

**ARK ACADEMY**

---

# Year 9 Curriculum

---

## OVERVIEW

---

*A Mathematics and Citizenship Rich School*



ARK ACADEMY

[www.arkacademy.org](http://www.arkacademy.org)

## **MISSION STATEMENT**

*Ark Academy has at its core the pursuit of highest standards possible in education. We believe in high aspirations, high motivation and high achievement for all. Through our extended curriculum and community life we seek to meet the needs of the whole person. Civitas – Citizenship – is at our core. We will build a community of civic pride and social justice in which all members are equally valued. We are committed to the service of young people and to helping them play their full part in society.*

*In light of this we aim to:*

- *Provide every student with the knowledge, skills, self belief and motivation to be successful in their learning and lives*
- *Welcome, value and respect all who come to the school*
- *Build a community based on justice and a sense of personal responsibility*
- *Provide opportunities for all to experience CIVITAS whilst developing a spirit of tolerance and understanding for all cultures, traditions and faiths*
- *Promote dialogue and co-operation with the wider community*

***Our Driving Principles are:***

- ***Excellence***
- ***Citizenship***
- ***Participation***
- ***Persistence***

***Our goal***

*Our goal is that all students should be able to access higher education and participate fully in our democratic society.*

# Introduction

Year 9 is a **critical year** in your child's education. One way to think about it is this:

## Year 7 & 8

- Moving on from the 'general' teaching of primary school. Learning separate academic subjects from specialist teachers for the first time. Covering the basic knowledge and concepts in these subjects, and laying the foundations for a more adult understanding.

## Year 10 & 11

- Grown up, sophisticated study of your chosen GCSE subjects. Preparation for A-Level. The vocabulary of each subject, the difficulty of the concepts, the expectation in terms of homework and revision – these will all be unapologetically demanding now. Time to get serious.

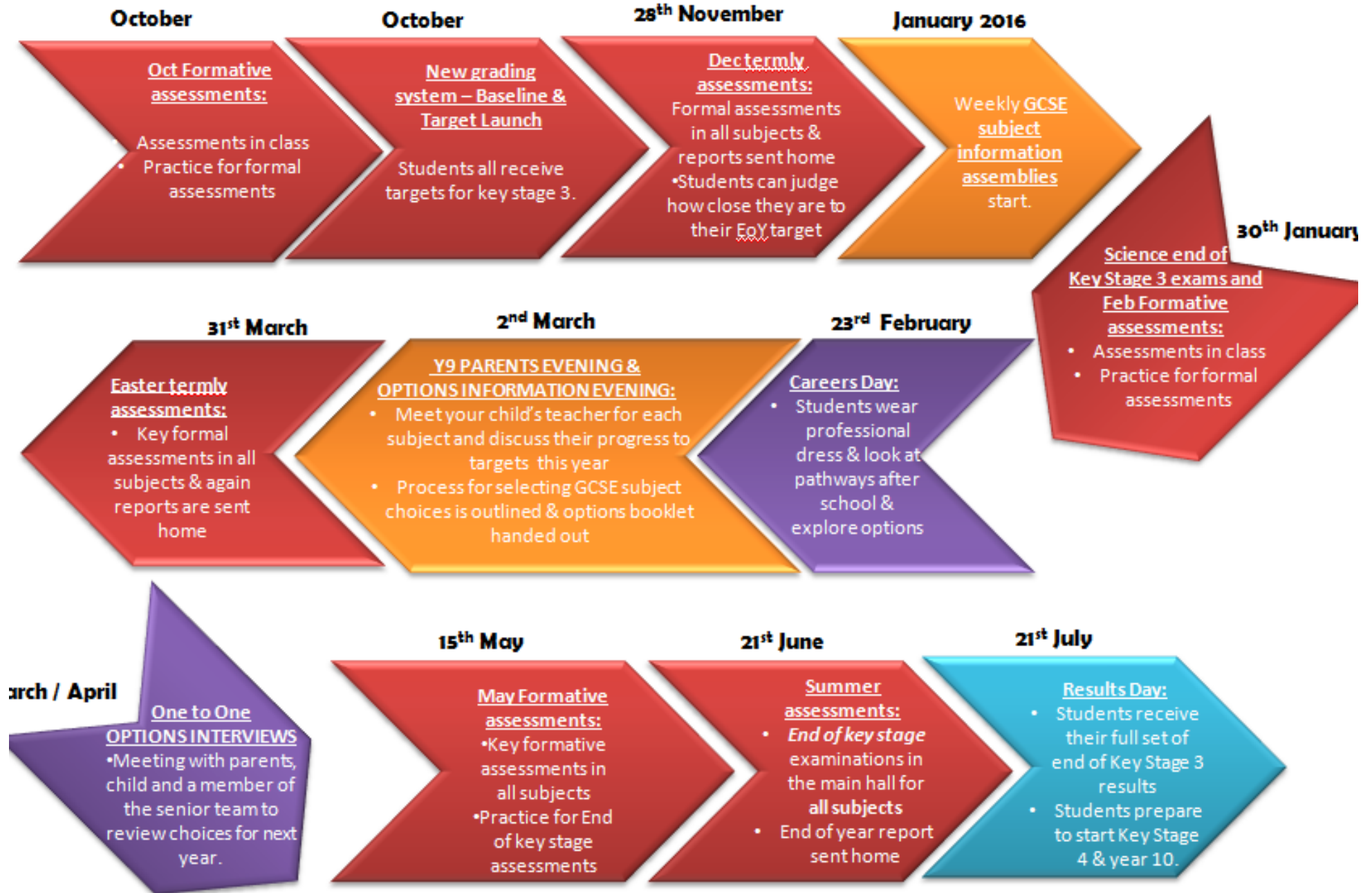
## Year 9

- The bridge between these two stages. The year in which students get to the end of Key Stage 3 and decide, based on the advice of their teachers, which subjects to continue into Key Stage 4. To be successful in Y9 you need to develop the maturity of GCSE students.

It is a busy year, with many **milestones** along the way. The flow chart on the next page outlines some of these. Students will be issued with a detailed **Pathways Guidance Booklet** in the first **Pathways Launch Assembly** in **January**, which will include detailed information on the subject choice process, GCSE options and the interview for subject choice selection.

**Remember parents:** *Year 9s are still very much in the early stages of adolescence. They may well struggle to show the maturity and organisational skills needed to work their way successfully through this important year. The best chance they have is with your direct, daily involvement. Monitor their homework; talk to them about their assessments; make sure they are revising. It may be helpful to keep coming back to the flow chart – it can guide your conversations with your children over the next 10 months.*

# Year 9 timeline 2016 – 2017



## CURRICULUM FOR YEAR 9

In terms of the content studied this year, the students continue the strong focus on English, mathematics and science started in years 7 and 8. They also experience the same range of practical and expressive subjects including design technology, art, music and drama every week which will feed into their options choices for Key Stage 4 Pathways. Below you will find more detail on each subject and guidance on specific content (and supplementary revision resources) for each term.

Each week, students have the following subjects:

<b>Subject</b>	<b>Subject Code on timetable</b>	<b>Number of periods a week</b>
English	EN	5
Mathematics	MA	5
Science	SC	5
Modern Foreign Languages: French or Spanish	MFL	2
History	HI	2
Geography	GG	2
Religious Education	RE	1
Music	MU	1
Art	AR	1
Drama	DR	1
Design Technology (Textiles / Food / Graphics / Resistant Materials)	DT	2
Physical Education	PE	2

## ASSESSMENT IN YEAR 9

The **key assessment points** for the year ahead are detailed below, mentioned in the flow chart above and reminders will be included in each termly parent calendar. Assessments in autumn and spring take place in class but end of key stage 3 assessments will take place in an examination hall

<b>Date</b>	<b>Event</b>
Monday 28 <sup>th</sup> November – Thursday 8 <sup>th</sup> December	○ Y7, 8, 9 & 10 autumn assessments
Monday 13 <sup>th</sup> – Friday 24 <sup>th</sup> March	○ Y7, 8, 9 & 10 spring assessments
Wednesday 21 <sup>st</sup> June – Friday 7 <sup>th</sup> July	○ Y7, 8, 9 & 10 End of Year Assessments

# English

## YEAR 9 CURRICULUM OVERVIEW

Year 9 is a year in which students will both consolidate their learning in English at Key Stage 3 and also begin the work towards their GCSEs. It is a very important year for students to make sure they are prepared to take on the conceptual and skills based challenges of GCSE – writing at a greater length, reading more challenging texts and speaking effectively and fluently. The standard we set in this year is unapologetically high and we hope students will strive to reach this bar so that they are set for success in years 10 and 11.

HALF TERM	FERTILE QUESTION	GENRE	SUMMARY	FORMATIVE ASSESSMENT	SUMMATIVE ASSESSMENT
AU1	Is there a happy ending in <i>Much Ado About Nothing</i> ?	Shakespeare <i>Much Ado About Nothing</i>	Students will explore play investigating how the archetypal fairy tale is used as a foundation for the story and its characters.	Essay: Who is it the better woman – Beatrice or Hero?	Essay: Is there a happy ending in <i>Much Ado About Nothing</i> ?
AU2	How does Steinbeck create the mood of a moment?	Modern Novel <i>Of Mice and Men</i>	Students read the classic American novella considering how Steinbeck uses language and narrative devices to really bring the novel alive	A close analysis of an extract on setting linked to the wider novel	A close analysis of an extract on character linked to the wider novel
SP1	Why is poetry the art form most used to express love?	Poetry	Students will explore the a range of poetry from across time that explore the theme of love	A comparative essay about two key poems	A comparative essay about two key poems
SP2	How do writers create other worlds and why?	Writing - Dystopian Fiction	Students explore the popular genre of dystopian fiction, using classic texts such as <i>1984</i> and more modern YA fiction as a model for their own creative writing.	Write the opening to a dystopian novel	Write the last pages of a dystopian novel
SU1	How are writers like chameleons?	Writing – Non-Fiction	Students will explore three key forms of non-fiction writing – review, explain and advise – and consider how writers have to change tactics when switching between them	Choice of explain or review writing	Choice of review or advice writing

### END OF YEAR EXAMS

PAPER 1 – LITERATURE	PAPER 2 – LANGUAGE
<ul style="list-style-type: none"> <li>❖ Question on an extract from the novel <i>Of Mice and Men</i></li> <li>❖ Comparative poetry essay about two love poems</li> </ul>	<ul style="list-style-type: none"> <li>❖ Modified AQA Year 9 pilot to create baseline for year 10</li> </ul>

## Homework:

Students are set homework once a week on a Monday. This homework is in three parts:

- ❖ **Part A:** A list of 10 spellings that they have 1 week to learn. Students will be tested on these words on the first school day of the next week.
- ❖ **Part B:** A piece of writing (analytical or creative) linked to the fertile question they are studying. Students should complete this in half an hour, include the words from the spelling list and make sure they get the literacy point from that week, and previous weeks, correct. Students should fill the space provided and spend at least 30 minutes on this.

*Homework is always due on a Wednesday at the beginning of the lesson.*

## Show My Homework:

If a student misses a lesson and does not receive their homework sheet or loses their homework sheet, students can access the homework by logging into **Show My Homework**. They can print the homework sheet off the website to complete at home.

<https://ark.showmyhomework.co.uk/school/homeworks/calendar>

## Useful Resources:

Essential:

- The school library and your local library
- [www.fronter.com/ark](http://www.fronter.com/ark) - The English Room

For Revision and extra homework:

- <http://www.bbc.co.uk/schools/gcsebitesize/english/>
- <http://englishbiz.co.uk>
- <http://www.s-cool.co.uk/gcse/english>
- <http://bbc.co.uk/skillswise>

To extended and develop understanding:

The British Film Institute:

<http://www.bfi.org.uk/>

The British Library:

<http://www.bl.uk/>

The Royal Shakespeare Company:

<http://www.rsc.org.uk/>

# Mathematics

## Overview:

Our Year 9 Mathematics programme explores further key elements of Number, Algebra, Geometry and Data Handling, encompassing both the National Curriculum for key stage 3 and an introduction to GCSE concepts and skills. Through each enquiry students will develop their key process skills, namely: *Representing problems; Analysing Mathematical procedures; Interpreting and evaluating results; Communicating and reflecting findings*. These skills are essential in order to achieve excellence in GCSE and A Level Mathematics. We believe that our programme of study will develop confident and enthusiastic mathematicians, with a hunger for learning and a flair for solving real world problems.

## Term by Term:

	Focus	Assessment
<b>Autumn 1</b>	Number: Ratio & Proportion Geometry & Measures: Non uniform 3D shapes (volume, area, basic properties)	<i>One hour non calculator paper based on this half term's learning objectives.</i>
<b>Autumn 2</b>	Number: Equivalence of fractions, decimals, percentages; finding the original amount Algebra: Graphing quadratic/cubic functions	<i>One hour calculator paper based on this half term's learning objectives.</i>
<b>Spring 1</b>	Geometry / Algebra: Transforming graphs Number / Algebra: Exploring proof	<i>One hour non calculator paper based on this half term's learning objectives.</i>
<b>Spring 2</b>	Number; Powers, roots, standard form Geometry & Measures: Pythagoras Theorem & bearings	<i>One and a half hour non calculator and calculator papers based on <b>all</b> Year 7, 8 and 9 work.</i>
<b><i>Extended homework piece: independent enquiry project work.</i></b>		
<b>Summer 1</b>	Statistics: Sampling; measures of average and variance; histograms Statistics: Experimental probability	<i>One hour non calculator paper based on this half term's learning objectives.</i>
<b>Summer 2</b>	Algebra: Creating and solving inequalities Geometry & Measures: Introduction to trigonometry	<i>One and a half hour non calculator and calculator papers based on <b>all</b> Year 7, 8 and 9 work.</i>

## Homework:

Students have two thirty minute homeworks each week. Homework is either focussed on consolidating concepts learnt in lessons or the development of problem solving skills. Prior to each exam, students are expected to do **extra** independent revision. This is particularly important at the end of the year when they are assessed on all of their secondary mathematical learning.

## Useful Resources:



There are a host of textbooks and mathematics books available in the school library. Students may find it useful to purchase their own Key Stage 3/4 Mathematics revision guide to supplement their studies.

# Science

## Overview:

Year 9 Science at Ark Academy sets to build on the solid foundations set in Year 7 and 8 and allow all students to fully participate and succeed in GCSE and A-level Science. With this as our ambition, students will be exposed to the 3 scientific disciplines, studying Biology, Chemistry and Physics separately over the course of the year. A focus within each unit of work is on science investigation, and the applications of Science in the world around us. Students are taught to think like a scientist and frame their writing in this context, and how to read and make sense of scientific journals. Students will have 5 Science lessons per week – taught by 2 separate teachers. The first teacher will teach 2 lessons (Monday | Friday) teaching one topic, and the second teacher will have the class Tuesday and Wednesday, teaching a completely separate topic. Both topics will be assessed in the same assessment window at the end of the unit. Each unit of work will be followed by a 1 hour examination – minimum 25% Scientific Investigation.

Students in Year 9 will sit their End of Key Stage assessment at the end of Spring 2 and will start GCSE content in Summer 1.

## Term by Term:

Year	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
9 (2 x per week teacher)	Heating & Cooling	Plants & production	Pressure & Moments	Revision	GCSE	GCSE
9 (2 x per week teacher)	Environment	Metals & Reactivity	Magnets & Electromagnets	Revision	GCSE	GCSE

## Homework:

Students will receive two 30 minute homework per week that is differentiated, and aims to both consolidate the work they have done in class, and push them beyond the scope of their current scientific thinking.

## Useful Resources:

There are a host of textbooks, books and Scientific journals available in The Learning Centre. Fronter is also invaluable, with a number of excellent links and interactive games to help develop student thinking. It is important to highlight that students who find Science more difficult tend to find the CPG range of revision guides very useful. However, it is equally important to stress that they are

revision guides, and should not be used as a substitute for reading and discovering the variety of other textbooks such as Exploring Science and KS3 Science.

# Art

## Overview:

The Year 8 Art curriculum builds the foundation skills acquired in year 7, of developing knowledge of the formal elements (Line, Texture, Colour, and Shape), analysis of personal work and the work of others. The year 8 curriculum closely follows the GCSE assessment objectives to ensure all pupils experience the expectations of an Art GCSE course.

Students are taught to experiment and investigate different materials and processes. They are encouraged to explore their ideas and create their own art work, whilst developing an ability to be self critical and listen to constructive feedback from peers. The final term consist of a unit of work set out as mini GCSE assignment. Pupils work through the GCSE Assessment Objectives and they produce a final assessment piece informed by work carried out over the unit- as would be expected at GCSE.

## Term By term

	Focus	Style of Assessment GCSE Assessment Objective (AO)
Autumn 1	<p><b>What Practice makes perfect?</b></p> <ul style="list-style-type: none"> <li>-explore what might inspire a drawing</li> <li>-Build confidence in drawing</li> <li>-practicing what makes a successful drawing</li> <li>-practicing colour theory and blending</li> </ul>	<p>Final sustained observational drawing using colour.</p> <p><b>AO3-Record ideas, observations and insights relevant to their intentions in visual and/or other forms.</b></p>
Autumn 2	<p><b>What makes me, me?</b></p> <ul style="list-style-type: none"> <li>- Examine and practice techniques used to create portraits(proportions)</li> <li>-identify and explore artists that use identify to inspire their work</li> <li>-develop original work which is influenced by the artist examined in the unit</li> </ul>	<p><b>AO2- Refine their ideas through experimenting and selecting appropriate resources, media, materials, techniques and processes.</b></p> <p><b>AO3-Record ideas, observations and insights relevant to their intentions in visual and/or other forms.</b></p>
Spring	<p><b>Are all artists and art the same?</b></p> <ul style="list-style-type: none"> <li>-Examination the work by other artists and different art movements</li> <li>-Exploration of how artists use the formal elements</li> <li>-research and recording our personal responses</li> </ul>	<p>Students create a GCSE style research page, where they research an artist and record their personal responses to that artists work. Pupils use a variety of materials to explore a painting created by their chosen artist.</p> <p>Pupils are also assessed on presentation techniques used.</p> <p><b>AO1- Develop their ideas through investigations informed by contextual and other sources, demonstrating analytical and cultural understanding.</b></p>

<b>Summer</b>	<p><b>What's inspires art?</b></p> <ul style="list-style-type: none"> <li>-Observation drawing from primary and secondary sources</li> <li>-develop final composition ideas</li> <li>-Analysis and critical evaluation techniques</li> <li>-Use of different 2D mediums: acrylic paints</li> </ul>	<p>Students are given a theme (as they would be in the GCSE) they create research materials in the form of observational drawing which pupils then combine with drawings from secondary sources. These pieces of work are combined to create a composition for a final piece (painting on canvas using acrylic). The final piece and preparatory work are used to form a final assessment.</p> <p><b>AO3- Record ideas, observations and insights relevant to their intentions in visual and/or other forms.</b></p> <p><b>AO4- Present a personal, informed and meaningful response demonstrating analytical and critical understanding and realising intentions.</b></p>
---------------	--	--

### Homework:

Students are set homework every other week and they are expected to spend about an hour completing it. The home work encourages independent research, exploration of materials and personal responses to others' work - which build on learning within the lesson and feeds into the following lessons.

All home works are always available on Fronter, where pupils can also find examples of completed homeworks to ensure they understand homework expectations.

### Useful Resources:

- The school library

[www.fronter.com/ark](http://www.fronter.com/ark) - The Art Room- Year 8 Art Room. Apart from homework this area also shares revision questions, forums for discussion and access to useful art research and art gallery links.

# Drama

## Overview:

In Year 9 the Drama curriculum begins to tackle with the demands of the GCSE criteria. Students develop work in a variety of ways, considering performance from the viewpoint of an actor, director and technician. The topics studied are in line with the GCSE course and, therefore, students will end the year fully prepared to begin a formal GCSE Drama course. In addition, students begin to combine art forms such as music or dance to create performances that link in directly to a GCSE Performing Arts course. The Year 9 curriculum is diverse and provides the students with some unique opportunities.

## Term by Term:

	Fertile Question	Focus	Description
Autumn 1	Why do people leave home?	<b>Refugees and immigration:</b> The principals of Responding, Creating, Performing and Evaluating	Students explore topical issues about immigration through the study of a fictional refugee crisis. They look at the various reasons that people leave their homes. The skills developed draw on the criteria for Drama GCSE: Unit 1.
Autumn 2	Can Drama change the world?	<b>The American Civil Rights Movement:</b> The principals of Responding, Creating, Performing and Evaluating.	Students are exposed to the ways in which Drama has been used throughout the 20 <sup>th</sup> Century as a platform to express opinion and bring about change. The skills developed draw on the criteria for Drama GCSE: Unit 1.
Spring 1 and 2	What makes a good parent?	<b>Blood Brothers:</b> An in depth study of a full length play. Developing skills of working with a script.	In this unit students study Willy Russell's "Blood Brothers", looking in detail at the characters and structure of the play. The theme of relationships and status will be studied in depth. Students develop characterisation techniques leading to an assessed scene from the play. Links to GCSE Drama Scripted Unit.
Summer 1	How can war inspire art?	<b>World War One Poetry:</b> Exploring perspectives of war through a variety of dramatic forms using poetry as stimuli.	Students develop key drama forms such as mime, thought tunnel, continuum, flashbacks, slow motion, voices in the head, split scene, choral work, improvisation, thought aloud, hot seat, essence machine, dramatic pause and narration. Through practical workshops and personal research the students gain an insight to different perspectives of war.
Summer 2	Am I an actor yet?	<b>Reviewing the skills and techniques from KS3</b>	Students will develop short pieces of drama which use the skills and techniques taught throughout years 7, 8 and 9. Students will also review their end of Key Stage assessment grade.

## Useful Resources:

- <http://www.bbc.co.uk/blast/>
- Show My Homework

# Design & Technology

## Overview:

At the end of year 8 students are given the opportunity to choose which Design & Technology subject area they would like to study for year 9. Students will only cover two Design & Technology subjects. This is done by order of preference from 1 to 4. The majority of students get their first and second option choices, however in some instances this is not possible and the third option is taken.

The year 9 curriculum in Design Technology is taught at a GCSE level incorporating controlled assessment tasks. This style of project in year 9 will prepare pupils for KS4 options in Resistant Materials, Graphics, Food and Textiles. Each specialism introduces and develops the student's range of skills and techniques, which they will apply and develop during Key Stage 4. Students are taught how to research, communicate, think, design and plan for making; how to develop ideas, and write and speak in a subject specific language relevant to Design and Technology.

They will model and develop good skills through designing and making projects. They are encouraged to be creative and free thinking students. Each project is designed to last 40 hours in line with KS4 assessment requirements, giving pupils a clear impression of objectives and activities involved at KS4. Pupils will be assessed in the same manner for all subject areas. The assessment will look at these main areas: Research & Analysis, Specification, Generating Ideas, Developing Ideas, Planning, Practical and Evaluation. The area of focus differs according to the subject area as follows:

Graphics	Resistant Materials	Food Technology	Textiles
Design process Generating and developing ideas Analysis of packaging Use of CAD – 2D Design Evaluating Making skills Understanding methods used to communicate design ideas. Basic technical drawing techniques Paper/card mechanisms	Design process Generating and developing ideas Planning Evaluating Making skills Understanding the working properties of timber/metals/plastics Basic construction techniques Use of CAM – Laser cutter	Research Design process Generating and developing ideas Modelling through practical skill based tasks. Understanding working properties of components. Evaluating Planning Evaluating Making skills	Research Design process Generating and developing ideas Understanding methods used to communicate design ideas. Technical drawing techniques Making skills Evaluating Planning Construction techniques Decorative techniques

## **Homework:**

Students have one thirty minute home work each week. This provides opportunity for independent learning and demonstration of knowledge learnt.

## **Useful Resources:**

<http://www.bbc.co.uk/schools/gcsebitesize>

<http://www.teachers-direct.co.uk/resources/quiz-busters>

<http://www.eatwell.gov.uk>

<http://www.vam.ac.uk/collections/index.html>

<http://www.technologystudent.com>

# Geography

## Overview:

**Geography is the study of the earth and the people who live on it**

The Y9 geography curriculum introduces the following 7 key geographical concepts:

- Place – What places are like? Why are they different?
- Space – How do people, products and information move between places? What patterns does this create?
- Scale – How are places different at different scales?
- Connections – How and why are places connected together?
- Processes – How do humans and natural forces affect places?
- Environment – What will happen to places in the future? How can we affect this?
- Culture – How and why do people lead different lives? Is this difference fair?

Over the course of Key Stage 3 these concepts will be studied in depth, alongside the basic Geographical map skills and fieldwork techniques.

Term	Fertile question	Assessment
Autumn 1	Are there too many people on earth?	Open-book essay on China's One Child Policy
Autumn 2	Can we feed the world's population?	GCSE-style exam
Spring 1	Am I a civitas consumer?	GCSE-style exam
Spring 2	Why is there a development gap?	GCSE-style exam
Summer 1&2	Are earthquakes and volcanoes fair?	End of year exam

## Homework:

Students will receive one piece of homework per week. This may be research, a written task or a learning homework. Students may also be given a longer project to complete over the term.

## Useful Resources:

- Atlas/wall map of the world
- Newspapers – encourage your child to read a broadsheet newspaper to keep up-to-date with relevant geographical news
- TV news – again, an excellent resource to improve geographical knowledge
- Documentaries

- The Learning Centre
- You! Discuss with them current affairs and geographical events. Test your child on the location of countries and capitals. Discuss places you have been and key geographical events you know.
- BBC bitesize – a useful resource for revision, especially when testing key terms
- Geographical Magazine and National Geographic – both are excellent magazines, with past copies kept in the library

# History

## Overview:

Throughout Year 9 pupils will consolidate and develop the analytical thinking and writing skills developed so far during Key Stage 3. There will be an increased focus on the specific requirements of GCSE, in particular how to evaluate historical sources and respond to unseen questions. Pupils will also be expected to research independently in preparation for their end of unit assessments. Year 9 is a crucial foundation year for pupils who are preparing to take History GCSE.

## Term by Term:

	Focus	Assessment
Autumn 1	<b>Is change good for everyone?</b> <i>(Change and continuity, evidential understanding)</i>	Essay – “ <i>“Everybody benefitted from the Industrial Revolution.” How far do you agree?</i> ”
Autumn 2	<b>How have people campaigned for civil rights?</b> <i>(Causation, interpretations)</i>	2016 GCSE-style source paper about the suffragettes.
Spring 1	<b>What can little stories tell us about big events?</b> <i>(Historical significance)</i>	Mini-enquiry lasting two weeks, not formally assessed. Pupils begin Spring 2 unit in Spring 1
Spring 2	<b>How have people campaigned for equal rights?</b> <i>(Historical diversity)</i>	3 unseen GCSE-style questions
Summer 1	<b>Can you have a war without actually fighting?</b> <i>(Causation,)</i>	Essay – “ <i>Why did the Cold War develop in the years 1945-53?</i> ”
Summer 2	<b>How can different versions of the past exist?</b> <i>(Interpretations, evidential understanding)</i>	Essay analysing 3 representations of the Cold War, mirroring controlled assessment at GCSE

## Homework:

Students have one thirty minute homework each week. This will always consolidate, develop or extend the work they have been doing in class or prepare pupils for new learning

## Useful Resources:





- The school library.
- <http://www.bbc.co.uk/schools/gcsebitesize/history/>
- <http://www.historylearningsite.co.uk/>
- <http://www.nationalarchives.gov.uk/education/>



# Modern Foreign Languages

## Overview:

In Year 9, students build on their language skills in French or Spanish through two lessons a week. The aim of the curriculum is to open students' eyes to the wealth of knowledge and experience which comes from studying a foreign language and culture. The course focuses on the four main skills of listening, reading, speaking and writing, and some aspects of the GCSE Course (Foundation Edexcel) will be covered. Students will be consolidating the present tense and the past tense and they will be introduced to the simple future tense. Students are taught to be confident communicators and independent learners. They are encouraged to develop their linguistic ability and literacy skills through a range of activities in the classroom. Year 9 is a crucial year in preparing students for the GCSE course, therefore classwork and homework require 100% commitment.

<u>Learning Focus</u>	<u>Listening assessment</u>	<u>Reading assessment</u>	<u>Writing assessment</u>	<u>Speaking assessment</u>
<b>Autumn term 1</b> To what extent is learning a language like Maths?			Write two detailed paragraphs about helping at home.	
<b>Autumn term 2</b> What's behind the wall?				Discussion about your town
<b>Spring term 1</b> What's behind the wall?			Write an essay about your local area.	
<b>Spring term 2</b> How can I train my brain to remember?				Picture based discussion
<b>Summer term 1</b> What does the future hold?				END OF YEAR EXAM
<b>Summer term 2</b>	<b>END OF YEAR EXAMS</b> – Students will be assessed in the 3 remaining skills. More information to follow from teachers.			

## Homework:

Students have one thirty minute homework each week. This is usually a vocabulary or grammar learning homework, as well as a reading or writing task which consolidates work they have covered in class.

### Useful Resources:

[www.vocabexpress.com](http://www.vocabexpress.com) – students must go onto this website every week to help learn key vocabulary and verbs. Their log-in details are in their planners. Their class teacher will monitor completion of these activities through the website.

- [www.fronter.com/ark](http://www.fronter.com/ark) - The MFL Room. This contains all lesson resources and homework.
- <http://www.sunderlandschools.org/mfl-sunderland/resources.htm> Students can find a wealth of resources here to help improve their reading skills and grammatical awareness.
- [www.spanishrevision.co.uk](http://www.spanishrevision.co.uk) This website is excellent for recapping key vocab which is covered during the year.
- <http://www.bbc.co.uk/languages> This website has many interesting language videos which students can listen to in order to improve their listening skills.
- <http://www.languagesonline.org.uk/> Students can learn vocab and grammar on this website.
- <http://duolingo.com>
- <http://www.atantot.co.uk/> A free website that allows students to independently learn French/ Spanish at their own pace. This is a useful resource for exposing students to both the written and spoken form of the language, as well as giving them the opportunity to practise their pronunciation. An adult will need to register on this site with a valid email address in order for the student to access the material.
- <http://www.acapela-group.com/text-to-speech-interactive-demo.html> A free website that allows students to improve their pronunciation and practise their speaking. They type sentences/ texts into the website and then listen to it.

# Music

## Overview:

In Year 9 the Music curriculum begins to tackle with the demands of the GCSE criteria. Pupils will be studying a wide range of music and will be preparing for the rigour of GCSE music.

## Term by Term:

	Fertile Question	Focus	Description
Autumn 1	Does Music Have Power?	The history of 'Protest Songs' from 1960's to the present day.	<p>Pupils will be introduced to a diverse range of popular songs that have been written since the 1960's. Pupils will study the following:</p> <p>The Context The social and historical context of a variety of Protest Songs (focusing particularly on songs written around the Civil Rights movement and therefore linking into the Drama curriculum)</p> <p>Harmony, Melody and Structure Performing and composing Chord sequences, Bass-lines, Riffs and Melodies Structuring a song Working with lyrical ideas</p> <p>Musical Skills Pupils will focus on Keyboard skills but will be challenged further to develop their guitar skills Also, some pupils will engage with music notation in preparation for score reading at GCSE</p> <p>Link with GCSE: This links with Area of Study 3 – 'Popular Music in Context' where pupils study 3 popular songs and compose their own song.</p>
Autumn 2	But Is It Music?	Studying Minimalism, and how to perform it.	<p>Pupils use the musical concepts, skills and knowledge to perform their own Minimalist piece. This links directly to Area of study 3 at GCSE (as stated above).</p> <p>Pupils will be encouraged to form Ensembles but also to work individually to achieve their end goal.</p>

<b>Spring 1 &amp; 2</b>	How Can I Make A Musical Musical?	Learning about Musicals, and how to perform a song in a class ensemble.	<p>Context:</p> <p>Pupils will learn a part of the song “Seasons of Love” and work together to perform it as a class.</p> <p>Pupils will explore the origin of Musicals. The following will be covered:</p> <p>The development of Musicals.</p> <p>Structure and Form of the Song.</p> <p>The context of the song.</p> <p>This links into Areas of Study 2 (Music in the 20<sup>th</sup> Century) and Area of Study 3 (Performance) of GCSE music.</p>
<b>Summer 1 &amp; 2</b>	Does Technology Help or Hinder Composing	Students will be composing their own songs using computers.	<p>This final KS3 unit is an opportunity for students to compose their own songs using Logic on the Mac’s. Students will work in pairs to work out their own chord sequence, melody, drum beat and bass line. Song structure will also be studied to help progress.</p> <p>This links with Area of Study 2 and 4 GCSE (Composition).</p>

**Useful Resources:**

- [www.fronter.com/ark](http://www.fronter.com/ark) - The Music Room
- The Library
- [www.bbc.co.uk/bitesize/gcse/music/](http://www.bbc.co.uk/bitesize/gcse/music/)

# Physical Education

## Overview:

The Year 9 curriculum in Physical Education further develops the key processes of developing practical skills, making and applying decisions, developing physical and mental capacity, evaluating and improving, and making informed choices about a healthy and active lifestyle. Alongside physical development students will begin to look at theory content similar to the GCSE Physical Education course such as 'Performance Analysis', 'The Body Systems' and 'Health & Fitness'. A varied range of activities is offered to suit the needs of individual teaching groups, including those that focus on outwitting opponents (football or rugby, basketball or handball, cricket or softball, and badminton), accurate replication/exploring and communicating ideas (Gymnastics or Trampolining), performing at maximal levels (Athletics) and exercising safely and effectively (Health Related Fitness). They will be encouraged to take part in PE enrichment activities to extend their sporting opportunities.

## Term by Term (Boys):

	<i>Focus</i>	<i>Assessment through:</i>
Autumn 1	Developing Physical Skills Making & Applying decisions	Football or Rugby ( <i>Outwitting Opponents</i> )
Autumn 2	Developing Physical Skills Evaluating and Improving	Basketball or Handball ( <i>Outwitting Opponents</i> )
Spring 1	Making informed choices about a healthy & active lifestyle Developing Physical & mental capacity	Health Related Fitness ( <i>Exercising safely and effectively</i> )
Spring 2	Developing Practical Skills Evaluating and Improving	Badminton ( <i>Outwitting Opponents</i> )
Summer 1	Developing Physical & mental capacity & Making & Applying Decisions	Athletics ( <i>Performing at Maximal Levels</i> )
Summer 2	Developing Practical Skills Making and Applying Decisions	Cricket or Softball ( <i>Outwitting Opponents</i> )

### Term by Term (Girls):

	<b>Focus</b>	<b>Assessment through:</b>
Autumn 1	Developing Practical Skills Making & Applying Decisions	Netball ( <i>Outwitting Opponents</i> )
Autumn 2	Making informed choices about a healthy & active lifestyle Developing Physical & mental capacity	Health Related Fitness ( <i>Exercising safely and effectively</i> )
Spring 1	Developing Practical Skills	Badminton ( <i>Outwitting Opponents</i> )
Spring 2	Developing Practical Skills Evaluating and Improving	Trampolining (Accurate Replication)
Summer 1	Developing Physical & mental capacity & Making & Applying Decisions	Athletics ( <i>Performing at Maximal Levels</i> )
Summer 2	Developing Practical Skills Making and Applying Decisions	Rounders ( <i>Outwitting Opponents</i> )

### Homework:

Students will be given homework as and when it suits the unit of work/activity. The majority of homework will utilise the VLE (Fronter). All homework issued must be completed and returned during the next PE lesson.

### Useful Resources:

- [www.fronter.com/ark](http://www.fronter.com/ark) - The PE Room
- <http://www.bbc.co.uk/schools/gcsebitesize/pe/> - BBC revision site aimed at GCSE PE
- <http://www.teachpe.com/gcse.php> - GCSE PE webpage with lots of useful information

# Religious Education

## Overview:

**From the start of Year 9 students begin their GCSE studies in RE.** This will enable the vast majority of students to sit a full GCSE in RE in year 11. Your son/daughter has a **target grade of A\*** for GCSE Religious Education. We know that if a student tries as hard as they can, and doesn't have significant literacy difficulties, we can provide the teaching that will get them an A\*. ***This means that your son/daughter is likely to be below target for a large part of the next three years in RE – we only expect them to reach their target towards the end of Y11.***

In each topic that we cover students will develop their skills in answering GCSE questions, and develop specific knowledge. As students' skills improve so should their grades, although it is possible that students will find some topics more challenging than others.

GCSE RE deals with moral issues such as abortion, war and animal rights. In the first term students will consider what a 15 year girl should do when she becomes pregnant, and consider the moral and legal arguments about this. Students will then study the issue from the perspective of Christianity and Islam. In the second term students will consider issues around animal rights, and in the third term students will consider prejudice and discrimination. Each term students will consider the moral, legal and religious arguments around these topics.

## Term by Term:

Term	Focus	Assessment
Autumn	What should Kyla do?	GCSE questions on abortion
Spring	If torturing animals is good for humans, does that make it ok?	GCSE questions on animal rights
Summer	Does religion increase the amount of prejudice in the world?	GCSE questions on prejudice and discrimination

## Homework:

Students have one thirty minute homework each week. Homework can either be a piece of extended writing; practising exam answers; a piece of creative work; some research or memorising key words and definitions for a test.

## Useful Resources:

- The Ark Academy Learning centre
- <http://www.bbc.co.uk/schools/gcsebitesize/rs/>
- <http://www.rsrevision.com/GCSE/>

## The Church of England:

- <http://www.cofe.anglican.org/>

This is a very detailed site containing all the information you could ever want on Church of England beliefs and practices. There's also a good ethical issues section.

ReOnline, audio:

- <http://www.refuel.org.uk/reaudio/index/>

This site allows you to choose a keyword from any religion, and then someone pronounces and explains it.