



# WHAT WILL YOUR CHILD STUDY?

## YEAR 9

### HEAD KNOWLEDGE-RICH



*To ensure that ambitious substantive and disciplinary knowledge is at the heart of the curriculum. It is specified in detail and taught to be remembered; it is sequenced carefully over time. As a Catholic school we will prioritise knowledge of Jesus, scripture and the Church's teachings.*

### HEART FAITH, LOVE AND RESPECT



*Through students' experiences of the curriculum and wider school life, we will ensure that our school is built on faith, love and respect. Students will have the opportunity to develop their relationship with Jesus through prayer, liturgy, retreat experiences and reflection.*

### HANDS APPLYING KNOWLEDGE



*Once secure, we will focus on the application of knowledge in order to problem-solve and make a difference in the world. Important skills will be modelled and practised until they are mastered. Students will be encouraged to live out their knowledge of the Catholic mission in all of their actions.*

*"The Catholic school is a path that leads to the three languages a mature person needs to know: the language of the mind, the language of the heart, and the language of the hands." Pope Francis*



# ENGLISH

<b>OUTCOMES</b>	<p><b>Relationships</b></p> <ul style="list-style-type: none"> <li>• Students will have read novels, poetry and a play by the end of the year. They will have read increasingly more challenging texts. They will read more independently for layers of understanding and meaning.</li> <li>• Students will have written for different purposes, practising extended writing especially. They will present ideas and opinions, and explore creative ideas. Greater independence and accuracy is expected.</li> <li>• Students will again revise parts of speech and some spelling and grammar rules. Technical vocabulary for reading and analysis will be revisited and expected within a student’s writing.</li> <li>• Students should be ready for the demands of the GCSE Language and English Literature GCSEs.</li> </ul>			
	<b>TOPICS</b>	<b>Heroes</b>	<b>Romeo and Juliet</b>	<b>Hound of the Baskervilles</b>
<b>DESCRIPTION</b>	<p>Concepts of heroism and masculinity, disability, abuse, love, courtly love, sacrifice.</p> <p>Historical context: WW2, cultural context – the movies; Catholic backdrop – St Judes.</p> <p>Reviewing and embedding the conventions within writing – narrative perspective, character, setting, chronology, how tension is created, using historical fact for fiction.</p> <p>Research skills.</p> <p>Reading a novel: tracking characters, themes, ideas, symbolism, motifs.</p> <p>Reading independently.</p> <p>Offering opinions.</p> <p>Reading for inference – explaining language choices.</p>	<p>Revising context: Shakespeare’s theatre – layout, behaviour and conventions within the theatre, genres of tragedy and comedy, dramatic conventions.</p> <p>Elizabethan times (context) – courtly love, gender expectations.</p> <p>Tracking characters and themes across a play.</p> <p>Shakespeare’s language; the concept of language changing.</p> <p>Revising the sonnet form.</p> <p>Reading Shakespeare’s language.</p> <p>Analysing language – asking: why did Shakespeare write this like this?</p> <p>Reading skills: analysis, inference, connotation.</p>	<p>Revising the concepts of gothic fiction, Victorian fiction, the thriller/mystery convention.</p> <p>Reviewing the conventions of narrative writing: characterisation, themes, setting, red herrings, authorial control, how tension is created.</p> <p>Research skills.</p> <p>Reading a novel: tracking characters, themes, ideas, symbolism, motifs.</p> <p>Comparing Victorian texts.</p>	<p>Revisiting the themes of identity, culture and diversity.</p> <p>Demonstrating confidence with the language of poetry and the forms of poems.</p> <p>Learning to write within a specific form.</p> <p>Making connections between texts.</p>



# MATHS

<b>OUTCOMES</b>	<p>The Year 9 curriculum builds on the content taught in Year 7 and Year 8 and further deepens and develops students' understanding. Year 9 helps to lay the foundations for more complex topics which will be studied at GCSE. Students will work with more algebraic concepts, be introduced to Pythagoras, Trigonometry and Quadratics. Also, students will have the opportunity to understand key concepts related to money such as wages, tax and interest.</p>
<b>Sequences</b>	<p>This topic reinforces students' learning from the start of Year 7 and further extends students algebraic fluency.</p> <p>Students will learn how to:</p> <ul style="list-style-type: none"> <li>• Generate sequences given a simple and complex algebraic rule</li> <li>• Find the <math>n</math>th term</li> <li>• Prove algebraically if a term is in the sequence</li> </ul>
<b>Fractions &amp; Percentages</b>	<p>Students now develop knowledge of finding fractions and percentages of amounts into money-based problems.</p> <p>Students will learn how to:</p> <ul style="list-style-type: none"> <li>• Decrease and increase by a percentage using a multiplier</li> <li>• Express one number as a fraction or a percentage of another without a calculator and using another number</li> <li>• Work with percentage change as well as profit and loss</li> <li>• Solve percentage problems</li> <li>• Solve reverse percentage problems</li> </ul>
<b>Number</b>	<p>Here students will extend their understanding of the number system as well as revisit basic number knowledge in a problem-solving context where prior knowledge is applied to a new context.</p> <p>Students will learn how to:</p> <ul style="list-style-type: none"> <li>• Solve problems with integers and decimals in new contexts</li> <li>• Solve highest common factor and lowest common multiple problems using prime factorisation and Venn diagrams</li> <li>• Solving problems with fractions</li> </ul>
<b>Probability</b>	<p>In this topic students build on their learning in Year 8 to calculate the probabilities. Students bring together their knowledge of multiplication of fractions to solve probability questions.</p> <p>Students will learn how to:</p> <ul style="list-style-type: none"> <li>• Find the relative frequency of an event</li> <li>• Calculate expected outcomes of an event</li> <li>• Calculate theoretical probabilities of an event</li> <li>• Identify independent events</li> <li>• Use tree diagrams to work out probabilities of 2 or more independent events</li> </ul>
<b>Maths and Money</b>	<p>Students practice their number skills in various financial contexts in this topic. The language of financial mathematics, already introduced in Year 7 and 8, is further developed. Simple ideas of tax and wages are introduced, and the percentages studied earlier in Year 9 are applied in various contexts including simple and compound interest.</p> <p>Students will learn how to:</p> <ul style="list-style-type: none"> <li>• Calculate simple and compound interest</li> </ul>

	<ul style="list-style-type: none"> <li>• Solve problems with VAT</li> <li>• Calculate wages and taxes</li> <li>• Solve problems with exchange rates</li> <li>• Solve unit pricing problems</li> </ul>
<b>Forming and Solving Equations</b>	<p>Students revisit and extend their knowledge of forming and solving linear equations and inequalities, including those related to different parts of the mathematics curriculum. Students will learn how to:</p> <ul style="list-style-type: none"> <li>• Solve equations and inequalities with unknowns on both sides</li> <li>• Solving equations and inequalities in context</li> <li>• Substitute into formulae and equations</li> <li>• Rearrange one step and two step formulae</li> </ul>
<b>Straight Line Graphs</b>	<p>This topic builds on Year 8 content where students plotted simple straight-line graphs. Students will learn how to:</p> <ul style="list-style-type: none"> <li>• Use a table of values</li> <li>• Interpret gradients and intercepts</li> <li>• Use the equation <math>y = mx + c</math></li> <li>• Find the equation of a line from a graph</li> <li>• Find approximate values of <math>y</math> for given values of <math>x</math> and vice versa</li> </ul>
<b>3D Shapes</b>	<p>This is the first-time students have studied 3D shapes formally at Key Stage 3. Students will learn how to:</p> <ul style="list-style-type: none"> <li>• Identify 2-D and 3-D shapes including prisms</li> <li>• Sketch and recognise nets of cubes, cuboids and other 3-D shapes</li> <li>• Draw and interpret plans and elevations</li> <li>• Find the surface area of cubes, cuboids and triangular prisms</li> <li>• Find the volume of cubes, cuboids, prisms, cylinders and other 3D shapes</li> </ul>
<b>Constructions and Congruency</b>	<p>This unit builds on the constructions studied in Year 7 and 8 with an introduction to using compasses and protractors. Students will learn how to:</p> <ul style="list-style-type: none"> <li>• Construct the locus of distance from a point, two lines and a shape</li> <li>• Construct the locus of points equidistant from two points</li> <li>• Construct a perpendicular bisector of a line and from a given point</li> <li>• Recognise and use the perpendicular distance from a point to a line as the shortest distance to the line</li> <li>• Construct an angle bisector</li> <li>• Recognise and construct congruent triangles</li> <li>• Identify congruent shapes</li> </ul>
<b>Transformations</b>	<p>This units builds on prior knowledge of straight-line graphs as well as understanding properties of 2D shapes. Students will learn how to:</p> <ul style="list-style-type: none"> <li>• Identify the order of rotational symmetry of a shape</li> <li>• Identity line symmetry</li> <li>• Rotate a shape about a point</li> <li>• Translate points and shapes by a given vector</li> <li>• Draw and describe reflections</li> <li>• Recognise enlargements and similarity</li> <li>• Work out missing sides and angles in a pair of given similar shapes</li> <li>• Enlarge a shape by a positive integer scale factor</li> </ul>

<b>Ratio &amp; Proportion</b>	<p>Building on students experience in previous years, here they solve all types of ratio problems and make the links with direct proportion graphs.</p> <p>Students will learn how to:</p> <ul style="list-style-type: none"> <li>• Solve 'best-buy' problems</li> <li>• Solve problems with direct and inverse proportion</li> </ul>
<b>Compound Measures</b>	<p>Students build on knowledge of inverse proportion from the prior unit and explore the relationships between different variables.</p> <p>Students will learn how to:</p> <ul style="list-style-type: none"> <li>• Solve speed, distance and time problems with and without a calculator</li> <li>• Use distance-time graphs</li> <li>• Solve flow problems and their graphs</li> <li>• Understand rates of change and their units</li> </ul>
<b>Pythagoras</b>	<p>This is an introduction to the topic of Pythagoras which will be studied in greater depth at GCSE.</p> <p>Students will learn how to:</p> <ul style="list-style-type: none"> <li>• Identify the hypotenuse of a right-angled triangle</li> <li>• Determine whether a triangle is right angled</li> <li>• Calculate the hypotenuse of a right-angled triangle</li> <li>• Calculate missing sides in right-angled triangles</li> <li>• Use Pythagoras' theorem on a coordinate grid</li> </ul>
<b>Quadratics</b>	<p>This is an introduction to the topic of Quadratics which will be studied in greater depth at GCSE.</p> <p>Students will learn how to:</p> <ul style="list-style-type: none"> <li>• Draw and interpret quadratic graphs</li> <li>• Find approximate estimate values of y for given values of x and vice versa to find approximate solutions</li> <li>• Expand a pair of binomials</li> <li>• Factorise quadratics with a coefficient of 1</li> <li>• Recognise the 'Difference of 2 squares'</li> </ul>
<b>Trigonometry</b>	<p>This is an introduction to the topic of Trigonometry which will be studied in greater depth at GCSE.</p> <p>Students will learn how to:</p> <ul style="list-style-type: none"> <li>• Correctly label the hypotenuse, opposite and adjacent sides of a right-angled triangle</li> <li>• Find missing sides and angles of right-angled triangles using trigonometry</li> </ul>



# RELIGIOUS EDUCATION

<b>OUTCOMES</b>	<p><b>Students will</b></p> <ul style="list-style-type: none"> <li>• have an increased understanding of the mystery of the human person. It begins in branch 1, by revisiting the Creation accounts, focusing particularly on the belief that human beings are imago Dei and the implications this has for the principle of the dignity of the human person and the radical equality of man and woman.</li> <li>• be able to explain the equality of men and women as our starting point and focus particularly on the role of the Blessed Virgin Mary in the salvation history narrative.</li> <li>• acquire an understanding the mystery of redemption and students will be expected to come to some understanding of how the Church explains the connection between Christ’s sacrificial death and individual redemption from sins.</li> <li>• show a deeper understanding of the human person as one member of a community that spans both heaven and earth in the final branch where we look at the Church as the ‘communion of saints’, the mystical Body of Christ.</li> </ul>		
<b>TOPICS</b>	<b>Unit 1: Prophecy and Covenant</b>	<b>Unit 2: Prophecy and Promise</b>	<b>Unit 3: Galilee to Jerusalem</b>
<b>DESCRIPTION</b>	The unit begins by revisiting the Creation accounts last studied in year 7 but focussing particularly on those aspects of the accounts that speak of human dignity and the equality of men and women.	This branch focuses on the role of the Blessed Virgin Mary in the narrative of salvation history. This unit builds on the last by recognising the ways in which Mary is seen to be the fulfilment of the Protoevangelium in Genesis.	Throughout branch 3 in KS3, students have slowly built up an understanding of key themes in the Gospel of Mark. This unit will take a broad reflection on the nature of vocation and discipleship with a focus on priesthood.
<b>TOPICS</b>	<b>Unit 4: Desert to Garden</b>	<b>Unit 5: To the Ends of the Earth</b>	<b>Unit 6: Dialogue and Encounter</b>
<b>DESCRIPTION</b>	The main focus of this branch is the question of how Christ’s death is redemptive. It builds on the previous unit by considering the connection between the ordained priesthood and Christ as the High Priest of our salvation.	Year 9 by began by looking at the nature of human beings who were made in the image of God, relational beings who are created for communion. We conclude by looking at the nature of that communion that comes into existence through Christ’s salvific work which we studied in the last unit: The Church.	In this unit students will study the teachings of the Catholic Bishops of England and Wales about intercultural dialogue expressed in ‘Meeting God in Friend and Stranger’. We will explore Judaism and the impact it has upon the lives of believers and the importance of dialogue between different groups and finding common ground.

<b>TOPICS</b>	<b>Judaism: Nature of God</b>	<b>Judaism: Messiah</b>	<b>Judaism: Covenant</b>
<b>DESCRIPTION</b>	In this unit, students will study issues of God as: One and Creator in Genesis 1. They will study the Shema prayer in order to find teaching on God as Law-Giver and Judge. Finally, they will look at the nature and significance of shekinah (the divine presence).	In this unit, we examine different views within Orthodox and Reform Judaism about the nature and role of the Mashiach (Messiah). This links with the previous unit by explaining how the Messianic age will be the culmination of God's plan for creation as law giver and judge.	An examination of the meaning and significance of the Abrahamic covenant in Genesis including the importance of the 'Promised Land'. They will study the meaning and significance of the covenant with Moses at Sinai. This links to the previous until as Jews is given the mitzvot from God in order to bring about the messianic age.
<b>TOPICS</b>	<b>Judaism: Life on Earth</b>	<b>Judaism: The Afterlife</b>	
<b>DESCRIPTION</b>	An examination of the meaning and significance of the Abrahamic covenant in Genesis including the importance of the 'Promised Land'. They will study the meaning and significance of the covenant with Moses at Sinai. This links to the previous until as Jews is given the mitzvot from God in order to bring about the messianic age.	A consideration of the beliefs and teachings about the nature and importance of pikuach nefesh (sanctity of life). They will examine the relationship between free will and the 613 mitzvot (duties) between humans and with God. This unit links to the previous unit by looking at the importance of human life and the link between free will and the 613 mitzvot.	



# SCIENCE

## OUTCOMES

Students will have developed their understanding of the fundamental ideas and skills in Biology, Chemistry and Physics and how working scientifically links the three disciplines. They will also begin their exploration of GCSE content.

Students will have practised:

- Using the language relevant to the stages of the scientific process (working scientifically) in the practical work they carry out.
- Writing in a scientific style, composing, and communicating their 'sustained reasoning' in explanations/answers.
- Microscopy techniques.
- Using equations to solve problems in novel situations.
- Calculating energy loss along food chains.

Students will have accumulated detailed knowledge and understanding of:

- The particle model of matter and energy stores and transfers.
- Factors that affect rate of reaction, the composition of the atmosphere and the effects of changing it.
- Cell structure and function, as well as feeding relationships/energy transfer in ecosystems.

PTO



<b>ROUND 1 TOPICS</b>	<p><b>Physics</b> is taught first as each science is on a changing rota to ensure equitable delivery of content across all 3 sciences. Also, the fundamental concept of energy transfers and energy stores link strongly with all areas of science, for example the Bioenergetics studied in the following Biology cells topic and the rate of reaction topic studied in Chemistry.</p>		
<b>ROUND 1 EXPLANATIONS</b>	<p style="text-align: center;"><b>P3.1 Energy</b></p> <p>The Energy topic develops the ideas of energy stores and transfers that were encountered in Year 8. The topic introduces a much more mathematical approach where pupils encounter an array of equations and learn to use and manipulate these to solve problems.</p> <p>This topic unlocks all the other GCSE topics as energy is a fundamental concept in electricity, mechanics, waves, and radioactivity, along with topics in both biology and chemistry. This topic provides the required language and mathematical skills for pupils to tackle the thermal energy topic at the start of Year 10 in a confident manner.</p> <p>The topic is finishes with some applications of energy transfers when pupils look at energy resources. This topic links with the chemistry later in the year when pupils will look further at problems associated with fossil fuels and renewable resources. This topic area also allows for some extended writing and argument to balance the more mathematical work at the start of the topic.</p>	<p style="text-align: center;"><b>B3.1 Animal Cells</b></p> <p>This topic develops the ideas of cell structure and function that have been developed over the last 2 years. Students are taught several challenging ideas from the GCSE spec all of which were studied at some point over the last 2 years. This topic builds on the Cells, Systems and Reproduction topics studied in Year 7, revisits the ideas of Bioenergetics and the Inheritance topics studied in Year 8. It provides a strong foundation from which students can develop their ideas in many of the GCSE Topics by exploring some of the more complex ideas related to cells which provides foundations for further study of for example; Health and Disease by revisiting prokaryotic cells and also provides some foundation for the Inheritance and evolution topics at GCSE by studying genes, and alleles and DNA and protein. It also introduces the complexity stem cells and cell differentiation. The higher-level mathematical skills are also introduced in this unit.</p>	<p style="text-align: center;"><b>C3.1 Rate of Reaction</b></p> <p>Rates of reactions builds on the particle theory met earlier in KS3, and the idea that particles must collide for a reaction to take place. It allows for plenty of differentiated practical work with the opportunity to have some open-ended investigative work. It also provides plenty of chances to reinforce graph drawing skills and some higher-level mathematical skills (calculating gradients using tangents). We will introduce activation energy which will be revisited in year 10, and rates along with equilibria are built upon in topic 10 when discussing industrial reactions and their conditions. We also briefly recap the 3 states of matter model and increase our understanding of the changes of state that take place at various temperatures, including the more demanding concepts when using negative numbers.</p> <p>It has been chosen to be taught at this point as the content is identical regardless of which GCSE course they will embark upon.</p>

ROUND 2 TOPICS	Physics	Biology	Chemistry
ROUND 2 EXPLANATIONS	<p><b>P3.2 The Particle Model of Matter</b></p> <p>Pupils meet the idea of the particle model, having encountered it in a simplified form in earlier years as part of the spiral curriculum. This topic builds on the idea of energy stores and applies it to particles. This allows pupils to better describe osmosis and diffusion, as well as changes of state in chemistry. This knowledge is returned to later in KS4 when pupils encounter gas laws and pressure in physics and moles and state changes in chemistry.</p>	<p><b>B3.2 Ecology</b></p> <p>In this topic students revisit the concepts of Ecosystems, interdependence and adaptation taught in Year 8. Students develop their understanding of through the introduction of the idea of Biomass and the transfer of energy/biomass through a food chain. The idea of quantifiable losses from food chains provides a foundation for the efficiency of food production in Year 11 as well as develop the maths skills needed for the higher-level Ecology questions at GCSE.</p>	<p><b>C3.2 Atmosphere</b></p> <p>The second chemistry topic is the atmosphere, which is another stand-alone topic for GCSE, and again the content is identical regardless of which GCSE option the students take. We build upon the ideas of elements, compounds, reactants, and products to talk about the origin of different pollutants and their negative effects. We look at the greenhouse effect and acid rain and practice identifying which pollutants are made from different fuels. We discuss opportunities to reduce our carbon footprint. These ideas will be built upon when we study the organic chemistry topic in year 11.</p>



# GEOGRAPHY

<p><b>OUTCOMES</b></p>	<p>By the end of this year, students will know about a variety of global issues and attempts to mitigate and adapt to these. They will know the ways in which we make use of the natural world and disproportionate impact this has on LICs due the circumstances of their location, physical geography and their reliance on the land for a living. Students will have built on and added to their ability to assess geographical issues from the perspective of scale (local, global), wealth (HIC, LIC, development), opinions of others (locals, TNCs, young, government, conservationists etc), time (long term, short term, [past, present future), and social, economic and environmental categories</p>		
<p><b>TOPIC</b></p>	<p><b>Sustainability</b></p>	<p><b>Population and Development</b></p>	<p><b>Resource Management</b></p>
<p><b>EXPLANATION</b></p>	<p>Year 9 geography is largely global geography. This topic covers plastic pollution of the oceans and climate change as well as our individual responsibility to reduce our contribution to these issues.</p> <p>Students learn how <b>development issues</b> play a part in both the impacts of climate change and their contribution to it and learn how governments and innovators can play a part in helping us to live more sustainably. Students are now well-versed in their application of social, economic and environmental categorisation, as well as considering different opinions of different groups, global and local effects and the role of <b>wealth</b>. All of these are important in this topic. It is a perfect time to teach this topic as it allows students to see the relevance and practical application of geography to individuals and in the business world prior to considering their GCSE options.</p>	<p>Students learn how population has grown globally, (building on knowledge from year 7 when they learnt about the population of the UK and Nottingham). They learn about population policies in different parts of the world (Anti Natal in China and ~Pro natal is Sweden), the impact of an aging population (Japan) and learn how to read population pyramids. They will learn how development is at different stages around the world and the causes of the this. They will also consider the impact of globalisation on development, including international migration.</p> <p>Students will learn about the Demographic Transition Model which is needed for GCSE. They will also consider poverty in the UK to help develop an understanding that a high- income country is not immune to development issues.</p> <p>Population and Development is taught in year 9 as there are many emotive and complex issues (such as migration) that require the greater level of maturity that students have by this stage</p>	<p>This GCSE topic is completed at the end of year 9 regardless of whether students have chosen GCSE Geography. It fits perfectly with the sustainability theme of year 9 in that it addresses how water resources in particular can be managed on a global scale and in regions of lower income. Students learn about areas of surplus and areas of deficit, how the supply and demand of resources has changed in the UK manages resources of food, energy and water.</p> <p>Students learn how international cooperation is needed in Lesotho and South Africa to transfer water and the social and economic benefit of that to both countries as well as the disproportionate impacts on the poor and the environment. Students will also be introduced to the concept of the positive multiplier effect which is an important socio-economic driver in geographical issues.</p>



# HISTORY

<b>OUTCOMES</b>	<ul style="list-style-type: none"> <li>to answer source questions base on a historical site.</li> <li>to be able to analyse primary sources for utility, content and provenance.</li> <li>to apply disciplinary knowledge in order to answer GCSE style questions.</li> <li>to study the first topic of Medicine Through Time in preparation for Key Stage 4.</li> <li>to learn new substantive knowledge</li> </ul>		
<b>TOPICS</b>	<b>Migration</b>	<b>WWI</b>	<b>Medieval Medicine</b>
<b>DESCRIPTION</b>	<p>Pre-1066 migration starts the course which sets the scene of that anyone who is British is descended from migrants. The course is chronological and covers a wide variety of migrants such as Jewish people from the Medieval era to Eastern European migrants in contemporary Britain. It will show how Britain is connected to the world and how and why the country is diverse.</p>	<p>Main battles, soldiers experience of war and medical aspects of battle are taught in this topic. We study the topic in year 9 as it has substantive &amp; disciplinary knowledge that can be taught for GCSE -Medicine Through History.</p>	<p>Topic focus is on causes, treatment &amp; prevention of Medieval medicine. It is taught in year 9 to start pupils GCSE as the course is very content heavy. It builds on previous disciplinary knowledge and revisits substantive knowledge from year 7.</p>



# FRENCH

<b>OUTCOMES</b>	<ul style="list-style-type: none"><li>• By the end of year 9 our students will be equipped with the knowledge and skills to allow them to make an informed decision about their GCSE options.</li><li>• They will have completed listening, reading, grammar and writing assessments at the end of each of the half terms</li></ul>					
<b>TOPICS</b>	<b>Module 1</b>	<b>Module 2</b>	<b>Module 3</b>	<b>Module 4</b>	<b>Module 5</b>	<b>Module 6</b>
<b>DESCRIPTION</b>	Students start with gaining an insight into speaking about role models	Students then review their learning on friends and family	Students will discuss the Francophonie and different countries	Here students begin to learn to speak jobs and future careers	Students will talk about recycling and the environment	Students will talk about recycling and the future



# ICT/COMPUTER SCIENCE

<b>OUTCOMES</b>	<ul style="list-style-type: none"> <li>By the end of year 9, students have built on their foundational knowledge in Y7 and 8 in ICT, Computer Science and Digital Literacy. They are ready to tackle more complex tasks.</li> </ul>				
<b>TOPICS</b>	<b>Binary/Hex</b>	<b>Web Authoring</b>	<b>Computational Thinking</b>	<b>Spreadsheets 2</b>	<b>Python 2</b>
<b>DESCRIPTION</b>	<p>Introduction into number systems and why they are used in computing. Understand simple Boolean logic [for example, AND, OR and NOT] and some of its uses in circuits and programming; understand how numbers can be represented in binary, and be able to carry out simple operations on binary numbers [for example, binary addition, and conversion between binary and decimal].</p>	<p>Taking the knowledge from web design and being able to make a webpage in HTML. Understand HTML code with the use of opening and closing tags</p>	<p>To introduce more computational aspects and how they are used. Understand how instructions are stored and executed within a computer system; understand how data of various types (including text, sounds and pictures) can be represented and manipulated digitally, in the form of binary digits.</p>	<p>Continuing with spreadsheets from year 7 giving a good understanding for IT at KS4. Understand several key algorithms that reflect computational thinking [for example, ones for sorting and searching]; use logical reasoning to compare the utility of alternative algorithms for the same problem.</p>	<p>Continuing with programming in year 8 giving a good understanding for Computer Science at KS4. Use two or more programming languages, at least one of which is textual, to solve a variety of computational problems; make appropriate use of data structures [for example, lists, tables or arrays]; design and develop modular programs that use procedures or functions</p>



# ART

<b>OUTCOMES</b>	<ul style="list-style-type: none"> <li>• Building on previous learning and developing skills to help them to create realistic drawings and how emotions are expressed through art.</li> <li>• Enabling students to develop their skills using various materials and processes to be able to express ideas and concepts through their art whilst studying the theme of portraiture.</li> </ul>	
<b>TOPICS</b>	<b>Distorted Portraits: Francis Bacon</b>	<b>Self-Portraits: Observational Drawing</b>
<b>DESCRIPTION</b>	<p>Building on research skills, contextualising the theme through studying Francis Bacon, students gain knowledge and understanding of his life, inspiration and painting techniques. What influenced him and the effect this has on the viewer.</p> <p>Developing new skills and building on painting and drawing skills through mixing and blending materials. Building on their understanding of colour theory and use of tone.</p>	<p>Proportions of the face, building on prior learning using the grid method, application of tone, texture, fine detail and the importance of layering.</p> <p>Students gain knowledge and understanding of Pablo Picasso's life, concepts and inspiration. What influenced him and the effect this has on the viewer.</p>
<b>TOPICS</b>	<b>Distorted Portraits: Chuck Close</b>	<b>Distorted Portraits: Chuck Close</b>
<b>DESCRIPTION</b>	<p>Students gain knowledge and understanding of Chuck Close's life, inspiration and painting techniques. What influenced him and the effect this has on the viewer.</p>	<p>Understand there are various drawing and mark-making techniques that enable them to add tones, colour and texture to create interesting and inspiring outcomes.</p>



# DESIGN AND TECHNOLOGY

<b>OUTCOMES</b>	<ul style="list-style-type: none"> <li>• In Year 9 pupils study subjects in-depth, preparing them for KS4 style work.</li> <li>• They will engage in projects of high technical difficulty</li> <li>• They will apply practical skills learnt in Year 7 and 8 in projects of their own.</li> <li>• They will have a good understanding of the design process and be able to lead their own work to some extent.</li> </ul>				
<b>TOPIC</b>	<b>Food and Nutrition</b>	<b>Resistant Materials</b>	<b>Systems Technology</b>	<b>Graphic Design</b>	<b>Textiles Technology</b>
<b>EXPLANATION</b>	<p>This course introduces students to a variety of multicultural cuisines, cultures and traditions. They make dishes of high complexity and will study functional and chemical properties of ingredients.</p>	<p>Pupils will learn about the influence of various design styles from history and use it inspire their own work. They will learn about stock forms and material finishes. They will make a product requiring high degrees of precision.</p>	<p>Pupils will learn about the influence of art nouveau style and use it in their own work. They learn about pre-made components and the importance of prototyping. They will study plastics manufacturing processes.</p>	<p>Pupils will learn about Bauhaus style in depth and apply it to an architecture project. They will learn about industrial manufacturing of graphics items. They will learn higher level 3D drawing and CAD skills</p>	<p>Pupils will study the influence of brands and use this to design their own brand. They will use 2D CAD to apply with brand onto a product via transfer printing. They will learn about the construction of fabrics and make heavy use of the sewing machine.</p>





# DRAMA

<b>OUTCOMES</b>	<ul style="list-style-type: none"> <li>All students will be taught basic acting and vocal skills alongside drama techniques, to explore all topics.</li> <li>Students start to access the GCSE course focusing on Practitioners, Acting and Theatre Design</li> <li>Students will have explored various play texts by the end of the year.</li> <li>They will be introduced to more challenging aspects of theatre. They will research their starting points more independently for layers of understanding and meaning.</li> <li>Students will have written for different purposes, practising extended writing.</li> <li>They will present ideas and opinions and explore creative ideas. Greater independence and accuracy are expected.</li> <li>Students will begin to analysis and evaluate their work and the work others in line with the GCSE ark scheme.</li> </ul>		
<b>TOPICS</b>	<b>History of Theatre</b> <b>John Godber</b>	<b>Verbatim Theatre</b> <b>Mark Wheeler</b>	<b>Matrix of Theatre</b> <b>Theatre Design and Production Skills</b>
<b>DESCRIPTION</b>	<p>Epic Theatre Character Development Improvisation , Body Language</p> <p>Play text – Teechers</p> <p>End of Topic Assessment : Practical Practitioner Quiz Written Exam question from GCSE Exam Peer Assessment/ Self-Assessment</p>	<p>As an Actor: The system is explored External/ Internal Techniques The magic if Emotional memory Circle of attention Tempo and rhythm</p> <p>Alongside, Character Development Off text Improvisation Body Language</p>	<p>As a designer: Costume, hair, makeup, sound, set, lighting, props</p>
<b>TOPICS</b>	<b>Matrix of Theatre in Practice</b>	<b>Stanislavski</b> <b>Naturalistic Acting Skills</b>	<b>Devising</b> <b>Script Writing</b>
<b>DESCRIPTION</b>	<p>Students combine design with acting to work as a creative team to produce a piece of theatre. They use the play text: DNA</p>	<p>Students explore ‘the System’ and learn how to create and develop a character using the methods used by professional actors today.</p>	<p>Students beginning to access the core part of the GCSE course structure by examining ways devising. They work collaboratively in a group to bring about the realisation of the work.</p>



# MUSIC

<b>OUTCOMES</b>	<ul style="list-style-type: none"> <li>• Play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression</li> <li>• Improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions</li> <li>• Use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions</li> <li>• Identify and use the interrelated dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices</li> <li>• Listen with increasing discrimination to a wide range of music from great composers and musicians</li> <li>• Develop a deepening understanding of the music that they perform and to which they listen, and its history</li> </ul>				
<b>TOPIC</b>	<b>Romantic</b>	<b>Film</b>	<b>Stormzy vs Mozart</b>	<b>Songwriting</b>	<b>MOBO</b>
<b>EXPLANATION</b>	<p>Deepen knowledge of scales, chords and tonalities in the context of programme music. Practise primary chords and melody writing in staff notation.</p>	<p>Deepen knowledge of the elements of music and their expressive uses. Create music for a brief using compositional techniques.</p>	<p>Deepen knowledge of harmony/chords, melody, texture and articulation in the context of pop music. Practise appraising music with detailed listening.</p>	<p>Practise using chords, melody and structure to compose a song with a 'free' brief through the lens of a pop musician. Explore word-setting.</p>	<p>Practise performing in an ensemble context using a range of instruments and using staff notation.</p>



# PHYSICAL EDUCATION

<b>OUTCOMES</b>	<ul style="list-style-type: none"> <li>• Students will know the rules, regulations and scoring systems of each activity area.</li> <li>• Students will know the tactics and strategies of each activity area.</li> <li>• Students will know the Year 9 fundamental sports science knowledge specifically identified for the Physical Education domain.</li> <li>• Students will have the knowledge and understanding of the core and advanced skills for each activity area.</li> <li>• Students apply their knowledge and demonstrate core and advanced skills in a range of contexts from isolation to competitive practices.</li> <li>• Students apply their knowledge and demonstrate core skills in a well-sequenced and systematic order.</li> </ul>	
<b>TOPIC</b>	<b>Year 9 Boys</b>  Advent / Easter: Badminton, Rugby, Football, Table Tennis, Health Related Exercise, Basketball, Handball, OAA.  Pentecost: Athletics, Cricket, Tennis	<b>Year 9 Girls</b>  Advent / Easter: Dance, Rugby, Football, Netball, Health Related Exercise, Volleyball, Handball, OAA.  Pentecost: Athletics, Cricket, Tennis
<b>EXPLANATION</b>	<p>Students follow a spiral curriculum where activity areas are revisited from one year to the next. Each activity area is comprised of an 8-week unit of work where lessons are specifically sequenced in a systematic order which allows students to gradually build upon knowledge in order to achieve a deeper understanding of the activity area and therefore demonstrate and apply that knowledge securely.</p> <p>Students continue to build upon their knowledge of previous concepts within each individual activity area. This is ensured as the content of each unit of work for each individual activity area is systematically sequenced from year to year to maximise progress and guarantee that all students have the opportunity to be challenged with the same high expectations.</p> <p>In order to provide students with a broad and balanced curriculum some new more challenging activity areas may be introduced e.g. Badminton &amp; Volleyball.</p>	



# CAREERS

TOPIC	What comes after school? The main learning pathways	Decision-making: Choosing what to study at KS4	Taking control of your career journey	What is the labour market and why is it important?
EXPLANATION	<p>Identify a learning pathway they'd like to explore further</p> <p>Name pathways, qualifications, skills, and progression opportunities related to an example career</p> <p>State sources of further information about learning pathways</p>	<p>Identify important factors to consider whilst deciding on subject choices</p> <p>Outline what they need to do next to reach their decision</p>	<p>Identify the career needs and wants of themselves and others</p> <p>Understand how to take the initiative in developing their career journey</p> <p>Reflect on how to overcome barriers people face on their career journeys</p> <p>Use Unifrog to explore the different types of careers</p>	<p>Define the labour market and labour market information</p> <p>Identify different types of labour market information</p> <p>Compare labour market information</p>



Our Personal Development Curriculum lessons are currently divided into four complementary areas:  
**Careers, Citizenship, PHSE, RSE.**

## PERSONAL DEVELOPMENT

TOPIC	Marriage and Families	Families and intimate relationships and alcohol	Post-16 choices and the Labour Market	Citizenship: Democracy and law	Drugs and alcohol	Disability Awareness and Knife Crime
EXPLANATION	<p>Students learn what marriage is (including sacramental marriage) and what successful relationships look like.</p> <p>Students learn about the different kinds of committed relationships like cohabitating and the legal rights entitled to different relationships and the implications this has on families.</p>	<p>Students learn about what healthy intimacy looks like in relationships, the Church's teaching on sexual intimacy, and how to report concerns for relationships which are unsafe.</p> <p>Students will learn the physical and psychological risks associated with alcohol consumption.</p>	<p>Students will understand what the labour market is, the workplace is and the relationship between them both. Students will reflect on their GCSE options and link their aspirations to the economy of Nottingham what job opportunities exist on their doorstep - particularly within STEM and new emerging industries</p>	<p>Students learn about the development of the political system and the liberties enjoyed by citizens of the UK. Students learn the laws of the justice system and the roles played by public institutions.</p>	<p>Students will learn about the physical, mental and social impacts of drug and alcohol misuse.</p> <p>They will learn about what responsible low risk alcohol consumption looks like as well as the legality around drug and alcohol use.</p>	<p>Students will learn about visible and hidden disabilities such as ADHD and autism.</p> <p>They will learn how to treat people with disabilities with dignity and respect.</p> <p>Finally, students will learn about the laws and impact of knife crime.</p>