



Programmes of Learning 2021-22

Year 9

Heads of Department

Head of Art, Helen Sevink helensevink@varndean.co.uk

Lead Computing Teacher, Maria Prasanna mariaprasanna@varndean.co.uk

Head of Dance, Helen MacDonald helenmacdonald@varndean.co.uk

Head of Drama, Jolie Bartley joliebartley@varndean.co.uk

Head of English, Dawn Gillam dawngillam@varndean.co.uk

Acting Head of Geography, Lloyd Durbin lloyddurbin@varndean.co.uk

Head of Health & Social Care, Aurelie Elder aurelieelder@varndean.co.uk

Head of History, Anita Turner anitaturner@varndean.co.uk

Head of Languages, Lorraine Newman lorrainenewman@varndean.co.uk

Head of Mathematics, Nicola Raven nicolaraven@varndean.co.uk

Head of Media, Dave Fouracre davidfouracre@varndean.co.uk

Head of Music, David Berliner davidberliner@varndean.co.uk

Head of Physical Education, Calum Thomas calumthomas@varndean.co.uk

Head of Science, Laura Bush laurabush@varndean.co.uk

Acting Head of Philosophy and Ethics and Sociology, Sean Trelawny
seantrelawny@varndean.co.uk

Head of Technology (incl Creative iMedia), Stuart Davies stuartdavies@varndean.co.uk

Year 9 - Art and Design

Exam Board & course title/code	Unit	Date of Exam	% of Total Exam
EdExcel Art, Craft and Design (AD01)	Unit 1: Personal Portfolio (1AD01)		60%
	Unit 2: Externally set assignment (1AD02)	May 2023	40%
Key topics	Course content		Assessment
Autumn 1: Non-western art /Masks. Ceramics	Masks: Observational drawing, artist research and exploration of African masks and masks from other cultures. Exploration of media, materials and techniques. Mask design, maquettes and modelling. Outcome: · 3D masks in ceramics.		Preparation: Based on theme of: Masks Other assessments: Sketchbook checks - feedback and review for improvements
Autumn 2: Non-western art /Masks. Ceramics			
Spring 1: Photography	Brighton: Fragments of a City Photography inspired by Edward Fella. Colour theory with acrylics. Research work of relevant painters whose work is based on townscapes. Experiment with painting techniques in producing a painting from photographs taken by students.		Preparation: Based on theme of Fragments of a City /Painting Other assessments: Sketchbook checks - feedback and review for improvements
Spring 2: Printmaking			
Summer 1: Natural forms, textures, surfaces.	Start of GCSE Art Coursework: <u>PROJECT 1: NATURAL FORMS</u> Observational drawing, painting (mixed media), printmaking. Drawings (in a variety of media) of flowers/seed		Preparation: Students working through the GCSE Natural Forms Preparation sheet. <i>All Preparation contributes to GCSE coursework</i>
Summer 2: Natural forms,			

textures, surfaces.	<p>heads, vegetables, fruit, plants, fossils, bones etc.</p> <p>Explore the work of other artists - Henry Moore, Karl Blossfeldt, Peter Randall-Page</p> <p>Small drawing/mixed media studies inspired by photography.</p>	<p>Other assessments:</p> <p>Sketchbook portfolio checks every half term</p>
<p>Suggestions for independent study and home support</p> <p>Visit local museums and galleries. Draw from observation or imagination. Take photos of local landmarks. Visit Booth Museum.</p>		
<p>Literacy</p> <p>Visual Language: Line, tone, form, shape, composition, colour, texture.</p>	<p>Numeracy</p> <p>Scaling up/down, enlargement. Proportion, shape, repeating pattern, translation.</p>	<p>Other</p> <p>Independent learning - development of ideas for final piece.</p>

Year 9 - ASDAN

Exam Board & course title/code	Unit	Date of Exam	% of Total Exam
Key topics	Course content		Assessment
<p>Autumn 1:</p> <p>Identity Challenges 1 and 3 Health Challenges 13 Personal Finance Challenges 1 and 2</p>	<p>Identity - Personal Skills and qualities, defining skills and qualities and creating personal profile page. Health -Keeping Fit, define and understand strength. Stamina and suppleness. Personal Fitness tests. Personal Finance - What money is? Earliest forms of “barter” history of money Currencies of the world</p>		<p>Preparation: students are expected to do independent research weekly on each new challenge</p> <p>Other assessments:</p> <p>Assessment is ongoing through the production of plan and review documentation</p>
<p>Autumn 2:</p> <p>Healthy Eating Challenge 5 Enterprise Challenge 8,9 and 11 Identity Challenge 17</p>	<p>Health -Healthy eating Study of which different foods provide the various elements that our bodies need Enterprise - the Stock Market Obtain a list of current shares and over a period of time keep a detailed record of their price-display the data. What are where is the stock exchange what are shares and dividends Identity-record of achievement, produce and deliver an oral presentation on personal interests.</p>		<p>Preparation: students are expected to do independent research weekly on each new challenge</p> <p>Other assessments:</p> <p>Assessment is ongoing through the production of plan and review documentation</p>
<p>Spring 1:</p> <p>Environment Challenge 5 and 6 Personal finance Challenge 9 and 10 Values Challenges 20 and 21</p>	<p>Environment- what are natural disasters and study of them. Local natural disasters Personal finance -Spending money compare weekly shopping. Different methods of payment Values codes of conduct and how they apply to the law</p>		<p>Preparation: students are expected to do independent research weekly on each new challenge</p> <p>Other assessments:</p> <p>Assessment is ongoing through the production of plan and review documentation</p>
<p>Spring 2:</p> <p>Citizenship</p>	<p>Health- First Aid research and discussion on dealing with various cases.</p>		<p>Preparation:</p>

<p>Challenge 45 and 46 Health Challenge 19 and 20</p>		<p>students are expected to do independent research weekly on each new challenge.</p> <p>Other assessments:</p> <p>Assessment is ongoing through the production of plan and review documentation</p>
<p>Summer 1: Health Challenges 14 and 18</p>	<p>Health - keeping fit, produce training plan to improve your level of fitness. Sport in the community study of an international sporting event</p>	<p>Preparation: students are expected to do independent research weekly on each new challenge</p> <p>Other assessments:</p> <p>Assessment is ongoing through the production of plan and review documentation</p>
<p>Summer 2: Community Challenge 9 and 11</p>	<p>Community - local facilities study the local area and produce a detailed information product that presents their findings</p>	<p>Preparation: students are expected to do independent research weekly on each new challenge</p> <p>Other assessments:</p> <p>Assessment is ongoing through the production of plan and review documentation</p>
<p>Suggestions for independent study and home support (see challenge heading)</p>		
<p>Literacy Various keywords linked to each challenge</p>	<p>Numeracy Formula Sum Credit Debit Currency comparison Timing Recording Measuring Representing data percentages</p>	<p>Other PLTS Creative thinking Independent learning Teamwork Reflective learners Oral presentation skills</p>

Year 9 - BTEC Tech in Enterprise

Exam Board & course title/code	Unit	Date of Exam / Coursework	% of Total Course
Edexcel BTEC Tech Level 1 / 2 Award in Enterprise	Component 1: Exploring Enterprise	Year 10 Sept - Dec 2 of 3 Assignments	30% Controlled Assessment Work
	Component 2: Planning and Pitching for an Enterprise Activity	Year 11 Component 1 Sept - Dec 1 of 3 Assignments Component 2 Jan - May	30% Controlled Assessment Work
	Component 3: Marketing and Finance for Enterprise	Year 10 Jan - May	40 % Exam
Autumn 1:	Enterprise in the Business World: <ul style="list-style-type: none"> ● Explore and develop an opportunity for a new business start up. Investigating the business environment. ● Develop a business plan considering market research, marketing, competition, finances, resources. ● Explore local businesses and what makes them successful. 		Preparation: Research and compare two local businesses. Other assessments: Presentation of new business.
Autumn 2:	Enterprise in the Business World: <ul style="list-style-type: none"> ● Students will learn about and apply knowledge of the Marketing mix to their new business start up idea ● Product ● Place ● Price ● Promotion 		Preparation: Research and compare two marketing campaigns Other assessments: Summative marketing assessment. Presentation of promotional materials.
Spring 1:	Recruitment, Selection and Employment: <ul style="list-style-type: none"> ● Students develop understanding of the recruitment process through a real business case study ● Students consider recruitment materials like Job Descriptions and a Person Specification ● Students produce covering letters and CVs and complete an Application Form ● Students undertake an assessed mock interview 		Preparation: Complete the job application form Other assessments: Job interview

Spring 2:	<p>Recruitment, Selection and Employment and Enterprise in the Business World:</p> <ul style="list-style-type: none"> ● Students consider departments within business (i.e. Functional Areas) and choose a large and a small business to demonstrate understanding of these plus: <ul style="list-style-type: none"> - Location - Competitors - Stakeholders - Channels - Format of Business 	<p>Preparation: Initial research into the context of the chosen business</p> <p>Other assessments: Present Case Study</p>
Summer 1:	<p>Finance:</p> <ul style="list-style-type: none"> ● Students understand costs and the planning tools that businesses use to understand profit and loss ● Students learn how businesses make a profit and undertake break even analysis. 	<p>Preparation: Festival Task</p> <p>Other assessments: Present Case Study Scenario</p>
Summer 2:	<p>Finance:</p> <ul style="list-style-type: none"> ● Students create personal budgets to understand the basics of business budgeting ● Students develop business budget models which includes: <ul style="list-style-type: none"> - Costs - Cash Flow - Profit and loss 	<p>Preparation: Personal Budget Plan</p> <p>Other assessments: Past Finance paper</p>

Suggestions for independent study and home support:

Watch The Apprentice, Dragon's Den, and other business related programmes. Read the business news sections of the BBC Website, The Economist and the Financial Times.

We have text books available to support key course learning and finance revision and exam practice.

<p>Literacy</p> <p>Various keywords linked to each unit Explaining and describe business terms</p>	<p>Numeracy</p> <p>Sums Credits Debits Percentages Data handling</p>	<p>Other</p> <p>ICT skills Time Management Creative thinking Independent learning Teamwork Reflective learners Oral presentation skills</p>
--	--	---

Year 9 - Creative iMedia

Exam Board & course title/code	Unit	Date of Exam	% of Total Exam
OCR	R081	Jan QUERIED WITH STUART DAVIES	25%
	R082 / R085 / R092	Project Briefs	75%
Learning Cycle 1: R081 / R082	Students will learn to: <ul style="list-style-type: none"> ● Pre-production skills ● Moodboard, storyboards, visualisation diagrams ● Graphic design concepts ● Introduction to graphic tools and software 		Preparation: Online tutorials Evaluations and review User feedback and testing
Learning Cycle 2: R091: Designing a game concept	Students will: <ul style="list-style-type: none"> ● Develop a game concept ● Create a design brief and association evidence to document their plan ● Consider audience and purpose ● Prepare and log assets ● Create a range of solutions for their game concept 		Testing and gathering user feedback Knowledge of the software
Learning Cycle 3: R085: Web development	Students are taught the following syllabus topics: <ul style="list-style-type: none"> ● Audience and purpose ● Client briefs and the project lifecycle ● Site structure ● Consistency ● Composition and page design ● Accessibility ● Content selection and prep ● Coding ● Testing ● Evaluation 		Preparation: Online tutorials Test buddy Other assessments: Practise exam style assessment
Learning Cycle 4: R081 / R082 Project	Students are taught the following syllabus topics: <ul style="list-style-type: none"> ● Audience and purpose ● Client briefs and the project lifecycle ● Development ● Feedback ● Evaluation 		Preparation: Online tutorials Test buddy Other assessments: Practise exam style assessment

Suggestions for independent study and home support:

- Web development: <https://www.w3schools.com/>
- Game Making: <https://www.yoyogames.com/en/gamemaker>
- Game maker tutorials: <https://www.youtube.com/watch?v=hzMNunoPd0o>

<p>Literacy:</p> <p>Legislation, effectiveness, quality assurance, conversion, safety, plagiarism, acknowledgment of sources.</p> <p>Presentation: grammar and spelling accuracy.</p>	<p>Numeracy:</p> <p>File sizes and processor speeds. Binary</p>	<p>Other:</p> <p>Analysis Computational thinking Critical thinking Problem solving Online safety Laws related to computer use and online activity</p>
--	--	--

Year 9 - Computer Science

Exam Board & course title/code	Unit	Date of Exam	% of Total Exam
OCR	Computer Systems (J276/01)	2022	50%
	Computational thinking, algorithms and programming (J276/02)	2022	50%
	Programming project (J276/03/04)	2022	
Learning Cycle 1: Programming Basics (Loops, Variables, Data Types)	Students are introduced to a text based programming language called Python. They develop knowledge on algorithms and programming computers using clear instructions in a specific syntax. Students learn to store data in variables and assign them to different data types (e.g. integer, decimal, boolean) as well as asking users for input. They are then introduced to Turtle programming to recognise the importance of sequencing in programming and writing their first block of code - a true program. Students build on the above skills and learn complex programming constructs such as conditional (IF statements), iteration (FOR loops and WHILE loops) and functions (advanced). Knowledge and skills to use these constructs are applied to live programming challenges.	Preparation: <ul style="list-style-type: none"> Coding tasks Other assessments: <ul style="list-style-type: none"> Development write up 	
Introduction to Computing Memory Storage	Students develop a confident understanding of the programming development process. In particular, the following: <ul style="list-style-type: none"> System Architecture (Von-Neumann Architecture) Purpose of CPU Embedded Systems Memory - RAM, ROM and cache memory Storage - Three different storage units. Optical, Magnetic and Solid state. 	Preparation: <ul style="list-style-type: none"> OCR PPE Other assessments: <ul style="list-style-type: none"> OCR PPE 	
Learning Cycle 2 Algorithms Data	Students will be introduced to algorithms and programming and will learn: <ul style="list-style-type: none"> Computational thinking: abstraction, 	Preparation: <ul style="list-style-type: none"> Algorithm tasks 	

Representation Wired and Wireless Networks Python challenges	decomposition, algorithmic thinking <ul style="list-style-type: none"> Standard searching algorithms: binary search, linear search Standard sorting algorithms: bubble sort, merge sort, insertion sort How to produce algorithms using: pseudocode, using flow diagrams, interpret, correct or complete algorithms. Data Representation-Binary to Denary Denary to Hexadecimal Introduction to Networks. 	Other assessments: <ul style="list-style-type: none"> Practice paper Practical application
Learning Cycle 3: Algorithms Programming Techniques Data Representation	Students will be introduced to robust programming and data representation will and will learn: <ul style="list-style-type: none"> Defensive design considerations: input sanitisation/validation, planning for contingencies, anticipating misuse, authentication Maintainability : comments, indentation The purpose of testing and types of testing: iterative, final/terminal How to identify syntax and logic errors selecting and using suitable test data Data representation - Hexadecimal 	Preparation: <ul style="list-style-type: none"> Programming tasks Other assessments: <ul style="list-style-type: none"> Practice paper Practical application
Learning Cycle 4: Programming - Testing, evaluation and conclusions	Students will be taught skills required to produce a full report covering all aspects of an investigation: <ul style="list-style-type: none"> How to present the information in a clear form which is understandable by a third party and which is easily navigable How to critically appraise the evidence that they have presented How to test their own solution How to present their evaluation in a relevant, clear, organised, structured and coherent format How to use specialist terms correctly and appropriately How to present a conclusion to the report How to justify their conclusions based on the evidence provided. 	Preparation: <ul style="list-style-type: none"> Write-up tasks Other assessments: <ul style="list-style-type: none"> Test schedule Write-up for code example
Programming - GCSE project practice (mock GCSE task)	Students develop a confident understanding of the programming development process. In particular, the following stages are explored: <ul style="list-style-type: none"> Success criteria (what will a successful solution be) Planning and design (flowcharts and pseudocode) Development (narrative of the process with 	Preparation: <ul style="list-style-type: none"> Attendance at Computing Catchup (min. 3x1 hour sessions) Other assessments:

	<p>explanations of code)</p> <ul style="list-style-type: none"> ● Testing and remedial actions (with narrative of changes made) ● Evaluation (clearly linked to success criteria). This process will allow students to demonstrate the key elements of computational thinking: ● Thinking abstractly - removing unnecessary detail ● Thinking ahead - identifying preconditions and inputs and outputs ● Thinking procedurally - identifying components of problems and solutions ● Thinking logically - predicting and analysing problems ● Thinking concurrently - spotting and using similarities. 	<ul style="list-style-type: none"> ● Mock project
<p>Suggestions for independent study and home support Codecademy: www.codecademy.com</p>		
<p>Literacy:</p> <p>Abstraction, decomposition, binary search, linear search, bubble sort, merge sort, insertion sort, pseudocode, flow diagrams, algorithm, variables, constants, operators, inputs, outputs, assignments, sequence, selection, iteration (count and condition controlled loops), open, read, write, close, integer, real, Boolean, character and string, casting, input sanitisation/validation, syntax errors, logic errors, test data, success criteria, planning, design, development, testing, evaluation.</p>	<p>Numeracy:</p> <p>Linked with Mathematics throughout.</p>	<p>Other:</p> <p>Analytical thinking Computational thinking Creative thinking Critical thinking Innovative thinking Logical thinking</p>

Year 9 - Dance GCSE

Exam Board & course title/code	Unit	Date of Exam	% of Total Exam
AQA Dance 8236	Component 1 3.1 Performance 3.2 Choreography	April 2024	Performance - solo and duet / trio 30% Choreography - solo or group performance 30%
	Component 2 3.3 Written Appreciation	June 2024	Written paper 1 ½ hours 40%
Autumn 1 Introduction to GCSE Dance	An Introduction to GCSE Dance - expectations and requirements for course <ul style="list-style-type: none"> GCSE Dance outline - course components, kit, expectations, rules and sanctions, workshops, performance opportunities, clubs, certificates/credits. Completing book glossary and target grades etc Technique classes that focus on specific technical skills essential for performance and development of movement memory and physicality 		Preparation: Questions related to good technique Evaluations on performance Expectation of involvement in extracurricular dance activities
Performance skills Knowledge, understanding and skills for Performance	Safe working practice - process - warming up, cooling down, nutrition, hydration <ul style="list-style-type: none"> Safe working practice - during performance - safe execution, appropriate dancewear, hair, jewellery, mental attitude Mental skills and attributes - movement memory, commitment, concentration, confidence Repetition, mental rehearsal, rehearsal discipline, planning of rehearsal, response to feedback, capacity to improve		Preparation: Specific questions related to safe working practice Research of good diet and healthy lifestyle relating to dancers
Technical development of physical and expressive skills. Awareness of	Development of physical skills - 2 (or more) per lesson - writing about it doing it and choreographing a short phrase that uses this skill <ul style="list-style-type: none"> Performance of a phrase of movement (includes technical skills) that allows students to 		Preparation: Rehearsal of technical study being taught Revision of key terms

<p>technical skills</p>	<p>demonstrate expressive skills 2or more per lesson - writing about it and showing it practically in their performances</p> <ul style="list-style-type: none"> • Technical skills - layering these on to the phrase they have learnt - writing about these and demonstrating in final performances 	<p>Informal - Ongoing feedback verbally and in books regarding answers to questions etc.</p> <p>Formal - Performance mark based on technical study learnt and developed in small groups.</p> <p>Test of all terminology relating to performance skills</p>
<p>Autumn 2 Constituent features of Dance</p>	<ul style="list-style-type: none"> • Introducing students to features of production including Performance environments, aural setting for dance and its effect on dance choreography (SYTYCD), costume and lighting, props, stage set - projections, dancers numbers / gender, dance for camera • Students will write about definitions - see visual examples and talk/discuss/write about the effectiveness this presents for a dance • Main terminology used in dance composition - actions, gestures, dynamics, space, relationships, motif and motif development • Using various stimuli as a way into creating composition e.g. costume, pictures, text, themes • Students to use their own stimulus to create their group compositions 	<p>Preparation:</p> <p>Revision of key terms Presentation of key terms Rehearsal of dance for assessment Attendance at extracurricular clubs</p> <p>Informal - Ongoing assessment of compositional ability and technical development. Ability to comment about how constituent features compliment or enhance professional works and linking this to their own choreographic process</p> <p>Formal - Final group composition with a focus on choreography techniques, presentation on choreographic style and their own choreography End of term test to consolidate learning from all areas of study, exam style questions on choreography</p>
<p>Knowledge, understanding and skills for choreography</p>	<ul style="list-style-type: none"> • Understanding of key terminology action content, dynamic content, spatial content, relationship content, structuring devices, choreographic devices • Students will learn the correct definitions for 	<p>As above</p>

	<p>all of these key terms and develop a phrase of movement over time to encompass the full range of skills essential for choreography. Students will perform their final dance and be assessed.</p>	
<p>Spring 1 GCSE Dance Anthology - A linha Curva Itzik Galili</p>	<ul style="list-style-type: none"> Using a professional dance as a way to create movement and develop technical ability Learning technical studies taken from the work itself focussing on physicality, accuracy and emulating dance styles Analysis of constituent features of the work Creating own compositions based around themes, Brazilian culture - a celebration of Brazilian life and the ability to live the moment. Title means a curved line. Samba and Capoeira influences. Typical actions: gesture patterns combined with simple steps; isolations of shoulders and hips. Individual “signature” phrases learned by everyone and repeated. Performed in unison, in lines and ranks with changes of front. Order and structure decided by external factors. Driving rhythms contrast with slow controlled balances and shapes. Playful groups show off athletically: travel, jump, fall, roll, lift, pose. Males demonstrate prowess in ones and twos. Use of number, unison and canon to build a climax. Contextual information about the work and company 	<p>Preparation:</p> <p>Research of this choreographers work and constituent features Analysis questions based on constituent features of these dances To rehearse choreographies To evaluate and use exam criteria to mark own and other’s work</p> <p>Informal - Ongoing assessment of composition, technical ability and interpretation. Regular homework to research professional works and answer exam based questions Formal - Practical assessment of Performance using exam criteria</p> <p>Written accounts of how the choreographer has used the constituent features to develop the work making links to the choreographic intention</p> <p>Final written test on this work</p>
<p>Spring 2: Stimulus For Dance</p>	<ul style="list-style-type: none"> Introducing students to various means of creating dance from a wide range of stimuli - text, pictures, music, historical event, props Introducing choreographic processes including: researching, improvising, generating, selecting, developing, structuring and refining Discussion and implementing choreographic intent through mood, style, theme, Each lesson develops students ability to choreograph relating back to choreographic intent e.g. climax, pathways, relationships, 	<p>Preparation:</p> <p>Researching ideas for own stimulus Rehearsal Attendance to extra curricular</p> <p>Informal - Ongoing assessment in lessons of choreographic ability - applying and developing Verbal contributions and</p>

	<p>dynamics etc</p> <p>Check sheets/questions to complete</p>	<p>feedback from peers and teachers to help develop work further</p> <p>Formal - Assessment of completed compositions Exam style questions</p>
<p>Summer 1: DANCE ANTHOLOGY Study of a Professional Dance Shadows - Christopher Bruce</p>	<p>GCSE Dance Anthology - Shadows</p> <ul style="list-style-type: none"> Using Shadows by Christopher Bruce to develop composition - Narrative/musicality and props Analysis of movement and choreography - Family relationships. Each family member “has a voice and tells their story”. Moods expressed e.g. anger, frustration, fear, tenderness. Physical contact and weight taking. Tables and stools are part of the choreography. Lighting and props contribute to mood and meaning and define space. Strong musicality. Learning and performing chosen motifs. Semi narrative. Solos, duets, trio, quartet. The music plays an important role. Encouraging originality, creative responses to initial motifs. 	<p>Preparation:</p> <p>Analysis questions based on constituent features of these dances Presentations on aspects of the dance works</p> <p>Informal - Teacher and peer feedback as well as pre-assessments</p> <p>Formal - Final assessment of choreographies based on choreographic intent being explored and developed into own compositions - exam based questions</p> <p>Final end of unit test on this work</p>
<p>Summer 2: <u>SET PHRASES & DUET TRIO PERFORMANCE</u></p>	<p>Set Phrases</p> <ul style="list-style-type: none"> Students to learn two set phrases adapted from actual phrases they will learn. Students to accurately perform the phrases as a solo Students to then use and adapt set phrases for performance piece to be assessed in accordance with the criteria Students will develop phrases through focused lessons based on physical and expressive skills and an understanding of the exam criteria 	<p>Preparation:</p> <p>Rehearsal Questions based on performance and technique Rehearsal and improving work for performance</p> <p>Informal- Peer and teacher feedback, reciprocal teaching, videoing and watching back. Focus on technical ability.</p> <p>Formal- Final assessment of solos and developed performances Mock exam where candidates can gain a sense of their</p>

		<p>achievements and what they need to do to improve next year. Students will also watch their performance back and make some of their own targets for the following year</p>
<p>Suggestions for independent study and home support</p> <p>Work on e-learning hub to support all areas of study</p> <p>See professional dance performed outside of school</p> <p>Be involved in extracurricular clubs and performances</p> <p>Take part in workshops with professional dancers</p> <p>Watch professional dance works on youtube</p> <p>Read about professional dance artists you are studying</p>		
<p>Literacy (keyword link)</p> <p>Use of keywords in description, analysis and evaluations.</p> <p>Use subject specific glossary from books</p>	<p>Numeracy</p> <p>Timing musically</p> <p>Group numbers</p> <p>Problem solving</p>	<p>Other</p> <p>Communicating ideas and sharing ideas</p> <p>PLTS</p> <p>Creative Thinking</p> <p>Time management</p> <p>Independent learning</p> <p>Group work</p> <p>Reflective learners in group tasks</p>

Year 9 - Drama GCSE

Exam Board & course title/code	Unit	Date of Exam	% of Total Exam
EDEXCEL	GCSE DRAMA 1DR0	SUMMER 2022	
	Component 1DR0/1	DEVISING	40 Coursework
	Component 2 1DR02	PERFORMANCE FROM TEXT	20 Coursework
	Component 3 1DR0/3	THEATRE MAKERS IN PRACTICE	40 Written examination

<p>Learning cycles 1 - 4</p> <p>Time Travel</p> <p>Working with script - Rats</p> <p>Physical Theatre</p> <p>J for Jealous</p> <p>Blood Brothers by Willy Russell - script exploration and performance</p> <p>Teenage/parent issues - scripted and devised work</p> <p>Marriage - devised work</p> <p>Shut Up! by Andrew Payne - script exploration and performance</p>	<p>Devising and performance from text</p> <p>Students are required to know and understand the following:</p> <ul style="list-style-type: none"> ● characteristics of dramatic work including genre, structure, character, form, style, and language ● how meaning is communicated and interpreted through: <ul style="list-style-type: none"> - performance conventions - use of space and spatial relationships on stage - relationships between performer and audience. <p>All students must explore the processes by which devised performance is developed and demonstrate the following skills to create and communicate meaning through:</p> <ul style="list-style-type: none"> ● research ● developing ideas and intentions ● rehearsing, refining and amending work in progress for performance. <p>Centres may practically explore stimuli using a variety of methods such as:</p> <ul style="list-style-type: none"> ● whole class exploration ● small group improvisations ● creating tableaux, role on the wall, hot seating, etc. ● developing movement/physical sequences ● developing soundscapes ● forum theatre. 	<p>Preparation: Self and peer written evaluation</p> <p>Research drama texts, script writing, line learning</p> <p>Other assessments: End of half term performance assessment, written log books</p>
--	---	--

<p>Murder/mystery - devised work</p> <p>Verbatim theatre</p> <p>Devised piece public showcase</p>	<p>Students' research should include (where relevant) an investigation of:</p> <ul style="list-style-type: none"> • social, historical and cultural contexts • theatrical conventions • current themes and trends • issues and controversies. <p>Performers must develop skills in:</p> <ul style="list-style-type: none"> • rehearsing and learning lines; adapting work in response to rehearsals (to be done collaboratively) • voice: use of clarity, pace, inflection, pitch and projection • physicality: use of space, gesture, stillness and stance • ability to combine and apply vocal and physical skills • characterisation • communication with other performers and with the audience • understanding of style, genre and theatrical conventions. <p>Development of Written evaluation skills</p> <p>Each student must include a response to the following questions in writing.</p> <ul style="list-style-type: none"> • What was your initial response to the stimuli and what were the intentions of the piece? • What work did your group do in order to explore the stimuli and start to create ideas for performance? • What were some of the significant moments during the development process and when rehearsing and refining your work? • How did you consider genre, structure, character, form, style, and language throughout the process? • How effective was your contribution to the final performance? 	
<p>Suggestions for independent study and home support:</p> <p>Theatre visits, various educational websites e.g. Bitesize https://www.bbc.co.uk/bitesize, all aspects of school productions.</p>		
<p>Literacy Key Terms: For performance Voice and movement, Roles and characterization,</p>	<p>Numeracy</p> <p>"Get into a group of 3 / 4 / pairs"</p> <p>Forms of staging - angles/sight lines</p>	<p>Other</p> <p><u>PLTS</u> Creative Thinking Time management</p>

<p>communication, content, style, form.</p> <p>For devising</p> <p>Response strategies</p> <ul style="list-style-type: none"> • Still image • Thought-tracking • Narrating • Hot-seating • Role play • Cross-cutting • Forum theatre • Marking the moment <p>The drama medium</p> <ul style="list-style-type: none"> • The use of costume • The use of masks and/or make-up • The use of sound and/or music • The use of lighting • The use of space and/or levels • The use of set and/or props • The use of movement, mime and gesture • The use of voice <p>The elements of drama</p> <ul style="list-style-type: none"> • Action/plot/content • Forms • Climax/anticlimax • Rhythm/pace/tempo • Contrasts • Characterization • Conventions • Symbols 	<p>Set Design - scale and measurement</p> <p>Costume design - measuring someone</p> <p>Any performance - timing and sequencing/budgeting</p>	<p>Independent learning</p> <p>Team work</p> <p>Reflective learners</p>
--	--	---

Year 9 - English Language and Literature

Exam Board & course title/code	Unit	Date of Exam	% of Total Exam
AQA English Language (8700)	QAN code 601/4292/3	Two exams in Year 11	100% exam - no coursework/additional components
AQA English Literature (8702)	QAN code 601/4447/6	Two exams in Year 11 (Dates tbc)	100% exam - no coursework/additional components
Autumn 1: <i>Dystopian Worlds</i>	<p>Study of fiction, nonfiction and poetry that link to the theme of dystopia. This unit will introduce the skills required for Language Paper 1 and Language Paper 2.</p> <p>Through the use of extracts from a variety of dystopian literature as stimulus, students will develop their creative writing skills with a focus on writing narratives.</p>		<p>Preparation: Students will receive fortnightly preparation tasks linked to the topic.</p> <p>Assessment: Language Paper 1 style assessment - short story/descriptive writing.</p>
Autumn 2: <i>Lord of the Flies</i>	<p>Continuing with the theme of dystopia, students will study Golding's novel with a focus on understanding plot and structure; the presentation of characters; themes and context within which it was written. Students will be reading for meaning; using skills of inference and deduction; selecting evidence and using quotes. The aim of this unit is to develop students' familiarity and understanding of skills required for language and literature exam questions.</p>		<p>Preparation: Students will receive fortnightly preparation tasks linked to the topic studied.</p> <p>Assessments: Analyse an extract, then explore the same idea more widely across the whole novel.</p>
Spring 1: <i>The Power of Perspective</i>	<p>Study of poems from a range of diverse writers with a focus on poetic voice to allow students to explore a range of different perspectives, seeking to shine a light on narratives that are not always explored or studied.</p> <p>This unit will develop the skills required for Literature Paper 2 - unseen and anthology poetry.</p>		<p>Preparation: Students will receive fortnightly preparation tasks linked to the topic studied.</p> <p>Assessments: Unseen poetry analysis.</p>
Spring 2: <i>The World Turned Upside Down</i>	<p>An exploration of voices in fiction and nonfiction. This unit will explore speeches from key historical and modern figures, and monologues from literary characters, as well as introduce a variety of poetry and writings from the Romantic and modern era. This unit will also explore the use of form and poetic</p>		<p>Preparation: Students will receive fortnightly preparation tasks linked to the topic studied.</p>

	<p>metre to explore modern and historical contexts, such as hip-hop in the hit musical <i>Hamilton</i>, and songs from <i>Les Miserables</i>.</p> <p>The aim of this unit is to develop student's understanding of the writer's perspective and how they establish this in a text as well as provide key contextual knowledge for future text studies</p>	<p>Assessments: Analyse an extract.</p>
<p>Summer 1: Shakespeare: <i>Romeo and Juliet</i></p>	<p>Study of Shakespeare's play, <i>Romeo and Juliet</i>. This unit will assist students' understanding of social and historical context, which they require for their GCSE. Students will also study characters, relationships and themes in the play. This unit will prepare students for Literature Paper 1.</p>	<p>Preparation: Students will receive fortnightly preparation tasks linked to the topic studied.</p> <p>Assessment: Question regarding relationships within an extract and the play as a whole.</p>
<p>Summer 2: AQA Literature Power and Conflict Poetry</p>	<p>Using the AQA anthology, students will study the fifteen poems in the Power and Conflict section for Literature Paper 2. They will study the language, techniques and structure of each poem, in addition to contextual information.</p> <p>Students will also make links between the poems and develop their comparison skills.</p>	<p>Preparation: Students will receive fortnightly preparation tasks linked to the topic studied.</p> <p>Assessment: Comparison between a named poem and one of the student's choice.</p>
<p>Students in 9XY11 will be following the AQA Step Up to English course.</p> <p>Suggestions for independent study and home support: Go to productions of Shakespeare or adaptations of 19th century novels. Research background social, historical and political context to novels or texts studied. Read a variety of fiction and non-fiction; different genres, and different periods in literary history. Develop vocabulary through continued use of dictionary and thesaurus. Keep a diary or journal. Purchase the revision guide for Power and Conflict poetry through Parent Pay.</p>		
<p>KEY SKILLS:</p>		
<p>Literacy (keyword link) See all of the above.</p>	<p>Numeracy This is implicit in studies of structure and form in Literature.</p>	<p>Classes 9Y5 and 9X5 will be studying an alternative curriculum. They will study the AQA Entry Level qualification Step Up To English.</p>

	<p><u>Fibres and Fabrics</u></p> <p>Techniques Construction Properties and characteristics The Product Design Health and Safety issues Finishing Processes Dyeing and printing</p> <ul style="list-style-type: none"> • have a knowledge and understanding of one basic commercial method and one hand method of dyeing and printing fabric. <p>Decoration and enhancement</p> <ul style="list-style-type: none"> • select and know how to use a variety of appropriate surface decorative techniques in order to improve the aesthetic qualities of textiles, fabrics and products. <p>Techniques decorative Use of CAD and CAM Production Planning Industry Development of design proposals Testing and Evaluation</p> <p><u>Papers and Boards</u></p> <p>Illustration storybook Book Illustration Illustrate a given text and produce a short book prototype. Students will work through the design process and produce a body of work with an end result Mock up Book. Suggested texts to Illustrate will be provided but students will be encouraged to provide, even write their own text. Students will learn about pagination, printing, page setup and finishing.</p> <p>They will produce hand drawn illustrations and then learn how to manipulate imagery on Photoshop and produce a professional looking prototype. They will then learn many Techniques on Adobe Photoshop and manipulate imagery. Students will show progression in their designs with constant self-evaluation and peer critique sessions. As well as hand drawn skills, they will use software such as 2D design, publisher and Adobe Photoshop. Students will produce an advert and review for their Book.</p>	<p>Flow charts Industrial equipment vs. commercial Consumer feedback</p> <p>Task 1 Produce a storyboard for your book.</p> <p>First Draft Task Design a front cover for your book to present to the group.</p> <p>Completed Task Produce an A4 page magazine article reviewing your book. To include an image of the front cover.</p> <p>Other assessments: Online Tracker and ongoing reflective working log in folder.</p> <p>Written feedback on folder work.</p>
--	--	---

Suggestions for independent study and home support

[GCSE Bitesize https://www.bbc.co.uk/bitesize/subjects/zvg4d2p](https://www.bbc.co.uk/bitesize/subjects/zvg4d2p)

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

Lonsdale revision booklet (available from department), doddle. AQA Design and Technology Textiles Technology Nelson Thornes

KEY SKILLS

Literacy (keyword link)

Manufacturer's specification, Manufacture, Rendering, Finishes, Isometric, Jigs, Modelling, MDF, Perspective, Prototype, Production methods, One off, Batch, Mass, Continuous, Plywood, Plastic memory, Quality control, Quality Assurance, Risk assessment, renewable, sustainability, strip heater, shell structure, thermoplastic, thermosetting, triangulation. Plasticity, polymer, Rapid prototyping, Recover, recycle, Reuse, Shear strength, Split die, Spruce, Sustainable, Tarnish, tempering, tensile strength, thermoplastics, thermosetting plastics, user requirements, veneers, UV, versatile, warping, Durability, Elasticity, Electrolysis, EPOS, Extruded, Face Edge, Felled, Ferrous, Fibrous ,Flux, Function, galvanizing, Hardwood, Hardening, High tensile strength, knots, Kyoto Protocol, Laser Cutting, Malleable, Molecular structure, non ferrous, offshore manufacturing, one off production, opaque, organic material, performance requirements, photovoltaic cell, plastic memory, Abrasive, Accuracy, Adhesives, Aesthetics, Alloys, Annealing, Anodising, Anthropometrics, Batch production, Bending metals, Bespoke, Bevel, Bio Fuel, Biomass, Blow Moulding, Built-in Obsolescence, Bolts, CAD,

Numeracy

1mm = 0.1cm
 10mm = 1cm
 50mm = 5cm
 55mm = 5.5cm
 100mm = 10cm To convert mm to cm ÷10
 To convert cm to mm x 10

Other

Communication
 Presentation
 Team work
 Independent skills
 Research development
 Time management

<p>CAM ,Carbon Footprint, Chiselling, Circuit Boards, CNC, Composites, Compressive Strength, Datum, Die Stock, Dimensional Stability, Draft angle, Ductile, Anti-static Finish, Applique, Batik, Bias, Biological Finishes, Blends, Block Printing, Bonded Fabric, British Standards, Conduction Materials, Disassembly, Dyeing, Elastane, Embellishment, Embroidery, Engraved Roller, Environmental Issues, Ethical Goods, Fabric Paint, Fairtrade, Felt, Fibres, Haute Couture, Interfacing, Job Production, Just-in-time Stock Control, Kevlar, Kitemark, Knitted Fabrics, Knitting, Machine Labelling, Lay Planning, Legislation, Medical textiles, Microencapsulation, Microfibres, Nanomaterials, Nomex, Off-the-peg, Overlock, Physical Finishes, Pinking Shears, Polycotton, Printing, Properties of Fabric, Regulations, Risk Assessment, Safety Standards, Screen Printing, Seams, Sewing Machine, Stencilling, Surface Decoration, Technical Textiles, Transfer Printing, Weave, Woven Fabric, Foam board, GSM (grams per square metre), Laminating, Embossing, Jig, Typesetting, Kerning, Serif, Sans Serif, Script, Moral, social, cultural, Flexography, Lithography, screen printing , gravure, Polypropylene, Polyvinyl chloride (PVC), High-density Polyethylene (HDPE), Neoprene, PVA glue, spray mount, Hue, Vanishing point, contrasting, horizontal, perspective, analyse, laminated, serif, input device, freehand, copyright, carton board, complementary, binding, corrugated, GSM, net, corporate identity, mock-up , highlight, registered design, rendering, colour fusion</p>		
---	--	--

Year 9 - Food GCSE and VCert

Exam Board & course title/code	Unit	Date of Exam	% of Total Exam
AQA GCSE	VCERT: NCFE	GCSE Sept NEA Task 1 30%	15%
	UNITS 1.2.4 COURSEWORK BASED	GCSE Nov NEA Task 2 70%	35%
Food Preparation & Nutrition GCSE	VCERT FOOD & COOKERY L2 CERT.	GCSE June EXAM VCERT FOOD: EXAM Y10 MARCH	50% 25%
Key topics	Course content		Assessment
<p>Autumn 1:</p>	<p>FOOD: All year 9 (GCSE & VCert:)</p> <p>SEPT/OCT: Year 9 Key Skills module:</p> <p>Entry level test in theory and practical:</p> <ol style="list-style-type: none"> 1.Exam paper: Level 2 Level 1 papers available. 2.Practical assessment of choice of Spaghetti Bolognese or Chineses Stir Fry. 3. Sensory Analysis skills in reviewing food. 4. Food Groups and nutrition- Macro micro-Nutritional analysis and documenting - labels. Including: Discussion: Why is it important to get the energy balance correct when making food choices as a teenager? To demonstrate the essential knife skills of preparing and cooking both meat and vegetables safely and hygienically. Demonstrate safe and hygienic preparation of vegetables and chicken using different knife skills. Differentiation of skills and outcomes in recipes. Differentiation through effective questioning techniques through use of Bloom's taxonomy. <p>Food GCSE: Macro and micronutrients explored. Cookery skills in bread and pastry</p> <p>VCERT Food: Unit 1 Preparing to Cook module is followed and work done in draft form as a mock for year 10. Food hygiene and safety assignments are carried out along with listed</p>		<p>Preparation:</p> <p>Food Hygiene and Safety Healthy Eating and Diets Food Provenance</p> <p>Other assessments: Entry level test in theory and practical. Christmas Theory test. Create and cook Competition Entry: March.</p> <p>VCERT mock unit 1 course has criteria to assess against and trackers are used to monitor a students target grade performance to criteria achieved.</p>

	practical skills recipes in sauce, pasta, pastry, bread. Equipment, functions of ingredients and skills are described to meet criteria 1 to 3.	
Winter	Food GCSE: Cookery, science & nutrition in: pastry, bread, batter. Recipes in Choux, Focaccia and Christmas cake. VCERT Food: Criteria 2: Use, parts and reasons for recipes.	
Spring	Food GCSE: Cookery, science & nutrition in: PASTA, FISH VCERT Food: Criteria 3 covered- skills and equipment for use with pasta, pastry, roux sauce, bread.	
Summer	Food GCSE: Cookery and Science based NEA 1 preparation for NEA 1 (coursework) mock in y10: Protein denaturation, Gluten, Fats. VCERT Food: Criteria 3 covered- skills and equipment for use with pasta, pastry, roux sauce, bread. Assessed practical for above (mock)	

Suggestions for independent study and home support

Preparation is a part of independent study.

-Students should be cooking 2 to 3 times a week for their families as independent learning . Order online shopping and plan the week's menu for the family.

KEY SKILLS

Literacy: **FOOD: KEY VOCABULARY. CAN YOU USE THIS VOCABULARY WHEN LINKING, ANALYSING OR EVALUATING WHAT HAPPENS IN OUR COOKING? FOOD HYGIENE**

Standards
Regulations
Due diligence
Contamination
Cross
Destroyed
Storage
Detergent
poisoning

FOOD SAFETY

BACTERIA CONTROLS:
75 oC for 2 mins -
BACTERIA killed

-180c - freezer -
dormant 5 oC -
fridge - slow growth
63 oC hot hold -
Bacteria
MOULDS
Spoilage

Sanitiser Cleaning schedule Environmental Health Bacteria Pathogenic -harmful Multiply Dormant Temperature control HACCP COSHH	Pathogenic -harmful Multiply Dormant Temperature control Probe Core High / low RISK foods Danger zone	
---	--	--

Year 9 - Film Studies GCSE

Exam Board & course title/code	Unit	Date of Exam	% of Total Exam
Eduqas	Component 1: Key Developments in Film	June	35%
	Component 2: Global Film	June	35%
	Component 3: Production	Controlled Assessment	30%
Key topics	Course content		Assessment
Autumn 1:	Assessment 1: Section A: Steeped questions on a pair of US films, one contemporary. Section B: Developments in film and technology. Multi-part questions, from silent film to contemporary, introduction of colour, widescreen, 3D, computer generated.		Preparation: Research based, study of classic films from the Hollywood canon. Other assessments: One analytical essay
Autumn 2:	Assessment 2: Section C: Independent film in the US. Focus on specialist writing on film. Review writing, generation of blurbs and advertising materials. Independent film in the UK. Specialist casting, scriptwriting and marketing.		Preparation: Written reviews from a variety of given and individually created films. Other assessments: One analytical essay
Spring 1:	Assessment 2: Foreign language film. Contrast between subtitles and dubbed, challenges of animation vs live action, topic choice and cross-over study.		Preparation: Research into scriptwriting and the challenges of language translation. Other assessments: Two analytical pieces, one written, one practical.
Spring 2:	Assessment 2: English language films from other continents. Australian, South African and Swedish film-making, focusing on topic choice, history of global marketing.		Preparation: Research into film history on other continents, specifically those named.

		Other assessments: Two analytical pieces, one written, one practical.
Summer 1:	Assessment 3: Contemporary UK film. The aesthetic of contemporary UK films. Humour, imagination, social issues, urban criminality and romantic drama.	Preparation: Framing and cinematography in the UK, uses of landscape and character stereotypes. Other assessments: Two analytical pieces, one written, one practical.
Summer 2:	Assessment 3: Production. Individual production from a variety of genres, creation of an original idea and script. Extracts could include the opening of their film or a given section which creates dramatic tension.	Preparation: Practical preparation work, completed in school and at home. Other assessments: Group practical and evaluation

Suggestions for independent study and home support

<https://filmstudiesforfree.blogspot.com/>

<https://www.empireonline.com/movies/features/film-studies-101/>

<https://subjectguides.library.american.edu/c.php?g=175025&p=1154487>

KEY SKILLS:

Literacy: analysis of texts, writing for specific audiences self-evaluation Key terms: Audience, Representation, Media Language, Institutions, Demographic, cinematography.	Numeracy	Other
---	----------	-------

Year 9 - Geography GCSE

Exam Board & course title/code	Unit	Date of Exam	% of Total Exam
Edexcel B Geography	Paper 1 - Global Geographical Issues - June		37.5%
	Paper 2 - UK Geographical Issues - June		37.5%
	Paper 3 - People and the Environment - June		25%
Key topics	Course content		Assessment
<p>Autumn 1:</p> <p>The UKs evolving human landscape</p>	<p>UK human landscape Migration The UK economy UK links with the wider world</p>		<p>Homework:</p> <p>Termly revision and consolidation homework set using the CGP revision guide and PLCs</p> <p>Makes use of the CGP revision revision guide.</p> <p>Other assessments:</p> <p>Students will have 2 assessments during the units covering areas of study and an end of topic test at the end of the unit.</p>
<p>Autumn 2:</p> <p>The UKs evolving human landscape</p> <p>The UKs evolving physical landscape</p>	<p>Dynamic cities - London case study</p> <p>Rocks and the UK</p> <p>Landscape processes - physical</p> <p>Landscape processes - human</p> <p>Coastal weathering and erosion</p> <p>Coastal erosional landforms</p> <p>Coastal depositional landforms</p> <p>Human activity at the coast</p> <p>Coasts case study</p> <p>Coastal flooding</p> <p>Coastal management</p>		<p>Homework:</p> <p>Termly revision and consolidation homework set using the CGP revision guide and PLCs</p> <p>Makes use of the CGP revision revision guide.</p> <p>Other assessments:</p> <p>Students will have 2 assessments during the units covering areas of study and an end of topic test at the end of the unit.</p>
Spring 1:	River landscapes		Homework:

<p>The UKs evolving physical landscape</p>	<p>River processes Erosional landforms Depositional landforms River landscapes and sediment load River discharge River flooding River management</p>	<p>Termly revision and consolidation homework set using the CGP revision guide and PLCs</p> <p>Makes use of the CGP revision revision guide.</p> <p>Other assessments: Students will have 2 assessments during the units covering areas of study and an end of topic test at the end of the unit.</p>
<p>Spring 2: Fieldwork and write up</p>	<p>Fieldwork, write up and exam practice</p>	<p>Homework: Termly revision and consolidation homework set using the CGP revision guide and PLCs</p> <p>Makes use of the CGP revision revision guide.</p> <p>Other assessments: Students will have 2 assessments during the units covering areas of study and an end of topic test at the end of the unit.</p>
<p>Summer 1: Revision</p>	<p>Students will begin revising and revisiting previous units of work. This will involve intensive practice of exam questions and the development of responses. Revision sessions are also aimed at making the learning enjoyable and memorable.</p>	<p>Homework: Termly revision and consolidation homework set using the CGP revision guide and PLCs</p> <p>Makes use of the CGP revision revision guide.</p> <p>Other assessments: Students will have 2 assessments during the units covering areas of study and an end of topic test at the end of the unit</p>

<p>Summer 2: Revision</p>	<p>Students will begin revising and revisiting previous units of work. This will involve intensive practice of exam questions and the development of responses. Revision sessions are also aimed at making the learning enjoyable and memorable.</p>	<p>Homework: Termly revision and consolidation homework set using the CGP revision guide and PLCs.</p> <p>Make use of the CGP revision guide.</p> <p>Other assessments: Students will have 2 assessments during the units covering areas of study and an end of topic test at the end of the unit.</p>
-------------------------------	--	--

Suggestions for independent study and home support:

Students are encouraged to buy the Edexcel B Revision guide which can be purchased from the Geography department for £3.25.

Students will also be provided with revision resources called a PLC.

Seneca is an online revision tool we encourage all students to use

<p>KEY SKILLS:</p>		
<p>Literacy (keyword link)</p> <p>Students are provided with lists of keywords and terms for each unit of work. They will be expected to use these keywords to develop their written responses to questions. Students are also expected to develop their literacy skills through effective use of connectives.</p>	<p>Numeracy</p> <p>Numeracy is developed through the units of work by analysing graphs and charts, making use of statistics and graphicacy.</p>	<p>Other</p>

Year 9 - Health and Fitness - V Cert (Level 2)

Exam Board	Exam Title & Code	Date of Exam	% of Total Exam
NCFE	NCFE VERT Health & Fitness (Level 2) PLEASE INSERT CODE	PLEASE INSERT DATE	25%
Key topics	Course content		Assessment
<p>Autumn 1:</p> <p>Unit 1</p>	<p>Unit 1</p> <p>Explain the terms 'health' and 'fitness'</p> <p>Describe the benefits of exercise</p> <p>Describe the health-related components of fitness</p> <p>Describe the skill-related components of fitness</p> <p>Describe tests that measure the components of HRF and SRF</p> <p>Describe the principles of training</p> <p>Describe the appropriate methods of training for each HRF/SRF</p>		<p>Preparation:</p> <p>Coursework not completed during lesson time must be finished as Preparation.</p> <p>Preparation tasks</p> <p>Research : Methods & principles of Training</p>
<p>Autumn 2:</p> <p>Unit 1</p>	<p>Unit 1 (continued)</p> <p>Describe the structure and function of the main body systems.</p> <p>Describe the long-term/short-term effects of exercise on the MBS</p> <p>Describe the measure of body composition</p>		<p>Preparation:</p> <p>Coursework not completed during lesson time must be finished as Preparation.</p> <p>Preparation tasks</p> <p>Research: HRF/SRF</p>
<p>Spring 2:</p> <p>Unit 2</p>	<p>Describe how each of the main food groups contribute to a healthy lifestyle.</p> <p>Describe what is meant by a balanced diet</p> <p>Describe how non-nutrients contribute to a healthy diet</p> <p>Describe lifestyle diseases related to lack of physical activity and poor diet</p>		<p>Preparation:</p> <p>Coursework not completed during lesson time must be finished as Preparation.</p> <p>Preparation tasks</p> <p>Research: Food groups</p>

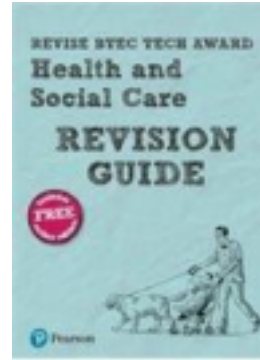
	Explain the effects of a long-term sedentary lifestyle on health and well being.	and lifestyle diseases
Summer 1: Unit 2	Unit 2 (continued) Explain reasons why people do not take part in physical activity Explain reasons why people are motivated to take part in physical	Preparation: Coursework not completed during lesson time must be finished as Preparation. Preparation tasks Research : Internal and external motivation
Summer 2: Unit 3	Unit 2 (continued) Describe ways to improve individual motivation Demonstrate ways to improve individual motivation Review ways to improve individual motivation	Preparation: Coursework not completed during lesson time must be finished as Preparation. Preparation tasks Research : Motivational strategies
Suggestions for independent study and home support		
Independent research of factors associated with the health and fitness industry		
KEY SKILLS:		
Literacy Describe in detail, define, explain, outline, justify	Numeracy Interpretation of performance data / graphs, bar charts, tables	Other

Year 9 Health and Social Care GCSE

Exam Board & course title/code	Unit	Date of Exam	% of Total Exam
Edexcel BTEC Tech	Externally assessed exam	Component 3 May in Yr 11	40%
	Internally assessed assignments	Component 1 Component 2 Throughout Yr 10/11	60%
Key topics	Course content		Assessment
Autumn 1: Personal Growth and Development	<ul style="list-style-type: none"> • Infancy - Later Adulthood: stages and patterns of growth and development • Infancy - Later Adulthood: major life changes and sources of support 		Small group research, plan and present on a source of support in infancy Key term test Preparation
Autumn 2: Personal Growth and Development	<ul style="list-style-type: none"> • Infancy - Later Adulthood: stages and patterns of growth and development • Infancy - Later Adulthood: major life changes and sources of support 		Individual research, plan and present on source of support in key life event Key term test
Spring 1: Services and Values	<ul style="list-style-type: none"> • Research range of local Health and Social Care Services. • Consider different client groups 		Pair research, plan and present on local sources of support in adolescence. Key term test
Spring 2: Services and Values	<ul style="list-style-type: none"> • Research range of local Health and Social Care Services. • Consider different client groups. 		Individual research, plan and present on source of support in chosen area of interest. Focus on research methods. Key Term Test.
Summer 1: Health and Wellbeing	<ul style="list-style-type: none"> • Using case studies. • Holistic Health and Wellbeing. • Factors affecting Health and Wellbeing. 		Exam content and practice Key Term Test Preparation
Summer 2: Health and Wellbeing	<ul style="list-style-type: none"> • Health indicators. • Health and Wellbeing plans. • How to identify and reduce obstacles. 		Preparation

Suggestions for independent study and home support:

Google classroom revision



Literacy

Use of command words

Numeracy:

Age ranges
UK population statistics

Communication:

Communicating research
results and sharing ideas
in group tasks.

Year 9 - History GCSE (Edexcel 9-1)

Exam Board & course title/code	Unit	Date of Exam	% of Total Exam
Edexcel	Paper 1 - Thematic Study and Historic Environment - Medicine in Britain through time	Summer 2024	30%
	Paper 2 -Period Study and British Depth Study - Early Elizabethan England 1558-1588	Summer 2024	40%
	Paper 3 - Modern Depth Study - Weimar and Nazi Germany 1918-39	Summer 2024	30%
Key topics	Course content		Assessment
<p>Autumn 1:</p> <p>The Twentieth Century Overview</p>	<p>Twentieth Century overview Russia and the last Tsar Revolution and Communism</p> <p>Treaty of Versailles League of Nations Wall Street Crash Why did people vote for Hitler? Why did Germany lose WW2? The Atomic Age</p>		<p>Preparation:</p> <p>Weekly Preparation - eg keywords test, knowledge test, practice questions, creation of revision resources</p> <p>Other assessments:</p> <p>GCSE style questions and end of unit assessment on the use of the Atomic bombs, testing source use and understanding</p>
<p>Autumn 2:</p> <p>Medicine in Britain, c1250 & Renaissance</p>	<p>Key topic 1: c1250-c1500: Medicine in mediaeval England</p> <ul style="list-style-type: none"> ● Ideas about the cause of disease and illness ● Approaches to prevention and treatment ● Case Study: Dealing with the Black Death, 1348-49; 		<p>Preparation:</p> <p>Weekly Preparation - eg keywords test, knowledge test, practice questions, creation of revision</p>

	<p>approaches to treatment and attempts to prevent its spread.</p> <p>Key topic 2: c1500-c1700: The Medical Renaissance in England As above but with case study: Dealing with the Great Plague in London, 1665 Key individual: William Harvey and the discovery of the circulation of the blood</p>	resources
<p>Spring 1:</p> <p>Paper 1 Medicine Through Time (MTT) Industrial and Modern</p>	<p>Key Topic 3: c1700-c1900: Medicine in eighteenth and nineteenth-century Britain</p> <p>As above but with case study: Fighting Cholera in London, 1854</p> <p>Key Individual: Jenner and the development of vaccination</p> <p>Key topic 4: c1900-present: Medicine in modern Britain</p> <p>As previously but with case study: The fight against lung cancer in the twenty-first century</p> <p>Key individuals: Fleming, Florey and Chain's development of penicillin.</p>	<p>Preparation:</p> <p>Weekly Preparation - eg keywords test, knowledge test, practice questions, creation of revision resources</p> <p>Specific topics eg Cholera, and case studies eg penicillin and lung cancer</p> <p>Other assessments:</p> <p>GCSE questions regularly used in lessons and end of key topic revision and assessment</p>
<p>Spring 2:</p> <p>Medicine Through Time - Historic Environment study</p>	<p>MTT - Historic Environment study</p> <p>Depth study of Western Front and how WW1 created advances in medicine</p> <p>Skills work: Knowledge of national sources: army records, national newspapers, government reports, medical articles, of local sources; personal accounts, photographs, hospital records, army statistics</p> <p>Strengths and weaknesses of sources above Framing of questions relevant to the pursuit of a specific enquiry. Selection of sources for specific investigations</p>	<p>Preparation:</p> <p>Weekly Preparation - eg keywords test, knowledge test, practice questions, creation of revision resources</p> <p>Other assessments:</p> <p>GCSE questions regularly used in lessons and end of key topic revision and assessment</p>
<p>Summer 1:</p> <p>Paper 2 Early Elizabethan England</p>	<p>Key topic 1 - Queen, Government and Religion</p> <ul style="list-style-type: none"> • The situation on Elizabeth's accession • The 'settlement' of religion • Challenges to the religious settlement • The problem of Mary, Queen of Scots <p>Key topic 2 -Challenges to Elizabeth at home and abroad, 1569-88</p> <ul style="list-style-type: none"> • Plots and revolts at home 	<p>Preparation:</p> <p>Weekly Preparation -eg keywords test, knowledge test, practice questions, creation of revision resources</p> <p>GCSE questions regularly</p>

	<ul style="list-style-type: none"> ● Relations with Spain ● Outbreak of war with Spain, 1585-88 ● The Armada 	used in lessons and end of key topic revision and assessment
<p>Summer 2:</p> <p>Paper 2 Early Elizabethan England</p>	<p>Key topic 3 Elizabethan society in the Age of Exploration, 1558-88</p> <ul style="list-style-type: none"> ● Education and leisure ● The problem of the poor ● Exploration and voyages of discovery ● Raleigh and Virginia <p>Exam preparation and revision will be interleaved into all these units of study.</p>	<p>Preparation:</p> <p>Weekly Preparation - eg keywords test, knowledge test, practice questions, creation of revision resources</p> <p>GCSE questions regularly used in lessons and end of key topic revision and assessment. End of year exam - past paper and detailed feedback work post test.</p>
<p>Suggestions for independent study and home support</p> <p>Please see separate reading list and DVD list on the history page https://www.varndean.co.uk/history of the school website.</p>		
<p>KEY SKILLS:</p>		
<p>Literacy</p> <p>Keywords sheets</p>	<p>Numeracy</p> <p>There are various opportunities to use numeracy skills such as using graphs, spreadsheets and pie charts</p>	<p>Other</p> <p>Source skills - inference skills; testing a source for reliability/utility; cross - referencing sources. Also more on interpretations in history and how historians arrive at these.</p>

Learning 4 Life

Key topics	Course content
Autumn 1 Drugs, Alcohol and Tobacco Education	Understand what is meant by binge drinking, how much alcohol is in a drink and national guidelines Know long term facts and what is meant by alcohol dependence Understand the risks and effects of alcohol on social (including peer pressure), emotional, mental and sexual health and wellbeing. Revisit facts about cannabis, the risks of smoking it and why it is referred to as a gateway drug
Autumn 2 Self and careers	Employability skills, types of work, local trends
Spring 1 Economic well being	Credit vs debit cards, managing a bank account, understanding a payslip, setting up a budget
Spring 2 Sex and Relationship Education	Understand the effective use of contraception, how to access free condoms Condom skills Sexualisation of the media, real life vs internet pornography, sexting, the law sex and the internet, Understand the feelings, influence and pressure that the need for peer or partner approval can generate and potential impact on choices and risky behaviours Learn about sexual health services, young people and the law High Impact day 2 (equalities focus) Understand the difference between sex, gender identity, sexuality and sexual orientation and related accepted terminology Understand the concept of sexual orientation as a spectrum and that most people will identify as being somewhere on this spectrum and that this position may change over time (recognising that some people may identify as asexual or asexual at different times in their life) Understand that people express and identify their gender in a range of ways (including non-binary ways) and know that it is unacceptable to express prejudice towards someone who does not conform to a traditional role or stereotype
Summer 1 Citizenship	Electoral systems, commonwealth and relationships with Europe. How public money is raised and spent. Human rights.
Summer 2 E-safety	Posting content online - platforms, risks, the law, sharing inappropriate content, digital footprints

KEY SKILLS

Students develop knowledge, skills and attributes they need to manage many of the critical opportunities, challenges and responsibilities they will face as they grow up and in adulthood. This includes staying safe and healthy, building self-esteem, confidence, aspirations, resilience and empathy and employability skills.

Year 9 - Mathematics GCSE

Exam Board & course title/code	Unit	Date of Exam	% of exam
Edexcel (Foundation)	Full course	Please click attached link for full programme Copy of Year 9 Foundation - Programme of learning 2021/22	
Edexcel (Higher)	Full course	Please click attached link for full programme Copy of Year 9 Higher - Programme of learning 2021/22	

Year 9 - Mathematics - Additional Maths

Exam Board & course title/code	Unit	Date of Exam	% of exam
FSMQ Advanced Level (OCR)	Full course	Please click attached link for full programme Copy of Additional Mathematics Programme of learning 2021/22	

Year 9 - Media Studies

Exam Board & course title/code	Unit	Date of Exam	% of Total Exam
Eduqas	Component 1: Exploring the Media	June 2022	40%
	Component 2: Understanding Media Forms and Products	June 2022	30%
	Component 3: Creating Media Products	Controlled Assessment	30%
Key topics	Course content		Assessment
Autumn 1:	Assessment 1: The Music Industry. Project demands a variety of assessments both practical and analytical. Pupils study the manner in which the music industry works, key players, record labels, demographics. Pupils then create, manage and market their own artiste.		Preparation: Research based. Other assessments: One analytical essay
Autumn 2:	Assessment 2: Graphic Novels and Comic books Research into the history of Graphic Novels. Analysis of early comic books and presentation based on creation of a brand-new comic book hero. Presentation based on an original front page for a graphic novel; analytical essay on comic conventions.		Preparation: Research based. Other assessments: One analytical essay
Spring 1:	Assessment 2: Stop Motion Animation Research into the history of Stop Motion Animation and the origins of short films for young audiences. Design work using webcams to create settings.		Preparation: Research and practical preparation work Other assessments: Two analytical pieces, one written, one practical.
Spring 2:	Assessment 2: Stop Motion Animation Creation of characters, settings, narratives Practical work using monkeyjam program to create a three minute stop motion animation film. Evaluation of the final piece.		Preparation: Research and practical preparation work Other assessments: Two analytical pieces, one written, one practical.

<p>Summer 1:</p>	<p>Assessment 3: Moving Image. This project demands a variety of assessments both practical and analytical. Pupils study a specific genre of film, analysing plotting structure, camera technique, script and editing. Pupils create and market either a 3 minute trailer or the start of their own film in the chosen genre.</p>	<p>Preparation: Research and practical preparation work</p> <p>Other assessments: Two analytical pieces, one written, one practical.</p>
<p>Summer 2:</p>	<p>Assessment 3: Advertising And Marketing Campaign Group piece based on a variety of different campaigns featuring: perfume, shopping website, sports feature. Three analytical and two practical tasks.</p>	<p>Preparation: Research and practical preparation work</p> <p>Other assessments: Group practical and evaluation</p>

Suggestions for independent study and home support

Assessment 1:

Marvel Create Your Own Superhero
The Hero Factory

Assessment 2:

<https://animateclay.com/>
<https://aardman.com/>

Assessment 3:

<https://adage.com/article/agency-news/top-15-ad-campaigns-21st-century/2162916#intro>

KEY SKILLS:

<p>Literacy: analysis of texts, self-evaluation Key terms: Audience, Representation, Media Language, Institutions, Demographic, Bias.</p>	<p>Numeracy</p>	<p>Other</p>
---	-----------------	--------------

Year 9 MFL - French/ Spanish/ German

Exam Board & course title/code	Unit	Date of Exam	% of Total Exam
AQA	Reading		25%
	Listening		25%
	Speaking		25%
	Writing		25%
Key topics	Course content		Assessment
<p>Autumn 1: Theme 1- Identity and culture</p> <p>Topic 1: Me my family and friends</p>	<ul style="list-style-type: none"> ● Giving personal information about yourself ● Talking about and describing families and friends ● Relationships with family and friends 		<p>Preparation: learning Preparation (i.e. for vocabulary tests), cultural projects, written Preparation, preparing for assessments, online self-marking activities and games.</p> <p>Other assessments: reading and speaking</p>
<p>Autumn 2: Theme 2 - Local, national, international and global areas of interest</p> <p>Topic 1: Home, town, neighbourhood and region</p>	<ul style="list-style-type: none"> ● School subjects and opinions ● Description of school and using sequencing words to describe your timetable ● Times and durations of lessons ● Describing teachers (physically and their personalities) and giving opinions. ● Investigating what it's like to go to school in France /Germany/Spain and discussing the key differences 		<p>Preparation: learning Preparation (i.e. for vocabulary tests), cultural projects, written Preparation, preparing for assessments, online self-marking activities and games.</p> <p>Other assessments: reading and speaking</p>
<p>Spring 1: Theme 3 - Current and future study and employment</p> <p>Topic 1: My studies</p>	<ul style="list-style-type: none"> ● School subjects and opinions ● Description of school and using sequencing words to describe your timetable. ● Times and durations of lessons ● Describing teachers (physically and their personalities) and giving opinions ● Investigating what it's like to go to school in France /Germany/Spain and discussing the key differences 		<p>Preparation: learning Preparation (i.e. for vocabulary tests), cultural projects, written Preparation, preparing for assessments, online self-marking activities and games.</p>

		Other assessments: reading and speaking
<p>Spring 2: Theme 1 - Identity and culture</p> <p>Topic 3: Free-time activities</p>	<ul style="list-style-type: none"> ● Talking about sports ● Talking about leisure activities and hobbies ● Using frequency words ● Using 3 tenses (present, past, future) 	<p>Preparation:learning Preparation (i.e. for vocabulary tests), cultural projects, written Preparation, preparing for assessments, online self-marking activities and games.</p> <p>Other assessments: writing and listening</p>
<p>Summer 1: Theme 1 - Identity and culture</p> <p>Topic 3: Free-time activities</p>	<ul style="list-style-type: none"> ● Talking about music preferences and musical instrument ● Talking about cinema and TV habits ● Talking about food preferences and eating out 	<p>Preparation:learning Preparation (i.e. for vocabulary tests), cultural projects, written Preparation, preparing for assessments, online self-marking activities and games.</p> <p>Other assessments: reading and speaking</p>
<p>Summer 2: Theme 1 - Topic 4: customs and festivals</p>	<p>Talking about customs and festivals in France/Spain /Germany</p> <p>Talking about how you celebrate(d) Christmas and birthdays using present and past tenses.</p>	<p>Preparation:learning Preparation (i.e. for vocabulary tests), cultural projects, written Preparation, preparing for assessments, online self-marking activities and games.</p> <p>Other assessments: writing and listening</p>

Suggestions for independent study and home support

The Languages Department subscribes to various online self-marking resources for students from Year 7-11. These include Linguascope , This is Language and languagesonline. The students will receive passwords and usernames every year. A fantastic free App is also available to anyone called 'Duolingo'. You can also purchase revision guides and workbooks from your MFL teacher and are available to pay for on parentpay.

KEY SKILLS:

Literacy (keyword link)

Please refer to the vocab. list on AQA's website.

<https://www.aqa.org.uk/subjects/languages/gcse/french-8658/subject-content/vocabulary>

Numeracy

Interpreting data from class surveys

Presenting data in various formats

Use of numbers, dates, times.

Spotting patterns and deciphering language 'codes' and logical grammatical patterns.

Working out percentages from test results

Talking about pocket money, careers and budgeting

Other

Cultural awareness of customs and traditions and population diversity.

Year 9 - Music GCSE

Exam Board & course title/code	Unit	Date of Exam	% of Total Exam
OCR GCSE Music	Listening Exam	June	40
	Composing	April	30
	Performing	April	30

Key topics

<p>Autumn 1 & 2 My music</p>	<p>Students will study their instrument, which can be any of the following:</p> <ul style="list-style-type: none"> ● Any instrument ● Voice - this can include styles such as rapping or beatboxing ● DJ-ing ● Sequencing - realisation using ICT. <p>The study will focus on capabilities and limitations of their instrument, voice or technology including:</p> <ul style="list-style-type: none"> ● Its range and characteristic timbre ● The techniques required to play it and any techniques that are specific to it ● How it might be used in different genres ● What type of ensembles it might be used in ● How its use is influenced by context and culture 	<p>Preparation: Ongoing practice of performance pieces.</p> <p>Other assessments:</p> <p>Performing: Students will practise and learn to perform one or more piece(s) for their instrument of an appropriate level of difficulty.</p> <p>Composing: Learners will compose a piece of their choice. This should showcase their understanding of the instrument key sounds, techniques as well as including any other instruments.</p>
<p>Spring 1&2: Rhythms of the World</p>	<p>Students will study the traditional rhythmic roots from four geographical regions of the world:</p> <ul style="list-style-type: none"> ● India and Punjab ● Eastern Mediterranean and Middle East ● Africa ● Central and South America. <p>This will focus on developing an understanding of the characteristic rhythmic features of:</p> <ul style="list-style-type: none"> ● Indian Classical Music and traditional Punjabi Bhangra Traditional Eastern Mediterranean and Arabic folk rhythms, with particular focus on 	<p>Preparation: Ongoing practice of performance pieces.</p> <p>Other assessments:</p> <p>Performing: Students will practise and learn to perform one or more piece(s) in a class ensemble with a focus on techniques and skills from specific cultures.</p>

	<p>traditional Greek, Palestinian and Israeli music</p> <ul style="list-style-type: none"> • Traditional African drumming • Traditional Calypso and Samba. 	<p>Composing: Learners will compose short pieces that reflect the characteristics from styles that have been studied.</p>
<p>Summer 1&2: The Concerto through time</p>	<p>Students will study the Concerto and its development from 150 to 1910 through:</p> <ul style="list-style-type: none"> • The Baroque Solo Concerto • The Baroque Concerto Grosso • The Classical Concerto • The Romantic Concerto <p>This will focus on developing an understanding of:</p> <ul style="list-style-type: none"> • What a concerto is and the way it has developed through time • The instruments that have been used for the solo part in the concerto and how they have developed through time • The growth and development of the orchestra through time • The role of the soloist(s) • The relationship between the soloist(s) and the orchestral accompaniment • How the concerto has developed through time in terms of length, complexity and virtuosity • The characters of Baroque, Classical and Romantic music as reflected in The Concerto 	<p>Preparation: Ongoing practice of performance pieces.</p> <p>Other assessments:</p> <p>Performing: Students will practise and learn to perform one or more piece(s) in a class ensemble with a focus on techniques and skills from specific cultures.</p> <p>Composing: Learners will compose short pieces that reflect the characteristics from styles that have been studied.</p>

Suggestions for independent study and home support

Students may wish to listen to further examples of music from the topic being studied. This will broaden and deepen the student's knowledge for the subject matter whilst developing listening skills.

KEY SKILLS:

<p>Literacy (keyword link)</p> <p>You can find this by going to the Music Glossary https://docs.google.com/document/d/1_QT0WCL3dzHj_dAoKEdxVPP0Z4HgdWc7vInlwftFSgw/edit</p>	<p>Numeracy</p>	<p>Other</p>
---	-----------------	--------------

Year 9 - Music Technology BTEC

Exam Board & course title/code	Unit	Date of Exam	% of Total Exam
Edexcel BTEC Music	Mixing & Sequencing	June	25%
	Recording	June	25%
	Product	June	25%
	The Music Industry (written exam)	June	25%
Key topics	Course content		Assessment
<p>Autumn 1&2:</p> <p>Introduction to Sequencing</p>	<p>In this unit students will be:</p> <ul style="list-style-type: none"> ● exploring music sequencing techniques ● using music sequencing software to create music. <p>Students will learn how software is now capable of producing high-quality music that even recently was only possible with large and expensive hardware- based systems. For instance, mobile devices contain more powerful music creation software than was commercially available even a decade ago. They will learn how to create music using a variety of sources, including loops and software instruments. They will edit music by the application of different processes such as quantisation, looping and note editing, and enhance the sound by the addition of appropriate plug-in effects such as reverb, delay and distortion. Then learn how to create a final mix that will become a completed audio file</p>		<p>Preparation:</p> <p>Referencing their mixdown by listening to similar tracks produced by others.</p> <p>Other assessments:</p> <p>A completed basic mixdown using logic 9. A composition using logic 9</p>
<p>Spring 1&2:</p> <p>Introduction to Recording</p>	<p>In this unit students will be developing understanding of:</p> <ul style="list-style-type: none"> ● planning a recording session ● using recording equipment safely to produce multi-track recordings. <p>Students will record from audio sources such as acoustic instruments, amplified instruments, electronic instruments and vocals. They will learn how to control the input signals from real sound sources using gain and microphone placement. Once the tracks have been recorded successfully, they will mix these sounds together into a finished recording using some basic</p>		<p>Preparation:</p> <p>Types of microphone research project.</p> <p>Other assessments:</p> <p>A video guide that has been created to show how to multitrack records using Logic 9.</p>

	processing such as reverb, chorus and EQ.	
<p>Summer 1&2:</p> <p>Introduction to the Music Industry</p>	<p>In this unit students will be developing understanding of:</p> <ul style="list-style-type: none"> • different types of organisations that make up the music industry • job roles in the music industry. <p>This topic will allow students to gain a good understanding of the scope of the music industry with a view to getting work in and using the organisations that exist. They will investigate music organisations to find out about the work they do and how they relate to and rely on one another. They will also be given the opportunity to find out about the people who work in these organisations, from performers to people who work in technical, production and administrative roles.</p>	<p>Preparation:</p> <p>Industry organisations research project.</p> <p>Other assessments:</p> <p>Written Exam on aspects of the Music Industry</p>
<p>Suggestions for independent study and home support</p> <p>Students may wish to listen to further examples of music from the topic being studied. This will broaden and deepen the students' knowledge for the subject matter whilst developing listening skills.</p>		
<p>KEY SKILLS:</p>		
<p>Literacy (keyword link)</p> <p>You can find this by going to the Music Glossary</p> <p>Music Dept. Glossary</p>	Numeracy	Other

Year 9 - Core Physical Education

Key topics	Course content	Assessment
<p>Autumn 1&2</p> <p>Performance Groups (PE groups are based on practical performance levels and adjusted half termly based on progress)</p> <p>Activities</p> <p>(dependant on facilities)</p> <p>Football Hockey Basketball Netball Swimming Dance Fitness Table tennis Trampolining Rugby Cross Country</p>	<p>Core PE lessons for year 9 students:</p> <ul style="list-style-type: none"> ● Encourage personal development through practical participation and performance in a range of sports and exercise activities. ● Give learners a wider understanding and appreciation of health-related fitness, sports and exercise ● Encourage learners to develop their people, communication, planning and team-working skills by having the opportunity to lead others and evaluate own and others' performance ● Encourage learners to understand the use of data analysis in improving performance and giving performance feedback. 	<p>Preparation:</p> <p>Students are encouraged to attend extra-curricular clubs within and outside school.</p> <p>Students are assessed in the following areas:</p> <p>Practical performance Developing skills Decision making / effectiveness Knowledge and understanding Evaluating and improving Leadership Mind set/character</p>
<p>Spring 1 & 2:</p> <p>Performance Groups (PE groups are based on practical performance levels and adjusted half termly based on progress)</p> <p>Activities</p> <p>(dependant on facilities)</p>	<p>Core PE lessons for year 9 students:</p> <ul style="list-style-type: none"> ● Encourage personal development through practical participation and performance in a range of sports and exercise activities ● Give learners a wider understanding and appreciation of health-related fitness, sports and exercise ● Encourage learners to develop their people, communication, planning and team-working skills by having the opportunity to lead others and evaluate own and others' performance ● Encourage learners to understand the use of data analysis in improving performance and giving performance feedback. 	<p>Preparation:</p> <p>Students are encouraged to attend extra-curricular clubs within and outside school.</p> <p>Students are assessed in the following areas:</p> <p>Practical performance Developing skills Decision making / effectiveness Knowledge and understanding Evaluating and improving Leadership</p>

Football Hockey Basketball Netball Swimming Dance Fitness Table tennis Trampolining Rugby Cross Country		Mind set/character
<p>Summer 1 & 2:</p> <p>Performance Groups (PE groups are based on practical performance levels and adjusted half termly based on progress)</p> <p>Activities</p> <p>Athletics 100m, 200m, 800m Discus Shot putt Vortex / javelin Long jump Hurdles Relay Striking and fielding Cricket / Rounders / Stoolball</p>	<p>Core PE lessons for year 9 students:</p> <ul style="list-style-type: none"> • Encourage personal development through practical participation and performance in a range of sports and exercise activities • Give learners a wider understanding and appreciation of health-related fitness, sports and exercise • Encourage learners to develop their people, communication, planning and team-working skills by having the opportunity to lead others and evaluate own and others' performance • Encourage learners to understand the use of data analysis in improving performance and giving performance feedback. 	<p>Preparation:</p> <p>Students are encouraged to attend extra-curricular clubs within and outside of school.</p> <p>Students are assessed in the following areas:</p> <p>Practical performance Developing skills Decision making / effectiveness Knowledge and understanding Evaluating and improving Leadership Mind set/character</p>
<p>Suggestions for independent study and home support (<i>include resources such as text/textbooks; revision guides; websites and equipment</i>)</p> <p>https://www.bbc.co.uk/bitesize/subjects/znyb4wx</p>		
<p>KEY SKILLS:</p>		
<p>Literacy (keyword link)</p> <p>Aerobic, anaerobic, skill, technique, analysis of performance.</p>	<p>Numeracy</p> <p>Timing, percentages, estimation</p>	<p>Other</p> <p>Problem solving</p>

Year 9 - Physical Education GCSE

Exam Board & course title/code	Unit	Date of Exam	% of Total Exam
AQA	GCSE Physical Education	May	60%
Key topics	Course content		Assessment
<p>Autumn 1:</p> <p>Likely activities</p> <p>Handball Table Tennis Basketball Fitness Trampolining</p>	<p>Bones</p> <p>Structure of skeleton</p> <p>Functions of skeleton</p> <p>Muscles of the Body</p> <p>cartilage , ligaments</p> <p>Types of joints</p> <p>Joint design & movement</p> <p>Antagonistic movement</p> <p>aerobic / anaerobic</p> <p>Practical examples of differing intensities EPOC</p>		<p>Preparation:</p> <p>Weekly Preparation tasks include; past paper questions, mind maps, posters, revision</p> <p>Other assessments:</p> <p>End of unit assessment : First week each half term.</p>
<p>Autumn 2:</p> <p>Likely activities</p> <p>Handball Table Tennis Basketball Fitness Trampolining</p>	<p>The recovery process</p> <p>Physical training</p> <p>Health & Fitness definitions</p> <p>Components of Fitness</p> <p>Linking sports to COF</p> <p>Immediate effects of exercise</p> <p>long term effects of exercise</p> <p>The Principles of Training and overload</p> <p>Application of the principles of training to sporting examples</p> <p>Types of training</p> <p>Warming up and cooling down</p>		<p>Preparation:</p> <p>Weekly Preparation tasks include; past paper questions, mind maps, posters, revision</p> <p>Other assessments:</p> <p>End of unit assessment : First week each half term.</p>
<p>Spring 1:</p> <p>Likely activities</p> <p>Handball Table Tennis Basketball Fitness Trampolining</p>	<p>Reasons for and limitations of fitness testing</p> <p>Measuring the components of fitness</p> <p>Demonstration of how data are collected for fitness testing</p> <p>Specific Training Techniques (altitude training)</p> <p>Seasonal aspects</p>		<p>Preparation:</p> <p>Weekly Preparation tasks include ; past paper questions, mind maps, posters, revision</p> <p>Other assessments:</p> <p>End of unit assessment : First week each half term.</p>

<p>Summer 1:</p> <p>Likely Activities</p> <p>Athletics</p>	<p>Basic information processing model Feedback and Guidance Engagement patterns of different social groups Commercialisation Types of Sponsorship and the Media Positive and negative impacts of technology</p>	<p>Preparation:</p> <p>Weekly Preparation tasks include; past paper questions, mind maps, posters, revision</p> <p>Other assessments:</p> <p>End of unit assessment : First week each half term.</p>
<p>Summer 2:</p> <p>Likely Activities</p> <p>Athletics</p>	<p>Linking participation, exercise and sport to health, well-being, and fitness The consequences of a sedentary lifestyle The effects of Obesity Somatotypes Nutrition Reasons for maintaining water balance</p>	<p>Preparation:</p> <p>Weekly Preparation tasks include; past paper questions, mind maps, posters, revision</p> <p>Other assessments:</p> <p>End of unit assessment : First week each half term</p>
<p>Suggestions for independent study and home support</p> <p>https://www.bbc.co.uk/bitesize/levels/z98jmp3</p> <p>https://www.aqa.org.uk/subjects/physical-education/gcse/physical-education-8582</p>		
<p>KEY SKILLS:</p>		
<p>Literacy</p> <p>Identify, outline, describe, explain, justify, compare</p>	<p>Numeracy</p> <p>Percentage calculations, interpretation of tables, bar charts, line graphs, pie charts</p>	<p>Other</p> <p>Decision making</p>

Year 9 - Physical Education NCFE Vcert

Exam Board & course title/code	Unit	Date of Exam	% of Total Exam
NCFE	Vcert Health and Fitness Level 1/2	November	40%
Key topics	Course content		Assessment
<p>Autumn 1:</p> <p>Likely Activities</p> <p>Fitness suite</p>	<p><u>Skeletal system</u> Bones Structure of skeleton Functions of skeleton Joints - synovial, cartilage , ligaments Joint design & movement (flexion/ extension/ rotation/ abduction/ adduction)</p> <p><u>Muscular system</u> Muscles of the Body Muscle types Antagonistic movement Muscular contractions Muscle fibre types</p>		<p>Preparation:</p> <p>Weekly Preparation tasks include; past paper questions, mind maps, posters, revision</p> <p>Other assessments:</p> <p>End of unit assessment : every 4 weeks</p>
<p>Autumn 2:</p> <p>Likely Activities</p> <p>Heart dissection, blood pressure taking, endurance activities</p>	<p><u>Respiratory system</u> Structure of the respiratory system Pathway of air Gaseous exchange Lung volumes</p> <p><u>Cardiovascular system</u> Structure and function of CV system Structure of the heart Blood vessels - structure and function Components of blood Cardiac cycle Cardiac measurements Blood pressure</p>		<p>Preparation:</p> <p>Weekly Preparation tasks include ; past paper questions, mind maps, posters, revision</p> <p>Other assessments:</p> <p>End of unit assessment : every 4 weeks</p>
<p>Spring 1:</p> <p>Likely Activities</p> <p>Anaerobic and aerobic practical</p>	<p><u>Energy systems</u> Aerobic and Anaerobic Energy sources and equations for each energy source</p> <p><u>All body systems</u> Skeletal/Muscular/ Respiratory/ CV systems overview Short term effects of exercise Long term effects of exercise</p>		<p>Preparation:</p> <p>Weekly Preparation tasks include ; past paper questions, mind maps, posters, revision</p> <p>Other assessments:</p>

		End of unit assessment : Every 4 weeks
Spring 2: Likely Activities Fitness testing for all components of fitness	<u>Health and fitness</u> Health and fitness definitions Components of fitness HEALTH Components of fitness SKILL Fitness testing	Preparation: Weekly Preparation tasks include ; past paper questions, mind maps, posters, revision Other assessments: End of unit assessment : every 4 weeks
Summer 1: Likely Activities Athletics	<u>Health and fitness</u> Principles of training SPORT FITT	Preparation: Weekly Preparation tasks include ; past paper questions, mind maps, posters, revision Other assessments: End of unit assessment : every 4 weeks
Summer 1: Likely Activities Athletics Practical sessions for their client	<u>Synoptic project</u> Coursework based project looking at creating a personalised exercise program for a client. The synoptic project will be based on the one given by the exam board the previous academic year. PAR-Q Methods of training Fitness testing Analysis of individual needs	Preparation: Weekly Preparation tasks include ; session write ups, attendance to after school fitness club, mind maps, posters Other assessments: Submission of synoptic project
Suggestions for independent study and home support		
https://www.qualhub.co.uk/qualification-search/qualification-detail/ncfe-level-12-technical-award-in%20health-and-fitness-4579		
KEY SKILLS:		
Literacy Identify, outline, describe, explain, justify, compare, analyse	Numeracy Percentage calculations, interpretation of tables, bar charts, line graphs, pie charts	Other ICT skills, communication

Year 9 - Trilogy - Combined Science GCSE

Exam Board & course title/code	Unit	Date of Exam	% of Total Exam
Trilogy - Combined Science AQA 8464	Biology paper 1 (Cell biology, organisation, infection and response and bioenergetics).	May	16.7% of course 70 marks
	Biology paper 2 (Homeostasis and response, inheritance, variation and evolution and ecology).	June	16.7% of course 70 marks
	Chemistry paper 1 (Atomic structure and the periodic table, bonding, structure and the properties of matter, Quantitative chemistry, chemical changes and energy changes).	May	16.7% of course 70 marks
	Chemistry paper 2 (The rate and extent of chemical change, organic chemistry, chemical analysis, chemistry of the atmosphere and using resources).	June	16.7% of course 70 marks
	Physics paper 1 (Energy, Electricity, particle model of matter and atomic structure).	May	16.7% of course 70 marks
	Physics paper 2 (Forces, waves, magnetism and electromagnetism)	June	16.7% of course 70 marks
Key topics	Course content		Assessment
<p style="color: #4f81bd;">Learning cycle 1:</p> <p>Biology Paper 1 B1</p>	<ul style="list-style-type: none"> Cell biology Organisation Infection and response Bioenergetics 		<p>Preparation:</p> <p>Will vary and could include: Doddle Exam questions Worksheets Projects</p> <p>Other assessments:</p> <p>Required practicals B1 and B7. Learning cycle 1 assessment (50 min exam)</p>
<p style="color: #4f81bd;">Learning cycle 2:</p>	<ul style="list-style-type: none"> Cell biology 		<p>Preparation:</p>

<p>Biology Paper 1 (continued)</p>	<ul style="list-style-type: none"> ● Organisation ● Infection and response ● Bioenergetics <p>Using all of the units above students will practice using knowledge to answer exam questions.</p> <p>This will focus on recall, interpreting the question, data analysis and evaluation and evidence.</p>	<p>Will vary and could include: Doddle Exam questions Worksheets Projects</p> <p>Other assessments: Required practicals.</p> <p>Learning cycle 2 assessment (B1 exam)</p>
<p>Learning cycle 3: Chemistry Paper 1</p>	<ul style="list-style-type: none"> ● Atomic structure and the periodic table ● Bonding, structure, and the properties of matter ● Quantitative chemistry ● Chemical changes ● Energy changes 	<p>Preparation:</p> <p>Will vary and could include: Doddle Exam questions Worksheets Projects</p> <p>Other assessments:</p> <p>Learning cycle 3 assessment (50 min exam)</p>
<p>Learning cycle 4: Chemistry paper 1 (continued)</p> <p>9 weeks</p>	<ul style="list-style-type: none"> ● Atomic structure and the periodic table ● Bonding, structure, and the properties of matter ● Quantitative chemistry ● Chemical changes ● Energy units <p>Using all of the units above, students will practice using knowledge to answer exam questions.</p> <p>This will focus on recall, interpreting the question, data analysis and evaluation and evidence.</p>	<p>Preparation:</p> <p>Will vary and could include: Doddle Exam questions Worksheets Projects</p> <p>Other assessments: Required practical.</p> <p>Learning cycle 4 assessment (50 min exam)</p> <p>End of year 9 Science exams. Biology, Chemistry B1 and C1 papers.</p>

Suggestions for independent study and home support

Use websites such as <https://www.bbc.co.uk/bitesize> and <https://www.my-gcsescience.com/> to revise the scientific topics covered and carry out short tests. Use your revision guide to actively revise the topic

and complete the questions which accompany the theory. For past papers and exam information visit:
<https://www.aqa.org.uk/subjects/science/gcse/combined-science-trilogy-8464/assessment-resources>

The following books are available to purchase on wisebuy for £5.50 and are comprehensive revision guides for trilogy combined science.



KEY SKILLS:

Literacy:

All students are issued with keywords lists for each unit which they study within each unit.

Numeracy:

Arithmetic and numerical computation

Handling data

Algebra

Graphs

Geometry and trigonometry

Working Scientifically skills:

1. Development of scientific thinking
2. Experimental skills and strategies
3. Analysis and evaluation
4. Scientific vocabulary, quantities, units, symbols and nomenclature.