



**Harris** Girls' Academy  
East Dulwich

**Year 9**  
**CURRICULUM**  
**GUIDE**

**2010/2011**

We hope this Curriculum Guide is useful to you. It contains overviews of all the courses your daughter may be taking this year. Please bear in mind that not all the pages within this guide will apply to your daughter and you will need to check her timetable to ensure that you are looking at the right pages. If you have any confusion with this, please do not hesitate to contact us at the academy or to put up a question on our blog <http://harrisdulwichgirls.wordpress.com> where someone will be happy to help you out.

There are many ways that you can support your daughter in making the most of her education. The following are some suggestions that may be of use to you.

- Ensure that your daughter gets to bed at a reasonable hour to ensure sufficient sleep on school nights.
- Encourage your daughter to eat a healthy breakfast before she comes to school.
- Support your daughter in being at school every day and always on time.
- Ensure that your daughter does her homework to a high standard and follows the recommended homework times as set by the academy. Help her by providing a quiet place with a table where she can do her work.
- Support your daughter in completing all coursework to a high standard and to the agreed deadlines.
- Encourage your daughter to attend intervention sessions held after school, before school and during the holidays.
- Encourage your daughter to read regularly.
- Ensure your daughter is a member of a local library to support her in researching homework subjects.
- If possible, encourage your daughter's interest in her studies by finding related places of interest to visit, recording related programmes for her to watch etc.

## Art & Design / GCSE

YEAR 9 GCSE	TOPICS	MAIN CONTENT	ASSESSMENT
Autumn Term	Still Life	<ul style="list-style-type: none"> <li>• Line Drawing</li> <li>• Painting</li> <li>• Contextual Studies</li> <li>• Collage</li> <li>• Card Construction</li> </ul>	Continuous Teacher Assessment using GCSE Grades Externally Moderated at end of course
Spring Term	Georgia O'Keefe	<ul style="list-style-type: none"> <li>• Investigation</li> <li>• Drawing &amp; Painting</li> <li>• Developments</li> <li>• Printmaking</li> <li>• Constructions (3D)</li> </ul>	“
Summer Term	Kew Gardens	<ul style="list-style-type: none"> <li>• Drawing &amp; Painting</li> <li>• Design work</li> </ul>	“

## Art & Design / BTEC

YEAR 9 BTEC	TOPICS	MAIN CONTENT	ASSESSMENT
<b>Autumn Term</b>	Still Life	<ul style="list-style-type: none"> <li>• Line Drawing</li> <li>• Painting</li> <li>• Contextual Studies</li> <li>• Collage</li> <li>• Card Construction</li> </ul>	Continuous Teacher Assessment using BTEC Criteria Externally Moderated throughout course
<b>Spring Term</b>	Georgia O'Keefe	<ul style="list-style-type: none"> <li>• Investigation</li> <li>• Drawing &amp; Painting</li> <li>• Developments</li> <li>• Printmaking</li> <li>• Constructions (3D)</li> </ul>	“
<b>Summer Term</b>	Kew Gardens	<ul style="list-style-type: none"> <li>• Drawing &amp; Painting</li> <li>• Design work</li> </ul>	“

# Business Studies



Year 9	UNIT TITLE	TOPICS	ASSESSMENT
<b>AUTUMN TERM</b>	<p><b>Unit 1 Business Purpose</b></p> <p>1. Understand the purpose and ownership of business</p> <p>2. Understand the business context in which organisations operate</p>	<p>1.1 The purpose of business</p> <p>1.2 1.2 What price to charge?</p> <p>1.3 Business ownership</p> <p>1.4 The size of businesses</p> <p>1.5 The scale of a business</p> <p>1.6 The classification of businesses</p> <p>2.1 The role of government</p> <p>2.2 The government and the economy</p> <p>2.3 Business environment characteristics</p>	<p>Assessment Activity</p>
<b>SPRING TERM</b>	<p><b>Unit 2 Business organisation</b></p> <p>1. Know how to set business aims and objectives</p>	<p>1.1 Mission statements</p> <p>1.2 Business aims</p> <p>1.3 Business objectives</p> <p>1.4 Failing to meet aims and objectives</p>	

## Business Studies (Continued)

	<p>2. Understand the main functional areas in business organisations</p>	<p>1.5 Consequences 1.6 Aims and objectives in different sectors</p> <p>2.1 Functional areas in business 2.2 Internal and external links</p>	<p>Assessment Activity</p>
<p><b>SUMMER TERM</b></p>	<p><b>Unit 3 Financial Forecasting in Business</b></p> <p>1. Know about costs, revenue and profit in a business organisation</p> <p>2. Be able to prepare a break-even analysis</p>	<p>1.1 Types of business costs 1.2 Costs incurred at start-up 1.3 Operating costs 1.4 Revenue 1.5 Calculating gross and net profit 1.6 Why is profit important</p> <p>2.1 Balancing costs or expenditure with revenues or income 2.2 Presenting break-even graphically 2.3 Reading and interpreting the break-even graph 2.4 Using a formula to</p>	

## Business Studies (Continued)

	3. Be able to create a cash-flow forecast	calculate the break-even point  3.1 What is a cash flow? 3.2 Cash inflow 3.3 Cash outflow 3.4 Cash balances	Assessment Activity

# COPE / Parent Overview



Year 9	TOPICS	UNIT No./ TITLE	Activity Content	ASSESSMENT	ADD. INFO
Autumn Term	Communication Expressive Arts	Unit 1 Communication (Activity B1&2; C)	<p>C: B1- Write an illustrated short story to a younger age group and arrange to read it to them</p> <p>C: B2- work with an older person to produce a piece of creative writing on 'memories'</p> <p>C: C- Produce an information video on a topic of interest</p> <p>EA: B1- Devise a short programme of warm up exercises, which would be a suitable preparation for a session of one of the following: Dance; Drumming; Singing; Drama; Other activity</p> <p>Record the details of this programme.</p> <p>Take part in a student-devised warm up session. You could lead the session or be a group member.</p> <p>EA: B5- Give a talk or presentation about one of the following:</p> <ul style="list-style-type: none"> <li>• An investigative process you were involved in</li> <li>• A performance you have seen</li> <li>• A piece of art work</li> <li>• A presentation/performance you took part in</li> <li>• A problem you have solved creatively</li> <li>• Other</li> </ul>	<p>Students are working on skill assessment 'Planning and Carrying out a Piece of Research' for Unit 1 and 'Planning and Giving an Oral Presentation' for Unit 11.</p> <p>Tasks are completed and evidence is accumulated in portfolio e.g. photos / artifacts/ videos/ report. Assessment sheets submitted.</p> <p>Pass or fail assessment.</p>	<p>Support may be given at home to encourage students to research the short stories for a younger audience/ information video and devising warm up exercises. Practising reading out presentations or stories or presenting to camera will also help develop oral presentation skills.</p>
Year 9	Health and Fitness The Environment	Unit 7 Health and Fitness (activity A).	<p>HF: A1- with others, carry out a survey of personal hygiene products for men and women. Report on the main types of products, their uses and costs. Show you understand the importance of personal hygiene.</p> <p>HF: A2- Keep a record of what you eat over two days. Make a list of what a balanced diet should include and compare to your diet. Compare with others and discuss how your diets could be healthier.</p> <p>HF: A3- Give yourself or your friend a 'makeover'. Use photographs, magazines and drawings to give you some ideas. Present 'before and after' pictures.</p> <p>Give a talk to others about this experience.</p> <p>HF: A4- Show that you know how to deal with three of the following: Cuts, grazes and nosebleeds; Electric shocks; Minor burns and scalds; Sprained wrist or ankle; Suspected broken bones; Fainting.</p> <p>HF: A5- Show how accidents can be avoided in three of the following areas:</p>	<p>Students are working on 'Problem-solving for Unit 7 and 'working with others' for Unit 5.</p> <p>Tasks are completed and evidence is accumulated in portfolio e.g. photos / artifacts/ videos/ report. Assessment sheets submitted.</p> <p>Pass or fail assessment.</p>	<p>Students can be supported at home to complete the survey of personal hygiene products available in shops as well as with keeping a food diary and concentrating on healthy eating. Students may need to practice first aid skills on someone at home.</p>

## COPE / Parent Overview (Continued)

		Unit 5 The Environment (activity A)	<p>Kitchen; Bathroom; Garage/shed; Garden; Living room.</p> <p>En: A1- Visit a local park, taking note of what you saw.</p> <p>En: A2- Identify two products in a local shop that are environmentally friendly and explain why you would recommend using them.</p> <p>En: A3- Carry out a traffic survey and list ways in which certain types of traffic may be damaging to the environment and people's health. Discuss with others ways of helping to prevent or reduce any damage.</p> <p>En: A6- As a group carry out a survey of your establishment and decide what needs to be done in order to improve the way it looks. Present a report with action points.</p> <p>En: A7- work in a group to improve the look of a garden or waste ground.</p>		
<b>Year 9</b>					
<b>Summer Term</b>	<b>TOPICS</b>	<b>UNIT No./ TITLE</b>	<b>Activity Content</b>	<b>ASSESSMENT</b>	<b>ADD. INFO</b>
	International links Sport & Leisure	Unit 10 International Links (Activity C)  Unit 3 Sport and Leisure (Activity B)	<p>IL: C- Develop your skills in a modern foreign language</p> <p>SL: B2- Run a competition or take part in coaching or umpiring</p> <p>SL: B5- Learn how to play a traditional game and teach it to others.</p>	<p>Students are working on skill assessment 'improving own learning and performance' for Unit 10 and 3.</p> <p>Tasks are completed and evidence is accumulated in portfolio e.g. photos / artifacts/ videos/ report. Assessment sheets submitted. Pass or fail assessment.</p>	<p>Support at home can be provided to practice foreign language skills at every opportunity. Practicing a traditional game and teaching it to other family members or friends is also a useful homework activity.</p>

## Drama / KS4

YEAR 9	TOPICS	UNIT No./ TITLE	MAIN SKILLS / Vocab	ASSESSMENT	ADD. INFO
<b>Autumn Term</b>	Unit B6: Devising Plays	Assignment one: TIE Project Devise and perform	Plotting, Five-Part Play structure, Creating Tension, Character in plot.	Assessment through film of rehearsal process and final performance in November.	Performance is part of TFL's Road Safety initiative, in conjunction with Peckham and Bermondsey Academies. Students also eligible for Arts Award.
	Unit A3: Performing Arts Production Process	Assignments One, Two and Three Planning, Organising and Evaluating a Production Project	Demographics, Marketing, Budgeting, Administration, Professional Standards, Minutes, Risk Assessments, Managing Time.	Documentation of action planning, marketing and budget. Teacher monitoring success of production planning, Evaluation notes.	
<b>Spring Term</b>	Unit B4: Acting skills and techniques	Assignment One – Voice and Movement	Vocal workshops, Articulation, Resonance, Projection, Character Voice, Mime, Gesture, Character body.	Assessment through teacher observation of workshop progress.	
		Assignment Two – Ways into character	Given circumstances, Costume for character, Role on the wall, Hotseating, Writing in Role.	Assessment through film of workshops and written explanations of process.	
		Assignment Three – Performance (scripted scenes)	Learning lines, characterisation, communication with audience...	Assessment through film of performance.	
<b>Summer Term</b>	Unit B4 (contd)	Assignment Four – Performance – larger scale.	Extended performance, focus in role, believability.	Assessment through performance film and rehearsal notes	
	Unit B6 (contd)	Assignment 2 Devise and Perform	Devise extended performance piece. Character based plot-generation.	Assessment through rehearsal notes and observation of process.	

# Dance

YEAR 9	TOPICS	UNIT No./ TITLE	KEY TERMINOLOGY	ASSESSMENT	ADD. INFO
<b>Autumn Term</b>	<ul style="list-style-type: none"> <li>Safety in Dance</li> <li>Fitness for Performance</li> <li>The Dancer as Performer</li> <li>The Performing Arts Industry</li> </ul>	<ol style="list-style-type: none"> <li>C13 – Performing Dance</li> <li>A1 - Working in the Performing Arts Industry</li> </ol>	<p><i>Range of styles: e.g. jazz, contemporary, ballet, tap, south Asian, African, folk, street dance, rock 'n' roll</i></p> <p><i>Physical skills: alignment; coordination; balance; ability to accurately reproduce action/dynamic/rhythmic/spatial content; movement memory; awareness of and relationship to other dancers in performance; spatial awareness</i></p> <p><i>Interpretiveskills:musicality;focus; emphasis; facial expression</i></p> <p><i>Performers; Arts administration; Production roles</i></p>	<p>Pupils will be informally assessed throughout all of the practical sessions. There will be a formal practical assessment in the form of a performance at the end of each half term. Pupils will be expected to perform in school and community performances</p> <p>Unit A1 will be assessed through coursework and presentations</p>	<p>All sessions will be practically led and pupils will be expected to bring their PE/Dance kit with them to every lesson. Attendance to every practical workshop will form part of each assessment.</p> <p>Bare feet is expected in all practical sessions unless jazz shoes are worn.</p>
<b>Spring Term</b>	<ul style="list-style-type: none"> <li>Repertoire</li> <li>Choreography</li> <li>Music Video</li> </ul>	<ol style="list-style-type: none"> <li>C11 – Exploring Urban Dance Styles</li> </ol>	<p><i>Movement vocabulary: eg backspins, body and arm waves, contractions, crazy legs, down rock, footwork, gestures, glides, head spins, isolations, knee work, pivots, slides, top rock, turns, windmills, three step, six step, threading, freezes, pivots, turns, elevation</i></p>	<p>Pupils will need to have a good practical and theoretical understanding of the genre. Pupils will be expected to make their own Music Video with DVD inserts discussing the style and its history</p>	<p>Pupils will be expected to learn set material, work in small and larger groups and direct, record and edit their own music video. The entire process will be assessed.</p>
<b>Summer Term</b>	<ul style="list-style-type: none"> <li>Different styles of Dance</li> <li>Contemporary Dance</li> <li>Preparing for Work</li> </ul>	<ol style="list-style-type: none"> <li>C13 – Performing Dance</li> <li>A2 Professional Development in the Performing Arts Industry</li> </ol>	<p><i>Application procedures: eg CVs, personal statements, letters of application, auditions, portfolios of work, skills audit, short and long-term goals</i></p> <p><i>Tracking progress: milestones, measuring achievement, revisiting and reviewing targets, self evaluation</i></p>	<p>Practical Performance and assessment. Pupils will create an individual portfolio as a record of achievement Pupils will be required to take part in an audition</p>	<p>Pupils are encouraged to take part in additional dance (clubs at school) and outside agencies where possible to support their dance vocabulary.</p>

Year 9

Autumn Term 2010		Spring Term 2011		Summer Term 2011	
<p><b>Half Term 1</b></p> <p><b>Unit Focus:</b> ‘Shop ‘til the Earth drops under a mound of Waste. – Advertising, marketing, consumerism and waste.</p> <p><b>Assessment Method:</b> EN1: Presentations on consumerism EN1: Pitch for product EN2: Debate synthesizing information from texts and how they are structured to influence. EN3: Using JG Ballard as model write their own Eco disaster short story.</p>	<p><b>Half Term 1</b></p> <p><b>Unit Focus:</b> Unseen Poetry – AQA Anthology Poetry from Other Cultures, Using skills to access poetry (6 weeks)</p> <p><b>Assessment Method:</b> EN1: Group dramatization of one of the poems EN2: Past GCSE question from paper 2 EN3: Writing their own anthology (2+ poems) on life experiences</p>	<p><b>Half Term 1</b></p> <p><b>Unit Focus:</b> War Horse’ (6 weeks) Analysis of drama text and other World War I literature.</p> <p><b>Assessment Method:</b> EN1: Presentation of research on World War 1 EN1: Philosophy for children debate EN2: Newspaper report on the survival of the horse using propoganda EN3: Short story based on an aspect of the play</p>	<p><b>Half Term 2</b></p> <p><b>Unit Focus:</b> ‘Of Mice and Men’ (6 weeks)</p> <p><b>Assessment Method:</b> EN1: Hot seating characters to explain their actions and feelings. EN1: Re-work prose as drama for a tv serial EN2: Past GCSE question EN3: Alternative chapter</p>	<p><b>Half Term 2</b></p> <p><b>Unit Focus:</b> ‘Much Ado About Nothing’</p> <p><b>Assessment Method:</b> EN1: Presentation of director’s notes for the staging of a selected scene scene. EN2 Exam with Reading for meaning Focus on a section of the play. Eg. ‘How does Shakespeare reveal Beatrice’s true feelings in the scene?’ (Act 4 scene 1) EN3: Writing an article for a teenage magazine about the appeal of Shakespeare.</p>	<p><b>Half Term 2</b></p> <p><b>Unit Focus:</b> ‘Reading the Media’</p> <p><b>Assessment Method:</b> EN1: Create their voiceover for an advert by a charity eg. NSPCC EN2: Past GCSE paper 1 questions EN3: Write a persuasive letter campaigning for... <b>ICT: Create a newspaper front page using conventions of a tabloid paper</b></p>

# Enterprise Capabilities



Year 9	TOPICS	UNIT No./ TITLE	Activity Content	ASSESSMENT	ADD. INFO
Autumn Term	Explore Enterprise Capabilities  Plan an enterprise project	Unit 1 Understand and explore enterprise capabilities  Unit 2 Plan and carry out an enterprising project	<p>1.1 Identify key enterprise characteristics and capabilities and their importance to the world of work</p> <p>1.2 Explore an enterprising organisation and explain what makes it successful</p> <p>1.3 Identify and explore enterprising project opportunities within their own environment</p> <p>1.4 Investigate one enterprising project opportunity</p> <p>1.5 Plan and deliver a well structured/ persuasive argument</p> <p>1.6 Identify their own enterprise capabilities</p> <p>1.7 Relate enterprise capabilities to their future career planning</p> <p>2.1 Identify and select an enterprise project</p> <p>2.2 Present persuasive arguments for the project to stakeholders</p> <p>2.3 Select an appropriate structure for the project plan</p> <p>2.4 Work as part of a team to undertake the required work to complete the project plan.</p> <p>2.5 Develop and implement a coherent strategy in order to carry out the enterprise project.</p> <p>2.11 Understand relationships between the organisation structure and decision-making</p> <p>2.12 Understand working in teams</p> <p>2.13 Communicate appropriately with other stakeholders who are involved in the project</p>	Student portfolio development. Range of worksheets and assessed 'practical assignments' as well as products, photos, videos of students working and visual evidence such as marketing materials, shopping receipts, accounts.	Support may be given to assist pupils in developing their ideas for enterprising projects and to help them source materials and consider their resourcing constraints.
Year 9	TOPICS	UNIT No./ TITLE	Activity Content	ASSESSMENT	ADD. INFO
Spring Term	Carry out an enterprising project	Unit 2 Plan and carry out an enterprising project	<p>2.6 Distinguish between capital and income</p> <p>2.7 Calculate and review flows of expenditure and income.</p> <p>2.8 Calculate and review the net benefit of the project.</p> <p>2.9 Contribute to an enterprise project</p> <p>2.10 Understand and review communication within a project</p> <p>2.14 Understand how a project team can be sufficiently flexible to respond to new information or situations</p> <p>2.15 Assess the risk in a particular course of action</p> <p>2.16 Deal with uncertainty as it arises</p>	Student portfolio development. Assessment focused on the running of an 'enterprise' and the products, photos, videos of students working to develop this enterprise. Visual evidence such as	Support may be given to pupils by talking about the aspects of their enterprise and encouraging them to reflect on the strengths and areas for development of their enterprise.

## Enterprise Capabilities

Year 9	TOPICS	UNIT No./ TITLE	Activity Content	ASSESSMENT	ADD. INFO
Summer Term	Evaluate the project and self-development	Unit 03 Evaluation of enterprise project and self	<p>2.17 Gauge the success of the project against predetermined measures identified in the business plan</p> <p>2.18 Discuss the strengths and weaknesses of the project.</p> <p>3.1 Actively seek constructive criticism or feedback from advisors and stakeholders</p> <p>3.2 Change practice in light of feedback and own experience</p> <p>3.3 Evaluate the project</p> <p>3.4 Explain how enterprise capabilities are useful in education and work.</p> <p>3.5 Produce a plan for future personal development</p>	<p>Assessments focus on accurate student self-reflection on skills and qualities developed throughout the program and linked to future career planning.</p>	Support can be given to encourage forward thinking and planning of future careers and education pathways.
			<p>2.17 Gauge the success of the project against predetermined measures identified in the business plan</p> <p>2.18 Discuss the strengths and weaknesses of the project.</p>	<p>marketing materials, shopping receipts, accounts will all be assessed as well as worksheet completion.</p>	

	UNIT TITLE	TOPICS	ASSESSMENT	ADDITIONAL INFORMATION
Autumn 1	Introduction to GCSE Geography  Theme 3 (Natural Hazards)	<ul style="list-style-type: none"> <li>Intro to GCSE Geography (Handbook/course outline etc)</li> <li>Research project into recent natural hazards</li> <li>Plate tectonics and different kinds of plate margin</li> <li>Causes and effects of Volcanoes and Earthquakes</li> <li>Case-study of volcanoes and earthquakes</li> </ul>	Ongoing exam practice	
Autumn 2	Theme 3 (Natural Hazards)	<ul style="list-style-type: none"> <li>Application of case-studies for exam questions</li> <li>Hurricanes and monsoon rain patterns</li> <li>Case-study of climatic hazards</li> </ul>	Ongoing exam practice	Trip to Natural History Museum
Spring 1	Theme 1 (Rivers and Coasts)	<ul style="list-style-type: none"> <li>Rivers around the UK and the World</li> <li>River processes (erosion, transportation and deposition)</li> <li>River features (waterfalls, meanders, ox-bow lakes, flood plains, deltas, estuaries etc)</li> <li>Case-studies of river features</li> <li>Flooding (causes, effects and management strategies)</li> <li>Flooding case-studies (MEDCs and LEDCs)</li> </ul>	GEOGRAPHICAL INVESTIGATION.	The Geographical Investigation must be completed in 6 hours on controlled assessment at the Academy, but independent preparation is necessary.
Spring 2	Theme 1 (Rivers and Coasts)	<ul style="list-style-type: none"> <li>Coastal locations around the UK and the World</li> <li>Coastal processes (erosion, transportation and deposition)</li> <li>Coastal features (bays and headlands; cracks, caves, arches, stacks and stumps; beaches and spits)</li> <li>Case-studies of coastal features</li> <li>Coastal management strategies and conflict (including case study)</li> </ul>	Ongoing exam practice	
Summer 1	Geographical Investigation	<ul style="list-style-type: none"> <li>Independent research project (title decided by students)</li> </ul>	Completed project	Students will be expected to prepare and research in their own time.
Summer 2	Revision and End of Year Exam	<ul style="list-style-type: none"> <li>Revision of Themes 1 and 3 for end of year exam.</li> </ul>	End of Year Exam on Themes 1 and 3.	

## Health & Social Care

Welcome to Health & Social Care. This course is designed to give your daughter learners the opportunity to develop a range of skills and techniques, personal skills and attributes essential for successful performance in working life. The course has a balance between theoretical understanding and practical skills. We look forward to meeting you at parents' evening.

Year 9	Topics	On completion of this unit a learner should:	Assessment
Autumn Term	Unit 1 Communication skills in Health & Social Care	<ol style="list-style-type: none"> <li>1 Know different forms of communication</li> <li>2 Understand barriers to effective communication</li> <li>3 Be able to communicate effectively.</li> </ol>	<p>Coursework Assignment</p> <p>Practical assessment – professional role play</p>
Spring Term	Unit 2: Individual Rights in Health and Social Care  Unit 3: Individual Needs in Health and Social Care	<ol style="list-style-type: none"> <li>1 Know factors that contribute to a diverse and equal society</li> <li>2 Understand principles and values which underpin the support given to individuals.</li> <li>1 Know everyday needs of individuals</li> <li>2 Understand factors that influence the health and needs of individuals</li> <li>3 Be able to plan to meet the health and wellbeing needs of an individual.</li> </ol>	<p>Coursework Assignment</p> <p>Practical Assessment – Designing a health plan.</p>
Summer Term	Unit 4: Ensuring Safe Environments in Health and Social Care  Unit 8: Human Lifespan Development	<ol style="list-style-type: none"> <li>1 Know potential hazards in health and social care environments</li> <li>2 Know main principles of health and safety legislation applied to health and social care environments</li> <li>3 Understand risk assessment processes related to health or social care.</li> <li>1 Know developmental changes that occur at different life stages</li> <li>2 Know positive and negative influences on individuals at different life stages</li> <li>3 Know factors that can influence an individual's self-concept</li> <li>4 Understand different care needs of individuals at different life stages.</li> </ol>	<p>Coursework Assignment</p> <p>Practical Assessment – Risk Assessment of a setting</p> <p>Coursework Assignment</p> <p>Practical Assessment – observation of a young child</p>

Year 9	Autumn		Spring		Summer	
	1	2	1	2	1	2
<b>Units</b>	GCSE Unit 3 (Edexcel History A)					
<b>Topics</b>	<p><u>McCarthyism</u> Students learn about the period of anti-communist hysteria in America, following WW2. They explore the role of Senator McCarthy in creating widespread fear.</p>	<p><u>Civil Rights 1945-62</u> Students learn about the development of the movement to secure Civil Rights for Black Americans.</p>	<p><u>1960s Civil Rights</u> Students learn about the radicalisation of the Civil Rights movement in the 1960s and the growth in the use of violence.</p>	<p><u>Protest movements</u> Students learn about the growth of other protest movements in the USA.</p>	<p>Local history project – Migration to London</p>	
<b>Content</b>	<ol style="list-style-type: none"> <li>The impact of the Cold War.</li> <li>The development of the Red Scare.</li> <li>The impact of McCarthyism.</li> </ol>	<ol style="list-style-type: none"> <li>Progress towards equality in education.</li> <li>Montgomery Bus Boycott.</li> <li>Martin Luther King.</li> </ol>	<ol style="list-style-type: none"> <li>Peace marches in 1963.</li> <li>Civil Rights legislation.</li> <li>Malcolm X and Black Power.</li> </ol>	<ol style="list-style-type: none"> <li>The reasons for student protest.</li> <li>Key features of the student movement.</li> <li>The women's movement.</li> </ol>	<p>A review and exploration of the impact of immigration upon London. The student determines the period and range of the project, and they independently investigate using multiple sources of information.</p>	
<b>Assessment</b>	Mock exam paper at end of each unit. Data used to guide intervention.					
	Submission of Controlled Assessment work.					

## ICT / GCSE

YEAR 9 GCSE	TOPICS	TITLE	ASSESSMENT	ADD. INFO
Autumn Term		General introduction to Btec File management, introduction to VLE and Email system	Ongoing assessments during module	
	Unit 1: Living in a Digital World	<ol style="list-style-type: none"> <li>1. Personal digital devices</li> <li>2. Connectivity</li> <li>3. Operating online</li> <li>4. Online goods and services</li> <li>5. Online communities</li> <li>6. Issues</li> </ol>	Practice of GCSE sample papers	This unit is assessed externally by exam board
Spring Term	Unit 2: Using Digital Tools	<p>Research &amp; information gathering</p> <ul style="list-style-type: none"> <li>• Differentiate between data and information</li> <li>• Use secondary sources</li> <li>• Use primary sources</li> <li>• Use databases</li> </ul> <p>Modelling</p> <ul style="list-style-type: none"> <li>• Adapt and enhance spreadsheet models</li> <li>• Use models to explore ideas</li> </ul> <p>Digital publishing</p> <ul style="list-style-type: none"> <li>• Design digital products which are fit for purpose and audience</li> <li>• Prepare and organise different types of digital content</li> <li>• Develop digital products which are fit for purpose and audience</li> </ul>	Practice activities and controlled assessment task provided by the exam board	It is internally assessed under controlled conditions.

## ICT / GCSE (Continued)

<b>Summer Term</b>		<p>Evaluating outcomes</p> <ul style="list-style-type: none"> <li>• Review outcomes</li> <li>• Work collaboratively</li> <li>• Self-review</li> </ul> <p>Working efficiently and safely</p> <ul style="list-style-type: none"> <li>• Manage files</li> <li>• Manage themselves and their work</li> <li>• Quality assure what they produce</li> <li>• Know about and adhere to legislation and codes of practice</li> </ul>		
	<b>Unit 2 Controlled Assessment Brief</b>	Controlled coursework task set by the exam board	Coursework assessed in line with the assessment criteria set by the exam board	Students have 40 hours to complete the coursework

YEAR 9 BTEC IT	TOPICS	UNIT No./ TITLE	ASSESSMENT	ADD. INFO
Autumn Term		General introduction to Btec File management, introduction to VLE and Email system		
	Unit 1 Communicating in the IT Industry	Introduction to unit 1 Communication skills <ul style="list-style-type: none"> <li>• Presentation on general communication skills</li> <li>• Presentation on interpersonal skills</li> <li>• Presentation on written skills</li> <li>• Presentation on making a communication fit for audience</li> </ul> Assignment 1 – Communicating in IT <ul style="list-style-type: none"> <li>• You are to produce user guides to using email for 3 different audiences.</li> </ul> Assignment 2 – Specialist Communication Channels <ul style="list-style-type: none"> <li>• Use video sessions to demonstrate your interpersonal skills and produce a blog explaining how to use video conferencing.</li> </ul>	Self assessment Peer assessment Teacher observation and assessment of assignments submitted	Student upload all assignments into the VLE Students use resources in year 9 Btec folder
Unit 2 Working in the IT Industry		<b>Introduction to unit 2</b> Characteristics that are valued by employers: <ul style="list-style-type: none"> <li>• industry specific job attributes</li> <li>• general job attributes</li> <li>• which attitudes are important and why they are important</li> <li>• job descriptions and employer requirements.</li> </ul>	Self assessment Peer assessment Teacher observation and assessment of assignments submitted	

## ICT / BTEC (Continued)

		<p><b>Assignment 1 – Skills and Attributes</b></p> <ul style="list-style-type: none"> <li>Common job roles: write an article to describing the characteristics valued in the IT industry and suggest complementary job roles.</li> </ul> <p><b>Assignment 2 – IT Jobs on offer :</b></p> <ul style="list-style-type: none"> <li>advertise available job roles to include ideal employee attributes</li> </ul>		
<b>Spring Term</b>	Unit 17 Website development	<p><b>Introduction to the unit</b></p> <ul style="list-style-type: none"> <li>The laws and guidelines of website development:</li> <li>The purpose of websites</li> </ul> <p><b>Assignment 1 – Plan Your Website</b></p> <ul style="list-style-type: none"> <li>Principles of a multi-page website</li> <li>the different construction features of websites</li> <li>practise with web design tools</li> </ul> <p><b>Assignment 2 – Create a Website</b></p> <ul style="list-style-type: none"> <li>Publishing a multi-page website for a client</li> </ul> <p><b>Assignment 3 – Testing and Maintenance</b></p> <ul style="list-style-type: none"> <li>Test the website to ensure that there are no problems with navigation or content.</li> </ul>	<p>Self assessment</p> <p>Peer assessment</p> <p>Teacher observation and assessment of assignments submitted</p>	<p>Student upload all assignments into the VLE</p> <p>Students use resources in year 9 Btec folder</p>
<b>Summer Term</b>	Unit 23 Computer Graphics	<p><b>Introduction to the unit</b></p> <p>Know about hardware and software associated with computer graphics:</p> <ul style="list-style-type: none"> <li>Presentation on imaging hardware</li> <li>Presentation on image editing software</li> <li>investigate different types of image files and their properties</li> </ul> <p><b>Assignment 1 – Produce Graphic Design for Dummies for local business</b></p> <p><b>Assignment 2 – Making Images:</b> create a number of images for a local business.</p> <p><b>Assignment 3 – Picture Perfect:</b> make changes to an image to suit a particular audience</p>	<p>Self assessment</p> <p>Peer assessment</p> <p>Teacher observation and assessment of assignments submitted</p>	<p>Student upload all completed assignments into the VLE</p> <p>Students use resources in year 9 Btec folder</p>

## YEAR 1 GCSE All Tiers

Topic	Assessment Objectives	Assessment Opportunity	Homework
<b>Autumn Term</b> <ul style="list-style-type: none"> <li>• <b>Number/Measure 1</b></li> <li>• <b>Number 2</b></li> <li>• Data 1</li> <li>• Data 2</li> </ul>	<ul style="list-style-type: none"> <li>• Integers</li> <li>• Decimals</li> <li>• Reading scale</li> <li>• Measuring lines and angles</li> <li>• Fractions</li> <li>• Percentages</li> <li>• Ratio</li> <li>• Manipulation</li> <li>• Formulae</li> <li>• Factors</li> <li>• Multiples</li> <li>• Law of indices</li> <li>• Standard form (H Tier only)</li> <li>• Surd (H Tier only)</li> </ul>	End of Unit assessments  Self assessment	Revision Packs  My Maths  Maths Watch questions on VLE
<b>Spring Term</b> <ul style="list-style-type: none"> <li>• <b>Algebra 1</b></li> <li>• <b>Algebra 2</b></li> <li>• <b>Number 3</b></li> </ul>	<ul style="list-style-type: none"> <li>• Introduction to algebra</li> <li>• Functions</li> <li>• Straight line graphs</li> <li>• Manipulation</li> <li>• Formulae</li> <li>• Factors</li> <li>• Multiples</li> <li>• Law of indices (H Tier only)</li> <li>• Standard form (H Tier only)</li> <li>• Surd (H Tier only)</li> </ul>	End of Unit assessments  Self assessment	Revision Packs  My Maths  Maths Watch questions on VLE

## Maths (Continued)

Summer Term		End of Unit assessments	Revision Packs
<ul style="list-style-type: none"><li>Algebra 3</li><li>Geometry 1</li><li>Geometry 2</li></ul>	<ul style="list-style-type: none"><li>Patterns and sequences</li><li>Linear graph revision</li><li>Estimates and reading scales</li><li>Metric and compound Units</li><li>Area, Perimeter and Volume</li><li>3D shapes</li><li>Angle facts</li><li>Circle theorems (H Tier only)</li></ul>	<p>Self assessment</p> <p>Mock Examination June 2011</p>	<p>My Maths</p> <p>Maths Watch questions on VLE</p>

YEAR 9	TOPICS	UNIT No./ TITLE	ASSESSMENT
<p><b>Autumn Term</b></p>	<p>(Introduction to Media and to using Macs.) Use of research in the media  Communication skills</p>	<p><b>Unit 1. Research for Creative Media Production</b> <i>Understanding and evaluating different types of research.</i>  <i>Research into an Existing Media Product.</i>  <i>Research into a Proposed Media Production.</i>  <b>Unit 2. Communication Techniques for Creative Media Production.</b>  <i>Preparation of correct production paperwork</i> <i>Understanding presentation techniques.</i> <i>Evaluation of production work.</i></p>	<p>Written report.  Presentation and written report.  Presentation of proposal for a new media product.   These skills are assessed through the presentations and reports in other files.</p>
<p><b>Spring Term</b></p>	<p><b>Audio Production.</b> Using the radio studio. Editing sound.</p>	<p><b>Unit 6. Audio Production</b> <i>Exercise on individual learner's experience of audio products, followed by presentation.</i> <i>Audio product production.</i>  <i>End of Production Review.</i></p>	<p>Presentation to class.  Preparation, undertaking and production of a radio programme, in small groups.  Written evaluation of product.</p>
<p><b>Summer Term</b></p>	<p><b>Video Production.</b> Using cameras. Using video editing software. Creative and technical input into group work.</p>	<p><b>Unit 5. Video Production</b> <i>Pre-production – generating ideas.</i> <i>Production – filming.</i> <i>Post-production – editing.</i> <i>Review.</i></p>	<p>Presentation to class. Production log and video footage.  Final footage. Written review.</p>

YEAR 9	TOPICS	UNIT No./ TITLE	MAIN GRAMMAR	ASSESSMENT	ADD. INFO
Autumn Term	L'Hexagone	4. Aqua Park 5. Je suis allé(e) à Aqua Park et j'ai ...	<ul style="list-style-type: none"> <li>aimer: <i>j'aime, tu aimes, il / elle aime / faire: je fais, tu fais, il / elle fait</i></li> <li>perfect tense: -er verbs, <i>bu, fait</i></li> <li>possessive adjectives</li> <li>using <i>tu</i> and <i>vous</i></li> <li><i>nous</i> form: <i>habitons, jouons, faisons, regardons, dormons, mangeons</i></li> <li>uses of <i>avoir</i></li> <li><i>tu peux</i> + infinitive</li> <li>plurals of nouns</li> <li>the immediate future (<i>aller</i> + infinitive)</li> <li><i>à, au, à la, aux</i></li> <li><i>tu vas / on va</i> + infinitive</li> <li>prepositions: <i>sur, dans, devant</i></li> </ul>	Ongoing assessments during module  End of module test	Use of laptops/ ICT Internet websites Shared MFL resources Le Petit Prince book
	J'arrive	1. Je te présente ma famille 2. À la maison 3. J'ai ...? 4. Est-ce que tu peux ...? 5. Mettons la table!	<ul style="list-style-type: none"> <li><i>tu gardes la forme?</i></li> <li>Bougez!</li> <li>Bonne cuisine, bonne mine</li> <li>Dix conseils pour garder la forme</li> <li>Portrait d'un champion</li> <li>Les vêtements</li> <li>Je voudrais ...</li> <li>L'argent de poche</li> <li>J'ai un problème!</li> <li>Il / Elle est comment?</li> </ul>	Ongoing assessments during module  End of module test	Use of laptops/ ICT Internet websites Shared MFL resources Le Petit Prince book
Spring Term	Programme de la visite	1. Le week-end 2. On va ... 3. Où est la poste, s'il vous plaît? 4. Une visite chez nous 5. En ville	<ul style="list-style-type: none"> <li><i>faire</i>: all forms</li> <li>negatives: <i>ne ... pas, ne ... jamais, ne ... rien</i></li> <li>using the imperative</li> <li><i>du, de la, de l', des</i></li> <li><i>Il faut ... Il ne faut pas ...</i></li> <li>present tense</li> <li>colour adjectives: <i>blanc, blanche, blancs, blanches</i></li> <li>demonstrative adjectives: <i>ce, cet, cette, ces</i></li> <li><i>mon, ma, mes, son, sa, ses</i></li> <li>expressions with <i>avoir</i>: <i>j'ai faim, j'ai soif, j'ai besoin de.. (revision)</i></li> <li>adjectival agreement</li> </ul>	Ongoing assessments during module  End of module test	Use of laptops/ ICT Internet websites Shared MFL resources Le Petit Prince book
	La forme!	1. Tu gardes la forme? 2. Bougez! 3. Bonne cuisine, bonne mine 4. Dix conseils pour garder la forme 5. Portrait d'un champion	<ul style="list-style-type: none"> <li>using the <i>tu / il / elle / ils / elles</i> forms of the present tense</li> <li>question words: <i>Combien? Comment? Où? Que ...? Qu'est-ce que ...? Quel / Quelle ...? Qui? Avez-vous ...?</i></li> <li>the immediate future: <i>il va faire beau</i></li> </ul>	Ongoing assessments during module  End of module test	Use of laptops/ ICT Internet websites Shared MFL resources Le Petit Prince book
Summer Term	La mode!	1. Les vêtements 2. Je voudrais ... 3. L'argent de poche 4. J'ai un problème! 5. Il / Elle est comment?	<ul style="list-style-type: none"> <li>using the <i>tu / il / elle / ils / elles</i> forms of the present tense</li> <li>question words: <i>Combien? Comment? Où? Que ...? Qu'est-ce que ...? Quel / Quelle ...? Qui? Avez-vous ...?</i></li> <li>the immediate future: <i>il va faire beau</i></li> </ul>	Ongoing assessments during module  End of module test	Use of laptops/ ICT Internet websites Shared MFL resources Le Petit Prince book
	En plein dans l'actu	1. À la une! 2. L'interview de la semaine: la jeune danseuse, Carmen Herrero 3. Un documentaire 4. Un sondage 5. La météo	<ul style="list-style-type: none"> <li>using the <i>tu / il / elle / ils / elles</i> forms of the present tense</li> <li>question words: <i>Combien? Comment? Où? Que ...? Qu'est-ce que ...? Quel / Quelle ...? Qui? Avez-vous ...?</i></li> <li>the immediate future: <i>il va faire beau</i></li> </ul>	Ongoing assessments during module  End of module test	Use of laptops/ ICT Internet websites Shared MFL resources Le Petit Prince book

YEAR 9	TOPICS	UNIT NO./ TITLE	MAIN GRAMMAR	ASSESSMENT	ADD. INFO
<b>Autumn Term</b>	La comida  ¡Vamos al instituto!	<ol style="list-style-type: none"> <li>¿Qué comes?</li> <li>¿Qué te gusta comer?</li> <li>De compras</li> <li>Cien gramos de jamón y una barra de pan</li> <li>¡Que aproveche!</li> <li>La comida sana</li> </ol> <ol style="list-style-type: none"> <li>¿Qué ropa llevan?</li> <li>Me gusta aquella camiseta roja</li> <li>¿Me lo puedo probar?</li> <li>¿Qué vas a llevar para ir a la fiesta?</li> <li>¿Llevas uniforme?</li> <li>En la calle principal</li> </ol>	<ul style="list-style-type: none"> <li>Me encanta(n) ... / (No) Me gustan ... / Odio</li> <li>Agreement of adjectives / <i>sober</i></li> <li>Numbers 31-1000</li> <li>Phrases with <i>tener</i></li> <li>Pronouns with prepositions</li> <li>Present tense singular of <i>comer</i> and <i>beber</i></li> <li>Expressions of frequency</li> <li>Comparatives: <i>más</i> + adjective + <i>que</i></li> <li>Adjectives: <i>barato/a(s), caro/a(s), grande(s), pequeño/a(s)</i></li> <li>Demonstrative adjectives (<i>este .../ ese .../ aquel ...</i>)</li> <li>Direct object pronouns (<i>lo, la, los, las</i>)</li> <li>Immediate future</li> <li>¿<i>Cuál</i> ...? and ¿<i>Cuáles</i> ...?</li> <li>Adjectival agreements</li> <li>Present tense of <i>poder</i></li> <li>Direct object pronouns</li> </ul>	<p>Ongoing assessments</p> <p>End of module test</p>	<p>Use of laptops/ ICT</p> <p>Listos electronic 1</p> <p>Internet websites</p> <p>Shared MFL resources</p>
<b>Spring Term</b>	El turismo  ¡Diviértete!	<ol style="list-style-type: none"> <li>¿Qué hay de interés?</li> <li>Tus vacaciones</li> <li>¿Dónde fuiste?</li> <li>¿Adónde fueron?</li> <li>¿Lo pasaste bien?</li> <li>Fueron de excursión</li> </ol> <ol style="list-style-type: none"> <li>¿Quieres ir al cine?</li> <li>¿Qué tipo de películas te gustan?</li> </ol>	<ul style="list-style-type: none"> <li><i>se puede(n)</i> + infinitive</li> <li>Preterite tense of <i>ir</i></li> <li>Preterite tense (1<sup>st</sup> person singular and plural; 2<sup>nd</sup> person)</li> <li>Preterite tense (3<sup>rd</sup> person singular and plural)</li> <li><i>conmigo, contigo</i></li> <li>¿<i>por qué</i>? / <i>porque</i></li> </ul>	<p>Ongoing assessments</p> <p>End of module test</p>	<p>Use of laptops/ ICT</p> <p>Listos electronic 1</p> <p>Internet websites</p> <p>Shared MFL resources</p>

## Modern Languages / Spanish (Continued)

		<ul style="list-style-type: none"> <li>• Revision of comparatives</li> </ul>		
	<p>3. Dos entradas, por favor 4. Dos entradas, por favor</p>			
<b>Summer Term</b>	<p>¡Diviértete! Cont.  La salud</p>	<p>1. ¿Qué hiciste el sábado? 2. El estadio estaba lleno</p> <p>1. ¿Qué te duele? 2. Me siento mal 3. En la farmacia 4. Hay que practicar mucho 5. Hay que comer fruta todos los días</p>	<ul style="list-style-type: none"> <li>• Preterite tense: full forms of <i>-er</i> and <i>-ir</i> verbs</li> <li>• First person singular of some irregular verbs (<i>ver, venir, hacer</i>)</li> <li>• The imperfect tense</li> <li>• <i>doler</i></li> <li>• <i>tener</i> for ailments</li> <li>• <i>estar</i> for ailments</li> <li>• Present tense of <i>deber</i></li> <li>• <i>Hace ... que</i> + verb</li> <li>• Hay que ... / Tienes que ... / Debes ...</li> </ul>	<p>Ongoing assessments Mock Exams, first GCSE exam</p> <p>Use of laptops/ ICT Listos electronic 1 Internet websites Shared MFL resources</p>

<b>YEAR 9</b>	<b>TOPICS</b>	<b>UNIT No./ TITLE</b>	<b>KEY WORDS</b>	<b>ASSESSMENT</b>	<b>ADD. INFO</b>
<b>Autumn Term</b>	<p>Study their instrument.</p> <p>Choose 2 pieces to study in depth.</p> <p>Relationships between instruments.</p>	<ol style="list-style-type: none"> <li>1. Listening</li> <li>2. Research instrument</li> <li>3. Piece one</li> <li>4. Piece two</li> <li>5. Romantic songs</li> <li>6. Pop Ballads</li> <li>7. Classical concerto</li> <li>8. Jazz</li> <li>9. Indian classical music</li> <li>10. Gamelan</li> <li>11. Baroque era</li> <li>12. Classical era</li> <li>13. Choral music</li> <li>14. African a capella singing</li> </ol>	<ul style="list-style-type: none"> <li>• Baroque Notation</li> <li>• Rhythm</li> <li>• Articulation</li> <li>• Ensembles</li> <li>• Compositional devices</li> <li>• Structure</li> <li>• Classical</li> <li>• Romantic</li> <li>• Modern</li> <li>• Heterophony</li> </ul>	<p>Ongoing assessments</p> <p>Fortnightly –listening assessments.</p> <p>Ongoing assessment by peripatetic staff.</p>	<p>Useful websites :</p> <p>Musicatschool.co.uk</p>
<b>Spring Term</b>	<p>Descriptive music</p>	<ol style="list-style-type: none"> <li>1. Romantic period</li> <li>2. Programme music</li> <li>3. Symphonic music</li> <li>4. Film music</li> </ol>	<ul style="list-style-type: none"> <li>• Symphony orchestra</li> <li>• Scores</li> </ul>	<p>As above</p>	
<b>Summer Term</b>	<p>Dance music</p>	<ol style="list-style-type: none"> <li>1. Paired dances- waltz,tango,salsa</li> <li>2. Improvised dances-disco, club</li> <li>3. Group/synchronized dances- American line dancing,Irish jig and Reel, Bhangra</li> </ol>	<ul style="list-style-type: none"> <li>• Music Technology</li> </ul>	<p>As above</p>	

Autumn 1	<p><b>Marriage and family life (RE)</b></p> <ul style="list-style-type: none"> <li>• Perfect partner</li> <li>• Sex outside marriage</li> <li>• Why marry?</li> <li>• Divorce</li> </ul>	<ul style="list-style-type: none"> <li>• Christian views on marriage and divorce</li> <li>• Ms Murray / peer educators</li> </ul>	<p><b>Aims:</b> to describe and justify the features of a perfect partner; discuss the changing nature of family life; to explain reasons for and against sex outside of marriage; to analyse reasons for and against marriage; to understand why some people get divorced; understand the importance of marriage to Christians; understand Christian teaching on divorce.</p>
Autumn 2	<p><b>Matters of life and death (RE)</b></p> <ul style="list-style-type: none"> <li>• Life after death</li> <li>• Christian and Muslim views on life after death</li> <li>• Reincarnation and Karma</li> </ul>	<ul style="list-style-type: none"> <li>• Euthanasia</li> <li>• Abortion</li> <li>• Blood and organ donation</li> </ul>	<p><b>Aims:</b> to understand different points of view on what happens after death and why people of different faiths (and none) hold these views; to develop a personal view on euthanasia, abortion and blood / organ donation; to express own opinion and justify own beliefs.</p>
Spring	<p><b>Young Philanthropists Initiative</b></p> <ul style="list-style-type: none"> <li>• YPI and team work</li> <li>• Local social issues</li> <li>• Researching and choosing a local charity</li> </ul>	<ul style="list-style-type: none"> <li>• Preparation of presentation</li> <li>• Teamwork</li> </ul>	<p><b>Aims:</b> to identify key social issues and specific needs of our community; to develop team and presentation skills; understand what a charity is; to understand how philanthropy can help to address needs.</p>
Summer 1	<p><b>Staying safe (Watch over me)</b></p> <ul style="list-style-type: none"> <li>• Road safety</li> <li>• Personal presentation</li> <li>• Long term consequences</li> <li>• Racism, stereotyping, discrimination</li> </ul>	<ul style="list-style-type: none"> <li>• Knives</li> <li>• Internet safety</li> <li>• Positive and negative aspects of aspirations</li> <li>• Peer pressure</li> </ul>	<p><b>Aims:</b> to develop an understanding of issues surrounding child safety; to write a synopsis; consider how we present ourselves to others; explore how the consequences of a mistake can be long term; define and discuss racism, stereotyping and discrimination; discuss positive and negative impacts of peer pressure and aspirations.</p>
Summer 2	<p><b>Sex and relationships</b></p> <ul style="list-style-type: none"> <li>• Respectful relationships</li> <li>• Relationships and virginity</li> <li>• Delay</li> </ul>	<ul style="list-style-type: none"> <li>• Contraception</li> </ul>	<p><b>Aims:</b> to understand what makes a respectful relationship and different types of relationships including gay relationships; examine changing attitudes; know sources of help; explore the challenge of “delay”.</p>

**Assessment** is by teacher, self and peer assessment. **Homework** is not usually set. (Occasional short preparation / reflection task)

## Religious Studies

At-A-Glance Religious Studies	Autumn		Spring		Summer	
	1	2	1	2	1	2
<b>KS3</b> YR 7 8	Following the PSR carousel as submitted by D.Peel Religious Studies units highlighted					
<b>KS4</b> Yr 9 10 11	Following the PSR carousel as submitted by D.Peel Religious Studies units highlighted					
YR 9 GCSE RS	Believing in God	Matters of life and death	Marriage and family life	Religion and community and cohesion	Revision for possible early entry for GCSE Or Begin full course units	Revision for possible early entry for GCSE Or Begin full course units
<b>Content Edexcel Religion and life</b>	Features of a religious upbringing Religious experiences Design and causation arguments Scientific explanations Unanswered prayers Evil and suffering	Why people believe/ not believe in life after death Abortion Euthanasia	Changing attitudes to marriage, divorce Attitudes to sex outside marriage and divorce Importance of family life Contraception Homosexuality	Changing roles and attitudes of men and women Equal rights Multi ethnic society Racial harmony Multi faith society Religion and community cohesion	Revision tasks Flash cards Past papers	Revision tasks Flash cards Past papers

Year	Topic titles	Subject areas covered	Key skills	Assessments
<b>Autumn term</b>	Inheritance Plants and photosynthesis Metal reactions and reactivity Chemistry in everyday life Energy and Electricity Gravity and Space Speeding up and Moments	Genetics, Variation, Photosynthesis, Plant nutrients, Reactivity series, Types of reactions, Energy transfers, Energy resources, Gravity, Speed calculations, Turning forces and Moments	Application, Enquiry, Practical, Mathematical, Problem-solving, Research	Two assessments this term will focus on SATs-style questions and application questions to assess progress.
<b>Spring Term</b>	Revision/Preparation for SATs-style assessment Extended Science Investigation  Begin GCSE or BTEC units GCSE – C1 - Air Quality and P1 - Earth & Universe BTEC – Unit 1 Chemistry and Our Earth	Revision of KS3 units from Y7-9 Investigating a Science problem  C1 – Atmosphere, Pollution, Combustion P1 – Plate tectonics, Solar system, Universe Unit 1 – Elements, Materials, Reactions	Applying knowledge, Key investigation skills  Decision-making, Application, Problem-solving	One important SATs-style exam. One extended Science investigation assessing practical skills
<b>Summer term</b>	GCSE – C2 - Material choices and P2 - Radiation and Life BTEC – Unit 1 Chemistry and Our Earth	C2 – Polymers, Material properties, Recycling P2 – UV and X-ray, Radiation uses, Global warming Unit 1 – Elements, Materials, Reactions	Decision-making, Application, Problem-solving	Either two GCSE practice exam papers or two pieces of assessed BTEC work.

**Revision guide information and additional support:**

KS3 SATs revision guides can be purchased from the Science technicians for £2

Suggested websites include: [www.upd8.org.uk](http://www.upd8.org.uk) , [www.scibermonkey.org](http://www.scibermonkey.org) , [www.bbc.co.uk/schools/ks3bitesize/science](http://www.bbc.co.uk/schools/ks3bitesize/science) , [www.schoolscience.co.uk](http://www.schoolscience.co.uk)

For the GCSE route: [www.bbc.co.uk/schools/gcsebitesize/science/21c](http://www.bbc.co.uk/schools/gcsebitesize/science/21c) , [www.21stcenturyscience.org.uk/support/](http://www.21stcenturyscience.org.uk/support/)

## Science / Triple

Year	Topic titles	Subject areas covered	Key skills	Assessments
<b>Autumn term</b>	B1 – You and your Genes B2 – Keeping Healthy B3 – Life on Earth	B1 – Inheritance, Genetics, Ethics, Cloning B2 – Microbes, Response to infection, Antibiotics, Circulation B3 – Natural Selection, Evolution, Extinction	Decision-making, Ethical debating, Questioning, Application	A GCSE-style test per module to provide exam practice and monitor progress.
<b>Spring Term</b>	P1 - Earth & Universe P2 - Radiation and Life P3 – Sustainable Energy	P1 – Plate tectonics, Solar system, Universe P2 – UV and X-ray, Radiation uses, Global warming, Electromagnetic spectrum P3 – Energy Resources, Conserving Energy, Electricity	Application, Research, Enquiry	A GCSE-style test per module to provide exam practice and monitor progress.
<b>Summer term</b>	Practical skills and Coursework Investigation C1 – Air Quality C2 – Material Choices	Planning an investigation, carrying it out and analysing/ evaluating the results. C1 – Atmosphere, Pollution, Combustion C2 – Polymers, Material properties, Recycling	Planning, Analysing, Evaluating	Two assessments based on practical and written coursework. GCSE-style tests for each Chemistry module

### Revision guide information and additional support:

OCR Core Science revision guide published by CGP will not be available until the end of the academic year due to the course being new. Suggested websites include: [www.bbc.co.uk/schools/gcsebitesize/science/21c](http://www.bbc.co.uk/schools/gcsebitesize/science/21c), [www.21stcenturyscience.org.uk/support/](http://www.21stcenturyscience.org.uk/support/)

Exam board and details – OCR 21<sup>st</sup> Century Biology, Chemistry and Physics: [www.ocr.org.uk](http://www.ocr.org.uk), [www.twentyfirstcenturyscience.org](http://www.twentyfirstcenturyscience.org)

Year 9	Autumn		Spring		Summer	
	1	2	1	2	1	2
<b>Units</b>	GCSE AQA syllabus					
<b>Topics</b>	Studying Society	Family	Crime			
<b>Content</b>	<ul style="list-style-type: none"> <li>• <b>Social structures</b>, including family, education and stratification systems</li> <li>• <b>Social processes</b>, including socialisation, social control and social change</li> <li>• <b>Social issues</b>, including causes and consequences of inequality</li> <li>• <b>Research process</b>, including a variety of research methods, sampling techniques, primary and secondary data and statistical information</li> </ul>	<ul style="list-style-type: none"> <li>• Definitions of family</li> <li>• Family diversity in Britain today</li> <li>• Family relationships</li> <li>• Patterns of fertility</li> <li>• Sociological approaches to the family</li> <li>• Changing patterns of marriage and divorce</li> </ul>	<ul style="list-style-type: none"> <li>• Explore the difference between crime and deviance.</li> <li>• Social rules both formal and informal.</li> <li>• Social distribution of crime, e.g. class, age, gender, ethnicity and locality.</li> <li>• Sociological explanations of criminal and deviant behaviour</li> <li>• Examination of crime statistics</li> </ul>			
<b>Assessment</b>	<p>Regular assessed questions</p> <p>Mock exam paper at end of each unit. Data used to guide intervention.</p>					

YEAR 9 TOPICS	SPORTING ACTIVITY	MAIN CONTENT	ASSESSMENT	ADD. INFO
<p><i>Sporting activities are on a carousel basis. Whilst we endeavour to be true to the sporting seasons with our activities, timetable and space restrictions do not always allow this.</i></p> <p><i>Enterprise capabilities are in italics.</i></p>	<p>Badminton – outwitting opponents. Enterprising theme; money management through a group project.</p> <p>Outdoor Adventurous Activities - Problem solving Enterprise theme; overcoming challenges.</p>	<ul style="list-style-type: none"> <li>Independent learning and ownership of learning are key aspects within this unit as students are assigned a number of roles including coaching the key skills of attacking strokes including serves, backhand and forehand strikes to gain tactical advantage.</li> <li>Climbing, team building and problem solving activities challenge students out of their comfort zone.</li> <li>Students also develop their communication and co-operation skills.</li> </ul>	<p>Self, peer and teacher assessment throughout all lessons. Final teacher assessment based on national curriculum grades.</p> <p>Self, peer and teacher assessment throughout all lessons. Final teacher assessment based on national curriculum grades.</p>	<p>Badminton club is every Monday after school in the Sports Hall.</p> <p>Climbing club is on Monday night for all year groups.</p>
	<p>Trampoline – Exploring and communicating ideas. Enterprise theme; decision making</p>	<ul style="list-style-type: none"> <li>A transition of basic gymnastic skills from year 7 and 8 onto the trampoline where skills include shaped jumps, seat drops, front drops and backdrops.</li> <li>Talented students may also move onto advanced twisting moves and somersaults.</li> </ul>	<p>Students complete a final peer assessment in additional to a teacher assessment concentrating on form and fluency of performance.</p>	<p>Trampoline club is on Thursday nights for year 9 students. We participate in a number of competitions including borough and Federation events.</p>
	<p>Outdoor Invasion Sports – outwitting opponents Enterprise theme; job roles and responsibilities</p>	<ul style="list-style-type: none"> <li>Students undertake a number of specialist roles within either football, netball or tag rugby developing attacking and defensive skills.</li> <li>Within the unit, students will change roles several times to cover different positions within these traditional invasion sports coaching their peers their learnt skills.</li> </ul>	<p>Peer assessment in a strong element of this unit and consolidated by teacher formal assessment at the end of the unit.</p>	<p>Football club is on Monday night with year 9 students able to attend the netball club on Wednesday evenings.</p>
	<p>Health related fitness – exploring and communicating Enterprise theme; Exploring and communicating ideas</p>	<ul style="list-style-type: none"> <li>In small groups, students create an instructional DVD for a sport of their choice.</li> <li>DVD's include an appropriate warm up, skills session, fitness work and warm down.</li> </ul>	<p>Formal teacher assessment at the end of the unit and on final submission of the group instructional DVD.</p>	<p>Skills for any sport can be extended through club participation or attendance to the fitness club on Thursday evenings.</p>

## Sports & Fitness (Continued)

	<p>Rounders – problem solving and outwitting opponents</p> <p>Enterprise theme; Leadership skills</p>	<ul style="list-style-type: none"> <li>• Skill development in teams focuses on how batting, bowling and advanced fielding can be used as a tactical advantage in game situations.</li> </ul>	<p>Self, peer and teacher assessment throughout all lessons. Final teacher assessment based on national curriculum grades.</p>	<p>Rounders club starts after Easter and will be held on the Rye in year groups.</p>
<p>Athletics – performing at maximum</p> <p>Enterprise theme; reaching new limits.</p>	<ul style="list-style-type: none"> <li>• Students compete against each other in a basic pentathlon theme selecting their 5 top events from the track and field such as shot, javelin, high jump, 800m, hurdles and different sprints.</li> </ul>	<p>Self assessment against National Curriculum grades and English Athletics Schools standards.</p>	<p>An elite training squad will be training from October 2010 and from Easter our extra-curricular provision will also include athletics.</p>	

## Sports & Fitness GCSE - PE

YEAR 11 TOPICS	SPORTING ACTIVITY	MAIN CONTENT	ASSESSMENT	ADD. INFO
In their third year of study, students are completing their theory component and improving their physical grades in their 4 top sports.				
Autumn one Theory	Participation in sport	<ul style="list-style-type: none"> <li>Reasons why people participate in sport</li> <li>Classifications of reasons</li> </ul>	Unit test	
Autumn one Practical	Netball	<ul style="list-style-type: none"> <li>Improve basic individual skills.</li> <li>Improve basic team skills.</li> <li>Introduce team tactics</li> </ul>	End of unit assessment based on GCSE PE criteria.	Fixtures to be organised throughout the year.
Autumn two Theory	Components of fitness	<ul style="list-style-type: none"> <li>Structure of the heart</li> <li>Components of the cardio-vascular system</li> <li>The long and short term effects of exercise on the cardio-vascular system</li> </ul>	End of unit assessment.	Revision sessions will be held on Friday after school.
Autumn two Practical	Badminton	<ul style="list-style-type: none"> <li>Advanced skill development.</li> <li>Doubles play</li> <li>Tactical appreciation and anticipation.</li> </ul>	Self assessment and teacher based controlled assessment.	Students are encouraged to attend the community club on Friday evenings and the extra-curricular provision on Monday after school to improve their grades.
Spring one Theory	Principles of training	<ul style="list-style-type: none"> <li>Training principle theory</li> <li>Sporting examples for each principle</li> </ul>	End of unit assessment.	

## Sports & Fitness GCSE - PE (Continued)

Spring one Practical	Basketball	<ul style="list-style-type: none"> <li>Basketball students will further develop tactical and technical aspects of the game.</li> </ul>	Self assessment and teacher based controlled assessment.	Students encouraged to go to basketball club with Sterling in the mornings.  These sessions will be taken by Coaching Sterling.
Spring two Theory	Methods of training	<ul style="list-style-type: none"> <li>Theory of the methods</li> <li>Advantages and disadvantage of each method</li> <li>Practical application</li> <li>Links to sporting activities</li> </ul>	Mini tests Self assessment Use of interactive links	
Spring two practical	Trampolining	<ul style="list-style-type: none"> <li>Individual skill development</li> <li>Routine development</li> </ul>	Self assessment and teacher based controlled assessment.	Students are encouraged to attend extra- curricular club on Wednesday after school.
Summer one Theory	Nutrition in sport	<ul style="list-style-type: none"> <li>Diet</li> <li>Components of a healthy diet</li> <li>Calorie input v calorie output</li> </ul>	Unit test	
Summer two practical	Rounders	<ul style="list-style-type: none"> <li>Skill development</li> <li>Application of skills into games</li> <li>Tactical appreciation</li> </ul>	Self assessment and teacher based controlled assessment.	Students are encouraged to attend the rounders extra-curricular club.

# **Notes**

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