

**Blessed Hugh Faringdon
Catholic School and Sixth
Form Centre**



'True Teaching'

**YEAR 9
2024 - 2025**

**Curriculum Booklet
to assist Students and
Parents**

"Outstanding School"
Section 48 Inspection

PORTSMOUTH
CATHOLIC DIOCESE

Blessed Hugh Faringdon Catholic School and Sixth Form Centre



October 2024

Dear Parents and Carers,

As you are aware, at Blessed Hugh Faringdon we place great emphasis on the importance of good home school links. It is intended that this booklet will contribute to even greater mutual support, as we seek to maximise the potential of your child.

Details of the curriculum have been outlined for each subject. It is hoped this information will be valuable to you, as you support your child.

Please contact the school should you need clarification of any of these details to speak to the relevant Subject Leader or Head of Year.

Yours sincerely

A handwritten signature in black ink that reads 'Simon R. Uttley'. The signature is written in a cursive style with a long horizontal flourish underneath.

Dr Simon Uttley
Headmaster

2024/2025

Head of Year 9

Miss E Surtees

Tutors

9BL

Miss H Maciw

9DB

Miss R Kurowski & Mr R Starr

9MK

Mr T De Robillard

9ML

Miss S Stevens

9MT

Mr A Milne

9OR

Mrs J Poddar

Year 9 Programme of Study

Subject Leader, Mrs L Amieiro

In Year 9, students will begin the GCSE course.

Exam board: **AQA GCSE Religious Studies B (8063A)**

Year 9 Units of Study:

Catholic Christianity:

Students will study the beliefs, teachings, and practices of Catholics in relation to four of the six topics covered. These four topics are: Creation, Incarnation and Triune God and Redemption.

For some of term 6, students will follow the “*Chosen by God*” topic, examining all aspects of relationships, belief in the value of life and humanity as created by God. The aim is to develop an understanding about the dignity of the human person – our own and when in a relationship. This is carried out in conjunction with the Pastoral team in school.

Students go on a one-day retreat, as organised by the RE department, with their tutor group as part of the relationships programme. This is not part of the GCSE examination course.

Equipment:

- A Bible with the Old and New Testament
- Textbook is provided in the lesson
- A Bible is **not** allowed in the examination

Homework:

PowerPoint presentations, reading, research using the internet and library, examination questions, learning Bible passages through visualisation e.g., symbols/illustrations, mind map summaries, revision tasks, media research.

Revision:

- Before each end of unit assessment
- Before the Year 10 and Year 11 mock examinations
- December of Year 11 onwards
- As an ongoing expectation throughout the course

Examinations:

The assessment consists of two written GCSE examination papers:

Component 1:	Catholic Christianity	50%
Component 2:	Perspectives on Faith	50%
Year 11		100% exam

Any queries please contact Mrs Amieiro, Religious Education, Subject Leader

Extra Resources for Gifted and Talented:

- Students to practice knowledge by 'teaching' parents
- Focus on achieving Grade 9 through exam practice
- Modelling answers
- Paired and self-assessment
- Targeted, detailed revision booklet
- Challenge as presented through Evaluation Q's Internet resources as advised – www.aqa.org

Extra Resources for Basic Skills students:

- Appropriate revision skills taught
- Organisational skills developed
- Targeted, differentiated revision booklet
- Internet resources as advised – www.aqa.org

In Year 9, students will have a GCSE skills taster course. English Language will be taught both through the Literature course enabling students to try some of the GCSE skills required while still having their own set of texts.

AUTUMN: *Term 1*

Topic: **A Christmas Carol**

- Reading:** Context/ ideas / perspectives
- Character construction
 - Thematic plotting
 - Setting
 - Linguistic
 - Structure
 - Form
 - Allegories and their role in political and social debates.

Speaking and Listening:

Role play (Hot Seating; Sculpturing)
Group discussion leading to outcomes that develop thematic understanding of the texts

Autumn: *Term 2*

Topic: **Explorations in Writing to Argue/Persuade links to Language Paper 2 Gregory's' Girl or To Kill a Mockingbird to look at wider concepts of inclusion, equity and equality with media 'The Hate U Give'**

- Writing:** Creative and analytical responses that evidence a range of:
- Linguistic and structural features apt for purpose of writing
 - Developed register
 - Vocabulary
 - SPaG
 - Cultural Capital (concepts)

SPRING *Term 3*

Topic: **Incident of the Curious Dog in the Night time Diverse text with a reading assessment**

- Reading:** Context / ideas / perspectives
- Character construction/comparative skills for HA students
 - Thematic plotting
 - Setting
 - Linguistic
 - Structure
 - Form
 - SPaG (spelling, punctuation and grammar)

Speaking and Listening:

Role play (Hot Seating; Sculpturing)
Group discussion leading to outcomes that develop thematic understanding of the texts

SPRING *Term 4* **Views and Perspectives/ Oscar Wilde Importance of Being Earnest OR Woman in Black – Paper 2 skills to lead to practice language paper**

Writing: Creative and analytical responses that evidence a range of:

- Linguistic and structural features for type of writing
- Vocabulary
- Comparisons

Reading for comprehension, class issues discussion

SUMMER: *Term 5* **Honour Killing Bali Rai/Diverse text
(assessment based on Literature text links to Paper 2 Literature GCSE)**

Reading: For meaning both implicitly and explicitly. Evidence of interrogative approach to:

- Linguistic devices
- Structural concepts
- Contextual understanding

SUMMER: *Term 6* **Villains and Outsiders: Bunker Diaries**

Writing: Creative and analytical responses that evidence a range of:

- Linguistic and structural features for type of writing
- Vocabulary
- SPaG

Equipment:

Pen, pencil, ruler, exercise book, colouring pencils/pens, glue stick, scissors and imagination!

Homework:

One piece of written homework per week via EL

Assessment Schedule:

- Summative assessment marked against grade descriptors for exams
- Formative assessment throughout the units

Recommended Reading/Useful Websites:

- Regular sustained practice of reading skills
- Essential websites will be given, as and when appropriate

MATHEMATICS

Year 9 Programme of Study

Subject Leader, Mrs J Hulin

In Year 9 students will begin elements of the GCSE course.

Number 1	Place value, Estimation, Combinations, Index laws, Standard form, Surds.
Algebra 1	Expressions, Equations, Formulae.
Ratio & Proportion 1	Growth, Decay, Compound Measures.
Geometry 1	Pythagoras' theorem, Trigonometry in Right Angles, Trigonometry in Non-Right Angles.
Probability 1	Experimental Probability, Theoretical Probability, Exhaustive Events, Mutually Exclusive Events, Combined Events, Venn Diagrams, Independent Events, Conditional Probability.
Algebra 2	Sequences, Inequalities.
Geometry 2	Transformations, Loci, Congruency, Similarity.
Code Breaking	Understanding different ciphers, Number theory, Functions, Password Security, Combinations, Encryption.

Equipment:

Pen, pencil, eraser, and pencil sharpener

Casio Scientific Calculator: [FX-83GT CW](#), [FX-85GT CW](#) or [FX-991 CW](#)

Maths set to include:

- Ruler;
- 180 degree protractor;
- Pair of compasses or compass ruler;
- Set square.



Maths Sets and Calculators (Casio FX-83GT CW) are available on parent pay as a bundle.

Homework:

1 hour per week set on SPARX maths.

SPARX maths is an AI generated homework that adjusts its difficulty to each individual students level. It is essential that students complete their homework independently to ensure that it remains at an appropriate level.

Assessment Schedule:

Mini Assessments at the end of each unit

Termly Assessments combining all prior learning

End of Year assessment (internal)

Recommended Reading/Useful Websites:

- sparxmaths.com
- www.pearsonactivelearn.com
- www.bbc.co.uk/schools
- Murderous Maths by Poskitt Kjartan
- The Phantom Tollbooth by Norton Juster

Extra Resources for Gifted and Talented:

- <https://nrich.maths.org/>
- Intermediate Mathematical Challenge archive | UK Mathematics Trust (ukmt.org.uk)
- Edexcel GCSE (9-1) Mathematics: Higher Extension Practice, Reasoning and Problem-solving
ISBN: 9781292105055
- Professor Stewart's Hoard of Mathematical Treasures by Ian Stewart
- Wonders Beyond Numbers: A Brief History of All Things Mathematical by Johnny Ball

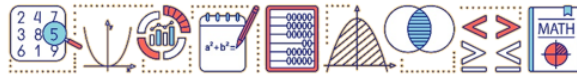
Extra Resources for Basic Skills students:

- <https://mathsmadeeasy.co.uk/ks3-revision/ks3-maths/>
- Edexcel GCSE (9-1) Mathematics - Access to Foundation Workbook: Number
ISBN: 9781447983583
- Edexcel GCSE (9-1) Mathematics - Access to Foundation Workbook: Statistics & Geometry
ISBN: 9781447999768

SIXTH FORM



MATHEMATICS



College

Apprenticeship

GCSE Mathematics - ALL students
GCSE Statistics - SOME students

REVISION | Take part in the Intermediate UK Maths Challenge (FEBRUARY) | Probability: Probability Distributions | Algebra: Functions and Graphical Transformations | Geometry: Circle Theorems | Algebra: Algebraic Fractions

Higher | Foundation | February Mock Exams | November Mock Exams

REVISION | Ratio & Proportion: Using Ratio | Probability: Using Probability | Algebra: Simultaneous Equations

YEAR 11

Geometry: Polyhedrons and curvilinear shapes | Statistics: Collection of data | Ratio & Proportion: Direct and Inverse Proportion | Geometry: Vectors & Geometric Proof

Autumn Assessment | Spring Assessment | Summer Assessment | End of Year 10 Mock Exams

YEAR 10

Algebra: Graphs | Take part in the Intermediate UK Maths Challenge (FEBRUARY) | Statistics: Processing and Representing Data | Statistics: Summarising data | Geometry: Bearings

End of Year 9 Assessment | Algebra: Sequences & Inequalities | Geometry: Pythagoras' Theorem and Trigonometry | Take part in the Intermediate UK Maths Challenge (FEBRUARY) | Number: Place Value, Estimation, combinations, Index Laws, Standard Form & Surds



Code Breaking Project | Summer Assessment | Spring Assessment | Autumn Assessment

Geometry: Transformation, Loci Similarity & Congruence | Probability: Using Probability | Ratio & Proportion: Growth and Decay, Compound Measures | Algebra: Expressions, Equations, Formulae

YEAR 9

Number: Calculations, Negatives, Powers, roots & Types of Number | Ratio & Proportion: Fractions, Decimals, Percentages & Ratio | Geometry: Polygons and Angles rules on parallel line | Geometry: Prisms

Autumn Assessment | Spring Assessment | Summer Assessment

YEAR 8

Algebra: Expressions, Brackets and Solving Equations | Take part in the Junior UK Maths Challenge (APRIL) | Statistics: Analysing & Displaying Data

Geometry: Drawing Accurately and Angle Rules | Take part in the Junior UK Maths Challenge (APRIL) | Ratio & Proportion: Fractions, Decimals, Percentages | Number: Money, time, Negatives, Types of Number & Order of Operations

Summer Assessment | Spring Assessment | Autumn Assessment



Dinosaur Project | Algebra: Linear Sequences and Straight-line graphs | Probability: Calculating Theoretical and Experimental Probability | Geometry: Unit Conversion and Two-dimensional shapes | Algebra: Expressions and Formulae | Introduction to Key Stage 3 Mathematics

YEAR 7

SCIENCE

Year 9 Programme of Study

Subject Leader, Miss M Dimbylow

In Year 9, we try to provide specialist subject teachers as far as possible. Therefore, Biology, Physics and Chemistry are taught in the following blocks.

AUTUMN: *Terms 1 and 2* AQA GCSE Science

	Scientific Skills
B1	Cell Biology
C1	Atomic structure and the periodic table
P1	Energy part 1a – Energy transfers
B2	Organisation

SPRING: *Terms 3 and 4* AQA GCSE Science

B2	Organisation
P1	Energy part 1b – Energy transfers and Resources
C2	Structure, bonding and the properties of matter

SUMMER: *Terms 5 and 6* AQA GCSE Science

C4a	Energy changes
P3	Particle Model
P4	Atomic Structure

Core Skills: Factual knowledge and understanding
Application of knowledge
Experimental work

NB Revision Guides and Work Books are available and recommended.

Equipment:

Calculator, pen, pencil, ruler, protractor, eraser, pencil sharpener

Homework:

A variety of tasks – written exercises, calculations, research, creative work (writing), investigations. Revision exercises from Revision Guides and workbooks.

Assessment Schedule:

Pupils will sit cumulative assessments 3 times over the course of the year. This will be in November, March and June. Each assessment will include GCSE level questions and focus on key knowledge and skills needs to progress to year 10.

Recommended Reading / Useful Websites:

- BBC Bitesize
- AQA website
- AQA GCSE Core Science Revision Guide

Extra Resources for Gifted and Talented:

- Differentiated lessons
- Extended practical investigations.

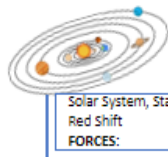
Extra Resources for Basic Skills Students:

Focus on numeracy and literacy exercises in starters and plenary

SIXTH FORM

College

Apprenticeship



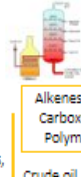
Solar System, Star Life Cycles
Red Shift
FORCES:



Transformers & the National Grid
Magnetism & Motor Effect
ELECTRICITY & MAGNETISM:

Trophic Levels,
Food Production

Adaptations,
Interdependence &
Competition, Ecosystems,
Biodiversity
INTERDEPENDENCE:



Alkenes, Alcohols,
Carboxylic Acids,
Polymerisation

Crude oil
EARTH:



DNA, Cloning

GENETICS & EVOLUTION:
Reproduction, Variation &
Evolution, Genetics &
Evolution, Classification



EARTH:
Earth's atmosphere, Greenhouse Gases,
Climate Change, Pollutants, Potable Water,
Life Cycle Assessments, Recycling

Extracting Metals, Using
Materials, The Haber Process

QUANTITIES & EQUATIONS:
Purity, Formulations,
Identification of unknown
substances
Identification of positive
and negative ions

WAVES:
Waves, EM Spectrum
Sound waves,
Lenses, Black Body
Radiation

YEAR 11

Monoclonal Antibodies
Plant Disease
MICROBES & HEALTH:
Communicable diseases, Defense
against diseases, Drug development

Static Electricity
Series and Parallel Circuits, Domestic
Uses and Safety, Energy Transfers,
National Grid
ELECTRICITY & MAGNETISM:

Titration
Reactivity of Metals, Extraction
of Metals, Reactions of Acids,
Acids and pH, Electrolysis
TREND & PATTERNS:

The brain & Eye, Control of
Body Processes, Infertility
Treatments, Plant Hormones
Homeostasis, Human Nervous
System, Hormonal Coordination,
Hormones & Reproduction
CELLS & SYSTEMS:

QUANTITIES & EQUATIONS:
Chemical measurements,
Using Amount of substance,
Concentrations
Yield & Atom Economy,
Using Concentrations

INTERDEPENDENCE:
Photosynthesis,
Respiration,
Metabolism

ENERGY:
Isotopes, Atoms &
Nuclear Radiation
Hazards & uses,
Fission & Fusion

PHYSICAL CHEMISTRY:
Exothermic & Endothermic
Reactions, Energy Changes, Rates
of Reactions, Reversible Reactions
Chemical Cells

FORCES:
Forces & interactions, Forces &
Elasticity, Forces & Motion, Newton's
Laws
Moments, Levers &
Gears, Fluid Pressure

Nanotechnology
Ionic, Covalent and Metallic
Bonding, Allotropes of Carbon
PARTICLES:

Energy Stores and Systems, Energy
Changes, National & Global Resources
ENERGY:

Culturing
Microorganisms
Cell Structure, Cell Division,
Transport in Cells
CELLS & SYSTEMS:

Separate Science
Content

ENERGY:
Density, Internal and External
Energy Transfers, Gases
Gas Pressure

CELLS & SYSTEMS:
Human organ and organ systems
Plant organs and organ systems

PARTICLES:
The atom, The Periodic
Table, Group 1, 7 and 0
Transition Metals

YEAR 9

What happens to the
energy in the world?
ENERGY:

Do all chemicals react the
same?
PHYSICAL CHEMISTRY:

Why do all living organisms
depend on each other?
INTERDEPENDENCE:

CELLS & SYSTEMS:
How do our bodies work?

ELECTRICITY & MAGNETISM:
How does a lightbulb work?
Why do I get a shock from a
trampoline?

GENETICS & EVOLUTION:
Can we help plants adapt?

EARTH:
Are humans causing the earth to
change more quickly?

YEAR 8

Why are living things
similar but different?
GENETICS & EVOLUTION:

Why are substances
different?
TRENDS & PATTERNS:

What does it mean to be
alive?
CELLS & SYSTEMS:

What is everything
made from?
PARTICLES:

YEAR 7

WAVES:
How do we see and
hear the world around
us?

EARTH:
Is the Earth
changing?

FORCES
How do we fit into the
universe around us?

**BEING A
SCIENTIST**



PROJECT 1: Theme: Sketchbook Cover Design: 'Popular Culture'**Core Skills:**

- Explore a range of print making techniques using polystyrene, paint and oil pastel
- Develop ideas through experimentation and evaluation
- Identify and develop connections to artist's work
- Respond to a brief

PROJECT 2: Theme: Mini GCSE style project**Core Skills:**

- Organise and present work
- Research and analyse relevant contextual sources
- Investigate and record with purpose
- Develop ideas independently in response to a theme
- Experiment with relevant materials and techniques in response to contextual research
- Evaluate and refine ideas as part of a sustained progressive journey

PROJECT 3: Theme: Dreams and the imagination**Core Skills:**

- Draw / paint from observation
- Conduct purposeful research to support design development
- Use perspective to create space and distance
- Use research and investigative skills
- Refining technical control in a range of media to render realistic forms

PROJECT 4: Theme: In the style of independent challenge project**Core Skills:**

- Develop ideas from thematic starting points
- Analyse artists' work
- Develop skills in a range of wet and dry media
- Explore primary sources
- Develop ideas through investigations informed by research
- Refine ideas as work progresses through experiments with materials and techniques
- Realise personal intentions

Equipment:

2B pencil, pen, 30cm ruler, eraser, colouring pencils, sharpener, sketchbook, Paintbrushes & paint set (optional)

Homework:

Completing classwork, artist research, drawing from observation, visits to virtual galleries.

Assessment Schedule:

Summative assessment at end of each assignment. Regular verbal and written feedback. Peer and self-assessment throughout each project. End of project evaluation.

Recommended Reading / Useful Websites:

- www.wikiart.org
- www.theartstory.org
- www.tate.org.uk

Extra Resources for Gifted and Talented:

- Art Club
- Invitation to the GCSE / AS / A2 Art exhibition
- Organising mini exhibitions
- Extension activities which offer opportunity to work on a larger scale and with a wider range of media.

Extra Resources for Basic Skills Students:

- Reference books in Learning Resource Centre and Art rooms
- Basic skills worksheets.
- Paired / group work opportunities
- Scaffolded activities and close teacher guidance

COMPUTER SCIENCE

Year 9 Programme of Study

Subject Leader, Mr J Swanepoel

The Year 9 Programme of study focuses on underpinning the GCSE Computer Science starting in Year 10.

AUTUMN: Term 1: Cyber Security

Term 2: Data Science

SPRING: Term 1 and 2: Media animation and Introduction to the Microbit

SUMMER: Term 1 and 2: Python programming with sequences of data and audio, Visual data representation

Equipment: Standard school equipment

Homework: This will be set in line with the school homework timetable and will comprise activities completed electronically as well as theory and research tasks

Assessment Schedule: Students will be assessed once every half term usually online. Key words will also be highlighted for each unit and tested once a half term.

The Year 9 curriculum continues to build on the teaching and learning delivered in Years 7 and 8. The depth and detail expected in the design and construction of a product is further enhanced and more emphasis is placed on industrial manufacture and production, in order to prepare students for the GCSE course. An appropriate target market is considered for each product as well as its suitability for industrial manufacture.

Food and Nutrition:

This year prepares the students for the GCSE course (Food Preparation and Nutrition). Students are able to expand on set recipes and explore a variety of international and traditional cuisines to develop their repertoire of cooking skills. Students will learn the essential sauces and the science behind them in preparation for their GCSE course.

Practical's will include:

- Macaroni cheese
- Cottage Pie
- Eggs Benedict/Florentine
- Victoria Sponge
- Choux pastry products
- Meringues

Product Design - Mood Light:

Students follow an iterative design process to create a 3D mood-light. They will explore context opportunities by researching a relevant designer, a design movement, or a culture. Students will also learn how to present and communicate ideas like a professional designer! They will use CAD to draw their design in 3D and then assemble their project by hand in the workshop using cutting, joining, soldering and finishing techniques.

Product Design – Civilisations in the Ocean:

In this project students develop an awareness of architectural and global issues. Faced with current real-world problems in terms of over population and climate change, the students study various man-made floating civilisations, including the work of the Bjarke Ingels Group in South Korea. Using architectural modelling materials, the students design and build their own prototype solution to a floating city, taking into consideration sustainability for future generations. The making stage introduces the use of jigs, templates, and tessellation in achieving maximum material management and accuracy in their designs.

Extra Resources - Extended Learning Booklet:

The nature of tasks could be researching, generating design ideas, labelling, and drawing of products at home. Students add to their learning in school through an extended learning booklet which includes:

- Target market research
- Production methods
- Identifying materials
- Analysing a product
- Understanding the design process
- Understanding the making process
- Understanding specific design styles
- Use of the 6Rs to consider the environment

Students are supported by access to exemplar materials.

Extra Resources for Basic Skills students and Gifted and Talented students:

- Step by step guides to specific tasks
- Templates
- Display guides
- Freedom to be independent in the complexity of the work

Equipment:

The following equipment is **essential** and recommended in helping pupils to achieve their potential and enhance the presentation of their work:

HB Lead pencil
Black or blue pen
Colouring pencils
Eraser

Pencil sharpener
30cm ruler
Glue stick
Small craft scissors

Why are extended tasks important?

Learning is done at the pace of each individual student. Extension tasks allow for students working at an accelerated rate to further develop their skills and abilities in designing and making beginning with a set task such as a tea light holder through to an independent project of their own choice'

Assessment Schedule:

The topics are studied over a period of 8 to 12 weeks. At the end of each rotation, students are graded according to the GCSE level descriptors, and they will be able to evaluate their progress towards their KS4 target grade.

Recommended Reading / Useful Websites:

Design and Technology is present in our everyday lives, so students are, initially, encouraged to look behind the reason why products are designed the way they are. Therefore, we encourage students to analyse a range of products. This can be a really useful tool when designing products where inspiration may be limited

These websites are recommended for ideas to support students to develop their knowledge and understanding of Design and Technology:

- www.technologystudent.com
- www.designweek.co.uk

The internet has an abundance of information but narrowing down the search to find useful data can be a challenge. Use the following instructions and websites to support subject specific learning.

Food Technology: www.bbc.co.uk/bitesize
www.foodafactoflife.org.uk/
www.technologystudent.com

Design Process: www.3d-i.org
www.designandtech.com
www.bsonline.techindex.co.uk/
www.designinsite.dk/htmsider/home.htm
www.skyscrapers.com/english/index.html
www.environment-agency.gov.uk
www.dtonline.org

Product Design /Engineering: www.howstuffworks.com
www.3d-i.org
www.designandtech.com
www.bsonline.techindex.co.uk/
www.design-council.org.uk
www.robots.net
www.plasticsresource.com/
www.cadinschools.org/showcase/default.asp
www.designinsite.dk/htmsider/home.htm
www.dtonline.org

AUTUMN *Term 1*

Physical Theatre

Core Skills:

- To know the key conventions of the style of physical theatre.
- To explore the process from professional physical theatre companies and how they create non-naturalistic work.
- To understand how meaning can be created through movement to highlight socio-political issues.
- To be able to apply physical theatre techniques in the creation of personal work.

Term 2

Epic Theatre

Core skills:

- To know the key concepts of the style epic theatre
- To explore the process from a theatre practitioner and Brecht challenged the concept of and challenged his audience
- To understand how theatre can be used as an educational tool to promote change in a community.
- To understand how meaning can be created through the 'verfremdungseffekt' to highlight socio-political issues.
- To be able to apply Epic Theatre techniques in the creation of personal work.

SPRING *Term 3*

Page to Stage – Design

Core Skills:

- To explore the world of theatre design and how it can show meaning to an audience.
- To know the key skills in Set, Costume, Lighting, and Sound Design.
- To understand how mood and atmosphere can be created through chosen design elements to communicate a chosen theme.
- To be able to apply design skills to a chosen extract of a play to realise a play from page to stage.

Term 4

Page to Stage - Acting

Core Skills:

- To explore a set text to consider how to realise it from page to stage.
- To know key rehearsal techniques to help to develop a character for performance.
- To understand the process of developing a character from page to stage.
- To be able to apply performance skills effectively in performance to communicate a character to the audience.

SUMMER *Term 5 and 6*

Verbatim theatre – part 1

Core Skills:

- To explore the style of verbatim theatre to understand the power of word for word performance.
- To know how to collect ethical research in the production of dialogue for a verbatim performance.
- To understand how the style of theatre applied to verbatim text can effect the meaning that is communicated to the audience.
- To be able to perform verbatim text considering how the original vocals and performance of the interview can be implemented into performance.

Verbatim Devising – part 2

Core Skills:

- To explore the style of verbatim theatre with the intent to create a piece of devised theatre.
- To be able to apply the style of verbatim to a socio-political issue chosen by the student.
- To understand the effect of verbatim text on an audience and the impact it can have on an issue.

Equipment: Pen/pencil

Homework: Occasional

Assessment Schedule:

- Formative during each scheme
- Summative with a conclusive performance at the end of each one

FRENCH

Year 9 Programme of Study

Subject Leader, Mrs E Hargreaves

AUTUMN: Term 1 and 2	SPRING: Term 3 and 4	SUMMER: Term 5 and 6
<p>Theme 1: People and lifestyle</p> <p><u>Unit 1: Identity and relationship with others</u></p> <ul style="list-style-type: none"> • Who am I • My personality • Family members • Family relationships • Different types of family • Friends and friendships • Unit 1 revision • Unit 1 assessment 	<p>Theme 1: People and lifestyle</p> <p><u>Unit 2: Healthy living and lifestyle</u></p> <ul style="list-style-type: none"> • Food preferences • Healthy living • Health problems and addictions • Lifestyle choices and habits • The challenge of a healthy lifestyle • Unit 2 revision • Unit 2 assessment 	<p>Theme 1: People and lifestyle</p> <p><u>Unit 3: Education and work</u></p> <ul style="list-style-type: none"> • Revising school subjects • School rules • Studies post-16 • Your dream school • Jobs in the creative industries • Work experience • Unit 3 revision • Unit 3 assessment

Core Skills:

- Listening and responding
- Reading comprehension skills
- Reading aloud
- Using accurate pronunciation and intonation
- Asking and responding to questions in speaking
- Recycling and developing vocabulary.
- Using context to work out meaning
- Writing extended sentences/ paragraphs
- Dictation and spelling skills
- Using grammar accurately in sentences
- Using a range of tenses
- Describing a photo
- Giving opinions
- Translating accurately

Equipment:

AQA Approved GCSE French Foundation Student Book, AQA Approved GCSE French Higher Student Book, AQA Studio, A4 blue exercise book, French-English/English-French dictionary, AQA GCSE workbook and revision guide

Homework:

- As per homework timetable
- Frequent learning of vocabulary / phrases
- Reading and listening exercises
- Writing tasks

Assessment Schedule:

- End of unit assessments
- Mock exam as per school timetable
- Frequent vocabulary test

Recommended Reading / Useful Websites:

- www.languagenut.com Each student will be given login details to access this online platform
- <http://www.aqa.org.uk/>
- <http://www.languagesonline.org.uk>
- <http://www.wordreference.com>
- www.francais-extra.co.uk
- www.mflgames.co.uk
- www.channel4.com/extra
- www.bbc.co.uk/languages/french

Extra Resources for Gifted and Talented:

- Extension tasks
- Group work
- A focus on building thinking skills so pupils can modify and use learning for their own needs
- Projects with partner school in France: Le Collège François Mitterrand
- Projects about French culture.

Extra Resources for Basic Skills students:

- Appropriately differentiated tasks
- A focus on core vocabulary
- Learning support in class

SPANISH

Year 9 Programme of Study

Subject Leader, Mr Le Paih

New GCSE		
AUTUMN: Term 1 and 2	SPRING: Term 3 and 4	SUMMER: Term 5 and 6
<p>Theme 1: People and lifestyle</p> <p>Unit 1: Identity and relationship with others</p> <ul style="list-style-type: none"> • Who am I • My personality • Family members • Family relationships • Different types of family • Friends and friendships • Unit 1 revision • Unit 1 assessment 	<p>Theme 1: People and lifestyle</p> <p>Unit 2: Healthy living and lifestyle</p> <ul style="list-style-type: none"> • Healthy eating • Healthy lifestyle • Keeping fit • Eating out • Different types of diet • Unit 2 revision • Unit 2 assessment 	<p>Theme 1: People and lifestyle</p> <p>Unit 3: Education and work</p> <ul style="list-style-type: none"> • Revising school subjects • Describing your school • The school day • School facilities and rules • Choices at -16 • Jobs and descriptions • Unit 3 revision • Unit 3 assessment

Core Skills:

- Listening and responding
- Reading comprehension skills
- Reading aloud
- Using accurate pronunciation and intonation
- Asking and responding to questions in speaking
- Recycling and developing vocabulary
- Using context to work out meaning
- Writing extended sentences/ paragraphs
- Dictation and spelling skills
- Using grammar accurately in sentences
- Using a range of tenses
- Describing a photo
- Giving opinions
- Translating accurately
-

Equipment:

AQA Approved GCSE Spanish Foundation Student Book, AQA Approved GCSE Spanish Higher Student Book, AQA Studio, A4 yellow exercise book, French-English/English-French dictionary, AQA GCSE workbook and revision guide

Homework:

- As per homework timetable
- Frequent learning of vocabulary / phrases
- Reading and listening exercises
- Writing tasks

Assessment Schedule:

- End of unit assessments
- Mock exam as per school timetable
- Frequent vocabulary test

Recommended Reading / Useful Websites:

- www.languagenut.com Each student will be given login details to access this online platform
- <http://www.aqa.org.uk/>
- <http://www.languagesonline.org.uk>
- <http://www.wordreference.com>
- www.mflgames.co.uk
- www.channel4.com/extra
- www.bbc.co.uk/languages/Spanish

Extra Resources for Gifted and Talented:

- Extension tasks
- Group work
- A focus on building thinking skills so pupils can modify and use learning for their own needs
- Projects with partner school in Peru: San Juan Bosco
- Projects about Spanish culture.

Extra Resources for Basic Skills students:

- Appropriately differentiated tasks
- A focus on core vocabulary
- Learning support in class

GEOGRAPHY

Year 9 Programme of Study

Subject Leader, Mrs E Alexander

AUTUMN: *Term 1*

Deserts

- Environmental characteristics of hot deserts
- Opportunities for development in hot deserts
- Challenges of development in hot deserts
- Causes of desertification in hot deserts
- Reducing desertification in hot deserts

Core Skills: Drawing labelled maps and diagrams
Cartographic skills
Finding evidence from photos
Describing patterns from maps and data
Graphical skills
Numerical skills
Statistical skills
Use of qualitative and quantitative data

Term 2

Global conflicts

- What is the meaning of conflict?
- What are the causes of conflict?
- Conflict in Africa
- Middle East tensions
- Refugees/camps
- Blood diamonds
- Water conflicts

Core Skills: Cartographic skills
Graphical skills
Numerical skills
Statistical skills
Use of qualitative and quantitative data

SPRING: *Term 3*

Glaciation

- Processes in glacial environments
- Glacial erosion landforms
- Glacial transportation and deposition landforms
- Economic opportunities in glaciated areas
- Conflict in glaciated environments
- Managing tourism in the lake district

Core Skills: Cartographic skills
Graphical skills
Numerical skills
Statistical skills
Use of qualitative and quantitative data

Term 4

Our unequal world

- Global development
- Escaping inequality
- Food inequality
- Health inequality
- The Geography of chocolate

Core Skills: Cartographic skills
Graphic skills
Numerical skills
Statistical skills
Use of qualitative and quantitative data

SUMMER: *Term 5* **Ecosystems and Tropical Rainforests**

- Small scale ecosystems
- How does change affect ecosystems
- Global ecosystems
- Environmental characteristics of rainforests
- Causes of deforestation in Malaysia
- Impacts of deforestation in Malaysia
- Managing tropical rainforests
- Sustainable management of tropical rainforests

Core Skills: Cartographic skills
Graphic skills
Numerical skills
Statistical skills
Use of qualitative and quantitative data

Term 6 **Work, rest and play in the UK**

- Changing employment
- Communication and transport
- How do we spend our free time?
- The geography of sport

Core Skills: Cartographic skills
Graphic skills
Numerical skills
Statistical skills
Use of qualitative and quantitative data

Equipment:
Standard – pen, pencil, ruler and colouring pencils.

Homework:
Set termly – such tasks as descriptive writing, letter writing, research, word processing, production of brochures, active reading strategies, learning spellings of key words

Assessment Schedule:

- Modular end of unit.
- This is either based on the whole of the unit or is a levels test based on part of the unit

Fieldwork:
A Year 9 trip is yet to be decided upon past trips have included The Living Rainforest.

Useful websites:
KS4 Geography BBC Bitesize www.bbc.co.uk/bitesize
Education quizzes www.educationquizzes.com
 www.aqa.org.uk/subjects/geography

Extra Resources for Gifted and Talented:
Gifted and talented pupils are:

- encouraged to read more widely around the topic being covered
- provided with specialised tasks in lessons

HISTORY

Year 9 Programme of Study

Subject Leader, Mr M Hryniewicz

AUTUMN:

Term 1

The First World War, 1914-1918

Term 2

Weimar, 1918-1933

Core Skills:

Causes and Consequences
Inferring from sources
Analytical narrative (causation, consequence, change)
Significance

SPRING:

Term 3 and 4

Weimar and Nazi Germany, 1918-1939

Core Skills:

Consequences
Analytical narrative (causation, consequence, change)
Significance

SUMMER:

Term 5

Nazi Germany, 1933-1945

Term 6

**WWII, 1939-1945
The Holocaust**

Core Skills:

Historical enquiry and interpretation
Organisation and communication
Evaluation
Knowledge and understanding

We also study the following topic:

Black History Week in October

Equipment:

- Fully equipped pencil case
- Dictionary
- 20th Century reference sources

Homework:

- Fact-finding. Research. Use ICT
- Written and verbal presentation of understanding
- Information recording

Assessment Schedule:

- Term 1 Source skills and knowledge test
- Term 2: Source skills and knowledge test
- Term 3: Source skills and knowledge test
- Term 4: Source skills and knowledge test
- Term 5: Source skills and knowledge test
- Term 6: Source skills and knowledge test

Recommended Reading/Useful Websites:

- A.J.P. Taylor The First World War
- Max Arthur Forgotten Voices
- Eberhard Kolb The Weimar Republic
- Ian Kershaw Hitler
- R.J. Overy The Origins of the Second World War
- John Laver Nazi Germany 1933-1945 History at source
- BBC History website

Extra Resources for Gifted and Talented:

- Differentiated homework – more independent work.
- Drama – role plays about key event
- Create information for other students, e.g., timeline sheets / presentation

Extra Resources for Basic Skills students:

- Word box sheets and sentence starters
- Differentiated worksheets and text

MUSIC

Year 9 Programme of Study

Subject Leader, Mr P Windibank

AUTUMN: *Term 1 - Synth Pop – “Enola Gay” by OMD.*

Core Skills: Key features of Synth pop: Listening – vocabulary
Improving technique on a range of classroom instruments and vocals
Focus on improving keyboard skills

Term 2 - Orchestral Music - Hall of the Mountain King

Core Skills: Instruments of the orchestra
Improving keyboard skills
Improving class performance

SPRING: *Term 3 - Musicals - Hamilton*

Core Skills: Key features of musicals and background to the story of Hamilton
Understanding ground bass learning the bass line
Inversions and harmonic rhythm
Making a rap

Term 4 – Piano Music – Fur Elise (Beethoven)

Core Skills: Playing by ear:
Improving keyboard skills
Improving class performance

SUMMER: *Term 5 – Billionaire (Mars)*

Core Skills: Improving keyboard skills
Improving class performance

Term 6 - Formula Pop Music - Song Writing

Core Skills: Improvisation, composition, creativity

Equipment:

Keyboards, glockenspiels, ukulele, guitars, electric guitar, drum kit

Homework:

When appropriate

Assessment Schedule:

End of each term

Recommended Reading / Useful Websites:

- [youtube.com](https://www.youtube.com)
- [bbcbitesize](https://www.bbc.com/education)

Extra Resources for Gifted and Talented:

Students are encouraged to work on more technical arrangements showing higher degree of creativity and sense of style. They are also expected to show leadership skills within their group.

Extra Resources for Basic Skills students:

Students are encouraged to perform simple parts but to a higher standard.

PHYSICAL EDUCATION

Year 9 Programme of Study

Subject Leader, Mr D Carter

AUTUMN: *Term 1*

Girls Football
Boys Basketball
Mixed Core Skills

Term 2

Girls TT/ Badminton
Boys Football
Mixed Fitness

SPRING: *Term 3*

Girls Netball
Boys Football
Mixed Core Skills

Term 4

Girls Netball
Boys TT/ Badminton
Mixed Football

SUMMER: *Term 5*

Girls Athletics
Boys
Mixed

Term 6

Girls Athletics
Boys Athletics
Mixed Rounders

Equipment:

Compulsory: Black shorts, black polo shirt, black/white rugby top, black football socks, white trainer socks, football boots/moulds indoor trainers, shin pads.

(Astro-trainers can be worn but NOT in place of boots due to health and safety on the pitches)

Optional: Black Tracksuit, Black and white fleece, plain black skins

Homework: Pupils are encouraged to develop their skills in their own time either as part of a school or external club

Assessment Schedule: Practical assessment at the end of each unit of work
Our departmental focus is evaluating and improving performance

Recommended Reading / Useful Websites:

- www.readingrockets.co.uk
- www.rfu.com
- www.england-netball.co.uk
- www.skysports.com
- www.knowthegame.co.uk
- www.berkshirehockey.org.uk
- www.bbc.co.uk/sport
- www.readingac.com
- www.youthsportstrust.org
- www.readinggirlsfc.co.uk

Extra Resources for Gifted and Talented:

- Range of extra-curricular / enrichment opportunities
- Gifted and talented PE enrichment day
- Visiting star performers
- Opportunities to attend county and district trials in a range of sports.
- Sports Day – whole school participation
- Links with community clubs for coaching and joining clubs outside school

Extra Resources for Basic Skills students:

- use of a range of modified equipment to aid learning.
- close liaison with support staff to maximise pupil progress