

Woodrush High School

Curriculum Booklet

Year 9

2019 - 20





Dear Parents/Carers

This booklet is a guide to the curriculum your child will study during this year. It gives an overview of all the content covered for each of the subjects that they study as well as the assessments that will take place. In addition to this it includes detailed information for each of the subject areas about the year 9 course and include important information about how each subject fits into the wider programme of study for your child during their time at Woodrush.

Our curriculum offer is based on the following core principles which you will see reflected in the subject information.

- **Broad and balanced** so students gain a wide variety of knowledge, understanding and skills
- **Inspires a love of learning** to give students a thirst for knowledge
- **Builds on prior learning** to ensure that learning in all areas is progressive and moves students forward
- **Provides time to embed learning** so there is a deep understanding of the topics taught
- **Meet the needs of all learners** so that all students are pushed to reach their potential
- **Impacts positively on personal development** to equip students to become active citizens in modern Britain
- **Supported by enrichment** to help students to see the relevance of what they are learning to the outside world as well as give them opportunities to extend their learning outside of the curriculum
- **Prepares students for the next steps** whether that be a new key stage, onto college or out into the world of work

As children get older it becomes increasingly difficult for parents to help with their homework however there are many varied ways that you can support your child with their work at home. On each of the subject pages there are suggestions on practical ways you can encourage your child with each of their subjects outside of school and we hope that you will find this useful.

Yours sincerely,

Miss S Taylor
Assistant Headteacher

Tutorial Time

During tutor time at the start of the day all students follow a curriculum to support their wider learning with in school. An outline of a typical week is shown below.

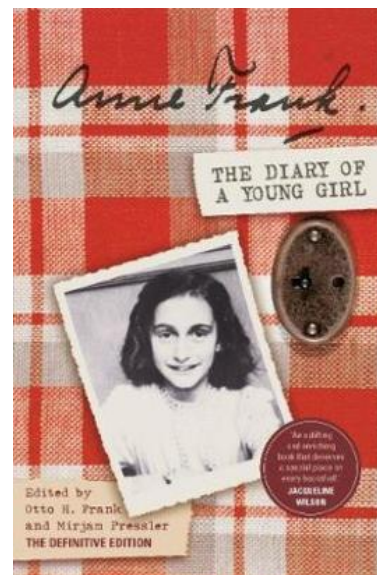
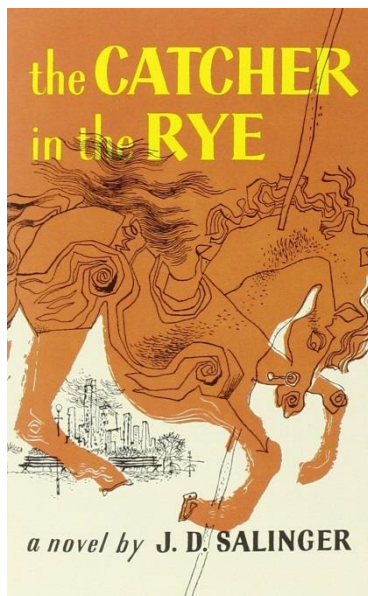
	Monday	Tuesday	Wednesday	Thursday	Friday
Year 9	Literacy/Numeracy	ASPIRE	Form	Assembly	3Cs

Assembly – Our weekly assemblies focus on the core values of the school and modern Britain as well as being an opportunity to celebrate individual achievements of students.

ASPIRE – Our tutorial time ASPIRE programme gives students the opportunity to discuss relevant local, national and international issues. We also use this time to focus on the key character skills of Leadership, Organisation, Resilience, Initiative and Communication

Numeracy and Literacy – On alternate weeks students complete activities to strengthen their basic numeracy and literacy. Numeracy skills delivered through Nijango programme and literacy is promoted through shared reading with their form tutor. The aim of these sessions is to support students’ reading and to encourage them to read ambitious texts which cover challenging themes and new language. The reading programme is designed to be enjoyable and does not include comprehensions-style tasks after the book.

In year 9 the books that students will be reading are ‘The Catcher in the Rye’ by J.D Salinger and ‘Anne Frank, The Diary of a Young Girl’ by Anne Frank



The 3Cs – During these sessions students focus on **Character, Culture** and **Currency**. This is in the form of a reflection on the week including a summary of weeks achievement, behaviour and attendance as well as setting targets for following week in their planners.

Subject Guidance



		ART	BUSINESS	COMPUTER SCIENCE	DRAMA	ENGLISH LIT AND LANG	FILM STUDIES	GEOGRAPHY
Autumn 1	Topics	Natural Structures Mixed Media Relief Colour Mixing	Enterprise and Entrepreneurship The dynamic nature of business Risk and reward The role of business enterprise	Storage	Introducing Practitioners	Introduction to the GCSE course. Analysing either <i>To Kill a Mockingbird</i> or <i>Of Mice and Men</i> : critical analysis tasks, non-fiction and contextualisation.	An Introduction to Film Studies Learning terminology and how to structure an analytical response	The Living World Ecosystems Climate
	Assessments	<i>Verbal feedback</i>	Short answer questions and 6 and 9 mark questions	Short answer questions and 6 and 9 mark questions	Verbal feedback from performances	Short reading analysis and creative writing tasks.	Progress snapshots for analysing engagement in a film opening and analysing mise-en-scene	- Short answer GCSE Style multiple choice questions. - Quizzes.
Autumn 2	Topics	Photographic manipulation Observational drawing Digital edits	Spotting a Business Opportunity Customer needs Market research Market segmentation The competitive environment	Memory	Introduction to devising	Introduction to the GCSE course. Analysing either <i>To Kill a Mockingbird</i> or <i>Of Mice and Men</i> : critical analysis tasks, non-fiction and contextualisation.	An Introduction to Film Studies – Apply Learning to a case study film.	The Living World Rainforest’s causes/ effects/ management Deserts
	Assessments	<i>Mixed media Observational drawings (AO2, AO3)</i>	Short answer questions and 6 and 9 mark questions	Short answer questions and 6 and 9 mark questions	Mock Component 2	Short reading analysis and creative writing tasks. End of unit assessment based on a passage. 52.5 mins	Progress snapshot for analysing cinematography; sound and editing	-Longer answer 6 and 9 mark GCSE exam questions. -Presentation. -End of module test.
Spring 1	Topics	A4 Tonal and Colour compositions Observational drawing Clay tile designs	Putting a Business Idea into Practice Business aims and Objectives Revenues, costs and profits Cash and cash-flow Business finance	Systems Architecture + Procedures	The 39 Steps	Titanic Non-fiction scheme – developing non-fiction skills in exploring texts related to Titanic.	Genre Study – Drama Films Focus on analysis, genre conventions and context	The Changing Economic World Causes, effects and solutions to development gap
	Assessments	<i>Verbal Feedback</i>	Short answer questions and 6 and 9 mark questions	Short answer questions and 6 and 9 mark questions	Practical exploration	Reading comparison question – English Language paper 2, question 4. GCSE style question..	Exam-style section for genre conventions and how they are included.	-Short answer GCSE Style questions. -9 mark deserts case study.
Spring 2	Topics	Clay tiles Brusho and monoprints Bleach and stitch Observational drawings	Making the business effective The options for start-up and small businesses Business location	Wired and wireless networks	The 39 Steps	.Modern Play – <i>An Inspector Calls</i> . Set text for paper 2 Literature. Focus on context and quality of notes.	Film Heritage – Study of Casablanca with a focus on analysis and representation.	The Changing economic World UK Transport/ The North South divide/ The UK in the wider world/ Environmental impacts of industry
	Assessments	<i>Clay designs (AO2) Observational drawings (AO3)</i>	Short answer questions and 6 and 9 mark questions	Short answer questions and 6 and 9 mark questions	Written practice exam questions	An Inspector Calls timed response – 45 mins. GCSE style question.	Exam-style section on representation of males in a key scene from Casablanca	6 and 9 mark questions End of topic exam
Summer 1	Topics	Feather studies – mixed media Observational drawings	The marketing mix Business plans	Network topologies, protocols and layers	Live Theatre Review	Completing work on <i>An Inspector Calls</i> and beginning genre unit. Introducing unseen poetry	GCSE Film Study – Submarine Focus on aesthetics, genre conventions, key elements of film form.	The Changing Economic World The changing UK economy
	Assessments	<i>Verbal Feedback</i>	Short answer questions and 6 and 9 mark questions	Short answer questions and 6 and 9 mark questions	Practice exam questions	Unseen Poetry Assessment: 45 mins	Exam-style section on aesthetics and analysis in a key scene	- Map questions -Short answer questions -End of topic test
Summer 2	Topics	Artist Research – Kate Malone, Emma Dibben, Jean Cody, Venus Winston Observational drawings	Understanding External influences on Business Business stakeholders	System security	Exploring Scripts	Cont. Descriptive and Narrative writing. SPaG and reading skills. Focus will be on different genres of writing.	Film Production Practice Coming up with an original film idea to follow genre conventions	Resource Management Provision of UK food, water and energy supply
	Assessments	<i>Feather experiments (AO2, AO3) Contextual Research (AO1)</i>	Short answer questions and 6 and 9 mark questions	Short answer questions and 6 and 9 mark questions	Mock Component 3 Practical	Paper 2 English Language Paper 2 English Literature, An Inspector Calls	Film ‘Pitch’ to explain creative choices and to demonstrate a knowledge of conventions	-Short quizzes -End of year examination



GRAPHICS	HEALTH AND SOCIAL CARE	HISTORY	ICT BTEC	ICT- ECDL	MATHS	MUSIC
Skills: Photoshop Inkscape Observational Drawing Compositions	RO25: Understanding the Life stages Infancy & Childhood	The People's Health Did anyone care about Health in Medieval England? 1250-1500 Was health in Early Modern England (1500-1750) "more of the same"?	What is a user interface? Audience needs	Spreadsheets Insert, select Edit, Sort, Copy, Move, Delete rows and Columns, Worksheets Arithmetic Formulas/Functions Numbers/Dates	Number Skills fractions calculations Algebra including inequalities, rearranging formulae, expanding brackets, solving equations	Theory: Note names, note values, rests and time signature. Intro to composition – Dance piece
Nature Project: Midmap	Knowledge test Research tasks Controlled assessment	9 mark summary question and an 18 mark judgement question.	Controlled assessment- written report	Online test	Skills and Problem solving assessments.	Homework practice questions assessed Composition written and verbal feedback
Skills: Sketching Research Line Drawing Watercolours	RO25: Understanding the Life stages Adolescence & Adulthood	People's Health 1250- Present: Was health in Early Modern England "more of the same" ? Why were there such huge changes in the people's health, 1750-1900?	Design principles Designing an efficient user interface	Spreadsheets "Alignment, Border Effects" Create Setup Check and Print	Pythagoras' Theorem and Trigonometry Straight line graphs, coordinates and parallel/ perpendicular lines Scatter graphs and sampling	Theory: Note names – treble and bass clef Composition 2 – Minimalist piece
Nature: Final Piece	Knowledge test Research tasks Controlled assessment	10 mark summary question and an 18 mark judgement question.	Controlled assessment- written report	Online Test	Skills and Problem solving assessments.	Homework practice questions assessed Composition written and verbal feedback
Skills: Advanced Photoshop Inkscape Observational Drawing	RO25: Understanding the Life stages Adulthood & Later Adulthood	People's Health 1250- Present: Why were there such huge changes in the people's health, 1750-1900? Has the story of public health since 1900 been a simple tale of progress?	planning techniques Create a project plan	WORD Enhancing Productivity Select, Edit Text Paragraph Styles	Number Compound Measures Algebra Graphing inequalities Index Laws Standard Form Ratio and Proportion	Theory: Performance directions, intervals, tones, semitones Composition 3: Jazz piece
Drawing Skills	Knowledge test Research tasks Controlled assessment	9 mark summary question and an 18 mark judgement question	Controlled assessment- written report	Online Test	Skills and Problem solving assessments.	Homework practice questions assessed Composition written and verbal feedback
Skills: 2D design Laser Cutting Nets and Packaging	RO25: Understanding the Life stages Later Adulthood	People's Health 1250- Present: Has the story of public health since 1900 been a simple tale of progress?	B3 Create an initial design	WORD Table Creation Table Formatting Graphical Objects Preparation Setup Check and Print	Ratio and Proportion Interest and Financial mathematics Probability Surds and terminating decimals Area, surface area and volume	Theory: The orchestra, key signatures Composition 4: Piano composition
Point Of Sale practical	Knowledge test Research tasks Controlled assessment	End of unit assessment including a 9, 10 and 18 mark question.	Controlled assessment- written report	Online Test	Skills and Problem solving assessments.	Homework practice questions assessed Composition written and verbal feedback
Skills: Acrylic Painting Mark Making Layers Digital Media	RO22: Communication in H&S Care: Effective communication	Elizabethans 1580-1603: Life and Culture in Elizabethan England.	Developing a user interface Refining the user interface	Powerpoint Enhancing Productivity Presentation Views Master Slide Handling Text Formatting	Samples Graphs: linear, quadratic, cubic and simultaneous Ratio and Proportion Percentages	Theory: Cadences, recap of all theory work so far. Performance 1: Ensemble
Digital Media Project	Knowledge test Research tasks Controlled assessment	20 mark question on family life; 8 mark source question about culture.	Controlled assessment- written report	Online Test	Skills and Problem solving assessments.	Theory Grade 1 paper
Advertising Digital Design Illustration Layouts and formatting	RO22: Communication in H&S Care: Interpersonal skills	Elizabethans 1580-1603: Elizabethan exploration.	Review	Powerpoint Lists and Tables Using Charts Organization Charts	Histograms and box plots Vectors Angles	Star Wars and an intro to reading a score. Performance 2: Ensemble
Final Piece	Mock GCSE Paper on 'Values of care'	12 mark source question comparing two interpretations of explorers.	Controlled assessment- written report	Online Test	Skills and Problem solving assessments.	Mock performance assessed



		PE GCSE	PHOTOGRAPHY	SCIENCE (on rotation)	SOCIOLOGY	SPANISH	SPORT BTEC	TEXTILES
Autumn 1	Topics	Physical training: The relationship between health and fitness benefits for sport and how fitness is measured and improved.	Visual Elements Rules of Composition Light	B1 Cells and microscopy Light microscopy DNA Enzymes Respiration Photosynthesis Biological Molecules	Sociological perspectives & Social structures, processes and issues	Family -Key Stage Three revision	Unit Sports Performance – Rules and regulations of 2 sports. Roles of Officials in sports.	Tote Bag Observational drawing Researching Designing
	Assessments	*ANALYSIS OF PERFORMANCE FITNESS* End of Unit Test	<i>Verbal Feedback</i>	B1 Checkpoints B1 End of Unit Test	Short answer GCSE questions. Key word quizzes. End of unit tests.	Writing and Reading Assessment	Power point Presentation – delivered in class. Written report	Ongoing assessment of theory and practical work
Autumn 2	Topics	Health, fitness and wellbeing Physical, emotional and social health, The consequences of a sedentary lifestyle. Energy use, diet, nutrition and hydration.	Physical photography manipulation Digital photography manipulation	B2 Cell cycle and Mitosis Stem Cells Exchanging substances Exchange surfaces Circulatory system Plant Transport	Sociological Research Methods & Families – sociological perspectives on the function of family	Town -Recognise rooms in a house and furniture -Use prepositions	Unit Sports Performance – Rules and regulations of 2 sports. Roles of Officials in sports.	Tote Bag Techniques Screen Printing Block Printing Applique 2D design
	Assessments	“Bake Off” End of Unit Test	<i>Rules of Composition and Visual Elements PPT</i>	B2 Checkpoints B2 End of Unit Test	Short answer and extended answer GCSE questions.	Listening and Speaking Assessment	Power point Presentation – delivered in class. Written report	Ongoing assessment of theory and practical work
Spring 1	Topics	Applied anatomy and physiology: The structure and functions of the musculoskeletal system.	Photography Genres – Still Life	C1 States of Matter History of the Atom Atomic Structure Atoms, Ions and Isotopes Purity Separation Techniques	Sociological Research Methods & Families – the role of individuals within the family	Health --Conjugate regular and irregular verbs in the present tense	Adaptations to the rules – Changes to rules to improve the game. 2 selected sports – knowledge and application of effective rule changes.	Embroidery Hoop Observational drawing Designing Hand Embroidery Batik Free hand embroidery Beads
	Assessments	End of Unit Test	<i>Verbal Feedback</i>	C1 Checkpoints C1 End of Topic Test	Short answer and extended answer GCSE questions.	Reading and Writing assessment	Written Report – Analysis.	Ongoing assessment of theory and practical work
Spring 2	Topics	Socio-cultural influences Engagement patterns of different social groups in sport. Commercialisation	Photography Genres - Abstract	C2 Periodic Table Electron Shells Bonding Polymers and properties of materials	Families and Households – family/childhood/ gender	Healthy living -Conjugate verbs in the preterite (past) tense -Conjugate some irregular verbs in the preterite tense	Unit 2 – Analysis of personal performance – strengths and weaknesses of own performance	Pinafore Observational drawing Researching Designing
	Assessments	End of Unit Test	<i>Critical Analysis Recording Observations</i>	C2 Checkpoint C2 End of Topic Test	Short answer questions Essay response question	Speaking Assessment	Written Report	Ongoing assessment of theory and practical work
Summer 1	Topics	Sports psychology The use of goal setting and SMART targets to improve and/or optimise performance.	Photography Genres - Portraiture	P5 Energy and efficiency Energy transfer Reducing energy losses	Families – forms of the family and demography Education - roles and functions of education	Free Time -Name and describe sports -Use verbs <i>hacer</i> and <i>jugar</i> in the present tense	Analysis and improvement of performance – Practice types.	Pinafore Techniques Tie Dye Patchwork Fabric manipulation
	Assessments	*ANALYSIS OF PERFORMANCE SKILL* End of Unit Test	<i>Verbal Feedback</i>	P5 Checkpoints P5 End of Topic Test	Short answer and extended answer GCSE questions.	Reading Assessment	Written Report – Analysis.	Ongoing assessment of theory and practical work
Summer 2	Topics	*ANALYSIS OF PERFORMANCE SKILL* *ANALYSIS OF PERFORMANCE FITNESS*	Photography Genres – Landscapes Introduce Architecture	P6 Everyday speeds and accelerations Stopping distances Energy sources National Grid	Families – divorce and its consequences	Free time (2) -Say what sports you used to do when you were younger -Talk about your reading habits	Unit 5 – Fitness for All Design a training programme. Components of fitness Gym exercises	Practice mini NEA Stakeholders Design brief Specification
	Assessments	Mock Exam	<i>Critical analysis Recording observations</i>	P6 Checkpoints P6 End of Topic Test	Extended answer GCSE questions. End of unit tests	End of Year 9 Assessment	Training programmes and written research report.	Mock NEA assessment



Art

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	Natural Structures Mixed Media Relief Colour Mixing	Photographic manipulation Observational drawing Digital edits	A4 Tonal and Colour compositions Observational drawing Clay tile designs	Clay tiles Brusho and monoprints Bleach and stitch Observational drawings	Feather studies – mixed media Observational drawings	Artist Research – Kate Malone, Emma Dibben, Jean Cody, Venus Winston Observational drawings
Assessments	Verbal Feedback	<i>Mixed media Observational drawings (AO2, AO3)</i>	Verbal Feedback	<i>Clay designs (AO2) Observational drawings (AO3)</i>	Verbal Feedback	<i>Feather experiments (AO2, AO3) Contextual Research (AO1)</i>

Building on prior learning	Year 9 Art & Design is a skill building year that introduces the students to a range of media, techniques and processes as well as building on their observational drawing skills practised at KS3.
Enrichment within the Curriculum	Students are given the opportunity at the beginning of the course to visit Kew Gardens in London to take photographs of plants, flowers and structures to use in their project work throughout year 9. This trip also offers them the ability to achieve a large percentage of their grades for AO3 – Recording.
Extracurricular opportunities	Art students are encouraged to seek out opportunities to look at Art in the wider context by visiting galleries, exhibitions and being aware of the world around them.
Positive impacting on personal development (SMSC)	Within the Art curriculum, students will look at Artists, Designers and Cultures that could inspire their work further, which gives them context of Art History movements and their impact on the world. Art boosts the emotional intelligence of people who experience it, giving them experiences of empathy and exposing them to new worldviews and ideas. Students learn how Art relates to different careers and the importance of the creative industries to the economy. Students develop resilience in their practice through sustained working on one piece as well as independence in their creative thinking to provide personal responses and outcomes.
Preparing for the next stage of education	In year 9 students will create a unit of coursework that covers all Assessment Objectives and the journey they take will then be repeated in year 10 and 11, but the focus will be on more independent thinking and personal enquiry.

Ways to support your child's learning

- Visit Museums and Galleries both locally and nationally to encourage discussion about Artists, Designers or Craftspeople
- Tate (Britain & Modern) V&A, National Gallery, Royal Academy, Yorkshire Sculpture park, Ikon Gallery, BM&AG to name but a few!
- Encourage resilience in drawing from observation in order to improve skills
- Watch programmes on BBC about Art, e.g Portrait or Landscape artist of the Year.
- Provide a space to work that allows students to be creative.



Business Studies

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	Enterprise and Entrepreneurship The dynamic nature of business Risk and reward The role of business enterprise	Spotting a Business Opportunity Customer needs Market research Market segmentation The competitive environment	Putting a Business Idea into Practice Business aims and Objectives Business Revenues, Costs and Profits Cash-flow Sources of business finance	Making the business effective The options for start-up and small businesses Business location	The marketing mix Business plans	Understanding External influences on Business Business stakeholders
Assessments	Short answer questions and essay type questions	Short answer questions and essay type questions	Short answer questions and essay type questions	Short answer questions and essay type questions	Short answer questions and essay type questions	Short answer questions and essay type questions

Building on prior learning	For most of the students Business will be a new academic subject. Some students will have an awareness of certain aspects of business if they have been exposed to TV shows like 'Dragons Den' and 'The Apprentice' or have family or friends that own and run businesses.
Enrichment within the Curriculum	Students will have the opportunity to listen to guest speakers from the Business World across the GCSE course. Students will be able to engage in enterprise activities as well as learning how Businesses operate from a variety of different videos.
Extracurricular opportunities	By being part of the student council or by being a Business ambassador, students can make a positive impact within our school community. Students will have the opportunity to get involved in Dragons Den style projects, house competitions or helping organise Year 6 Business open evenings.
Positive impacting on personal development (SMSC)	Through the studies of ethics, students are able to learn about respecting the faiths, feelings and values of other countries and cultures. Students will be able to share opinions and reflect on sensitive and contentious issues such as child labour, global climate change and exploitation of developing countries. Students will be encouraged to make difficult moral decisions based on a range of ethical themes.
Preparing for the next stage of education	In year 9 we introduce GCSE style assessment questions, vocabulary and command words. We further analytical skills learnt at KS3 in other subjects such as history in line with the OCR specification requirements. We also develop independence, confidence and oracy skills by creating research based homework projects and assessing through verbal presentations.

Ways to support your child's learning

- Visit places where they can see 'business in action'. This can be as simple as the local shopping centre to discuss the marketing and advertising used.
- Watch programmes such as Dragons Den and The Apprentice to get a sense of how businesses are run.
- Learn about specific businesses by looking at their websites.
- Encourage students to engage in information about the UK economy and world economy.
- Encourage students to engage with current news surrounding Businesses by watching the local and national news.



Computer Science

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	Storage	Memory	Systems Architecture + Procedures	Wired and wireless networks	Network topologies, protocols and layers	System security
Assessments	Short answer questions and essay type questions	Short answer questions and essay type questions	Short answer questions and essay type questions	Short answer questions and essay type questions	Short answer questions and essay type questions	Short answer questions and essay type questions

Building on prior learning	Students will have met many of the topics that they will cover in year 9 before; In year 8 students have learnt the basics of 'how a computer works' so will have a working knowledge of storage memory and architecture. In year 7 students studied system security.
Enrichment within the Curriculum	Students will have the opportunities to engage in a variety of programming activities and challenges which will enable them to become competent coders and set them up for a future career as such. There will be opportunities for students to see how a computer really works by taking it apart and putting it back together.
Extracurricular opportunities	By being part of the student council or by being a Business and Computer ambassador, students can make a positive impact within our school community at open evenings and options evening.
Positive impacting on personal development (SMSC)	Through the study of E-Safety and system security students are made aware of the digital world in which they live and are encouraged to think about the dangers that this may bring as well as the many benefits.
Preparing for the next stage of education	In year 9 we introduce GCSE style assessment questions, vocabulary and command words. We further algorithmic and computational thinking skills learnt at KS3 in line with OCR specification requirements. We also develop independence, confidence and oracy skills by creating research based homework projects and assessing through verbal presentations,

Ways to support your child's learning

- Visit places where a love of computing might be fostered e.g. Bletchley park, science museums
- Encourage students to learn where particular about new innovative technology through the business news
- Encourage students to engage in information about the UK economy and world economy.
- Engage with current news surrounding around new technologies from technology websites
- Encourage students to code at home using sites such as 'CodeAcademy'.



Dance

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	Health and Safety in the studio Choreographing own warm-up	Performance skills Rosas Danst Rosas Class choreography for own interpretation	The ingredients of Dance Basic actions Choreographic devices Practitioners and their work	Group choreography Studying Beach Birds for Camera, creating group piece for the Dance showcase	Solo choreography Researching a stimulus at home and choosing own accompaniment	Group task Choreographing group task, consider choreographic devices, music, props
Assessments	Self, peer and teacher assessment by delivering warm-up to another pair in the class	Self, peer and teacher assessment Setting own targets based own strengths and weaknesses	Carousel learning – looking at 3 practitioners and choreographing motifs in their style	Class performance – using variety of performance skills Self, peer, teacher assessment	Self, peer and teacher assessment Setting own targets based own strengths and weaknesses	Self, peer and teacher assessment Setting own targets based own strengths and weaknesses

Building on prior learning	Year 9 Art BTEC Tech Award is a skill building year that introduces the students to a range of dance styles, choreographers, techniques and performance skills.
Enrichment within the Curriculum	Students are given the opportunity to see a ballet at the Birmingham Hippodrome in December. This will provide them with experience of seeing a live performance and visualise the set, costume as well as the choreography. There will also be the opportunity to work with a dance artist at some point to come in and deliver a workshop to them.
Extracurricular opportunities	Dance students are encouraged to seek out opportunities to look at Dance in the wider community whether it is dancing in a dance school evenings and weekends, watching performances or videos. I have also set up a KS4 Dance enrichment after school for all dance students. Students will also be performing at the Christmas concert in December.
Positive impacting on personal development (SMSC)	Within the Dance curriculum, students will look at choreographers and different dance styles to encourage and inspire them to be more creative with their work. Students will experience different styles of Contemporary dance to learn about each choreographers' individual style. They will use their knowledge to create group and solo dances to support their knowledge. Students will watch videos in Jazz and commercial Jazz and use this to create their own interpretation of the original piece. Throughout the year they will learn that dance requires strength, motivation, commitment and discipline.
Preparing for the next stage of education	In year 9 students will develop knowledge and understanding in Dance of styles, choreographers and techniques and be able to write about their own experiences and evaluate their own and peer performances. In year 10 they will continue to build on the knowledge by continuing to explore a range of dance styles and professional works in preparation for assessment.

Ways to support your child's learning

- Watch professional dance pieces and discuss likes, dislikes and get them to explain why?
- Go to the theatre and watch a musical or a ballet live
- Research professional dance companies
- Provide the opportunity to join a dance class
- Encourage KS4 Dance enrichment.
- Watch performances at home and provide feedback strengths, weaknesses and areas to improve.



Drama

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	Introducing Practitioners Different Theatre Styles	Introduction to Devising Working from a stimulus	Blood Brothers Characters Context Plot Acting Skills	Blood Brothers Semiotics Lighting Set Costume Sound	Performing pre-existing characters Acting Skills Staging Staging Types	Evaluating & Analysing Theatre Recognising skills and the effect they create
Assessments	Mini Project Performances	Mock exam of Component 2	Exam Questions	Exam Questions	Mini Performance Assessment	Coursework based

Building on prior learning	Year 9 Drama is a skill building year that introduces the students to a range of practitioners, theatre styles and playwrights as well as building on their performance skills practised at KS3.
Enrichment within the Curriculum	Students are given the opportunity to attend many trips to the theatre to enhance their understanding of how theatre is put on stage. These also give them clear practice at Sections B & C of their written exam.
Extracurricular opportunities	Drama students are encouraged to get involved with any productions happening in school. They can also gain experience in playwriting and directing if this is something that interests them.
Positive impacting on personal development (SMSC)	Within the Drama curriculum, students will look at practitioners and theatre styles that could inspire their work further, which gives them context of the development of theatre through times. Drama enhances a person's confidence and communication skills as well as allowing them to develop their memory and teamwork. Students learn how Drama has many different careers and the importance of the creative industries to the economy. Students develop resilience in their practice through sustained working on one performance as well as independence in their creative thinking to provide personal responses and outcomes.
Preparing for the next stage of education	In year 9 students will create many performances that mirror the processes for their exams in Year 10 and 11. They will also be able to analyse and evaluate their own and other's work, allowing them to look at positive judgements and constructive criticism.

Ways to support your child's learning

- Visit the theatre to learn and understand different theatre styles and staging types.
- Watch plays, musicals, Shakespeare, etc. to gain an understanding of how different plays are put on stage.
- Watch television programmes and films of different genres to look at how acting styles are altered and adapted.
- Encourage them to read plays as well as books.



ECDL

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	WORD	WORD	POWEPOINT	POWERPOINT	EXCEL	EXCEL
Assessments	End of unit on screen exam	End of unit on screen exam	End of unit on screen exam	End of unit on screen exam	End of unit on screen exam	End of unit on screen exam

Building on prior learning	Students will have met PowerPoint, Word and Excel before at KS3 and will cover these in more detail; For example students will recap on formatting in words and will then learn how to mail merge.
Enrichment within the Curriculum	Students will have the opportunity to learn the importance of these Microsoft packages to the successful operation of most businesses and organisations that they will no doubt end up working with in.
Extracurricular opportunities	By being part of the student council or by being a Business and Computer ambassador, students can make a positive impact within our school community at open evenings and options evening.
Positive impacting on personal development (SMSC)	Through learning the importance of Microsoft applications, the students will develop a greater understanding of career choices and limitations and indeed open up future opportunities.
Preparing for the next stage of education	The ECDL is only a one year course but will prepare students to use the Microsoft applications in their other subjects e.g. to write an essay in English

Ways to support your child's learning

- Visit places where a love of computing might be fostered e.g. Bletchley park, science museums
- Encourage students to learn where particular about new innovative technology through the business news
- Encourage students to engage in information about the UK economy and world economy.
- Engage with current news surrounding around new technologies from technology websites



English Language and Literature

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	Introduction to the GCSE course. Analysing either <i>To Kill a Mockingbird</i> or <i>Of Mice and Men</i> : critical analysis tasks, non-fiction, creative writing and contextualisation	Introduction to the GCSE course. Analysing either <i>To Kill a Mockingbird</i> or <i>Of Mice and Men</i> : critical analysis tasks, non-fiction, creative writing and contextualisation	Titanic Non-fiction scheme – developing non-fiction skills in exploring texts related to Titanic.	.Modern Play – <i>An Inspector Calls</i> . Set text for paper 2 Literature. Focus on context and quality of notes.	Completing work on <i>An Inspector Calls</i> and beginning genre unit. Introducing unseen poetry if not already covered.	Descriptive and Narrative writing. SPaG and reading skills. Focus will be on different genres of writing. Students encouraged to read widely. Some c19th texts. Also revision of <i>An Inspector Calls</i> .
Assessments	Short reading analysis and creative writing tasks	Short reading analysis and creative writing tasks. End of unit assessment based on a passage. 52.5 mins	Reading comparison question – English Language paper 2, question 4. GCSE style question. 30 mins.	<i>An Inspector Calls</i> timed response – 45 mins. GCSE style question	Unseen Poetry Assessment: 45 mins. GCSE style assessment.	Paper 1 English Language – whole paper: 1 hour 45 mins Paper 2 English Literature, <i>An Inspector Calls</i> – 45 mins.

Building on prior learning	Students will continue to build upon the skills they worked on in year 7 and 8. This includes: writing for a range of tasks and audiences; literacy skills; reading a variety of literary texts including poetry, prose and modern drama; speaking and listening; essay and skills. Students will also have opportunities to learn how to revise and build upon prior learning, skills which will become increasingly important as they progress with their studies.
Enrichment within the Curriculum	We provide opportunities to watch drama performances, either through trips to the theatre or by inviting theatre groups into school. We are keen to encourage students to make the most of the school library. With the study of the Titanic we will be looking at the importance and impact of real life events.
Extracurricular opportunities	There are regular creative writing activities including House Poetry competitions. Aspiring journalists can also write articles for the Woodrush Star each term. There are also extra-curricular activities run by the library, including book club and the opportunity to become a student librarian.
Positive impacting on personal development (SMSC)	The nature of both English Language and English Literature affords a wide range of opportunities to explore a range of issues from the world around us. In year 9, this includes the study of important social and historical events, and reading texts from a range of cultures and perspectives. The focus of <i>Of Mice and Men</i> or <i>To Kill a Mockingbird</i> provides an insight into racist and sexist viewpoints. Reading a variety of texts also helps students to develop empathy and <i>An Inspector Calls</i> is an example of a text that does exactly this. The skills of comprehension and evaluation, as well as the ability to develop critical responses to texts also support students in organising and sustaining thought.
Preparing for the next stage of education	In the Autumn term, the focus of year 9 is to inspire a love of English and to expose students to a rich range of texts and topics; skills which will be developed are necessary for success at GCSE. The Spring term will see the introduction of <i>An Inspector Calls</i> which is the set Literature text in Section A of Paper 2 English Literature. Assessments in year 9 will be in the format of the forthcoming GCSE exams and a GCSE Language paper 1 will be completed.



Ways to support your child's learning

- Get involved with any research homework your child has been set. This could include looking online or a visit to the library.
- Trips to the theatre can be a great experience. Look out for discount tickets at the RSC, or consider smaller productions at local theatres.
- Look out for any writing competitions on TV, radio, or in the newspaper – these can be a fantastic way to get excited about writing!
- Look out for any film or television adaptations of books your child has enjoyed or studied in class.
- As well as checking that your child is reading a minimum of the recommended 20 minutes each day, there are lots of ways to support your child's reading:
 - Help your child choose books about their interests. This can be both fiction and non-fiction.
 - Model good reading habits by talking about books you have enjoyed.
 - Encourage reading of non-fiction too e.g. newspapers, appropriate websites, leaflets.
 - Good quality magazines about your child's hobbies or interests can also be a valuable resource. This can also make reading seem less of a 'chore' to the most reluctant readers.
 - Ask your child about what they are reading, particularly their Accelerated Reader book, or a book they are studying in class.
 - Ensure your child is a member of the local library.
 - Buy books and magazines as treats or gifts.
 - If relevant, encourage your child to read with younger siblings.



Film Studies

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	An introduction to Film Studies – Macro Elements	An introduction to Film Studies – Micro Elements	Genre Study	Old Hollywood and Context	GCSE Topic: Attack the Block	Production Coursework Practice
Assessments	Progress Snapshot on an engaging opening scene. Progress Snapshot on representation of gender.	An analysis of cinematography and mise-en-scene in a scene from a film An analysis of sound/editing in a scene.	A series of exam-style questions on genre conventions and key elements in a film.	A series of exam-style questions on representation, context, and key elements in a film.	A series of exam-style questions on key elements, context, or genre.	A short film ‘pitch’ and screenplay for an original film idea.

Building on prior learning	Film Studies utilises many of the skills garnered from studying English: it builds on analysis skills and a similar structure to writing a longer response. We will also formalise and build on notions such as genre conventions and how representations of characters and settings are created.
Enrichment within the Curriculum	Students will be exposed to a wide range of films, spanning different genres; time periods and countries, giving them a wider appreciation for the medium as a whole and to ensure that students are not just watching Hollywood movies.
Extracurricular opportunities	Film viewings will be made available to students after school to watch films that are important to the history of film, genres, or places/time periods.
Positive impacting on personal development (SMSC)	Topics such as classism, racism and homophobia are explored through some of the films that are studied throughout the course.
Preparing for the next stage of education	Student are taught a variety of skills that will prepare them for further education. They will work independently and as a group; conduct research and present ideas; analyse films, clips and stills in depth, as well as have to develop their written and communication skills when responding to questions.

Ways to support your child’s learning

- Students are given ‘bingo’ style homework every half term to complete with a variety of tasks that you can support them with.
- Empires ‘Film Studies 101’ has plenty of articles that will support students’ use of terminology. It can be found here: <https://www.empireonline.com/movies/features/film-studies-101/>
- There are various Youtube channels, such as ‘Screen and Sound’ (<https://www.youtube.com/user/Kingfish212>) ‘Crash Course’ (<https://www.youtube.com/user/crashcourse>); Filmmaker IQ (<https://www.youtube.com/user/FilmmakerIQcom>) and No Film School (<https://www.youtube.com/user/nofilmschool>)



Food and Nutrition

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	Food safety Basic Fruits and vegetable preparation and cooking	Healthy eating and methods of cookery Advance fruit and vegetable cookery	Preservation, seasonality and food provenance. Basic meat cookery	Food processing Advanced meat cookery	World foods and cultures World food cookery	World foods and cultures World food cookery continued
Assessments	Ongoing assessments check knowledge and understanding of theory, alongside practical assessments.	Ongoing assessments check knowledge and understanding of theory, alongside practical assessments.	Ongoing assessments check knowledge and understanding of theory, alongside practical assessments.	Ongoing assessments check knowledge and understanding of theory, alongside practical assessments.	Ongoing assessments check knowledge and understanding of theory, alongside practical assessments.	Mock NEA assessment

Building on prior learning	Year 9 builds on the knowledge and understanding developed in KS3. Pupils will advance their practical skills and take part in more advanced scientific experiments. theory work looks at the GCSE content in greater detail.
Enrichment within the Curriculum	To enrich pupils experience of the subject all pupils will have the opportunity to experience visits from guest speakers in the food (from Aspens and BCU). Pupils will have the opportunity to participate in the workshops with catering staff within the school.
Extracurricular opportunities	Pupils will have the opportunity to participate in clubs in Design and Technology including the exciting opportunities offered by food. These clubs and opportunities run throughout the year starting in September 2018 including a specialised baking club.
Positive impacting on personal development (SMSC)	Food opens up a wide range of opportunities to trial and test a range of ingredients and methods. Pupils are encouraged to work together to complete their projects, to share resources and ingredients. Pupils are encouraged to be mindful of the products they create and the impact they have on society from a moral and ethical perspective. Sustainable production and environmental conscious design is a cornerstone for us across the department at Woodrush.
Preparing for the next stage of education	Studying Food and Nutrition is a great introduction to the world of catering and technical studies in Nutrition. There are endless opportunities for students studying food Post 16. Many students who study Food and Nutrition at GCSE apply for Post 16 courses including Food Science, Nutritional Studies, Catering.

Ways to support your child's learning

- Look out for any design and creative competitions on TV shows, (Masterchef Great British Bakeoff) radio, or in the newspaper – these can be a fantastic way to get excited about designing and creating! Programs like ‘Ready Steady Cook’, ‘The Great British Bake off’ introduce pupils to new ingredients and methods.
- Pupils are encouraged to read books, magazines and articles about creating food dishes.
- When completing homework tasks ‘go the extra mile’ and thoroughly research the topic areas, practice making food dishes.



Geography

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	The Living World Ecosystems Climate	The Living World Rainforest's causes/ effects/ management Deserts	The Changing Economic World Causes, effects and solutions to development gap	The Changing Economic World Nigeria case study	The Changing Economic World The changing UK economy	Resource Management Provision of UK food, water and energy supply
Assessments	- Short answer GCSE Style multiple choice questions. - Quizzes.	-Longer answer 6 and 9 mark GCSE exam questions. -Presentation. -End of module test.	-Short answer GCSE Style questions. -9 mark deserts case study.	-Nigeria homework project. -Short answer GCSE Style questions. -2x 6 mark Nigeria case study questions.	- Map questions -Short answer questions -End of topic test	-Short quizzes -End of year examination

Building on prior learning	The Living World: Students will have studied some biomes and climate in KS3, they will be aware of the locations of countries, oceans and continents.
Enrichment within the Curriculum	Trip to a local Zoo or safari park to study biomes and species adaptations. Local school study of biodiversity using quadrants.
Extracurricular opportunities	By being part of the student council or by being a humanities ambassador, students can make a positive impact within our school community. Examples could include, recycling projects, house competitions or helping organise Year 6 Geography open evenings.
Positive impacting on personal development (SMSC)	Through the studies of people and place, students are able to respect the faiths, feelings and values of other countries and cultures. Students will be able to share opinions and reflect on sensitive and contentious issues such as deforestation, global climate change, drought, famine and global food and energy supply. Students will be encouraged to make difficult moral decisions based on a range of themes, they will understand the consequences of human actions on the world around them but also the importance of living in a fair world for all.
Preparing for the next stage of education	In year 9 we introduce GCSE style assessment questions, vocabulary and command words. We further mathematical, statistical and cartographical skills learnt at KS3 in line with AQA specification requirements. We also develop independence, confidence and oracy skills by creating research based homework projects and assessing through verbal presentations,

Ways to support your child's learning

- Visit places where there is a diverse range of plants and animals. Eg Zoo's, Forests and country parks.
- Watch Planet Earth or similar programmes to gain an understanding of the importance of the natural world.
- Learn where particular countries are on maps through Google images or by using an Atlas.
- Encourage students to engage in information about the UK economy and world economy.
- Engage with current news surrounding climate change and global warming. Have conversations about current world issues in the news.



Graphics

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	Skills: Photoshop Inkscape Observational Drawing Compositions	Skills: Sketching Research Line Drawing Watercolours	Skills: Advanced Photoshop Inkscape Observational Drawing	Skills: 2D design Laser Cutting Nets and Packaging	Skills: Acrylic Painting Mark Making Layers Digital Media	Advertising Digital Design Illustration Layouts and formatting
Assessments	Nature Project: Midmap	Nature: Final Piece	Drawing Skills	Point Of Sale practical	Digital Media Project	Final Piece

Building on prior learning	Students will develop their designing skills so that they can communicate creative ideas effectively. Skills will be more advanced than ones they learned In year 7 and 8. Students will enjoy the challenge of developing their skills even further and learning some new skills and techniques.
Enrichment within the Curriculum	We provide a wide range of skills that students can learn, practice and develop. The skills and knowledge learned in Graphics will hopefully provide an excellent foundation for the way that students present their work going forward in all subjects.
Extracurricular opportunities	Students are encouraged to practice their new skills at home and any exemplar work that is brought in will be photocopied and included in student's A3 folders. There is a vast collection of youtube video tutorials that can further enhance student's Graphic skills.
Positive impacting on personal development (SMSC)	Student will be learning how to communicate ideas. When students are asked to be creative and make products/images that need to have an impact they will consider moral and ethical ways in which images can be used in advertising.
Preparing for the next stage of education	Year 9 Graphics will provide a solid foundation level of skills for students to build on as they move up through the Graphics GCSE. It will increase students confidence in their own abilities of designing and communicating ideas.

Ways to support your child's learning

- Many students really enjoy drawing and designing. The best way for student to become expert Graphic Designers is to practice their skills at home. This can be from observational drawing, watching tutorials online or even using a range of different design apps on pcs and tablets. By doing this they will constantly improve their range of skills.



Health & Social Care

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	RO25: Understanding the Life stages Infancy & Childhood	RO25: Understanding the Life stages Adolescence & Adulthood	RO25: Understanding the Life stages Adulthood & Later Adulthood	RO25: Understanding the Life stages Later Adulthood	RO22: Communication in H&S Care: Effective communication	RO22: Communication in H&S Care: Interpersonal skills
Assessments	RO25 Knowledge test Research tasks Controlled assessment project piece	RO25 Knowledge test Research tasks Controlled assessment project piece	RO25 Knowledge test Research tasks Controlled assessment project piece	RO25 Knowledge test Research tasks Controlled assessment project piece	RO22 Knowledge test Research tasks Controlled assessment project piece	RO 22 Knowledge test Research tasks Controlled assessment project piece & Mock GCSE Paper on 'Values of care'

Building on prior learning	Students will be familiar with basic stages of development and growth in children and adults. They will have a general awareness of effective communication and interpersonal skills. Most will be familiar and have ideas around health and social care settings such as nurseries, primary school, hospitals and GPs. Science and Food Technology will have introduced to them the value nutrition, physical activity and exercise and how to maintain healthy lifestyles.
Enrichment within the Curriculum	Class discussions, film and videos, play activities, visiting speakers and visits from infants to lessons help to enrich the learning experience for students. The learning relies heavily of group tasks and opportunities to work with others towards objectives.
Extracurricular opportunities	Opportunities to engage in health and social related experiences with service users across the life stages – namely working with infants, planning play for children, peer-activities centred on adolescence and discussions with professional service providers and specialists. Visits to health and social care contexts will be sought, when possible and if appropriate.
Positive impacting on personal development (SMSC)	At the core of health and social care is the understanding of human life cycle from conception to death. By its very nature the study explores spiritual, moral, social and cultural viewpoints and perspectives.
Preparing for the next stage of education	Students of Health & Social Care often go on to a range of Post-16 courses, such as: Sciences, Sociology; Psychology; Public Services; Childcare, Learning and Development but given its breadth of study Health & Social Care complements most combinations of post-16 study. The subject is excellent in the development of critical thinking, social and emotional intelligence, empathy and understanding of human psychology, growth and development.

Ways to support your child's learning

- Watch documentaries about health and social care settings
- Encourage your child to pay attention to local and national news – relating to welfare and social services
- Encourage them to discuss the importance of physical activity, emotional well-being and positive relationships on an individual's health.
- Ask them about their learning and for them to explain concepts they are learning about
- Encourage them to observe infants and children of family and friends and to recognise developmental milestones
- Reflect on them about the barriers and challenges that can happen across the five life stages (Infancy, Childhood, Adolescence, Adulthood and Later Adulthood)
- Discuss with them career opportunities in health and social care



History

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	People’s Health 1250-Present: Did anybody care about health in Medieval England? Was health in Early Modern England (1500-1750) “more of the same”?	People’s Health 1250-Present: Was health in Early Modern England “more of the same”? Why were there such huge changes in the people’s health, 1750-1900?	People’s Health 1250-Present: Why were there such huge changes in the people’s health, 1750-1900? Has the story of public health since 1900 been a simple tale of progress?	People’s Health 1250-Present: Has the story of public health since 1900 been a simple tale of progress?	Elizabethans 1580-1603: Life and Culture in Elizabethan England.	Elizabethans 1580-1603: Elizabethan exploration.
Assessments	9 mark summary question and an 18 mark judgement question.	10 mark summary question and an 18 mark judgement question.	9 mark summary question and an 18 mark judgement question	End of unit assessment including a 9, 10 and 18 mark question.	20 mark question on family life; 8 mark source question about culture.	12 mark source question comparing two interpretations of explorers.

Building on prior learning	Pupils will have studied Medieval, Tudor, Industrial and Modern History as part of the Key Stage Three curriculum. This will prove invaluable at GCSE as this will allow students to contextualise what they learn, while focusing on more specific aspects of those periods in detail.
Enrichment within the Curriculum	Trip to local museum to enrich understanding of industrial living conditions and their impact on people’s health.
Extracurricular opportunities	By being a humanities ambassador, students can make a positive impact within our school community. Examples could include house competitions and taking a leading role in school remembrance commemorations including the upcoming VE Day celebrations in May 2020.
Positive impacting on personal development (SMSC)	Students in History will be given the opportunity to form and debate opinions around a range of difficult moral issues, including the long-term impact of Elizabethan Exploration. Pupils will look at the impact of factors including technology, religion, government on People’s Health; this topic will allow pupils to study the establishment of the NHS, as well as the AIDS crisis.
Preparing for the next stage of education	Pupils will develop their understanding of Second Order Concepts including: cause and consequence, change and continuity, typicality, diversity and significance. Historians will develop their ability to construct a strong argument, supported by evidence. They will also need to develop their source and interpretation analysis and evaluation skills too. All of this will prepare students for History in Further and Higher Education, while the skills they develop will be valuable in a range of other courses and professions too.

Ways to support your child’s learning

- Purchase the revision guides available through school.
- Watch a range of historical documentaries and dramas to help students to contextualise and consolidate their historical knowledge.
- Visit as many historical sites as possible i.e. Coughton Court and the Birmingham Museum and Art Gallery.
- Encourage your child to speak to older family members about their experiences- our older relatives are often some of the most valuable and powerful witnesses to the past that we have.



BTEC IT

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	What is a user interface? Audience needs	Design principles Designing an efficient user interface	Planning techniques Create a project plan	Create an initial design	Developing a user interface Refining the user interface	Review
Assessments	Controlled assessment-written report	Controlled assessment-written report	Controlled assessment-written report	Controlled assessment-written report	Controlled assessment-written report	Controlled assessment-written report

Building on prior learning	Students will have met many of the topics that they will cover in year 9 before; For example, students will have met ‘What is a user interface?’ in their day to day lives whilst using a tablet or phone.
Enrichment within the Curriculum	Students will have the opportunity to enhance their design skills using graphics software that is industry standard and will thus boost their career prospects.
Extracurricular opportunities	By being part of the student council or by being a Business and Computer ambassador, students can make a positive impact within our school community at open evenings and options evening.
Positive impacting on personal development (SMSC)	Through the study of E-Safety and system security students are made aware of the digital world in which they live and are encouraged to think about the dangers that this may bring as well as the many benefits.
Preparing for the next stage of education	In year 9 the students start their coursework where they will learn how to write this to the highest of standards using ICT vocabulary and command words. We also develop independence, confidence and oracy skills by creating research based homework projects and assessing through verbal presentations,

Ways to support your child’s learning

- Visit places where a love of computing might be fostered e.g. Bletchley park, science museums
- Encourage students to learn where particular about new innovative technology through the business news
- Encourage students to engage in information about the UK economy and world economy.
- Engage with current news surrounding around new technologies from technology websites



Maths

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	<p>Number Skills fractions calculations</p> <p>Algebra Inequalities, rearranging formulae, expanding brackets, solving equations</p>	<p>Geometry Pythagoras' Theorem and Trigonometry</p> <p>Algebra Straight line graphs, coordinates and parallel/perpendicular lines</p> <p>Statistics Scatter graphs and sampling</p>	<p>Number Compound Measures</p> <p>Algebra Graphing inequalities Index Laws Standard Form</p> <p>Ratio and Proportion</p>	<p>Ratio and Proportion Interest and Financial mathematics</p> <p>Statistics Probability</p> <p>Number Surds and terminating decimals</p> <p>Algebra Changing the subject</p> <p>Geometry Area, surface area and volume</p>	<p>Statistics Samples</p> <p>Algebra Graphs: linear, quadratic, cubic and simultaneous</p> <p>Ratio and Proportion Percentages</p>	<p>Statistics Histograms and box plots</p> <p>Geometry Vectors Angles</p>
Assessments	End of topic Exit Tickets	End of topic Exit Tickets Skills and Problem solving assessments	End of topic Exit Tickets	End of topic Exit Tickets Skills and Problem solving assessments	End of topic Exit Tickets	End of topic Exit Tickets Skills and Problem solving assessments

Building on prior learning	Pupils will be building upon and furthering their understanding of the topics studied in year 7 and 8. Pupils will need the skills from year 7 and 8 to be able to understand the necessary concepts in year 9. All prior knowledge will be assessed.
Enrichment within the Curriculum	Within year 9 pupils will have various enrichment opportunities open to them. We currently have links with the University of Birmingham to support and inspire pupils interested in STEM careers. In addition to this we hope to invite some local companies in so students can see the purpose of maths!
Extracurricular opportunities	Pupils are encouraged to participate in the various house competitions that the Mathematics department run throughout the year.
Positive impacting on personal development (SMSC)	Mathematics is important in everyday life and it is something we use all the time, often subconsciously: many jobs require being able to use and apply concepts and most subjects will use ideas encountered in Maths. In Maths we focus on the development of critical thinking skills which enable students to analyse, evaluate and reflect upon their solutions. We also work to develop a positive mind-set which is essential when learning to cope with new mathematical methods and/or difficult problems in order to develop perseverance in our students.
Preparing for the next stage of education	Year 9 marks the start of the mathematics GCSE course. The key stage three course will have put pupils in a strong position going into year 9, covering several elements of the GCSE course already and providing the building blocks of many more. It is important that pupils continually practice all their skills gained in year 7 and year 8 in order to prepare themselves effectively for GCSE maths. It is so important that students are aware of how important year 9 is as the start to their GCSE's.

Ways to support your child's learning

- Websites: MathsWatch, Corbett Maths, BBC Bitesize
- Pixl Maths App
- Be positive about maths. Try not to say things like "I can't do maths" or "I hated maths at school" - your child may start to think like that themselves.
- Point out the maths in everyday life. Include your child in activities involving numbers and measuring, such as shopping, cooking and travelling.
- Praise your child for effort rather than for being "clever". This shows them that by working hard they can always improve



Music

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	Theory: Note names, note values, rests and time signatures. Intro to Composition: Dance piece	Theory: note names – treble and bass clef. Composition 2: Minimalist piece	Theory: performance directions, intervals, tones, semitones. Composition 3: Jazz piece	Theory: the orchestra, key signatures. Composition 4: Piano composition	Theory: Cadences, recap of all theory work so far. Performance 1: Ensemble	Star Wars and Intro to reading a score. Performance 2: ensemble.
Assessments	Homework practice questions assessed Composition written and verbal feedback	Homework practice questions assessed Composition written and verbal feedback	Homework practice questions assessed Composition written and verbal feedback	Homework practice questions assessed Composition written and verbal feedback	Grade 1 Theory Paper	Mock Performance assessed

Building on prior learning	Year 9 Music is a skill building year that recaps prior learning from KS3 including performance, composition, listening and appraising. Students who already have music lessons will be pushed to develop the higher skills established through this additional learning time.
Enrichment within the Curriculum	Students will have individual/joint instrumental lessons on their chosen instrument in order to greater establish performance skills as a part of their course. They are also encouraged to partake in extra-curricular ensembles and performances within and outside of school.
Extracurricular opportunities	As well as partaking in extra-curricular ensembles within school, students are encouraged to listen to a variety of music at home in order to widen their listening and build upon their appraising skills, as well as attend concerts where possible to in order to gain a greater understanding of music in a live context, as well as an appreciation of working as a musician.
Positive impacting on personal development (SMSC)	Over the GCSE Music course, students will study a wide range of music from many parts of the world, including Western classical, film music and fusions. Students will learn about the great composers and popular music artists and their impact on wider society. They will learn to develop resilience, teamwork and confidence by learning an instrument, and will develop creativity in composing their own music using technology. It is intended that students will develop independence through autonomous learning in music and are encouraged to learn to take responsibility for their own progress and outcomes.
Preparing for the next stage of education	Year 9 is a year focused on building upon the basic skills acquired at KS3, and developing the necessary skills needed to tackle the more demanding performance, composition and analysis units in year 10 and 11. Although work in year 9 is not 'officially' assessed, the year is essential in filling any knowledge gaps and developing the skills and knowledge required to succeed in the assessed units in years 10 and 11.

Ways to support your child's learning

- Encourage use of music theory practice websites such as musictheory.net and BBC Bitesize. BBC Sounds also has a wealth of free podcasts, live concert recordings, documentaries and recordings of music which will widen students' listening invaluablely
- Download apps such as 'Theory Lessons' and 'Tenuto' (a one-off cost of approximately £3)
- Attend concerts where possible – there are often many free concerts around and heavy discounts are often applied for students. Birmingham as a city is particularly rich in performance opportunities
- Monitor instrumental practice sessions – at least 20 minutes a day is recommended to ensure good progress



Photography

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	Visual Elements Rules of Composition Light	Physical photography manipulation Digital photography manipulation	Photography Genres – Still Life	Photography Genres - Abstract	Photography Genres - Portraiture	Photography Genres – Landscapes Introduce Architecture
Assessments	Verbal Feedback	<i>Rules of Composition and Visual Elements</i> PPT (AO3)	Verbal Feedback	<i>Critical Analysis (AO3)</i> <i>Recording Observations (AO3)</i>	Verbal Feedback	<i>Critical analysis (AO3)</i> <i>Recording observations (AO3)</i>

Building on prior learning	Year 9 Photography is a skill building year that introduces the students to a range of rules and techniques that will improve their photography skills. Students will learn about composition as well as the different GENRES of photography and how to capture them.
Enrichment within the Curriculum	Students are given the opportunity at the beginning of the course to visit Kew Gardens in London to take photographs of plants, flowers and structures to use in their project work throughout year 9. This trip also offers them the ability to achieve a large percentage of their grades for AO3 – Recording.
Extracurricular opportunities	Photography students are encouraged to seek out opportunities to look at Photography in the wider context by visiting galleries, exhibitions and being aware of the world around them.
Positive impacting on personal development (SMSC)	Students learn how Photography relates to different careers and the importance of the creative industries to the economy. Students develop resilience in their practice through sustained working on one piece as well as independence in their creative thinking to provide personal responses and outcomes.
Preparing for the next stage of education	In year 9 students will create a unit of coursework that covers all Assessment Objectives and the journey they take will then be repeated in year 10 and 11, but the focus will be on more independent thinking and personal enquiry.

Ways to support your child's learning

- Visit Museums and Galleries both locally and nationally to encourage discussion about Artists, Designers or Craftspeople
- The Photographers Gallery, Saatchi, National Science and Media Museum Bradford, Tate (Britain & Modern) V&A, National Gallery, Royal Academy, Yorkshire Sculpture park, Ikon Gallery, BM&AG to name but a few!
- Encourage looking for photo opportunities at all times, sunrise and sunsets, interesting buildings, landscapes, capturing events and celebrations, photographing family of all ages.
- Discuss ideas and ask why they have taken their photographs and how they could improve them or take a different approach.



GCSE Physical Education

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	Physical training The relationship between health and fitness and the role that exercise plays in both. The components of fitness, benefits for sport and how fitness is measured and improved.	Health, fitness and wellbeing Physical, emotional and social health, fitness and wellbeing. The consequences of a sedentary lifestyle. Energy use, diet, nutrition and hydration.	Applied anatomy and physiology. The structure and functions of the musculoskeletal system.	Socio-cultural influences: Engagement patterns of different social groups in physical activity and sport. Commercialisation of physical activity and sport.	Sports psychology Classification of skills (basic/complex, open/closed). The use of goal setting and SMART targets to improve and/or optimise performance. *ANALYSIS OF PERFORMANCE SKILL*	Coursework and Exam Preparation: *ANALYSIS OF PERFORMANCE FITNESS* *ANALYSIS OF PERFORMANCE SKILL* Exam Preparation and Revision
Assessments	FAST 5 Quick Quiz *ANALYSIS OF PERFORMANCE FITNESS* End of Unit Test	FAST 5 Quick Quiz "Bake Off" End of Unit Test	FAST 5 Quick Quiz End of Unit Test	FAST 5 Quick Quiz End of Unit Test	*ANALYSIS OF PERFORMANCE SKILL* FAST 5 Quick Quiz End of Unit Test	Mock Exam

Building on prior learning	Physical training: <ul style="list-style-type: none"> Students will have been introduced to the components of fitness required for activities in year 7&8. Students cardiovascular fitness has been measured and monitored through the multistage fitness test. Health, fitness and wellbeing: <ul style="list-style-type: none"> Students have been taught about healthy lifestyles and diet in ASPIRE and Food Technology lessons. Sports psychology: <ul style="list-style-type: none"> Students will have set SMART targets previously and will link to a sporting context.
Enrichment within the Curriculum	Preparation and tasting of a self-made sports specific meal. Inter-house sports events. Rewards trips for Attitude 2 Learning, Progress and Attainment.
Extracurricular opportunities	Students are assessed in three different activities in the role of player/performer only. One of these assessments must be in a team activity; one must be in an individual activity, with the third assessment being in either a team or individual activity. Throughout the year the following extra-curricular opportunities will be available for students to attend. Individual activities: Athletics, Dance, Gymnastics, Tennis, Trampolining. Team activities: Association football, Badminton, Basketball, Cricket, Dance, Hockey, Netball, Rugby Union, Tennis.
Positive impacting on personal development (SMSC)	Examples: Spiritual: Sporting opportunities and participation is affected by religious beliefs. Moral: Rules of sports. Define and give examples of sportsmanship, gamesmanship and sporting etiquette. The effects of commercialisation on sport. Social: Social benefits of sport. Cultural: Impact on sports participation.
Preparing for the next stage of education	Exam preparation: Exam Questions and Past Papers. Practical performance assessments ongoing. Analysis of performance fitness and skill tasks completed to prepare students for their non-exam assessment "Analysis and evaluation of performance to bring about improvement in one activity" .

Ways to support your child's learning

Theory (60%):

Recommended Resources:

- AQA Approved textbook: AQA GCSE (9-1) PE, Ross Howitt and Mike Murray ,Hodder Education, ISBN-13: 9781471859526
- The AQA GCSE PE website: <https://www.aqa.org.uk/subjects/physical-education/gcse/physical-education-8582>
- The AQA GCSE PE Specification: <file:///O:/PE/2019-20/GCSE%20PE/GCSE%20PE%20Key%20Materials/AQA-8582-SP-2016.PDF>
- GCSE PE Subject Specific Vocabulary: <https://filestore.aqa.org.uk/resources/pe/AQA-8582-VOCAB.PDF>
- AQA GCSE PE bitesize: <https://www.bbc.co.uk/bitesize/examspecs/zp49cwx>

Practical (40%):

Recording practical performance:

- Although, it is not mandatory to record all student activities, however if students would be unable to replicate their activity at live moderation it may be beneficial to submit recorded evidence e.g. if the student is performing at a higher level outside of school.
- Guidelines: <file:///O:/PE/2019-20/GCSE%20PE/GCSE%20PE%20Key%20Materials/AQA-8582-TG-NEA.PDF>



Science

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	B1 Cells and microscopy Light microscopy DNA Enzymes Respiration Photosynthesis Biological Molecules	B2 Cell cycle and Mitosis Stem Cells Diffusion, active transport and osmosis Exchanging substances Exchange surfaces Circulatory system Plant Transport	C1 States of Matter History of the Atom Atomic Structure Atoms, Ions and Isotopes Purity Separation Techniques	C2 Periodic Table Electron Shells Ionic, Covalent and Metalling Bonding and Structure Polymers and properties of materials	P5 Conservation of Energy Efficiency Energy transfer by Heating Reducing energy losses Mechanical Energy Transfer Electrical energy transfer	P6 Everyday speeds and accelerations Stopping distances and reaction times Energy sources National Grid Household electricity
Assessments	B1 Checkpoints B1 End of Unit Test	B2 Checkpoints B2 End of Unit Test	C1 Checkpoints C1 End of Topic Test	C2 Checkpoint C2 End of Topic Test	P5 Checkpoints P5 End of Topic Test	P6 Checkpoints P6 End of Topic Test

Building on prior learning	Pupils build upon their key stage 3 work on – cells, photosynthesis, respiration, health ecology in Biology. In physics they build upon learning about forces, energy, electricity and waves and in Chemistry they build upon the particle model, the periodic table, reactions and environmental chemistry.
Enrichment within the Curriculum	Students will learn through engaging practicals that meet the practical requirements of the GCSE course. Students will be offered opportunities to go on trips to enrich their learning experience.
Extracurricular opportunities	Drop in sessions at lunch and after school are available for students to ask for help on classwork, homework and revision.
Positive impacting on personal development (SMSC)	Understanding of the world around them – helps them develop awe and wonder about the natural world. There is a focus upon environment and sustainability and the effects of global warming which aids students in their social and cultural understanding of worldwide issues
Preparing for the next stage of education	Students have a rigorous knowledge based curriculum which prepares students for A-Levels in science or for studying science related apprenticeships such as engineering, health and social care and also for a BTEC in Applied Science.

Ways to support your child’s learning

- Watch science documentaries on TV – such as those by David Attenborough and Brian Cox
- Visit science museums – Thinktank in Birmingham has a huge array of exhibitions and the Lapworth Museum at Birmingham University which is free entry all year round.
- Go to the library and get some popular science books – they cover the most complex ideas in simple understandable ways
- Try some googling and doing some “simple experiments at home” – e.g. <http://redtri.com/classic-science-experiments/>
- Watch youtube channels such as mygcsescience, minutephysics, crashcoursh biology/chemistry/physics



Sociology

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	Sociological perspectives & Social structures, processes and issues	Sociological Research Methods & Families – sociological perspectives on the function of family	Sociological Research Methods & Families – the role of individuals within the family	Sociological Research Methods & Families - Changing relationships within families	Families – forms of the family and demography & Education - roles and functions of education	Families – divorce and its consequences & Education - the relationship between education and capitalism
Assessments	Short answer GCSE questions. Key word quizzes. End of unit tests.	Short answer GCSE questions. Extended answer GCSE questions.	Short answer GCSE questions. Extended answer GCSE questions.	Short answer GCSE questions. Extended answer GCSE questions. End of unit tests.	Short answer GCSE questions. Extended answer GCSE questions.	Short answer GCSE questions. Extended answer GCSE questions. End of unit tests.

Building on prior learning	Students will develop their awareness and understanding of culture and society developed throughout the RE curriculum. Sociology tries to understand the human world a little better. This task is often challenging and controversial, but to many it is also fascinating and rewarding.
Enrichment within the Curriculum	The faculty has previously organised excursions to criminology conferences and is currently exploring further experiences linked to British law and Justice. We would also like to offer pupils the opportunity to visit Parliament so that they may gain a better understanding of Governmental policy and its creation.
Extracurricular opportunities	Pupils may have the opportunity to participate in or coordinate social research opportunities with our A-level Psychology and Sociology students. Students can also represent the faculty as a Humanities ambassador.
Positive impacting on personal development (SMSC)	In Sociology students will get to explore the diversity of British society and characteristics of key institutions such as the family and education system. Students are asked to analyse and discuss the ethics and practices of various societal institutions and consider their impact on a range of communities and social groups.
Preparing for the next stage of education	Sociology will teach students how to demonstrate knowledge and understanding of sociological theories, concepts, evidence and methods. They will also gain critical thinking skills allowing them to effectively analyse and evaluate by constructing arguments, making judgements and drawing conclusions. The strong focus on literacy in lessons and assessment develops essay writing skills and experience with building written arguments whilst under exam conditions.

Ways to support your child's learning

- Keep up to date with current affairs and discuss prominent societal events with your son/daughter.
- Encourage your child to regularly read or watch the news – the BBC News app is a useful tool to help with this.
- Watch documentaries that comment on the differences between groups and individuals in society.
- Try to visit places of substantial cultural or societal importance – museums, places of religious worship and sites with political or historical significance.
- Try to encourage tolerance and understanding of different cultures and societal groups. We do not expect you to 'walk a mile in their shoes' but having an open mind is exceptionally beneficial for our pupils.



Spanish

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	<p>Family</p> <ul style="list-style-type: none"> -Key Stage Three revision -Giving personal information -Describe family members -Describe marital status -Use verbs <i>ser</i>, <i>tener</i> and <i>estar</i> accurately -Make comparisons -Describe relationships with others 	<p>Town</p> <ul style="list-style-type: none"> -Recognise rooms in a house and furniture -Use prepositions -Types of houses and locations -Places in town -Use expressions of quantity -Use adjectives to describe house and town -Ask for and give directions -Compare town and countryside -Describe the weather -Talk about what you can do in your town 	<p>Health</p> <ul style="list-style-type: none"> -Body parts and saying what hurts -Talk about how long you've been ill for -Explain illness -Give remedies using <i>tener que</i> and <i>deber</i> -Use verbs <i>tener</i> and <i>estar</i> in the present tense -Conjugate regular and irregular verbs in the present tense -Understand the names of food and drink -Say what you eat at meal times -Give opinions of food 	<p>Healthy living</p> <ul style="list-style-type: none"> -Conjugate verbs in the preterite (past) tense -Conjugate some irregular verbs in the preterite tense -Give details about living a healthy lifestyle -Use <i>deberias</i> to say 'you should' Form the near future tense -Say what you are going to do to lead a healthy lifestyle in the future -Give opinions about issues facing young people. 	<p>Free Time</p> <ul style="list-style-type: none"> -Name and describe sports -Use verbs <i>hacer</i> and <i>jugar</i> in the present tense -Describe what you do in your free time -Give opinions of sports and hobbies -Use the preterite tense to describe what you did last weekend -Use two verbs together to form the future tense -Use the imperfect (past) tense 	<p>Free time (2)</p> <ul style="list-style-type: none"> -Say what sports you used to do when you were younger -Talk about your reading habits -Give opinions of TV programmes and films -Describe an actor using superlatives. -Revision for end of year assessment
Assessments	Reading and listening assessment	Listening and speaking assessment	Reading and Writing assessment	Speaking assessment	Reading assessment	End of year assessment

Building on prior learning	Students will have covered basic grammar in Key Stage Three, including how to conjugate verbs in the present tense and adjectival agreement. Students will have learned about describing others and giving personal information. Students will have learned about food and drink in year 7 and types of media in year 8. These foundations will be built on in year 9.
Enrichment within the Curriculum	<ul style="list-style-type: none"> -Food tasting during Health topic -Visit to a Spanish restaurant -Learning about cultural events such as Spanish festivals throughout the year
Extracurricular opportunities	Students will be given the opportunity to become Woodrush Language Leaders. Language Leaders will be ambassadors to the department and will help with events such as the Year 6 Languages festival in the summer term.
Positive impacting on personal development (SMSC)	Students will explore beliefs and experiences whilst learning about Spanish traditions and cultural events. Students will be given the opportunity to appreciate cultural differences and will celebrate diversity. Students will use a range of social skills and will participate in discussions and speaking activities throughout the year, where they will be expected to respect others and volunteer ideas.
Preparing for the next stage of education	In year 9 students are given the opportunity to practise GCSE exam style questions across a range of topics and they will develop their reading, listening, speaking and writing skills (all of which are examined at the end of year 11).

Ways to support your child's learning

- Encourage your child to take an interest in events / news from the Spanish speaking world
- Test your child's vocabulary knowledge at home at the end of a sub-topic
- Encourage the use of **Memrise** – an app/website for learning vocabulary (students have a login)
- Encourage the use of their CGP revision guides at home
- Encourage the use of their vocabulary books from year 7, 8 and 9.



Sport BTEC

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	Unit 2 Sports Performance: - Rules and regulations of 2 sports. (Badminton and Handball) -Roles of Officials in sports.	Unit 2 Sports Performance: - Rules and regulations of 2 sports. (Badminton and Handball) -Roles of Officials in sports.	Unit 2 Sports Performance: -2 selected sports – knowledge and application of effective rule changes. (Badminton and Handball) -Adaptations to the rules. -Changes to rules to improve the game.	Unit 2 Sports Performance: -Analysis of personal performance. -Strengths and weaknesses of own performance in handball and badminton.	Unit 2 Sports Performance: -Analysis and improvement of performance. -Learning practices and how to improve skills in handball and badminton. -Practice types.	Unit 5 Fitness for All: -Design a personal training programme. -Components of fitness and knowledge of gym exercises.
Assessments	Power point Presentation – delivered in class. Written report.	Power point Presentation – delivered in class. Written report.	Written Report – Identification, Analysis and Evaluation.	Written Report – Identification and Analysis of strengths and weaknesses. Practical Assessment.	Written Report - Identification and Analysis of strengths and weaknesses. Practical Assessment.	-Training programmes - -Written research report. -Components of fitness.

Building on prior learning	<ul style="list-style-type: none"> Students will have been taught badminton in year 7&8. Students will have been introduced to the components of fitness required for activities in year 7&8. Students cardiovascular fitness has been measured and monitored through the multistage fitness test during year 7&8.
Enrichment within the Curriculum	<ul style="list-style-type: none"> Inter-house sports events. Rewards trips for Attitude 2 Learning, Progress and Attainment. Opportunity to use the HUB facilities.
Extracurricular opportunities	<ul style="list-style-type: none"> Badminton club available for students. BTEC Course catch up sessions available.
Positive impacting on personal development (SMSC)	<u>Examples:</u> Spiritual: Training programmes supporting health benefits of sport both physically and mentally. Moral: Understanding rules of sports, understanding roles of officials, Social: Obeying rules of sports, participating in team activities, opportunities to take on official roles. Cultural: Participating in sport they haven't experienced before.
Preparing for the next stage of education	<ul style="list-style-type: none"> Continuing coursework and assignment preparation. Practical assessment preparation for formal assessment day.

Ways to support your child's learning

Theory:

- Support pupils attending BTEC coursework catch up sessions.
- Support pupils with any homework set.

Practical:

- Support pupils with attending extra-curricular badminton club.



Textiles

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	Tote Bag Observational drawing Researching Designing	Tote Bag Techniques Screen Printing Block Printing Applique 2D design	Embroidery Hoop Observational drawing Researching Designing Techniques Hand Embroidery Batik Free hand embroidery Beads	Pinafore Observational drawing Researching Designing	Pinafore Techniques Tie Dye Patchwork Fabric manipulation	Practice mini NEA Stakeholders Design brief Specification
Assessments	Ongoing assessment of theory and practical work	Ongoing assessment of theory and practical work	Ongoing assessment of theory and practical work	Ongoing assessment of theory and practical work	Ongoing assessment of theory and practical work	Mock NEA assessment

Building on prior learning	Students will develop their designing skills so that they can communicate creative ideas effectively. Skills will be more advanced than ones they learned in year 7 and 8. Students will enjoy the challenge of developing their skills even further and learning some new skills and techniques.
Enrichment within the Curriculum	This is the year for up skilling in Textiles, laying the foundations for GCSE. Completing 3 design and make projects working through from research, initial sketches, modelling, sampling, final design and final product. Using drawing from observation as a starting point, introducing influences from textile designers, a wide range of techniques will be learnt, practiced and developed.
Extracurricular opportunities	Students are encouraged to practice their new skills at home and any exemplar work that is brought in will be photocopied and included in student's A3 folders. There is a vast collection of YouTube video tutorials that can further enhance student's Textile skills.
Positive impacting on personal development (SMSC)	Student will be learning how to communicate ideas. When students are asked to be creative and make products that need to have an impact, they will consider moral and ethical ways.
Preparing for the next stage of education	Year 9 Textiles will provide a solid foundation level of skills for students to build on as they move up through the Art and Design GCSE. It will increase students confidence in their own abilities of designing and producing.

Ways to support your child's learning

- Students are encouraged to continue their studies outside of the classroom. Trips to interactive museums.
- Students are encouraged to keep sketch books, take photographs and collect examples of innovative and creative designs.
- Look out for any design and creative competitions on TV (shows on CBBC/Terrestrial channels), radio, or in the newspaper – these can be a fantastic way to get excited about designing and creating!
- Students are encouraged to read books, magazines and articles about design and innovative products on-line.
- When completing homework tasks 'go the extra mile' and thoroughly research the topic areas, practice making practices garments and pieces.
- Students are encouraged to enjoy Design and Technology – Have fun with design – make mistakes and learn from them!

ASPIRE



Our ASPIRE curriculum is taught through drop down lessons throughout the year and covers topics within the following areas: Health and Wellbeing, Careers and Enterprise, Sex and Relationship Education, Economic Wellbeing, British Values and Citizenship Education.

ASPIRE also plays a key role in our tutorial programme where students are encouraged to discuss relevant local, national and international issues and develop a better understanding of their place within the world.

In Year 9 the following topics are taught as part of ASPIRE mornings:

October	Personal Finances <ul style="list-style-type: none"> Understanding a payslip: Income, Expenses and Taxation Savings, Interest, ISAs and repayment; credit and loans
	Street Wise, Street Safe <ul style="list-style-type: none"> Staying safe in public Responsible behaviour on the road
November	British Values: Britain around the World <ul style="list-style-type: none"> Role of British military around the world. Britain's role protecting human rights; Supporting Refugees & Asylum Seeking United Nations and Intergovernmental agents
	Safety online <ul style="list-style-type: none"> What are the positive ways that we can communicate online and through social media? Cyber-bullying; How can we ensure that we protect ourselves online? What should we do if we are worried about something that has happened online?
January	My greatest achievements <ul style="list-style-type: none"> Review of successes and learning priorities How we learn best; where do your ambitions lie?
	Gambling <ul style="list-style-type: none"> The dangers of gambling Impact of addiction on individuals and families
February	Being Safe <ul style="list-style-type: none"> Law around consent: Your body, your choice! Sexual exploitation & abuse Alcohol and the risk of loss of control
	Mental Health & Personal Well-being <ul style="list-style-type: none"> Coping with Stress, Anxiety & Depression and coping with loss & bereavement
March	Her Rights and Freedoms: Women's Rights <ul style="list-style-type: none"> Global treatment of girls and women, Harassment and sexual discrimination Challenging gender stereotypes, sexual equality and Human Rights of children and women
	BRITISH VALUES: The influence of Gangs <ul style="list-style-type: none"> The impact of gangs on individuals and communities Risks associated with gang culture; vulnerability and grooming Gun and knife crime and the law
May	Caring for the Global Environment <ul style="list-style-type: none"> What are the key environmental issues globally? How can we reduce our impact on the global environment?
	The danger of Drugs <ul style="list-style-type: none"> Understanding classifications; Influence of alcohol on addiction Case Studies of addiction
June	British Values: Equality & PRIDE <ul style="list-style-type: none"> Sex Discrimination Act and Equality Law The history of LGBTQ
	Olympics 2020 Challenge <ul style="list-style-type: none"> Olympic Games Enterprise challenge Application of Communication, Collaboration, Team work, organisation, Problem solving

Year 9 also take part in Full ASPIRE Days which focus on key character traits such as Leadership, Communication, Organisation, initiative and Creativity (LORIC) through exploring current issues, high profile events and British Values.

As with all other aspects of our curriculum our ASPIRE programme is progressive, throughout the years allowing students to develop their understandings of important topics at an age appropriate level.

	Careers and Enterprise
	Health and Wellbeing Education
	British Values & Citizenship Education
	Sex and Relationship Education
	Economic Wellbeing

