and offering my own opinion? Reading and writing exam	The Apartheid in South Africa The USA under the Jim Crow laws The Transatlantic Slave Trade	Other Dystopian novels, including the rest of the books in the 'Noughts and Crosses' series

## Year 9 Curriculum Overview for students – French

WHEN	TOPICS	KNOWLEDGE AND UNDERSTANDING	ASSESSMENT DETAILS	LINKS TO THE REAL WORLD	RESOURCES
<b>HALF TERM 1</b>	<b>Ma vie sociale d'ado</b> Talking about Facebook Arranging to go on a date Describing a date Describing a music event	Using present tense verbs Giving opinions Using direct object pronouns Using the near future tense Using the perfect tense Using 3 tenses together	Translation into English Translation into French	See how social media is used in France Use of text speak French music festivals	<a href="http://www.facebook.fr">www.facebook.fr</a> <a href="http://www.talkinfrench.com">www.talkinfrench.com</a> <a href="http://www.thelocal.fr">www.thelocal.fr</a>
<b>HALF TERM 2</b>	<b>Bien dans sa peau</b> Learning parts of the body Talking about sport Learning about healthy eating Making plans to get fit	Using à + definite article Using <i>il faut</i> Using the simple future tense	<b>AP3 (formal assessment)</b> Grammar quiz on 4 tenses (present, perfect, near and simple future)	Discovering different French dishes and how French people eat healthily	MasterChef France on YouTube <a href="https://www.youtube.com/watch?v=NtcQdVhpUw&amp;t=619s">https://www.youtube.com/watch?v=NtcQdVhpUw&amp;t=619s</a>
<b>HALF TERM 3</b>	<b>A l'horizon</b> Describing jobs Learning languages Saying what you used to do Discussing your future and your past	Using masculine and feminine nouns Using modal verbs Using the imperfect tense Practising future and imperfect tense together	Speaking – Photocard	Researching jobs which require languages - link to CEAIG Looking at YouTubers and Podcasters as a way to learn languages online	<a href="#">Speak English With Misterduncan (English)</a> <a href="#">Señor Jordan (Spanish)</a> <a href="#">Alexa Polidoro (French)</a> <a href="#">Deutsch Happen (German)</a> <a href="#">Learn Chinese with Emma (Chinese)</a> <a href="#">Bobby Judo (Japanese)</a>
<b>HALF TERM 4</b>	<b>Spécial vacances</b> Discussing holidays Imagining adventure holidays Talking about what you take with you on holiday Describing what happened on holiday	Ask questions using inversion Using the conditional Using reflexive verbs Combining different tenses	Listening and Reading assessment	Discovering Francophile countries around the world	<a href="https://www.babbel.com/en/magazine/the-top-french-speaking-countries-to-visit-that-arent-france/">https://www.babbel.com/en/magazine/the-top-french-speaking-countries-to-visit-that-arent-france/</a>
<b>HALF TERM 5</b>	<b>Moi dans le monde</b> Discussing what you are allowed to do Explaining what's important to you Talking about things you buy Describing what makes you happy Focus in extended writing and key vocabulary	Using expressions with <i>avoir</i> Using direct object pronouns Using <i>si</i> in complex sentences Using complex structures in your writing to gain maximum marks	Writing - short paragraph <b>AP6 (formal assessment)</b> Writing - long paragraph	Discussing differences between youth culture and rights in the UK and in France	<a href="https://www.anajonestranslation.co.uk/french-vs-british-culture-teenage-perspective/">https://www.anajonestranslation.co.uk/french-vs-british-culture-teenage-perspective/</a>
<b>HALF TERM 6</b>	<b>Primary School Languages project</b> Preparing a French lesson and resources to teach to primary school children <b>French film club:</b> Watching our first film in French and discussing it	Understanding how we learn and what makes a good lesson Looking at French culture and cinema		French films: Les intouchables Bienvenu chez les Ch'tis	A range of films available to borrow on DVD from the MFL department

## Year 9 Curriculum Overview for students – Games

(Students will be placed into groups from which they will participate in a combination of the options from below)

WHEN	TOPICS	KNOWLEDGE AND UNDERSTANDING	ASSESSMENT DETAILS	TAKING IT FURTHER	
Option 1	<p><b>Rugby</b> - Students will further develop the core skills they have been taught in year 7 and 8. Further emphasis will be placed on their tactical understanding, decision making skills and strategy, through a game play focus.</p> <p><b>Theoretical aspect:</b> <b>Mechanics of breathing</b></p>	<p><b>Skills and knowledge to be developed:</b> -Strategies -Tactics -Knowledge of rules -Analysis of performance</p>	<p>-Practical demonstration of core skills through isolated, controlled scenarios and competitive gameplay.</p> <p>-Analysis of performance</p>	<b>Links to the real world</b>	
				<p>School club links <a href="#">here</a></p> <p>Represent RTS in fixtures</p> <p>Richmond club links: <a href="https://www.richmond.gov.uk/sports_clubs">https://www.richmond.gov.uk/sports_clubs</a></p>	<p>'How to' videos - Google Classroom</p>
Option 2	<p><b>Football:</b> Students will further develop the core skills they have been taught in year 7 and 8. Further emphasis will be placed on their tactical understanding and decision making skills, through a game play focus.</p> <p><b>Theoretical aspect:</b> <b>Understanding of recovery</b></p>	<p><b>Skills and knowledge to be developed:</b> -Strategies -Tactics -Knowledge of rules -Analysis of performance</p>	<p>Practical demonstration of core skills through isolated, controlled scenarios and competitive gameplay.</p> <p>-Evaluation of gameplay with a focus on tactical understanding and decision making</p>	<p>School club links <a href="#">here</a></p> <p>Richmond club links: <a href="https://www.richmond.gov.uk/sports_clubs">https://www.richmond.gov.uk/sports_clubs</a></p>	<p>'How to' videos - Google Classroom</p>
Option 3	<p><b>Athletics:</b> Develop the techniques they were introduced to in year 7. Advanced techniques will be introduced to events where appropriate. Opportunity to participate competitively against other pupils, as well as recording and working to improve their 'Personal Best'.</p> <p><b>Theoretical aspect:</b> <b>Immediate effects of exercise</b></p>	<p><b>Skills to be developed:</b> -Throwing  <ul style="list-style-type: none"> <li>● Shot Put</li> <li>● Javelin</li> <li>● Discus</li> </ul>                     -Running  <ul style="list-style-type: none"> <li>● Short distance</li> <li>● Long distance</li> </ul>                     -Jumping  <ul style="list-style-type: none"> <li>● Long Jump</li> </ul> <p>Advanced skills (where appropriate): -Throwing (Travel e.g. cross step, glide, Release phase e.g. angle of throw) -Running (Bend running, use of blocks, stride pattern)</p> </p>	<p>Practical demonstration of core skills through controlled and conditioned practices and competitive performance</p> <p>-Comparison against personal best.</p>	<p>School club links <a href="#">here</a></p> <p>Represent school in Borough athletics</p> <p>Richmond club links: <a href="https://www.richmond.gov.uk/sports_clubs">https://www.richmond.gov.uk/sports_clubs</a></p>	<p>'How to' videos - Google Classroom</p>

		-Jumping (appropriate elevation, transitions through phases, follow through)  (numeracy links - measuring / estimating / recording)			
Option 4	<b>Striking and Fielding:</b> - Students will further develop the core skills they have been taught in year 7 and 8. Further emphasis will be placed on their tactical understanding and decision making skills, through a game play focus.  <b>Theoretical aspect:</b> <b>Long term effects of exercise</b>	<b>Skills and knowledge to be developed:</b> -Strategies -Tactics -Knowledge of rules -Analysis of performance	Practical demonstration of core skills through isolated, controlled scenarios and competitive gameplay.  -Analysis of performance	School club links <a href="#">here</a>  Richmond club links: <b><a href="https://www.richmond.gov.uk/sports_clubs">https://www.richmond.gov.uk/sports_clubs</a></b>	
Option 5	<b>Netball:</b> - Students will further develop the core skills they have been taught in year 7 and 8. Further emphasis will be placed on their tactical understanding and decision making skills, through a competitive game play focus.  <b>Theoretical aspect:</b> <b>Principles of training</b>	<b>Skills and knowledge to be developed:</b> -Strategies -Tactics -Knowledge of rules -Analysis of performance	Practical demonstration of core skills through isolated, controlled scenarios and competitive gameplay.  Evaluation of gameplay with a focus on tactical understanding and decision making	School club links <a href="#">here</a>  Richmond club links: <b><a href="https://www.richmond.gov.uk/sports_clubs">https://www.richmond.gov.uk/sports_clubs</a></b>	'How to' videos - Google Classroom
Option 6	<b>Net Games (Volleyball &amp; Badminton):</b> - Students will further develop the core skills they have been taught in year 7 and 8. Further emphasis will be placed on their tactical understanding and decision making skills, through a game play focus.  <b>Theoretical aspect:</b> <b>Injury prevention</b>	<b>Skills and knowledge to be developed:</b> -Strategies -Tactics -Knowledge of rules -Analysis of performance	<b>Half-term assessment:</b>  -Practical demonstration of core skills through isolated, controlled scenarios and competitive gameplay.  -Analysis of performance	School club links <a href="#">here</a>  Richmond club links: <b><a href="https://www.richmond.gov.uk/sports_clubs">https://www.richmond.gov.uk/sports_clubs</a></b>	'How to' videos - Google Classroom

Option 7	<p><b>Fitness:</b> -Students will have the opportunity to develop their fitness through participation in a variety of different training methods. They will continue to develop their knowledge of what it means to live a healthy and active lifestyle.</p> <p><b>Theoretical aspect:</b> <b>Methods of training</b></p>	<p><b>Skills and knowledge to be developed:</b> -Methods of training</p>	<p>-Ongoing monitoring of fitness throughout the unit of work</p>	<p>School club links <a href="#">here</a></p> <p>Richmond club links: <a href="https://www.richmond.gov.uk/sports_clubs">https://www.richmond.gov.uk/sports_clubs</a></p>	<p>'How to' videos - Google Classroom</p>
Option 8	<p><b>Outwitting Opponents (Dodgeball/Danish Long ball)</b></p> <p>-Students will have the opportunity to develop their tactical understanding sports through the participation in alternative sports. Including dodgeball and danish longball. There will be a focus on implementing strategies to best outwit their opponent and performance analysis.</p> <p><b>Theoretical aspect:</b> <b>Guidance and feedback</b></p>	<p><b>Skills and knowledge to be developed:</b> -Strategies -Tactics -Knowledge of rules -Analysis of performance</p>	<p>Practical demonstration of core skills through isolated, controlled scenarios and competitive gameplay.</p> <p>-Analysis of performance</p>	<p>School club links <a href="#">here</a></p> <p>Richmond club links: <a href="https://www.richmond.gov.uk/sports_clubs">https://www.richmond.gov.uk/sports_clubs</a></p>	<p>'How to' videos - Google Classroom</p>
Option 9	<p><b>Tennis</b></p> <p>Students will further develop the core skills they have been taught in year 7 and 8. Further emphasis will be placed on their tactical understanding and decision making skills, through a game play focus.</p> <p><b>Theoretical aspect:</b> <b>Goal Setting</b></p>	<p><b>Skills and knowledge to be developed:</b> -Strategies -Tactics -Knowledge of rules -Analysis of performance</p>	<p>Practical demonstration of core skills through isolated, controlled scenarios and competitive gameplay.</p> <p>-Analysis of performance</p>	<p>School club links <a href="#">here</a></p> <p>Richmond club links: <a href="https://www.richmond.gov.uk/sports_clubs">https://www.richmond.gov.uk/sports_clubs</a></p>	<p>'How to' videos - Google Classroom</p>

Year 9 Curriculum Overview for students – Geography

WHEN	TOPICS	KNOWLEDGE AND UNDERSTANDING	ASSESSMENT DETAILS	TAKING IT FURTHER	
HALF TERM 1	Risky world - tectonics, earthquakes, volcanoes, climate change, hurricanes	How do extreme weather events take place? Can people prevent them or adapt to them? What is climate change? How important are these issues in today's world?	Online topic tests Exam style questions	<b>Links to the real world</b>	<b>Resources</b>
				Climate change Extreme weather events Understanding the news Global citizenship	<a href="#">Royal Geographical Society</a> <a href="#">BBC KS3 Geography Bitesize</a> <a href="#">BBC Earth</a>
HALF TERM 2	Glaciation - The Arctic vs Antarctica	What are glaciers? Why are they important? What are glacial processes?	<b>AP3</b> Online topic tests Exam style questions	Climate change	<a href="#">Royal Geographical Society</a> <a href="#">BBC KS3 Geography Bitesize</a> <a href="#">BBC Earth</a>
HALF TERM 3	Globalisation	What is globalisation? How is the world interlinked? How do Sport, Music and Fashion demonstrate how small the world has become?	Online topic tests Exam style questions	Understanding the world today Understanding the news Global citizenship	<a href="#">Royal Geographical Society</a> <a href="#">BBC KS3 Geography Bitesize</a> <a href="#">Gapminder</a>
HALF TERM 4	The WHO	What is the WHO? How do we deal with Global health issues? How is health linked to Geography? What should be the priorities of the WHO?	Online topic tests WHO project Exam style questions	Global action Global health issues Understanding the news Global citizenship	<a href="#">Royal Geographical Society</a> <a href="#">BBC KS3 Geography Bitesize</a> <a href="#">World Health Organisation</a>
HALF TERM 5	Geography and conflict	How are resources and population linked to conflict? What is a 'resource curse'? How can we resolve conflicts around the world? What is the UN?	Online topic tests UN debate Exam style questions	Understanding conflict Understanding the news Global citizenship	<a href="#">Royal Geographical Society</a> <a href="#">BBC KS3 Geography Bitesize</a> <a href="#">The UN</a>
HALF TERM 6	Case studies	How can we apply our knowledge of human and physical Geography to better understand the world around us?	<b>AP6</b> Online topic tests Exam style questions	Global citizenship	<a href="#">Royal Geographical Society</a> <a href="#">BBC KS3 Geography Bitesize</a> <a href="#">Gapminder</a>

## Year 9 Curriculum Overview for students – History

WHEN	TOPICS	KNOWLEDGE AND UNDERSTANDING	ASSESSMENT DETAILS	Links to the real world	Resources
<b>HALF TERM 1</b>	Early 20th century - social history - what was Britain like? Birth of the welfare state Women's suffrage movements WW1 - military and social history	How 'Great' was Britain in 1900? What rights and freedoms did British people enjoy in 1900?	Online topic tests Exam style question	Citizenship and the UK political system	BBC KS3 Bitesize History
<b>HALF TERM 2</b>	WW1 - military and social history	What was life like for soldiers in the trenches? How did Britain change during the war?	<b>AP3</b> Online topic tests Soldier project Exam style question	Citizenship and the UK political system	BBC KS3 Bitesize History <a href="#">BBC iWonder guide - tanks</a> <a href="#">BBC iWonder guide - Conscientious Objectors</a> <a href="#">BBC iWonder guide - Irish soldiers at The Battle of the Somme</a> <a href="#">BBC iWonder - Jutland</a> <a href="#">BBC iWonder - U-Boats</a> <a href="#">BBC iWonder - The Somme</a>
<b>HALF TERM 3</b>	WW1 - military and social history The inter-war years Boom and bust The rise of dictators	How did WW1 end? Was it the 'War to end all wars'? What was the 'Great Depression'? How did politics change in-between WW1 and WW2?	Online topic tests Exam style question	Political perspectives Global economics	BBC KS3 Bitesize History <a href="#">BBC iWonder guide - The Suffragettes</a>
<b>HALF TERM 4</b>	Life in Nazi Germany Landmarks of WW2 The Holocaust	How did Hitler and the Nazis come to power? How did they change Germany? How did WW2 begin, and what were the key events? What was the Holocaust?	Online topic tests Exam style question	Political perspectives	BBC KS3 Bitesize History <a href="#">BBC iWonder guide - the Battle of Britain</a> <a href="#">BBC iWonder guide - WW2</a> <a href="#">BBC iWonder - Hitler</a> <a href="#">BBC iWonder - Hiroshima</a> <a href="#">BBC iWonder - The Holocaust</a> <a href="#">BBC iWonder - Spitfire</a>
<b>HALF TERM 5</b>	20th century moments	What makes a moment in history significant? What was the most significant moment in the 20th century? How did the world change over the 20th century?	Online topic tests Exam style question  Debate - which was the greatest moment?	The world we live in Understanding the news	BBC KS3 Bitesize History <a href="#">BBC iWonder - Hidden figures</a>
<b>HALF TERM 6</b>	20th century superpower relations	What was the Cold War? How did the Cold War start? How did it develop, and what were the key turning points? How did it influence global affairs at the time? How has it influenced today's world?	<b>AP6</b> Online topic tests Exam style question	Political perspectives The world we live in Understanding the news	BBC KS3 Bitesize History

**Year 9 Curriculum Overview for students - Mathematics set 1 (Delta)**

WHEN	TOPICS	KNOWLEDGE, APPLICATION AND LINKS BETWEEN TOPICS	ASSESSMENT DETAILS	LINKS TO THE REAL WORLD	RESOURCES
<b>HALF TERM 1</b>	TBC	This will be determined based on Year 8 AP6 data to prepare our students for their GCSE			
<b>HALF TERM 2</b>	TBC	This will be determined based on Year 8 AP6 data to prepare our students for the GCSE	AP3 - GCSE BASELINE		
<b>HALF TERM 3</b>	Number 1 (N1, N2, N3) - Number relationships Algebra 1 (A1, A3, A4) - Algebraic Expressions Geometry 1 (G14, G15) - Standard measures Proportionality 1 (R1, R2) - Conversions and scales Algebra 2 (A3, A5) - Formulae	<i>A detailed list of skills needed will be given to the students</i> Algebra 1 - BIDMAS in substitution Proportionality 1 - Methods of multiplication in conversions and scales Algebra 1 - Substitution, as well as balancing equations in Formulae	Ongoing GCSE Self reflection  Topic assessments	Algebra 1 - How can we show we don't know what a value is? Geometry 1 - How do we conceptualise size, mass, velocity and time? Proportionality 1 - How are maps constructed? Algebra 2 - Time to explore famous formulae and the mathematicians who discovered them	Pearson GCSE textbook Hegarty Maths Active learn Challenge board material
<b>HALF TERM 4</b>	Statistics 1 (S2, S3) - Displaying data Number 2 (N4 - N8) - Number properties Geometry 2 (G1, G4, G16, G17, G18) - 2D shapes	<i>A detailed list of skills needed will be given to the students</i>  Statistics 1 - Standard measures needed for displaying data Number 2 - All work on number relationships will be applied Geometry 1 - All content from Number 1, Algebra 1 and Geometry 1 will be applied	Ongoing GCSE self-reflection  Topic assessments	Statistics 1 -What is the best way to represent huge amounts of data? Number 2 - Real life number patterns and where to see them Geometry 2 - Using area in construction, gardening, and costing	
<b>HALF TERM 5</b>	Algebra 3 (A8-A10, A17, A19) - Linear functions Proportionality 2 (N11, R3-R8) - Ratio and proportionality Geometry 3 (G20) - Proportionality in right-angled triangles Algebra 4 (A3, A6) - Identities and proof	<i>A detailed list of skills needed will be given to the students</i>  Algebra 3 - All work from Algebra 1 will be applied Proportionality 2 - All work from Number 1 and some work from Algebra 3 (Linear graphs) will be applied Geometry 3 - All work from Number 1, some work from Algebra 2 (rearranging formulae) and some work from Proportionality 2 will be applied Algebra 4 - All work from all previous algebra modules, as well as terminology from Number 1 will be applied.	Ongoing GCSE self-reflection  Topic assessments	Proportionality 2 - How can linear functions represent real life ideas? Geometry 3 - What is the height of that tree?	
<b>HALF TERM 6</b>	Number 3 (N10-N12) - Fractions, Decimals and percentages Probability 1 (P1-P7) Theoretical and experimental probability Algebra 5 (A11, A18, A19) - Quadratic functions Geometry 4 (G3, G5)- Constructions and congruence and loci	<i>A detailed list of skills needed will be given to the students</i>  Number 3 - All work from Number 1, as well as some work from Proportionality 2, Geometry 2, and Algebra 3 will be applied Probability 1 - All skills from Number 3, as well as some content from statistics 1 will be applied Algebra 5 - All work from Algebra modules 1 - 4 will be applied Geometry - All work from Geometry 1, as well as some work from Proportionality 2 will be applied	AP6 - 2 exam papers  Ongoing GCSE self-reflection  Topic assessments	Probability 1 - Using probability as a predictor of future events Algebra 5 - Famous parabolas and their equations Geometry 4 - scale drawings and constructions.	

**Year 9 Curriculum Overview for students - Mathematics set 2 (Theta)**

WHEN	TOPICS	KNOWLEDGE, APPLICATION AND LINKS BETWEEN TOPICS	ASSESSMENT DETAILS	Links to the real world	Resources
<b>HALF TERM 1</b>	TBC	This will be determined based on Year 8 AP6 data to prepare our students for their GCSE			
<b>HALF TERM 2</b>	TBC	This will be determined based on Year 8 AP6 data to prepare our students for the GCSE	AP3 - GCSE BASELINE		
<b>HALF TERM 3</b>	Number 1 (N1 - N3) Number relationships Algebra 1 (A1, A2, A4) Algebraic expressions Geometry 1 (G14, G15) Standard measures Proportionality 1 (R1, R2) Conversions and scales	<i>A detailed list of skills needed will be given to the students</i> Algebra 1 - BIDMAS in substitution Proportionality 1 - Methods of multiplication in conversions and scales	Ongoing GCSE RAG  Topic assessments	Algebra 1 - How can we show we don't know what a value is? Geometry 1 - How do we conceptualise size, mass, speed and time? Proportionality 1 - How are maps constructed?	Pearson GCSE textbook Hegarty Maths Active learn Challenge board material
<b>HALF TERM 4</b>	Algebra 2 (A3, A5) Formulae Statistics 1 (S2, S3) Displaying data Number 2 (N4 - N7) Number properties Statistics 2 (S1) Sampling	<i>A detailed list of skills needed will be given to the students</i> Algebra 2 - Substitution, as well as balancing equations in Formulae Statistics 1 - Standard measures needed for displaying data Number 2 - All work on number relationships will be applied	Ongoing GCSE RAG  Topic assessments	Algebra 2 - Time to explore famous formulae and the mathematicians who discovered them Statistics 1 - What is the best way to represent huge amounts of data? Number 2 - Real life number patterns and where to see them Statistics 2 - Sampling to form predictions. The limitations of a sampling model	
<b>HALF TERM 5</b>	Geometry 2 (G1, G4, G16- G18) 2D shapes Algebra 3, (A17, A19) - Linear equations Proportionality 2 (N11, R3-R8) - Ratio and proportionality Geometry 3 (G20) Pythagoras theorem	<i>A detailed list of skills needed will be given to the students</i> Geometry 1 - All content from Number 1, Algebra 1 and Geometry 1 will be applied Algebra 3 - All work from Algebra 1 will be applied Proportionality 2 - All work from Number 1 and some work from Algebra 3 (Linear graphs) will be applied Number 3 - Work on squares and roots from Number 2 will be needed Geometry 3 - Work on Powers and roots from number 2 will be needed. All work from Algebra 2 will be needed	Ongoing GCSE RAG  Topic assessments	Geometry 2 - Using area in construction, gardening, and costing Proportionality 2 - Linear equations written from a real-world problem Geometry 3 - What is the Height of a ladder?	
<b>HALF TERM 6</b>	Number 3 (N10-N12) - Fractions, Decimals and percentages Probability 1 (P1-P5, P7) Theoretical and experimental probability Number 4 (N8) Irrational numbers Geometry 4 (G3, G5)- Constructions, congruence and loci	<i>A detailed list of skills needed will be given to the students</i> Number 3 - All work from Number 1, as well as some work from Probability 1 - All skills from Number 3, as well as some content from statistics 1 will be applied Number 4 - All work from Numbers 1-3 will be needed Geometry - All work from Geometry 1, as well as some work from Proportionality 2 will be applied	AP6 - 2 exam papers  Ongoing GCSE RAG  Topic assessments	Probability 1 - Using probability as a predictor of future events Geometry 4 - scale drawings and constructions.	

**Year 9 Curriculum Overview for students - Mathematics set 3 (Pi)**

WHEN	TOPICS	KNOWLEDGE, APPLICATION AND LINKS BETWEEN TOPICS	ASSESSMENT DETAILS	Links to the real world	Resources
<b>HALF TERM 1</b>	TBC	This will be determined based on Year 8 AP6 data to prepare our students for their GCSE			
<b>HALF TERM 2</b>	TBC	This will be determined based on Year 8 AP6 data to prepare our students for their GCSE	AP3 - GCSE baseline		
<b>HALF TERM 3</b>	Number 1 (N1, N2, N3) - Number relationships Algebra 1 (A1 -A3) - Algebraic Expressions and Formulae Geometry 1 (G2) - Constructions Probability 1 (P1-P3) Theoretical and experimental probability	<i>A detailed list of skills needed will be given to the students</i> Number 1 - recognising relationships between operations. Using BIDMAS Algebra 1 - manipulating expressions, substituting into expressions and formulae Geometry 1 - constructing angle and line bisectors Probability 1 - use appropriate language and the 0-1 probability scale.	Ongoing GCSE RAG  Topic assessment	Number 1: Algebra 1 - Time to explore famous formulae and the mathematicians who discovered them Geometry 1 -Using area in construction, gardening, and costing Probability 1 - Using probability as a predictor of future events	Pearson GCSE textbook Hegarty Maths Active learn Challenge board material
<b>HALF TERM 4</b>	Number 2 (N4 and N6) - Number properties Algebra 2 (A4) - Manipulating Algebraic expression Geometry 2 (G1, G4, G14 G16) 2D shapes Statistics 1 (S2) - Displaying data	Number 2 -All work from number 1 will be applied. Using properties of numbers - primes, factors, multiples, squares, cubes and roots Algebra 2 -All work from Algebra 1 will be applied. Simplifying expressions, expanding brackets and factorising expressions Geometry 2 - 2D shapes Statistics 1 -construct and interpret tables and graphs	Ongoing GCSE RAG  Topic assessment	Number 2: Real life number patterns and where to see them Geometry 2 - Statistics 1 -What is the best way to represent huge amounts of data?	
<b>HALF TERM 5</b>	Algebra 3 (A23-A25) - Sequences Geometry 3 (G20) - Right angled triangles Algebra 4 (A17)- Linear Equations Geometry 4 (G7)- Transformations Proportionality 1 (R4, R5 and R7) - Ratios	Algebra 3 - All work from Algebra 1 and 2. Generate, recognise and sequences. Find nth term from linear sequences Geometry 3 - All work from Geometry 2 will be applied. Know and apply Pythagoras' theorem Algebra 4 -All work from Algebra 1,2 and 3 will be applied. Solve linear equations Geometry 4 - Carry out the four transformations - translations, reflections, rotations and enlargements. Proportionality 1 - simplify ratios and share using ratios	Ongoing GCSE RAG  Topic assessment	Algebra 3: Real life number sequences and where to see them Geometry 3 - What is the height of that tree? Algebra 4 -How can linear functions represent real life ideas? Proportionality 1 - how can we apply ratios into cooking?	
<b>HALF TERM 6</b>	Number 3 (N2, N3, N8, N10-12) - Fractions, Decimals and percentages Algebra 5 (A8-A10) - Straight line graphs Geometry 5 (G9, G17)- Circle geometry	Number 3 - All work from Number 1 and 2 will be applied. Work interchangeably between decimals, fractions and percentages Algebra 5 - All work from Algebra 4 will be applied. Plot coordinates of equations of straight line graphs Geometry 5 - identify circle properties and work with formulae for circle circumference and area.	AP6  Ongoing GCSE RAG  Topic assessment	Number 3: percentages in the workplace Geometry 5 - pi in the real world	

## Year 9 Curriculum Overview for students – Music

WHEN	TOPICS	KNOWLEDGE AND UNDERSTANDING	ASSESSMENT DETAILS	TAKING IT FURTHER	
<b>TERM 1</b>	<p><b><u>Descriptive and Film Music</u></b></p> <p>Students will study famous pieces of descriptive music including River Vltava by Smetana; Danse Macabre by Saint-Saëns etc. They will also listen to examples of film music, such as Star Wars, Harry Potter, Jurassic Park and Planet of the Apes. They will discuss and analyse why and how these pieces of music are effective in film). Students will then focus on the clichés found in horror, romantic and animated scenes. They will use some of the ideas they have learnt about to re-create an original soundtrack to a short film clip.</p>	<p>Recognise features of film music</p> <p>Understanding of different Musical timbres to be used in Film Music</p> <p>notate music ideas using traditional notation</p> <p>Compose Music from a stimulus</p>	<p>Composition of Music from a Music Clip and performance/recording in class</p> <p>AP3</p> <p>Listening &amp; Appraising Test based on the knowledge learnt about film music</p>	<b>Links to the real world</b>	<b>Resources</b>
				<p style="text-align: center;"><a href="#">Films in Concert</a></p> <p style="text-align: center;"><a href="#">BBC Music Reviews</a></p>	<p style="text-align: center;"><a href="#">Film and TV</a></p> <p style="text-align: center;"><a href="#">John Williams</a></p>
<b>TERM 2</b>	<p><b><u>World Music - Reggae</u></b></p> <p>Students will study the features of Reggae music and learn to perform a Reggae song in parts. They will be encouraged to explore vocal harmonies, sustain independent parts and emphasise the weak beat in music. They will be encouraged to use traditional staff notation when notating Reggae compositions At the end of the unit, students will listen to, perform and compose music over certain chord progression and riffs.</p>	<p>To learn about Music elements and characteristics related to reggae music - ska, mento, syncopation, etc</p> <p>Ability to identify reggae characteristics, such as: offbeat / syncopated chord progressions; prominent basslines; etc.</p> <p>Ability to follow a melodic score</p> <p>Ability to perform in a similar style</p>	<p>Performance of the song Three Little Birds by Bob Marley using a variety of instruments</p>	<a href="#">Reggae Festival</a>	<p style="text-align: center;"><a href="#">Music Theory</a></p> <p style="text-align: center;"><a href="#">BBC Bitesize</a></p>
<b>TERM 3</b>	<p><b><u>Song arranging and Song writing</u></b></p> <p>Students will learn about the British invasion in Pop Music in late 1950's, starting with the Beatles. They will analyse the musicality of their songs. Students will arrange and perform, in groups, a song of their choice by the Beatles. Then in small groups they will compose their own popular song. There will be an opportunity to showcase the best songs to the year group.</p>	<p>Create and develop melodic ideas over riffs</p> <p>recognise song structures and develop middle 8</p> <p>Arrange a Beatles song for a group performance</p> <p>Learn about the band and their music known as the Beatles</p>	<p>Composition and performance of Pop Songs</p> <p>AP6</p> <p>Listening &amp; Appraising Test based on Musical genres learnt.</p>	<p style="text-align: center;"><a href="#">British Music Experience</a></p> <p style="text-align: center;"><a href="#">Songwriting Contest</a></p>	<p style="text-align: center;"><a href="#">Writing your own music</a></p> <p style="text-align: center;"><a href="#">Music Technology</a></p>

### Year 9 Curriculum Overview for students – PE

WHEN	TOPICS	KNOWLEDGE AND UNDERSTANDING	ASSESSMENT DETAILS	Links to the real world	Resources
<b>HALF TERM 1</b>	<p><b>Basketball:</b> Students will further develop the core skills they have been taught in year 7 and 8. Further emphasis will be placed on their tactical understanding and decision-making skills, through a game play focus.</p> <p>Theoretical aspect: Joint Movements</p>	<p><b>Skills and knowledge to be developed:</b> Strategies; Tactics; Knowledge of rules; Analysis of performance; Leadership and coaching</p>	<p>Practical demonstration of core skills through isolated, controlled scenarios and competitive gameplay.</p> <p>Analysis of performance</p>	<p>School club links <a href="#">here</a></p> <p>Represent RTS in fixtures</p> <p><a href="#">Richmond Borough club links</a></p>	<p>‘How to’ videos - Google Classroom</p>
<b>HALF TERM 2</b>	<p><b>Badminton:</b> Students will further develop the core skills they have been taught in year 7 and 8. Further emphasis will be placed on their tactical understanding and decision- making skills, through a game play focus.</p> <p>Theoretical aspect: Components of fitness</p>	<p><b>Skills and knowledge to be developed:</b> Strategies; Tactics; Knowledge of rules; Analysis of performance; and Coaching and leadership</p>	<p>Practical demonstration of core skills through isolated, controlled scenarios and competitive gameplay.</p> <p>Analysis of performance</p>	<p>School club links <a href="#">here</a></p> <p>Represent RTS in fixtures</p> <p>Join the Badminton enrichment</p> <p>Visit the Olympic Park</p> <p><a href="#">Richmond Borough club links</a></p>	<p>‘How to’ videos - Google Classroom</p>
<b>HALF TERM 3</b>	<p><b>Handball:</b> Pupils will be introduced to the fundamental skills of handball which will enable them to play in competitive game-based scenarios.</p> <p>Theoretical aspect: Function of skeletal system</p>	<p><b>Skills to be developed:</b> Passing; Receiving; Shooting; Dribbling; Jockeying; Marking; and Goalkeeping</p>	<p>Practical demonstration of core skills through isolated, controlled scenarios and competitive gameplay.</p>	<p>School club links <a href="#">here</a></p> <p><a href="#">Richmond Borough club links</a></p>	<p>‘How to’ videos - Google Classroom</p>
<b>HALF TERM 4</b>	<p><b>Volleyball:</b> Students will have the opportunity to develop their gameplay and tactical understanding through small sided, conditioned games which develop the core skills learnt in year 7. Further advanced skills will also be incorporated.</p> <p>Theoretical aspect: Muscles of the body</p>	<p><b>Skills and knowledge to be developed:</b> Overhand serve; Dig; Set; Smash; Gameplay; and Officiating</p>	<p>Practical demonstration of core skills through isolated, controlled scenarios and competitive gameplay</p> <p>Analysis of performance</p>	<p>School club links <a href="#">here</a></p> <p><a href="#">Richmond Borough club links</a></p>	<p>‘How to’ videos - Google Classroom</p>
<b>HALF TERM 5</b>	<p><b>Cricket:</b> Students will develop the fundamental core skills of cricket introduced in year 7. They will have the opportunity to develop their tactical understanding of cricket and their competitive game play.</p> <p>Theoretical aspect: Structure of the skeleton</p>	<p><b>Skills and knowledge to be developed:</b> Strategies; Tactics; Knowledge of rules; and Analysis of performance</p>	<p>Practical demonstration of core skills through isolated, controlled scenarios and competitive gameplay.</p>	<p>School club links <a href="#">here</a></p> <p><a href="#">Richmond Borough club links</a></p>	<p>‘How to’ videos - Google Classroom</p>
<b>HALF TERM 6</b>	<p><b>Ultimate Frisbee:</b> Students will be introduced to the fundamental core skills of ultimate frisbee which will enable them to understand and participate in a competitive environment.</p> <p>Theoretical aspect: Structure of the heart</p>	<p><b>Skills to be developed:</b> Forehand Throw; Sidearm Flick; Overhead Throws; Knowledge of Rules; and Analysis of Performance</p>	<p>Practical demonstration of core skills through isolated, controlled scenarios and competitive gameplay.</p>	<p>School club links <a href="#">here</a></p> <p><a href="#">Richmond Borough club links</a></p>	<p>‘How to’ videos - Google Classroom</p>

Year 9 Curriculum Overview for students - PSHCEE

WHEN	TOPICS	KNOWLEDGE AND UNDERSTANDING	ASSESSMENT DETAILS	TAKING IT FURTHER	
HALF TERM 1	Peripheral Vision 3 Safeguarding	Students are taught about CSE, county lines and peer on peer abuse.	No assessment	LINKS TO THE REAL WORLD	
				RESOURCES	
				<a href="https://www.thinkuknow.co.uk/">https://www.thinkuknow.co.uk/</a>	Google slides
HALF TERM 2	Knife crime - can we blame the media	Student look at the impact of knife crime in society. Students reflect on the impact of the media on sensationalising certain behaviour.	<b>AP3</b> No assessment	Students learn to listen to each other's concerns and highlight simple but effective safety.	Tooled up for school DVD Prezi presentation
HALF TERM 3	SRE	Students explore the key idea of consent, safe sex and STI's.	No assessment	<a href="https://www.youtube.com/watch?v=oQbei5JGiT8">https://www.youtube.com/watch?v=oQbei5JGiT8</a>	You tube video on consent Prezi presentation NHS website
HALF TERM 4	'Say the word to spread the word'	Students look at the diversity of SRE and the prejudice seen within this.	Student complete a campaign	<a href="https://www.stonewall.org.uk/">https://www.stonewall.org.uk/</a>	FIT DVD Prezi presentation
HALF TERM 5	Think future	Students explore their options moving forward. Guest career speakers from Richmond College enable students to think about their next steps.	<b>AP6</b>	Students look at options and what they might do next.	RUTC assembly RUTC visit
HALF TERM 6	Human rights	Students explore the history of human rights. Students look at why we must work to uphold human rights and fight against human wrongs.	No assessment	<a href="https://www.un.org/en/sections/issues-depth/human-rights/">https://www.un.org/en/sections/issues-depth/human-rights/</a>  <a href="https://www.youtube.com/watch?v=nCQWwkERit4">https://www.youtube.com/watch?v=nCQWwkERit4</a>	Google slides

Year 9 Curriculum Overview for students – PRE

WHEN	TOPICS	KNOWLEDGE AND UNDERSTANDING	ASSESSMENT DETAILS	TAKING IT FURTHER	
HALF TERM 1	Religious, philosophical and ethical studies in the modern world	Issues of relationships Issues of life and death	Exam question Peer assessed	LINKS TO THE REAL WORLD	
				<a href="https://www.bbc.com/bitesize/levels/z98jmp3">https://www.bbc.com/bitesize/levels/z98jmp3</a>	RESOURCES Prezi presentation
HALF TERM 2	Religious, philosophical and ethical studies in the modern world	Issues of good and evil Issues of Human Rights	AP3  Written exam	<a href="https://www.bbc.com/bitesize/levels/z98jmp3">https://www.bbc.com/bitesize/levels/z98jmp3</a>	Prezi presentation
HALF TERM 3	Christianity	<i>Beliefs and teachings</i>	Google quiz	<a href="https://www.bbc.com/bitesize/levels/z98jmp3">https://www.bbc.com/bitesize/levels/z98jmp3</a>	Prezi presentation
HALF TERM 4	Christianity	<i>Beliefs and teachings</i> Practices	Exam question Peer assessment	<a href="https://www.bbc.com/bitesize/levels/z4kw2hv">https://www.bbc.com/bitesize/levels/z4kw2hv</a>	Prezi presentation
HALF TERM 5	Christianity	Practices	Exam question	<a href="https://www.bbc.com/bitesize/levels/z98jmp3">https://www.bbc.com/bitesize/levels/z98jmp3</a>	Prezi presentation
HALF TERM 6	Religious, philosophical and ethical studies in the modern world	Issues of relationships Issues of life and death Issues of good and evil Issues of Human Rights	Written exam	<a href="https://www.bbc.com/bitesize/levels/z98jmp3">https://www.bbc.com/bitesize/levels/z98jmp3</a>	Prezi presentation

### Year 9 Curriculum Overview for Students – Science: Biology

WHEN	TOPICS	KNOWLEDGE AND UNDERSTANDING	ASSESSMENT DETAILS	TAKING IT FURTHER	
HALF TERM 1	4.1.1 Cell Structure	Explore the structural differences between different types of cells and how these enable them to perform specific functions.	Formative Assessment (Six Mark Extended Question)  Summative Assessment (AQA Mini Test)	<b>Links to the real world</b>	
				<b>Careers:</b> Doctor Stem Cell expert Reproductive scientist  <b>Article:</b> What is hay fever and why do you have it?	<b>Resources</b>  Kerboodle - Biology Student Book - Chapter B1  <a href="https://theconversation.com/explainer-what-is-hay-fever-and-why-do-you-have-it-27034">https://theconversation.com/explainer-what-is-hay-fever-and-why-do-you-have-it-27034</a>
HALF TERM 2	4.1.2 Cell Division	Learn how cells grow and divide and how understanding this process has helped the development of stem cell technology.	<b>AP3</b> Formative Assessment (Six Mark Extended Question)  Summative Assessment (AQA Mini Test)	<b>Careers:</b> Oncologist Cloner Farmer  <b>Article:</b> Progress towards cancer cures	Kerboodle - Biology Student Book - Chapter B2  <a href="https://www.icr.ac.uk/about-us/position-statements/progress-towards-cancer-cures">https://www.icr.ac.uk/about-us/position-statements/progress-towards-cancer-cures</a>
HALF TERM 3	4.1.3 Transport in Cells	Understand how cells are adapted for different kinds of transport of substances and be able to compare and contrast these.	Formative Assessment (Six Mark Extended Question)  Summative Assessment (AQA Mini Test)	<b>Careers:</b> Environmental scientist Pharmacist Interior designer  <b>Article:</b> How to make your home smell good	Kerboodle - Biology Student Book - Chapter B1  <a href="https://www.goodhousekeeping.com/home/cleaning/a32532/make-your-home-smell-good/">https://www.goodhousekeeping.com/home/cleaning/a32532/make-your-home-smell-good/</a>
HALF TERM 4	4.2.1 + 4.2.2 Principles of Organisation in Animals	Explore the role of organ systems in the body with particular emphasis on the digestive, circulatory and respiratory systems.	Formative Assessment (Six Mark Extended Question)  Summative Assessment (AQA Mini Test)	<b>Careers:</b> Nutritionist Personal trainer Hematologist  <b>Article:</b> New organ discovered	Kerboodle - Biology Student Book - Chapter B3 and B4  <a href="https://www.independent.co.uk/news/health/new-organ-human-body-interstitium-cancer-skin-scientists-discovery-new-york-a8275851.html">https://www.independent.co.uk/news/health/new-organ-human-body-interstitium-cancer-skin-scientists-discovery-new-york-a8275851.html</a>

<b>HALF TERM 5</b>	4.2.1 + 4.2.2 Principles of Organisation in Animals	Explore the role of organ systems in the body with particular emphasis on the digestive, circulatory and respiratory systems.	Formative Assessment (Six Mark Extended Question)  Summative Assessment (AQA Mini Test)	<b>Careers:</b> Nutritionist Personal trainer Hematologist  <b>Article:</b> New organ discovered	Kerboodle - Biology Student Book - Chapter B3 and B4  <a href="https://www.independent.co.uk/news/health/new-organ-human-body-interstitium-cancer-skin-scientists-discovery-new-york-a8275851.html">https://www.independent.co.uk/news/health/new-organ-human-body-interstitium-cancer-skin-scientists-discovery-new-york-a8275851.html</a>
<b>HALF TERM 6</b>	4.2.3 Plant Tissues, Organs and Systems	Learn how a plants transport system is dependent on environmental conditions.	<b>AP6</b>  Formative Assessment (Six Mark Extended Question)  Summative Assessment (AQA Mini Test)	<b>Careers:</b> Botanist Gardener Immigration officer  <b>Article:</b> How do plants drink water	Kerboodle - Biology Student Book - Chapter B4  <a href="https://sciencing.com/do-plants-drink-water-6534121.html">https://sciencing.com/do-plants-drink-water-6534121.html</a>

### Year 9 Curriculum Overview for Students – Science: Chemistry

WHEN	TOPICS	KNOWLEDGE AND UNDERSTANDING	ASSESSMENT DETAILS	TAKING IT FURTHER	
HALF TERM 1	4.1.1 The Atom	Learn about the historical developments of atomic structure and explain how ideas develop over time as new evidence emerges. Understand how our knowledge of atoms influences our knowledge of elements, compounds and mixtures.	Formative Assessment (Six Mark Extended Question)  Summative Assessment (AQA Mini Test)	<b>Links to the real world</b>	<b>Resource</b>
				<b>Careers:</b> Atomic scientist; Teacher; Beauty product tester  <b>Article:</b> How to survive on a desert island	Kerboodle - Chemistry Student Book - Chapter C1  <a href="http://www.survivenature.com/island.php">http://www.survivenature.com/island.php</a>
HALF TERM 2	4.1.2 + 4.1.3 The Periodic Table and Properties of Transition Metals	Understand the structured organisation of known chemical elements based on their physical and chemical properties.	<b>AP3</b> Formative Assessment (Six Mark Extended Question) Summative Assessment (AQA Mini Test)	<b>Careers:</b> Historian; Miner; Dentist  <b>Article:</b> Naming four newly discovered elements	Kerboodle - Chemistry Student Book - Chapter C2  <a href="http://www.survivenature.com/island.php">http://www.survivenature.com/island.php</a>
HALF TERM 3	4.2.1 Chemical Bonding	Understand how theories of bonding explain how atoms are held together in different structures.	Formative Assessment (Six Mark Extended Question) Summative Assessment (AQA Mini Test)	<b>Careers:</b> Chef; Electrician; Doctor  <b>Article:</b> Battery powered by atmospheric nitrogen	Kerboodle - Chemistry Student Book - Chapter C3  <a href="https://www.sciencedaily.com/releases/2017/04/170413130645.htm">https://www.sciencedaily.com/releases/2017/04/170413130645.htm</a>
HALF TERM 4	4.2.1 Chemical Bonding	Understand how theories of bonding explain how atoms are held together in different structures.	Formative Assessment (Six Mark Extended Question) Summative Assessment (AQA Mini Test)	<b>Careers:</b> Chef; Electrician; Doctor  <b>Article:</b> Battery powered by atmospheric nitrogen	Kerboodle - Chemistry Student Book - Chapter C3  <a href="https://www.sciencedaily.com/releases/2017/04/170413130645.htm">https://www.sciencedaily.com/releases/2017/04/170413130645.htm</a>
HALF TERM 5	4.2.2 How Bonding affects Structure and Properties	Explain how knowledge gained from structure and bonding helps scientists understand chemical and physical properties of materials and engineer new materials to meet human desires.	Formative Assessment (Six Mark Extended Question) Summative Assessment (AQA Mini Test)	<b>Careers:</b> Oncologist; Environmental agent; Builder  <b>Article:</b> Electrons caught on camera	Kerboodle - Chemistry Student Book - Chapter C3  <a href="https://www.sciencedaily.com/releases/2017/06/170620093223.htm">https://www.sciencedaily.com/releases/2017/06/170620093223.htm</a>
HALF TERM 6	4.2.3 + 4.2.4 Structure and Bonding of Carbon and Nanoparticles	Explain the role of structure and bonding in different carbon structures and how these result in different properties.	<b>AP6</b> Formative Assessment (Six Mark Extended Question)  Summative Assessment (AQA Mini Test)	<b>Careers:</b> Diamond expert; Nano scientist; Pharmacist  <b>Article:</b> Why are nanoparticles in my sunscreen	Kerboodle - Chemistry Student Book - Chapter C3  <a href="https://www.verywellhealth.com/what-are-nanoparticles-in-sunscreen-4138307">https://www.verywellhealth.com/what-are-nanoparticles-in-sunscreen-4138307</a>

### Year 9 Curriculum Overview for Students – Science: Physics

WHEN	TOPICS	KNOWLEDGE AND UNDERSTANDING	ASSESSMENT DETAILS	TAKING IT FURTHER	
				Links to the real world	Resources
<b>HALF TERM 1</b>	4.3.1 Changes of State	Predict the behaviour of solids, liquids and gases and understand the many applications this has in everyday life.	Formative Assessment (Six Mark Extended Question)  Summative Assessment (AQA Mini Test)	<b>Careers:</b> Product designer Environmental Engineer  <b>Article:</b> Does water have a fourth state?	Kerboodle - Physics Student Book - Chapter P6  <a href="https://theconversation.com/scientists-have-discovered-a-new-state-of-matter-for-water-70356">https://theconversation.com/scientists-have-discovered-a-new-state-of-matter-for-water-70356</a>
<b>HALF TERM 2</b>	4.3.2 Internal Energy and Energy Transfers	Use practicals to explain how heat energy is transferred through solids and variations between different materials.	Formative Assessment (Six Mark Extended Question)  Summative Assessment (AQA Mini Test)	<b>Careers:</b> Insulation expert Council worker Architect  <b>Article:</b> Heat capacity and water	Kerboodle - Physics Student Book - Chapter P6  <a href="https://www.usgs.gov/special-topic/water-science-school/science/heat-capacity-and-water?qt-science_center_objects=0#qt-science_center_objects">https://www.usgs.gov/special-topic/water-science-school/science/heat-capacity-and-water?qt-science_center_objects=0#qt-science_center_objects</a>
<b>HALF TERM 3</b>	4.3.3 The Particle Model and Pressure	Use scientific principles to explain ideas such as submarines, space crafts and underwater exploration.	<b>AP3</b>  Formative Assessment (Six Mark Extended Question)  Summative Assessment (AQA Mini Test)	<b>Careers:</b> NASA Marine biologist Diver  <b>Article:</b> The ideal gas law	Kerboodle - Physics Student Book - Chapter P6  <a href="https://www.theguardian.com/science/2014/mar/09/ideal-gas-law-expand-heat-pressure-temperature-volume">https://www.theguardian.com/science/2014/mar/09/ideal-gas-law-expand-heat-pressure-temperature-volume</a>