The Snaith School

Year 9 Curriculum Guide 2024/25

Welcome

Pupils at The Snaith School have access to an ambitious curriculum that develops the powerful knowledge and skills to which they are entitled in order to lead successful lives and make a positive contribution to their communities. Our school delivers a curriculum that has at its heart the intention to support students to be their 'best self' by removing barriers and ensuring social justice. This is underpinned by a culture that places high value on literacy and vocabulary, which are both crucial to academic achievement, future learning and employment. Our ambitious curriculum is designed to ensure that all students are able to thrive, both academically and personally, at The Snaith School. The Year 7 curriculum is knowledge-rich and aims to equip all of our students with the knowledge, skills and experiences that they need to be successful people and have better lives.

Students will develop independent learning, thinking skills, creativity and learner resilience through a wide variety of subjects and topics. Our Year 7 curriculum builds on KS2 and enables learners to gain the competences required to prepare them for the future GCSE and vocational curriculum requirements.

Students will also learn about the personal and social issues which challenge them as young adults in today's society. They will study an hour of 'APEX' (Achieving Personal Excellence) per week and these lessons focus on aspects of personal, social, health and economic education. These lessons develop students' personal development alongside teaching them the importance of British values. 'APEX' is designed to develop our students into thoughtful, responsible and informed members of the community who are prepared for life beyond school.

Staff Contacts:

English: Mrs L Gordon
Maths: Mrs S Kilner
Science: Miss C Maguiness
History: Miss S Wilson
Geography: Mr T Harrison
French: Mrs E Reynolds
Design & Technology: Miss E Scott
Art: Mrs L Nichols
Computing: Miss M Till
Music: Mr S Elliott
Philosophy, Ethics and RE: Mrs S Kears
Physical Education: Mr B Franklin
APEX: Mrs R Hull

Maths

In year 9 we start to look at basic GCSE content in order to progress further when starting the content in year 10. Pupils will look more at exam style questions and build on their problem-solving skills

Knowledge taught in Year 9:

Autumn	Spring	Summer
Content: Core Number **Vocabulary:** Factor, Multiple, Standard form, Surds, Indices, Finance, Credit, Debit, Integer, Significant figures, error intervals	**Content:** Geometry: Triangles **Vocabulary:** Pythagoras Theorem, Trigonometry, Hypotenuse	**Content:** Linear Graphs **Vocabulary:** Gradient, y-intercept, Simultaneous equations, perpendicular lines, rates of change
Content: Core Algebra **Vocabulary:** Expand, Factorise, Simplify, Fibonacci Sequence, substitution,	**Content:** Fractions, Decimals and Percentages **Vocabulary:** Recurring decimals, Improper fraction, Compound interest, terminating decimals, growth and decay	**Content:** Shapes and Angles **Vocabulary:** Plan view, corresponding angles, Bearings, polygons, faces, edges, vertices, congruence, Similarity

Our Year 9 curriculum aims to ensure that students can do the following:

- Pupils will become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
- They will reason mathematically by following a line of enquiry, conjecturing relationships and generalisations and developing an argument, justification or proof using mathematical language.
- Pupils will be given opportunities to show they can solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

How parents can help to support their child's learning:

- Ensure that your child is always equipped with a pen, pencil, ruler, protractor, pair of compasses and calculator (these are available to buy from the school supplies shop)
- Encourage the need for meeting homework deadlines
- Encourage the need to review answers to check they are reasonable
- Encourage the need for revision to consolidate the topics taught

Students will be set weekly homework.

This will be in the form of a written task or tasks on Mathswatch that is given out at the start of each week and marked the following week.
The following website can help your son/daughter's learning:

- www.corbettmaths.co.uk
- www.vle.mathswatch.co.uk/vle/

English

English serves as the gateway to learning through the knowledge of both language and literature, and the ways in which they shape and reflect a diverse society. A critical understanding of these disciplines enables us to become better global citizens, as we are able to form our own judgements and communicate our ideas effectively.

Knowledge taught in Year 9

Autumn	Spring	Summer
Play Study – Noughts and Crosses Students explore the inversion of racial politics through the study of this dystopian drama. **Vocabulary:** Segregation, discrimination, ethnic minority, white privilege, equality, empathy, foreshadowing, dystopia	**Shakespeare - Macbeth** Students will understand the characters and plot through the exploration of Shakespeare's famous tragedy. **Vocabulary**: hamartia, hubris, prophesise, tyranny	**Poetry and Conflict** Students will explore the language that poets use to present conflict. **Vocabulary:** Volta, caesura, enjambment, intent, syllable, hostility, juxtaposition, propaganda, contempt
Protest Writing Building on the previous topic, pupils examine a range of texts that aimed to create social or political change. **Vocabulary:** marginalisation, periphery, discriminate, stereotype, voice, legacy, agenda, rebellion, repression	**Flash Fiction** Pupils spend this unit exploring narrative voices and refining descriptive writing techniques. **Vocabulary:** Characterisation, exposition, pathetic fallacy, pathos, foreshadow	**Visionary Literature** Students will delve into history to investigate life in the Victorian era in order to understand the contextual influences on writers such as J.B. Priestley and R.L. Stevenson **Vocabulary:** Hierarchy, capitalism, altruism, socialism, morality, duality, social class, patriarchy

Our Year 9 curriculum goals:

- To provide increased challenge through choices of literature and concepts we explore.
- To build on the foundations of our students' understanding of our wider world and where we are today.
- To explore key areas of history in order to prepare for GCSE texts.
- To study the craft of writing in order to build creative skills.

How parents can help to support their child's learning:

- Encourage your child to review their written work and re-draft for improved technical accuracy.
- Encourage reading for pleasure at home to enhance the understanding of different text types and reading for meaning.
- Encourage your child to share their homework tasks with you and therefore check their accuracy, presentation and depth before handing homework in.

Science

Science at Key Stage 3 at The Snaith School builds on our student's prior learning in primary education so they develop firm foundations in their understanding of key scientific ideas, practical based enquiry and scientific literacy and they can make a strong transition to their learning in Key Stage 4 and for the demands of GCSE Science.

Knowledge taught in Year 9:

Autumn	Spring	Summer
Biology Content: Cells Basics **Vocabulary:** Cell, Organelle, Prokaryotic, Eukaryotic, Nucleus, Mitochondria, Cell membrane, Cytoplasm, Ribosomes, Chloroplasts, Cell wall, Vacuole, Specialised cell, Differentiation, Stem cell, Pluripotent, Adaptation, Red blood cell, Muscle cell, Sperm cell, Neurone, Xylem, Phloem, Root hair cell, Palisade cell, Potential life, Reject, Mitosis, Chromosome, Replicate, Therapeutic cloning	**Biology Content: Organisation part 1** **Vocabulary:** Platelet, Plasma, Red blood cell, White blood cell, Artery, Capillary, Vein, Lumen, Atrium, Ventricle, Aorta, Vena Cava, Pulmonary Artery, Pulmonary Vein, Trachea, Bronchi, Bronchiole, Alveoli, Pacemaker, Health, Causation, Correlation, Carcinogen, Risk factor, Cardiovascular, Coronary, Cholesterol, Stent, Statin, Artificial heart, Tumour, Benign, Malignant	**Biology Content: Infection & Response** **Vocabulary:** Microorganism, Virus, Bacteria, Protist, Fungi, Pathogen, Toxins, Measles, Inhalation, HIV, Antiretroviral drugs, Tobacco mosaic virus, Salmonella, Discharge, Antibiotic, Gonorrhoea, Rose black spot, Fungicides, Malaria, Vector, Mosquitos, Symptoms, Trachea, Bronchi, Stomach, Phagocytosis, Antigen, Antibody, Antitoxin, Vaccines, Immunising, Antibiotics, Painkillers, Symptoms, Antibiotic resistant strains, Digitalis, Aspirin, Penicillin, Synthesised, Toxicity, Efficacy, Dose, Preclinical testing, Clinical trials, Double blind trials, Placebo, Peer review
Chemistry Content: Atoms, Elements, Compounds **Vocabulary:** Element, Compound, Atom, Molecules, Solutions, Formulae, Conservation of mass, Equation, Mixture, Purity, Formulation, Boiling point, Filtration, Evaporation, Distillation, Condensing, Solute, Soluble, Solvent, Solution, Solubility, Chromatography, Chromatogram, Stationary phase, Mobile phase, Retention factor	**Chemistry Content: Periodic Table** **Vocabulary:** Atom, Proton, Neutron, Electron, Nucleus, Shell/ Energy level, Atomic Number, Relative Atomic Mass, Isotope, Plum pudding model, Nuclear model, Group, Period, Metal, Non-metal, Atomic weight, Alkali Metal, Halogen, Noble Gas, Boiling point	**Chemistry Content: Intro to Rates of Reaction** **Vocabulary:** Rate, reactant, product, reaction, quantity, activation energy, collision, particle, frequency, concentration, temperature, pressure, surface area, catalyst

Physics Content: Space	Physics Content: Forces & Motion Part 1	Physics Content: Energy
Vocabulary: Seasons, Axis, Tilt, Light year, Hemisphere, Star, Galaxy, Planet, Moon, Gravitational Field, Gravitational Force, Weight, Mass, Gravitational Field Strength,	**Vocabulary:** Force, Contact, Non-contact, Mass, Kilogram, Weight, Newton, Gravity, Scalar, Vector, Magnitude, Direction, Force, Balanced, Unbalanced, Resultant force, Work done, Distance, Spring, Stretching, Compressing, Extension, Speed, Velocity, Distance, Displacement, Motion, Displacement-time graph, Acceleration, Average acceleration, Initial velocity, Final velocity, Time, Force applied, Motion	**Vocabulary:** Stores, Transfers, Efficiency, Conduction, Conductivity, Insulation, Rate of energy transfer, Coal, Oil, Gas, Nuclear, Replenished, Carbon Dioxide, Finite resource
Physics Content: Particle Model of Matter **Vocabulary:** Substance, Particle, State, Solid, Liquid, Gas, Properties, Melting, Evaporation, Condensation, Freezing, Sublimation, Internal Energy, Kinetic Energy, Potential Energy, Pressure		

Our Year 9 curriculum goals:

- Deepen students' understanding of the key fundamentals that underpin Biology, Chemistry and Physics
- Develop key scientific vocabulary
- Continue to develop a range of key skills in mathematics, literacy and practical based tasks.

Classwork and Homework

Students will develop a range of skills during their Science lessons. In class, students will complete mini-quizzes, learn new content and key vocabulary and complete a range of different practicals throughout each topic.

Homework may take the form of a research task, key terminology to learn, short answer questions or poster work.

Assessment

At the end of each topic there is a formative assessment. This is a set of multiple-choice questions, followed by some longer tasks. There will also be cumulative assessments in October and May. At the end of Y9, students will sit an end of year assessment, based on the content and skills they have covered across the year. These will be marked by the class teacher.

How parents can help to support their child's learning:

- Encourage your child to share their homework tasks with you
- Encourage your child to use other sources of information to help them (such as KS4 BBC Bitesize or their exercise books) when completing homework and not treat it like a test

- Encourage your child to revise for assessments and to use the strategies we are practising in lessons, such as making flash cards. It would be really helpful to use their flash cards to test them
- Encourage your child to record key words and their meanings in their planner and then quiz them on the key words and their meanings

Geography

Year 9 sees students continue their global journey as they progress through their Tour de Geography with concentrated work on Israel, Russia, China, Deserts and sandstorms as well as looking at current events with an examination of the geography of world events such as political change and transmissible disease. Our year 9 curriculum recognises that not all students will choose to continue geography and by the end of the year they should have developed the key critical skills to understand the world around as well as received a high-quality foundation to their future learning at GCSE in geography.

Knowledge taught in Year 9:

Autumn	Spring	Summer
Content: Tectonic Landscapes Students will study the tectonic Landscape of our planet with a focus on Volcanoes, Earthquakes and Tsunamis by looking at case studies and located examples of each type of hazards. **Key Words** Plates Convection Current Constructive Destructive Collision Tsunami	**Content: Tropical Rainforest** Students will study the tropical rainforest and look at the key features including structure, flora and fauna **Key Words** Flora Fauna Structure Emergent Adaptations Indigenous	**Content:** Global Inequality Students will study the causes of global inequality in different geographical regions of the world **Key Words** Inequality Poverty Deprivation Economic Cash crop
Content: Population and Health Students will the distribution of population around the world and the common disease of affluence and poverty. **Key Words** Birth Rate Death Rate Natural Increase Life Expectancy Affluence Poverty	**Content:** Resource management and conflict Students will study the resources that we as humans use and need to live our lives, as well as how these resources are often the cause of conflict between humans **Key Words** Resource Surplus Deficit Consumer Producer Food miles	

Our Year 9 curriculum goals:

- Challenge misconceptions around specific locations on a wide variety of scales
- Develop knowledge on specific human and physical geographical features.
- Contrast developed and developing countries and cities to allow students to make informed decisions on global issues.
- Expand student knowledge world-leading nations such as Russia and China as well as geopolitically and geographically significant regions such as the Middle East.

How parents can help to support their child's learning:

- Encourage students to research issues covered in these topics outside of the classroom and engage the in conversation.
- Encourage students to watch well known documentaries such as Planet Earth, Green Planet and Blue Planet to gain a greater understanding of global issues through informed presentation.
- Ask students to research their own wardrobes to examine where their clothes are made and discuss the results (all clothing has a country-of-origin label in it).

History

Across Year 9, pupils will delve into detail in the 1900's and study the impact war and warfare has had on the modern day. By studying a range of conflicts across the twentieth century, pupils will increase their understanding of why the world was at war twice within the same century. Pupils will also gain an insight into the role politics can play within international relations and how this was a key contributor to war. Finally, they will also spend time studying the atrocities of the Holocaust in order to gain an understanding of how we must learn to respect and be sensitive towards certain parts of History.

Knowledge taught in Year 9:

Autumn	Spring	Summer
Content: World War one Pupils will study the short term and long-term causes that led to the outbreak of the First World War. Pupils will study what life was like for the soldiers on the front line as well as those living a home during the war. **Vocabulary**: Pals battalions Militarism Conscription Nationalism	**Content:** The Road to World War Two An enquiry into the causes of the Second World War focusing on the events that led up to September 1939. Events studied will include, Anschluss, appeasement and the Nazi Soviet Pact. **Vocabulary:** Anschluss Appeasement Communism Nationalism	**Content:** Britain's position in the wider world after 1939 An enquiry into life after the Second World War. Pupils will look at the aftermath of the war and how it led to technological advancements in technology, medicine and society. Pupils will look at the post war relationships and how this led to a Cold War between Russia and the USA. **Vocabulary:** Capitalism Communism Marshall Aid Berlin Blockade
Content: The Inter War years 1914-1933 Pupils will understand the causes of the First World War and look at how Europe emerged in 1918. They will investigate the effect of the treaty of Versailles and how successful the League of Nations were in dealing with international disputes. **Vocabulary:** Invasion Treaty League of Nations Allies	**Content:** The Holocaust Pupils will study was it was like to live in Nazi Germany during the 1930s and will learn about the history of anti-Semitism. They will study the Nazi persecution of the Jewish race during the Second World War. **Vocabulary:** Holocaust Persecution Anti-Semitism Concentration camps	**Content:** Britain's position in the wider world after 1939 An enquiry into how life changed for the people of Britain in the 60's 70's 80's 90's and noughties focusing on several factors such as lifestyle, technology and politics. **Vocabulary:** Tension Culture Terrorism

Our Year 9 curriculum goals:

- Understanding chronology
- Organisation and communication skills
- Interpretation and source work
- Structuring written work
- Understanding change over time

How parents can help to support their child's learning:

- Encourage your child to visit museums and historical sites
- Encourage your child to read widely, including newspapers and websites
- Encourage your child to complete homework

MFL

These topics are taught to deepen knowledge of how to talk about themselves, with increasingly complex grammatical structures and additional tenses. They revise and build on content from Y7 and 8

Knowledge taught in Year 9

Autumn	Spring	Summer
Content: • TV • Cinema • Revision of present and perfect tenses Music Technology	Content: • Environment	Content: • Healthy living • Daily routine

Our Year 9 curriculum goals:

- To revise key sound-spelling (phonics) to help pronunciation of new language.
- To develop the confidence and skills to be able to speak openly to others in French.
- To develop reading and translation skills, leading to being able to write independently.
- To learn how to prepare photo cards.
- To be able to express oneself in three time frames

How parents can help to support their child's learning:

- Use their child's sentence builders to test vocabulary in short, regular bursts
- Encourage homework on sentencebuilders.com to be done in short periods over a number of days to aid memory.
- Ask them to teach you what they have learned that week, as a child who can explain to others has understood the work themselves.

APEX

The APEX curriculum aims to develop students' personal development, alongside teaching the importance of British values. APEX is designed to develop our students into thoughtful, responsible and informed members of the community who are prepared for life beyond school. Students will explore how they can keep themselves safe and make considered choices about their personal development and well-being.

The APEX programme will have one dedicated hour per week in Year 9 which will focus on the following topics.

Autumn	Spring	Summer
Content: What is Character? Pupils will consider their own morals and values. We will consider issues such as toxic masculinity, sexual harassment and racism and how to challenge this in their community.	**Content:** Relationships & Sex Education (What are safe relationships? Online or in person) Pupils will understand healthy vs. unhealthy relationships. They will discuss the issue of consent. They will understand STI prevention and treatment and consider teenage pregnancy and choices. They will be resilient to online pressure.	**Content:** Healthy Lifestyles (How do we stay resilient in difficult situations?) Pupils will investigate issues with body image and build specific knowledge about mental health conditions and unhealthy coping strategies, as well as where to get help. We will discuss eating disorders, anxiety, phobias and depression and how to deal with these issues.
Content: Finance & Careers (What choices do I have next?) Pupils will explore the options process and post 16 options. They will be able to assess mortgages and investments and be aware of financial exploitation.	**Content:** Risk & Safety (How do I manage a dangerous situation?) Pupils will know what FGM is and be resilient to child sexual exploitation, forced marriage, human trafficking and radicalisation. They will recognise the danger of spiking and be taught first aid.	**Content: Politics** Pupils will explore local and national politics.

Our Year 9 curriculum goals:

- To provide age appropriate PSHE (Personal, Social, Health, Economic) for our pupils so they can make safe considered choices about their personal development and wellbeing.
- To understand that there are different types of relationship and to challenge discrimination.
- To understand our career expectations and how to manage financial risk.
- Pupils build resilience and know where to get help.
- Pupils will develop using Human Rights and British Values as the basis for safe discussion.
- Pupils will recognise threats online and offline and know where to go for help.

How parents can help to support their child's learning:

- Encourage watching the news and keeping an eye on current affairs. CBBC Newsround is suitable for this.
- Promote open discussion about challenges your child could be facing.
- Have discussions about your child's ambitions.

Art & Design

In the third year of KS3 students explore different starting points and media in order to become more fluent with their Art and Photography skills. The Year 9 Curriculum allows students to explore a far wider range of media, informing GCSE practice if they were to opt to further their studies in Art. The curriculum is designed to give the students the opportunity to learn Photography, again giving them an opportunity to see what skills they would learn at KS4. Students develop their own practice in response to different Cultures, initially African and Indian Art. Our Curriculum promotes the ethos of building student's confidence and developing creativity skills.

Knowledge taught in Year 9:

Autumn	Spring	Summer
Content:	**Content:**	**Content:**
Continuing the philosophy of drawing as key skill. Pupils begin a drawing in response to a culture -looking at the pattern and tradition of Mehndi in Indian Culture. Again, not just focussing on drawing; but cultural knowledge and imaginative skills too.	Completion of Autumn term project Students then focus on the African Culture – looking at their use of pattern and colour . Poly print is then teaching students how to select appropriate media for the subject matter/culture they are looking at. Simplifying detail in terms of the techniques.	Completion of Spring term project We conclude the year with a Surrealism theme. Students explore the world of 'Slinkachu', creating stories and scenes with tiny figures. Students develop their control of the different features of a camera. Use of Photoshop extends their ideas and quality of outcomes further. We can also extend our knowledge by looking at surrealist artists who draw their surreal worlds; Ben Heine, Mike Wilks, Alfred Basha being our sources of inspiration.
Vocabulary: Line Tone Pattern Mehndi	**Vocabulary:** Geometric Repeat Pattern	**Vocabulary:** Depth of field Framing Surreal Angles Focal point

Content:	Content :	
Mono-printing is introduced as another new media as it will be used at GCSE level if students take this option further. It is also a confidence boosting skill and one that contrast with the – accuracy achieved in their baseline, but in a different way. Pupils will create monoprints of a variety of henna/Indian patterns This will be extended into a digital tattoo. Where pupils photograph hands and photoshop their monoprints onto hands for a digital personal response.	Students extend their knowledge and understanding of the African culture by researching the tradition of masks in African culture. Their knowledge of this is explored through them designing their own African mask and using clay to create a 3D version of their design.	
Vocabulary: Mehndi Ceremony Culture Tradition Pattern Floral Geometric Monoprinting Framing Focus Lighting Marquee tool Move tool Eraser	**Vocabulary:** Ceremony Tradition Spirit Carve Slab Relief Slip	

Our Year 9 curriculum goals:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

How parents can help to support their child's learning:

- Encourage your child to talk about what they did in their lessons, describing the skills and techniques they have explored and the artists they have learnt about.
- Create opportunities of making crafts, art or photography at home. Encourage your child to have a sketchbook to explore and extend the skills they have learnt in school or begin exploring their own ideas and environment through drawing, colour, media, photography.
- Visit local or national Art and Photography exhibitions, seeing a variety of art outcomes to broaden their understanding of what art is and what it can be.

Computing

During computing lessons, we aim to provide pupils with the tools required to use computer systems within school and beyond with confident. A wide range of up to date industry recognised software is taught in an ever-changing subject area which is constantly evolving to meet pupil and industry needs.

Knowledge taught in Year 9:

Autumn	Spring	Summer
Content: Online Safety Online safety is a running theme across all year groups in KS3. In this unit pupils will investigate the benefits and drawbacks of Artificial Intelligence including ethics. They will then go on to evaluate past and future technology. **Vocabulary:** AI VR Deep learning Machine learning Ethics Technology	**Content**: Advanced Spreadsheets This unit builds on the skills developed in year 8 from the introductory to spreadsheets unit and form a tasted to the 3rd course offered at KS4. Following a re-cap of key terms pupils will develop their skills in interpreting information via the production of graphs and pivot tables. They will also learn how to make sure the data being entered is accurate through the use of validation and drop-down menus. **Vocabulary**: Validation Pivot table SUMIF Conditional formatting Functions Filters	**Content**: Creative project This unit consolidates the learning pupils have developed over yr7, 8 and 9. Pupils will interpret a design brief from a range of scenarios and create the planning documentation requires to fulfil the needs of the brief selected. Assets will be collected and created and stored appropriately. Pupils will then create and review their digital product. **Vocabulary**: Design brief Mood board Decomposition Consistency Trimming Review
Content: Options Taster The Computing department offer 2 courses at KS4. This unit of work focuses on 2 areas on offer and builds on the skills developed in years 7 and 8. Within the creative section pupils will use Photoshop to enhance their textual graphical skills. From a technical side pupil will focus of image representation, hexadecimal conversion and look at the ethical side of the subject. **Vocabulary**: Layer Effects Gradient Hexadecimal Representation Ethical	**Content**: Text based programming Python is an interpreted high-level general-purpose programming language used by companies like Google and Nasa. In this unit pupils will develop their programming skills from year 8 using the Python programming language. Pupils will develop skills starting with a refresher of basic skills from year 8 to more complex as their confidence grows. **Vocabulary**: Count controlled loops Condition controlled loops Infinite loops Selection WHILE FOR	

Our Year 9 curriculum goals:

- Be confident when using the computer system and a wide range of software applications.
- Be able to save documents using appropriate file names in a logical area.
- Become digitally literate.
- Develop programming skills.
- Understand why and how to use technology safely, respectfully, responsibly and securely.
- Equip pupils with a broad curriculum understanding to enable them to decide on whether this is a subject they would like to pursue in the future.

How parents can help to support their child's learning:

- Encourage your child to talk about what they did in their lessons.
- Ask your child to share the work they have been doing in lesson with you through Microsoft Teams
- Ensure that all homework is completed on time.
- Encourage your child to revise for assessments.

Drama

Drama lessons offers opportunities for students to develop their teamwork, focus, energy, character, imagination, narrative language skills, spontaneity, confidence and trust. Pupils can overcome inhibitions and build positive relationships: all of these are essential to future successes for life

Knowledge taught in Year 9:

Autumn	Spring	Summer
Content: Exploring and Interpreting Texts 1 Character motivation Rehearsal techniques Status and Power Vocal and physical skills **Vocabulary:** Stage Direction Texts Plays Playwrights Intentions Characters Vocal and Physical Skills Costume Set Design	**Content: Devising from a Stimulus: Developing devising skills** Social, historical, cultural and political context and how this can impact the creation and development of devised work. Effective application of explorative strategies **Vocabulary:** Devising Plays Analysing Evaluating Live Theatre Staging Characterisation Roles Stimulus **Explorative Strategies**	**Content: Exploring Styles and Genres: Theatre as a tool for social change** Exploring key conventions of didactic theatre linked to a specific practitioner or theatre company. Effective application of these conventions to create original work aimed at motivating and inspiring and audience. **Vocabulary:** Didactic Theatre Audience Styles Genres Theatre Practitioner Theatre Company Conventions
Content: Exploring and Interpreting Texts 2 How different theatrical conventions can impact an audience. Social, historical, cultural and pollical context and the influence they have on playwrights and play texts. Costume, lighting and sound Evaluating the impact of live theatre	**Content: Vocabulary: Devising from a Stimulus: Exploring styles and genres** Exploring a new theatrical style linked to a theatre company or practitioner. Effective application of the style and the impact this can have on an audience.	**Content: Exploring Styles and Genres: Curriculum Consolidation** Retrieval, application and consolidation of a range of styles and genres explored throughout the Key Stage 3 curriculum. Interpreting short, ambiguous texts and applying key conventions, skills and techniques from the styles of theatre being explored

		Understanding of the differing impact that a range of styles of theatre can achieve.
Vocabulary:	**Vocabulary:**	**Vocabulary:**
Stage Direction Texts Plays Playwrights Intentions Characters Vocal and Physical Skills Costume Set Design	Style Practitioner Vocal & Practical Skills Audience Staging	Style Genre Stimulus Characterisation Acting Skills Audience Staging

Our Year 9 curriculum goals:

- Identify how characterisation skills have been used to create the drama.
- Give and accept suggestions and ideas through research and planning activities.
- Use a range of voice and movement skills to create clearly defined characters with detail and depth.
- Demonstrate increased control of vocal and movement skills in the performance of their roles.
- Demonstrate considered use of theatrical devices where appropriate to enhance their drama.
- Refine their work in rehearsal to create dramatic contrasts which increase the impact of the drama.

How parents can help to support their child's learning:

- Encourage your child to talk about what they did in their lessons, describing the characters they played and the situations their characters experienced.
- Watch a television drama together and discuss why the characters did what they did (motivation) and try to explain how the actors communicate what they are feeling (using their facial expressions and body language)
- Encourage your child to see live drama (school productions and showcases, local theatre productions)
- Encourage your child to attend our extra-curricular activities (lunchtime and after-school rehearsals and some weekends)

Music

Music is all around us. It is the soundtrack to our lives. Music connects us through people and places in our ever-changing world. It is creative, collaborative, celebratory and challenging. In our schools, music can bring communities together through the shared endeavour of whole-class and choral singing, ensemble playing, experimenting with the creative process and, through the love of listening to friends and fellow pupils, performing. The sheer joy of music making can feed the soul of a school community, enriching each student while strengthening the shared bonds of support and trust which make a great school.

Knowledge taught in Year 9:

Autumn	Spring	Summer
Minimalism	Film Music	Britpop
Content:	**Content:**	**Content:**
Understanding the various origins of Minimalist music and how it was a reaction against the formalist 12-Tone Technique. Creating short compositions adopting early Minimalist techniques from the 1960s and 1970s by the three pioneer composers, Terry Riley, Philip Glass and Steve Reich. Creating a production of a film theme by Philip Glass (using performing skills) and composing an extended composition using Minimalist techniques.	Understanding the purpose of music in film and how it is used to enhance the experience for the viewer. Performing film themes and using music technology to compose an underscore for a film scene.	Understanding how '90s Britpop was influenced by British rock music from the '60s and '70s. Understanding the cultural background to Britpop. Performing arrangements of Britpop songs using a variety of instruments and music technology.
Dynamics Forte(f), Piano (p)	**Dynamics** Forte(f), Piano (p), Crescendo, Diminuendo	**Dynamics**
Rhythm Tempo, BPM, Additive/Subtraction Process, Metre Rhythmic values from semibreve to semiquaver including rests	**Rhythm** Tempo, BPM	**Rhythm** Dotted rhythms, Syncopation, Tempo, BPM
Structure Development of cells	**Structure** Soundtrack, Non Diagetic/Diagetic	**Structure** Intro, Verse, Chorus, Bridge, Outro Instrumental Solo
Melody Phasing, Pentatonic Scale, Ostinato	**Metre** Regular and Irregular Time Signatures	**Metre** 4/4 and 3/4
	Melody Leitmotif, Ostinato, Diminished scale, Harmonic minor scale	**Melody** Riff, Improvisation
	Instrumentation Orchestra	**Instrumentation** Piano, Electric Guitar, Acoustic Guitar, Bass Guitar, Drum Kit, Cello, Synth
	Texture Broken Chords	**Texture** Melody and Accompaniment, Broken Chords
	Timbre	**Timbre**

Instrumentation Orchestra, Chamber group, Pipe Organ, Marimba, Piano **Texture** Layering, Polyphonic **Timbre** Synthesiser, Sequencing **Tonality –** Major/Minor, Pentatonic **Harmony** Consonant Harmony vs Dissonant Harmony, Triads and extended chords such as Major 7ths	Synthesiser, Sequencing, Sound FX **Tonality –** Major/Minor **Harmony** Discords, Minor Chords, Major Chords	Synthesiser – Pad, Lead, Bass Drum Machine **Tonality –** Major/Minor **Harmony** Chord Progression, Seventh Chords, Chord Inversions

Our Year 9 curriculum goals:

- For students to develop performing skills on voices, keyboard and ukulele.
- Students to confidently use music technology as a tool for performing and composing music.
- Students to further develop their understanding of music notation including more complex rhythmic notation and the notes from the treble and bass clefs.
- Students to further develop an understanding of a variety of musical elements linked to DR SMITH (Dynamics, Rhythm, Structure, Melody, Instrumentation, Texture, Timbre, Harmony) through performance, composition and listening.

How parents can help to support their child's learning:

- Encourage your son/daughter to talk about their classroom music lessons.
- Listen to performance/composition work your son/daughter has created from class/home learning.
- Support your son/daughter with completing music homework to the best of their ability.
- Encourage your son/daughter to get involved in extra-curricular activities such as the Choir, Year 9-11 Band and School Band
- If your son/daughter is receiving extra instrumental or vocal lessons encourage them to practice regularly

Physical Education

We aim to deliver a high-quality physical education curriculum that inspires all pupils to succeed and excel in competitive sport and other physical activities. We will provide opportunities for pupils to become physically confident in a way which supports their health and fitness. We will offer opportunities for pupils to compete in sport and other activities this will help to build character and embed values such as teamwork, resilience, tolerance, discipline and respect. Our curriculum will contribute to the development of other cognitive skills such as decision making, communication, analysis of performance and social skills. We will also ensure that PE contributes to improving the mental health of our pupils.

Our fundamental aim is to help our pupils to lead healthy and active lifestyles, helping them to know how to keep physically and mentally healthy and to create pathways for them to continue to be active beyond school.

Knowledge taught in Year 9: Boys

Autumn	Spring	Summer
Content: Football, Rugby & fitness	**Content:** Badminton, Table Tennis & Handball	**Content:** Athletics, cricket & rounders

Skills

- Advanced motor skills
- Leadership & coaching
- Officiating
- Analysing Performance (self & peers)
- Game play
- Communication
- Teamwork
- Resilience
- Knowledge of different types of competition
- Knowledge of how to design their own fitness plan
- Further development of specific vocabulary for each activity including keywords
- Games for understanding

Knowledge taught in Year 9: Girls

Autumn	Spring	Summer
Content: Netball, Badminton & fitness	**Content:** Table Tennis, Dance, Football & Handball	**Content:** Athletics, cricket & rounders

Skills

- Advanced motor skills
- Leadership & coaching
- Officiating
- Analysing Performance (self & peers)
- Game play
- Communication
- Teamwork
- Resilience
- Knowledge of different types of competition
- Knowledge of how to design their own fitness plan
- Further development of specific vocabulary for each activity including keywords
- Games for understanding

Our Year 9 curriculum goals:

- Develop knowledge and understanding of human performance through participation in a range of physical activities.
- Acquire and develop a range of physical skills related to selected activities and a knowledge of safety relevant to these activities.
- Develop a sound physical literacy with keywords and specific vocabulary to develop understanding of practical and theoretical elements.
- Acquire the ability to plan, perform and evaluate through physical activity.
- Develop an understanding of rules as they relate to different activities.
- Develop an appreciation of the relationship between physical activity and general health.
- Develop an enjoyment of participation in physical activity and an awareness of education for leisure.
- Develop an awareness of aesthetic movement through a knowledge and understanding of movement skills.
- Appreciate the significance of co-operation with others in both team and individual activities.
- Appreciate the views and abilities of others.
- Develop acceptable social and sporting attitudes.

How parents can help to support their child's learning:

- Encourage an active healthy lifestyle and balanced diet.
- Encourage your child to take part in extra-curricular activities (we provide a very extensive extra-curricular programme. Please see the extra-curricular timetable for more information)
- Encourage your child to take part in sporting activities outside school.
- Encourage your child to be well organised regarding their PE kit.
- Encourage your child to watch live sport and develop knowledge of tactics and rules.

RE, Philosophy and Ethics

RE has an important part to play as part of a broad, balanced and coherent curriculum to which all pupils are entitled. RE subject matter gives particular opportunities to promote an ethos of respect for others, to challenge stereotypes and to build understanding of other cultures and beliefs. This contributes to promoting a positive and inclusive school ethos that champions democratic values and human rights.

In Year 9 RE pupils will continue to build on their skills from year 8 when looking at real life events. Ethics forms most of the topics in Year 9, as pupils develop the maturity to understand the different perspectives surrounding these debates. It is so important that young people believe that they are entitled to an opinion and that their voice should be heard. As a strong literacy-based subject, we will develop this year evaluation and argument skills, preparing students for the challenges to come at GCSE. Many of the skills we teach cross over into English and History, supporting the all-round development of pupils' literacy.

Knowledge taught in Year 9:

Autumn	Spring	Summer
Content: What are Human Rights? Why do people commit crime?	**Content:** Is it ever right to take a life? Who is Right?	**Content:** Who is Right? (continued) Where was God?
What are Human Rights? What are Human Rights and why are they important?	Is it ever right to take a life? Value of life Quality of life Sanctity of life Abortion Euthanasia	Who is Right? IVF Genetic Engineering
Why do people commit crime? What is a criminal? Types and causes of crime? Case Study (James Bulger) Do only evil people commit crime? The death penalty	Who is right? Absolute and Relative morality Utilitarianism	Where was God? The Problem of Evil Anti-Semitism The Holocaust
Vocabulary: Human Rights, crime, criminal, evil, death penalty, Capital Punishment, justice	**Vocabulary:** Absolute morality, relative morality, sanctity of life, quality of life, compassion, abortion, euthanasia, utilitarianism philosopher, IVF, genetic engineering,	**Vocabulary:** IVF, genetic engineering, philosopher, omnipotent, omnibenevolent, the Inconsistent Triad, anti-Semitism, persecution, Holocaust

Our Year 9 curriculum aims to ensure that students can do the following.
- Recognise differing perspectives and consider the value of these.
- Consider evidence and sources of wisdom and authority, and evaluate their value.
- Develop an understanding of moral and ethical issues.
- Justify their own and others' opinions about moral and ethical issues
- Develop organisation, communication, independent learning and literacy skills.
- Develop empathy and respect.

How parents can help to support their child's learning:
- Encourage your child to read for pleasure, strengthening literacy skills.
- Ensure that all homework is completed on time.
- Read through your child's exercise book and encourage debate about the topics they are studying.
- Discuss keywords, their meanings and how they might link in different contexts.
- Encourage your child to watch the news and read newspapers, and discuss religious and moral issues as they occur.

- Encourage your child to consider the views of other people, to show empathy to others and to consider whether there is always a clear right and wrong

Design & Technology

Design and technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.

Knowledge taught in Year 9:

Autumn	Spring	Summer
Content: Paper and Board **Technical** Where does paper and board come from Types, properties and common uses Stock forms **Design** Corporate identity Branding Design sketching and annotation Influence of existing products and design Packaging symbols and legal requirements Use of colour and design layout **Make** Processes used with paper and board Printing, cutting, folding, joining and finishing, Construction of 2D nets into 3D outcomes, Links with industrial cutting and folding techniques using die cutting, Packaging design, Application of logos and packaging requirements, Construction of 2D net into 3D outcome **Woking Safely** Working safely - general safety - PPE -safe use of tools and equipment **Vocabulary:** Pulp, wood fibres, managed forests, GSM, specific paper and board names, A-paper sizes, design brief, logo, corporate identity, legal requirements, branding, nets offset lithography, screen printing, die cutting, laminating, embossing	**Content:** Iterative Design Process / NEA (clocks) **Design** Design contexts and possibilities Existing product analysis 21st Century iconic design movements and influences on design ideas Requirements of a design brief Users / clients / customers Requirements of a design specification Inspiration from existing designers and products Design sketching - 2D and 3D drawing, rendering & annotation, development in 3D design realisation Use of modelling materials and equipment Working drawings Isometric & 3rd angle orthographic Viewpoints & dimensions **Make** Manufacture of clock based on final design working drawing Use of appropriate materials Use of tools and equipment Use of machinery Use of CAD / CAM Application of health and safety Evaluate **Testing and Evaluating** Comparison with design specification Identifying successes and area for improvement Consideration of mass production	**Content:** Food Preparation and Nutrition **Health and Safety** Application of food safety procedures to high-risk food preparation and storage. **Diet and Health** Factors affecting food choice Nutritional needs for different groups of people. Allergen, Allergic Reaction, Food Intolerance, Lactose Intolerance, Coeliac Disease Energy Balance Basal Metabolic Rate, Kilocalories Food Labelling - Mandatory, Use By Date, Best Before Date Sustainability of food ingredients **Food Ingredients** Functional and Chemical Properties of Food -Emulsification -Gelatinisation Paired Preference Test, Hedonic Ranking, Triangle Test, Ranking Test, Rating Test, Profiling Test **Food Preparation Skills** Dovetailing Use of a temperature probe. Presenting and styling food, including garnishes. Use of electrical equipment (food processor/hand whisk/blender) Whisking, creaming, folding Sauce making – roux Fresh Pasta Emulsions

		Coating
Content: Materials, properties and uses – Textiles- smart and modern materials **Making** Weaving Tie dye Felting Phosphorescent Paint **Technical Knowledge** **Fibres & Fabrics** Fabric Construction – Weaving, knitted, non-woven Modern materials Smart materials Decorative techniques Components in textiles **Woking Safely** Working safely - general safety - PPE -safe use of tools and equipment **Vocabulary:** Fibre, yarn, natural, synthetic, construction, weaving, loom, knitting, bonding, felting, smart materials, composites, modern materials, performance materials, specific material names, tie-dye, applique, embroidery, dye-sublimation.	**Vocabulary:** Design context, existing product analysis, influential, inspirational, individual names of design movements, brief, context, client opportunities, constraints, specification sketching, 2D drawing, 3D drawing rendering, presentation, annotation design development, modelling working drawings, orthographic isometric, front view, end view, plan view dimensions, product manufacture, CAD / CAM, softwood, acrylic, MDF tools and equipment	**Vocabulary:** Melting, browning, bridge & claw, peeling, cutting, slicing, reduction, adaptation, binding, bacteria, hygiene, Emulsification, gelatinisation, food preparation skills, roux sauce making

Our Year 9 curriculum goals:
- How to identify suitable primary users and stakeholders for a product
- Testing of materials and processes to influence the design of a solution
- Safe use of tools and equipment in the workshop and classrooms
- Use of a wide variety of materials and techniques
- Safe working practices in the kitchen
- Understanding of different food preparation processes and the equipment required
- Understanding of food safety in both storage and preparation

How parents can help to support their child's learning:

- Encourage your child to identify products around them when out and about
- Encourage your child to look at materials of products they regularly use to enhance their day-to-day living.
- Encourage your child to help in the kitchen when preparing meals.