Bolingbroke Academy

Year 9

GCSE Foundation Year

Curriculum Guide

Academic Year 2017 – 2018

Dear Parents / Carers,

This booklet has been designed to give parents and pupils an overview of the GCSE Foundation Year in each subject area. Our new Year 9s have had a very positive start to their GCSE Foundation Year which was launched with a highly successful visit to Cambridge University in early September.

From 2017-18 onwards our pupils will be sitting summative assessments in AUT2, SPR2 and SUM2 terms only. As in previous years, at the end of these terms pupils will receive reports which outline their attainment in the various subject assessments as well as how this corresponds to their targets. All targets have been considered and discussed by staff within subject teams over the last three weeks; teachers have been careful to ensure that pupils have an end of year target that is achievable whilst remaining aspirational.

Our assessment structure in Year 7 and 8 matches the GCSE '9 to 1' grading system where pupils are awarded a number based on where they fit within their cohort. As a result, a pupil should be aiming to reach their target from the outset, rather than, as with National Curriculum levels, following an upward trajectory during the year. In other words, a pupil who has an end of year target of a '5' should be aiming to score a '5' in their Christmas assessments. This would represent good progress with anything above a '5' representing excellent progress. We are holding an **Assessment Information Evening on Tuesday 31st October 2017 18.00–19.00** for those parents/carers who would like further guidance on the structure of our assessments, how grades are awarded and whether this indicates that their child is making good progress or not.

The 'Attitude to Learning Snapshot' sent home at the end of AUT1, SPR1 and SUM1 will give you an idea of how your child is doing with regards to attitude to classwork, behaviour for learning and homework as well as providing subject-specific advice on how pupils could improve their scores in these categories.

Attainment will be closely monitored to ensure pupils are matched to the most appropriate courses for them during the GCSE Preferences process, which will not formally begin until the Spring. This is deliberate; we hope to ensure pupils stay focused on their Year 9 curriculum throughout the year and have plenty of time and guidance to support the best decision about the courses they will follow at Key Stage 4. Pupils should be considering the courses they may want to study and ensuring they are laying strong foundations for GCSE success in those subjects. **There will be a meeting on April 24th 2018 where the process is launched and all pupil preferences will be finalised at Civitas Evening on May 2nd.**

For any further information please feel free contact your child's Civitas tutor or subject teachers via the email address listed on the Academy website.

Yours Sincerely,

Mr D Conlon

Assistant Principal: Curriculum & Assessment

ENGLISH | Year 9 Curriculum

Pupils will study four key areas, continuing to follow the English Mastery curriculum which they began in Year 7, which includes a literary heritage novel, a Shakespeare play and poetry. In each unit, the aim is to study challenging literature in depth in order to develop key analytical skills. Pupils will also complete reading and writing tasks linked to each text and its themes. Following the style of the Year 7 and 8 assessment system, the pupils' learning is tracked each fortnight through the use of mastery quizzes which ensure pupils have fully mastered the concepts on the curriculum as well as a reading or writing assessment at the end of each unit.

In addition to pupils studying these four key texts, they will also have two grammar and writing lessons each week. These lessons will equip pupils with the grammatical understanding that will help improve the accuracy of their writing and their linguistic analysis. They will also be introduced to a range of non-fiction texts in order to promote analysis and application of different styles of writing.

Unit of Work	Topic and skills
Literary heritage **14 weeks** **Autumn 1&2**	Pupils will study the first ten chapters of the Victorian novel 'Jane Eyre'. The unit focuses on the theme of childhood and how expectations of children has evolved between the Victorian and the modern era. Pupils will critically analyse the life of Jane, Helen Burns, and other children in the novel, through the lens of Victorian childhood including the impact of religion and treatment of children by adult figures. This results in a critical essay focused on the theme of childhood, tracking the theme across the first ten chapters and exploring how the language conveys the differing viewpoints.
Shakespeare **11 weeks** **Spring 1 &2**	Pupils will study Shakespeare's 'Romeo and Juliet'. They will be reading critical essays concerning the role of the tragic hero, using these insights to explore Shakespeare's use of language across the play. They will explore the main characters and how their role changes throughout the action, using evidence to support their arguments. The unit ends with a critical essay based on an unseen question and passage from the play.
Journeys Poetry **12 weeks** **Summer 1 & Summer 2**	Pupils will study a cluster of both heritage and contemporary poems, united by the theme of journeys. These challenging texts range from poems by Simon Armitage and Grace Nicholls to the study of excerpts from Chaucer's 'The Canterbury Tales' and Milton's 'Paradise Lost'. Pupils will use these texts to analyse the use of language in the poems, working on developing the skills of comparison. They will explore how to demonstrate good comparison within a paragraph and across an essay in preparation for the GCSE poetry exam. The unit ends with an essay on one named and one unseen poem in which they explore similarities and differences based on an unseen theme based question.

Suggested websites for all years

- Grammar : http://www.grammarly.com/handbook/
- For grammar and writing skills - BBC bitesize KS3: http://www.bbc.co.uk/education/subjects/z3kw2hv
- For text summaries and analysis: http://www.shmoop.com/

Year 9 Stretch It texts

Literary heritage – 'Wuthering Heights' by Emily Brontë, 'Northanger Abbey' by Jane Austen.

Shakespeare – reading texts featuring a tragic hero such as 'The Great Gatsby' by F. Scott Fitzgerald, 'Macbeth' by William Shakespeare.

Journeys poetry – 'On the Road' by Jack Kerouac, 'Life of Pi' by Yann Martel, 'Grapes of Wrath' by John Steinbe

MATHS | Year 9 Curriculum

Unit	Knowledge By the end of this unit pupils know key areas of subject content:	Skills By the end of this unit pupils will be able to:	Assessment
1 Autumn term - 1st half term	Unit 1: Co-ordinates and graphs: • Co-ordinates in all four quadrants • The equation of straight lines in the form y=mx+c • Equations of parallel and perpendicular lines Unit 2: Proportion • Direct proportion • Indirect proportion Unit 3: Scales and standard form • Scale drawings and maps • Standard form	• Draw and label axes with a ruler • Use co-ordinates to identify midpoints of lines and vertices of shapes • Plot points and connect these to make a linear graph • Identify the gradient and y-intercept of a straight line, and use these to write the equation • Identify if amounts are in direct or inverse proportion, and use this relationship in calculations • Interpret and draw lengths on maps and scale drawings • Write, interpret and order values in standard form	Pre and Post Assessment (compare % difference) Marking for Literacy: extended writing task where pupils **explain** why a graph has been plotted incorrectly and then **describe** what the correct graph should look like
2 Autumn term – 2nd half term	Unit 4: Sequences: • nth term Unit 5: Algebraic manipulation • Changing the subject of a formula Unit 6: Expanding and factorising • Expanding a term across a single bracket • Expanding two brackets multiplied together • Factorising expressions	• Generate a sequence given the formula for the nth term • Find the nth term of a linear sequence (represented by numbers or diagrams) • Explore non-linear sequences such as triangular numbers • Manipulate algebraic expressions, including: ○ Changing the subject of a formula ○ Expanding (double) brackets ○ Factorising linear expressions	Pre and Post Assessment (compare % difference) Core Assessment – 1 hour + 30mins consolidation or extension paper (levelled)
1 Spring term – 1st half term	Unit 8: Construction • Bisectors of lines and angles • Loci • Triangles and quadrilaterals • Polygons within circles Unit 9: Congruence and similarity • Congruent and similar shapes Unit 10: Triangles and quadrilaterals • Angle rules • Properties (including symmetry and diagonals) Unit 11: Angles in polygons	• Construct 2D shapes and loci • Solve angle problems involving triangles, quadrilaterals and angles on diagonals • Find interior and exterior angles in polygons • Identify where shapes are similar or congruent • Use properties of congruent and similar shapes to find missing lengths • Use a combination of angle rules to find missing angles • Use properties of parallel lines and symmetry in quadrilaterals • Use the properties of diagonals to classify quadrilaterals • Understand and use the exterior angle properties of polygons	Pre and Post Assessment (compare % difference) Marking for Literacy: extended writing task where pupils give **instructions** for constructing loci and bisecting lines

	• Exterior angle sum of any polygon • Interior angle sum of any polygon	• Understand and use the interior angle properties of polygons • Solve algebraic problems involving angle properties	
2 Spring term – 2nd half term	Unit 12: Linear equations and inequalities • Forming and solving linear equations and inequalities • Rearranging linear equations and inequalities • Representing linear equations and inequalities graphically Unit 13: Simultaneous equations • Forming simultaneous equations with two unknowns • Representing simultaneous linear equations graphically • Identifying solutions to simultaneous linear equations graphically Unit 14: Quadratic and other graphs • Drawing quadratic graphs • Problem solving involving graphs, including: o Quadratic o Reciprocal o Piece-wise linear o Exponential	• Form and solve linear equations • Rearrange and solve linear equations • Apply solving skills to inequalities • Understand the link between linear equations and graphs • Represent inequalities as shaded regions on graphs • Form and solve equations with two unknowns • Understand that one equation is not sufficient to find both solutions • Represent two linear equations graphically • Identify the solutions to simultaneous linear equations using a graph • Use a table of values to plot quadratic and other non-linear graphs • Problem solve using non-linear graphs	Pre and Post Assessment (compare % difference) Core Assessment – 1 hour + 30mins consolidation or extension paper (levelled)
1 Summer term – 1st half term	Unit 15: Probability • The probability scale and its associated language • Experimental probability and relative frequency • Theoretical probability and outcomes • Venn Diagrams Unit 16: Mean from grouped data • Discrete and continuous data • Estimation of mean from grouped data Unit 17: Comparing distributions • Stem-and-leaf diagrams • Averages and range • Conclusions from data Unit 18: Scatter diagrams	• Understand and use the probability scale effectively • Describe the probability of events using appropriate language • Understand what is meant by "random" • Conduct experiments to find the relative frequency • Find theoretical probabilities of events, expressing them as fractions, percentages or decimals • Understand the difference between experimental and theoretical probability • Understand that trials of the same experiment may produce different outcomes • List outcomes systematically • Use Venn diagrams to represent outcomes	Pre and Post Assessment (compare % difference) Marking for literacy: extended writing task where pupils create a hypothesis, investigate, and then draw **conclusions** from the data they have collected

	• Plotting scatter diagrams • Correlation • Lines of best fit	• Understand the meaning of union and intersection • Understand why the exact mean cannot be found in grouped data • Find an estimate for the mean of grouped data • Compare two data sets using the range and at least one average • Construct and interpret stem-and-leaf diagrams • Construct and interpret scatter graphs • Draw a line of best fit • Describe the correlation between two variables • Understand that correlation does not imply causation	
2 Summer term – 2nd half term	BEFORE END OF KEY STAGE EXAM: Unit 19: Pythagoras' theorem • Proof of Pythagoras' theorem in right angled triangles • Applications of Pythagoras' theorem Unit 20: Transformations • Translation • Rotation • Reflection AFTER END OF KEY STAGE EXAM: GCSE Transition Project 1: Proof GCSE Transition Project 2: Trigonometry	• Understand a proof of Pythagoras' theorem • Find missing lengths in right angled triangles using Pythagoras' theorem • Apply Pythagoras' theorem to associated problems • Deduce whether a triangle is right angled by considering the lengths of its sides • Translate a shape by a given vector • Rotate a shape by a given angle about a point • Reflect a shape in a line described by an equation • Identify transformations by considering the object and its image • Know the difference between a demonstration and a proof • Follow a line of reasoning in algebra or geometry • Generate simple proofs • Investigate trigonometric ratios in 30°, 60°, 90° triangles • Embed concepts of similarity by considering the relationship between side lengths in a variety of 30°, 60°, 90° triangles	End of Key Stage Assessment – 1 hour non-calculator, 1 hour calculator (levelled) Pre and Post Assessment (compare % difference)
	Suggested additional practice: • Times Table Rock Stars • Hegarty Maths tasks (https://hegartymaths.com/) • BBC Bitesize website **Suggested 'Stretch It' reading:** • *An Abundance of Katherines* by John Green • *simpsonsmath.com* • *Flatland* by Edwin A Abbott		

SCIENCE | Year 9 Curriculum

Unit	Knowledge By the end of this unit pupils know key areas of subject content	Skills By the end of this unit pupils will be able to:	Required Practicals Pupils will be able to:	Assessment
Autumn 1	**Biology – Cells and Transport** • Cells – animal, plant, eukaryotic and prokaryotic • Specialized animal and plant cells • Transport – Diffusion, osmosis and active transport **Chemistry – Quantitative Chemistry and Separating Techniques** • Elements and compounds • Word and symbol chemical equations • Conservation of mass • Separation techniques – filtration, distillation, chromatography	Pupils will develop skills including drawing scientific diagrams, correctly using a microscope, making accurate observations of osmosis and conservation of mass, and balancing symbol equations.	**Biology RP** 1. Observe, accurately draw and label animal and plant cell drawings from a microscope 2. Investigate the effect of salt or sugar on plant tissue (Osmosis)	3 Mastery Quizzes, 2 skills-based LATs and a formative end-of-half term examination.
Autumn 2	**Chemistry - Atomic Structure** • Development of the atomic model • Atomic Structure • Ions and isotopes • Electronic configuration **Physics - Forces** • Speed • Distance time graphs • Velocity time graphs • Acceleration and deceleration **Biology – Respiration** • Aerobic respiration and exercise • Anaerobic Respiration • Metabolism and the liver **Chemistry - Bonding** • States of matter • Ionic bonding • Covalent bonding	Pupils will develop skills including representing atoms and bonding diagrammatically, rearranging formula and interpreting graphs. They will also be able to explain the body's response to exercise in detail using key scientific vocabulary.		2 Mastery Quizzes, 2 skills-based LATs and **Ark Assessment+ examination week of Nov 20th.**

Spring 1	**Biology - Digestive System** • Cells, tissues and organs • Food tests • Lock and Key theory • Factors affecting enzymes • Enzymes and the digestive system • Bile and pH within the digestive system **Physics - Energy Transfer by Heating** • Conduction • Radiation • Greenhouse effect • Specific Heat Capacity • Kinetic and Elastic stores	Pupils will develop practical skills including being able to accurately test for different food groups, investigate the rate of enzyme activity and calculate specific heat capacity of a variety of materials. They will be able to apply their understanding of concepts to real life applications and argue for and against different energy types in relation to the production of greenhouse gases.	**Biology** 3. Use standard food tests to identify the main food groups - carbohydrates using iodine, sugars using Benedict's, protein using Biuret, and lipids using ethanol 4. Investigate the effect of pH on the rate of reaction of amylase. **Physics** 5. Determine the specific heat capacity of one or more materials	2 mastery quizzes and 2 skills-based LATs and a formative end-of-half term examination.
Spring 2	**Biology - Photosynthesis** • Leaf adaptations • Rate of photosynthesis • How plants use glucose • Testing a leaf for starch • Greenhouses **Chemistry - Periodic Table** • Development of the periodic table • Groups - Alkali Metals, Halogens and Noble Gases • Explaining trends	Pupils will be able to investigate the rate of photosynthesis and explain in detail why atoms have different patterns of reactivity.	**Biology** 6. Investigate the effect of light intensity on the rate of photosynthesis using an aquatic organism such as pondweed.	2 skills-based LATs, 2 mastery quizzes and an **Ark Assessment+ examination week of 5th March**
Summer 1	**Biology - Ecology** • Communities and interdependence • Biotic and abiotic factors • Distribution and abundance • Competition in animals and plants • Adaptations in animals and plants **Physics - Waves** • Transverse and longitudinal waves • Wave speed equation • Measuring the speed of waves	Pupils will be able to write scientifically about interdependence within ecosystems and describe and explain how plants and animals are adapted to outcompete. Pupils will be able to evaluate different apparatus used to measure the speed of waves.	**Biology** 7. Measure the population size of a common species in a habitat and use sampling techniques to investigate the effect of a factor on the distribution **Physics** 8. Evaluate the suitability of apparatus to measure the speed of waves – ripple tank and sound	2 mastery quizzes and 1 Skills based LAT.

Summer 2	**Physics - EM Waves** • EM Spectrum • Light, Infrared and Microwaves • Communications • UV, Gamma and X Rays • X-rays in Medicine	Pupils will be able to compare and contrast different waves of the EM spectrum giving real life uses and dangers of each.		1 skills-based LAT. **End of AUT Ark Assessment+ week of 26 June**

Although no final decisions have been made regarding which pupils will be studying Separate Science (similar to the old 'Triple Science') at KS4 and which will be studying 'Combined Science' (similar to the old 'Double Science'), pupils currently working at a grade 6 or above should look to purchase the 'Separate Science' text-books/revision guides listed below. The new 'Separate Science' programme is considerably more challenging than the old 'Triple Science' programme; at the end of Year 9 we will match pupils with the course that gives them the best possible opportunity to succeed and secure a KS4 grade that opens doors for further scientific study.

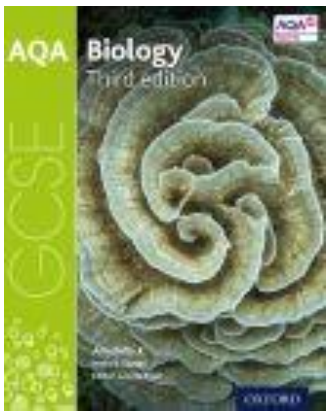
Textbooks and Revision Guides

[Correct for the new 2016 AQA GCSE Science (9-1) specifications]

Textbooks

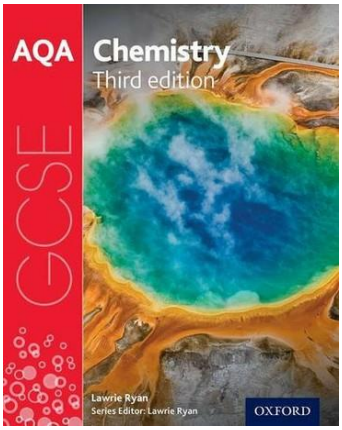
Biology

ISBN: 9780198359371



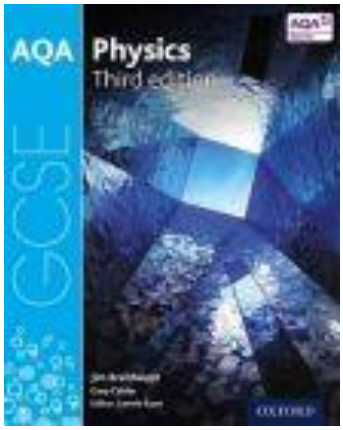
Chemistry

ISBN: 9780198359388



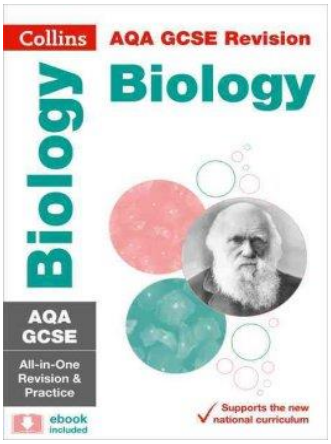
Physics

ISBN: 9780198359395

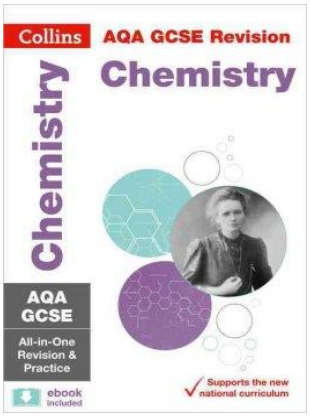


Revision Guides and workbooks

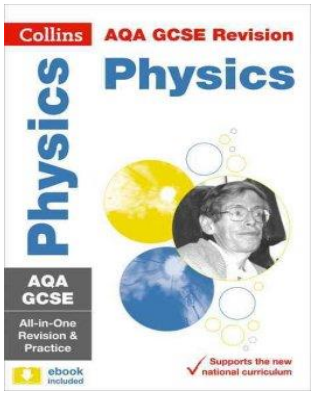
Biology:
ISBN: 9780008160746



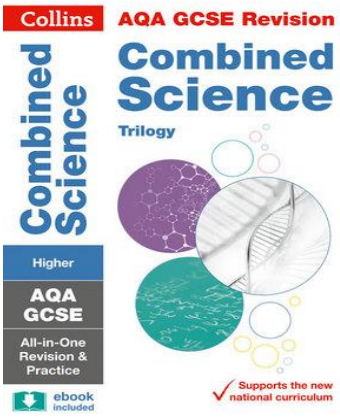
Chemistry:
ISBN: 978-0008160753



Physics:
ISBN: 9780008160739



Trilogy:
ISBN: 9780008160869



ART | Year 9 Curriculum

Key points	Year 9 Art	
Pupils choose art as an option for Year 9 and have the choice of continuing into Year 10 GCSE study at the end of Year 9. Pupils complete a GCSE style project in order to be fully ready for GCSE coursework. Pupils have 2 hours of lessons per week.	**Aut 1** Creating mind maps and visual mood boards on a theme. Lessons on observational drawings of nature and technology. Taking own photos in response to Humanity v Nature theme. Monoprinting workshop. Trip to Kew Gardens to collect primary research. **Aut 2** Studying the work of Henri Rousseau and completing artist's research pages. Watercolour painting workshops. Making studies of artists work. Analysing artists work and giving critical opinions. **Spring 1** Digital manipulation skills. Studying the work of Andreas Lie. 3rd artists research in response to own theme. **Spring 2** Composition ideas. Creating ideas in response to artists work. **Sum 1** Completing final idea testers and experiments. Annotating sketchbook pages. Shoreditch Street Art tour to document contemporary artists work on the theme. **Sum 2** **Completing final piece. Paint application techniques.**	
Assessments	**Year 9** What will pupils be doing in their assessments?	What should they be revising?
Aut 2	Completing a final A3 watercolour of Henri Rousseau painting	• Colour theory • Drawing in proportion using tone • Watercolour paint application techniques
Spring 2	Completing initial ideas pages	• How to layout an ideas page • Composition techniques • Annotating design ideas
Sum 2	Completing final Humanity V Nature outcome	• Media techniques as appropriate to outcome • Key art vocabulary terms • Giving own critical opinion of their work and evaluating media

AQA GCSE ART MARKING CRITERIA

In Year 9 Pupils will be also be informally marked against the AQA GCSE marking criteria to allow pupils and parents to understand at what working at grade they are. Some work produced in Year 9 could potentially be used for final coursework if of a sufficiently high standard.

The 4 Assessment Objectives are:

A01 Artists analysis and gallery visits, relating, analyzing context work to other artists [25%]

A02 Idea development, experimenting with materials, practicing techniques, developing ideas, refining work [25%]

A03 Drawing/ recording, mind mapping, primary drawings, own photos, annotating work, evaluating, [25%]

A04 Creating a personal response [25%]

Year 9 Reading list for Art

Books

- AQA GCSE Art and Design Student Handbook, Martin Piercy and Anne Stewart
- 200 projects to get you in to art school, Valerie Colston
- Draw the Draw 50 Ways (Paperback) Lee J. Ames
- Digital Nature Photograph: The Art and the Science, John Gerlach
- The Impact of Technology in Art (Hardback) Alex Woolf
- Art What Job Can I Get? (Paperback) Richard Spilsbury
- Book of Art (Paperback) Rosie Dickins
- Botanical Sketchbook, Mary Ann Scott
- 13 Art Techniques Children Should Know by Angela Wenzel
- Isms: Understanding Art, Stephen Little
- Extraordinary Sketchbooks, Jane Stobard
- The Story of Paintings, Mick Manning

Stretch It Research Opportunities: Digital

Web-based galleries

The Artchive – An excellent site with lots of modern art, variety, and also some good contextual information

Web Gallery of Art – A great one for older classic art; very comprehensive

UK Art & Design Degree Shows – See what's going on in the art colleges now.

DARE – Digital Art Resource for Education – A wealth of contemporary art and ideas for art.

DRAMA | Year 9 Curriculum

Term	Year 9: Topics and Skills
Autumn term 1	**Curious Incident of the Dog in the Night-time** Through studying Simon Stephen's play of the popular book students will develop skills of script work and creation of character. We will also be exploring the work of Frantic Assembly and physical theatre to explore Christopher Boon and the people who make up his world. **Assessment:** Assessed performances in groups or pairs.
Autumn term 2	**Practitioners** Students will be exploring a range of drama practitioners including Brecht, Stanislavski and Boal. We will be exploring ways of creating dramatic pieces showing a clear understanding of each practitioner. **Assessment:** The creation of a performance showing elements of a range of theatre practitioners.
Spring term 1	**Commedia dell'Arte** Students will be exploring the 16th Century performance style of Commedia dell'Arte. They will use their prior knowledge of mask, mime and stock characters to create physical comedy around specific scenarios. Students will also explore the nonsense language of Commedia dell'Arte as a means to communicate with characters and the audience. **Assessment:** Group performances based on a specific scenario. Evaluation of their work and the work of others based on video footage.
Spring term 2	**Hillsborough Monologues** Using the tragic events of the Hillsborough Disaster as a stimulus the students will carry out a detailed exploration of the skills required to write and perform a monologue. They will explore many viewpoints of people involved in, and affected by, the disaster. **Assessment:** Creation of monologues and flashbacks to present accurate information in the style of a documentary or news report.
Summer term 1	**Devised Project** Students will bring together the range of skills they have gained this year to devise performances in groups. Students will be given a stimulus and will devise their own script and take ownership of their final piece. The perfect opportunity to showcase how much they have learned this year! **Assessment:** Students will be assessed throughout devising process based upon their creating and adapting skills.
Summer term 2	**Technical Theatre** Students will learn the skills to make behind-the-scenes decisions for their devised performance. Students will plan lighting, sound and costume, learn how to operate the lighting and sound systems and create an entire cue script for their performance. **Assessment:** Assessed performance including lighting, sound and costume.

FOOD PREPARATION & NUTRITION | Year 9 Curriculum

Unit of Work	Assessment	Theory
1 **Autumn Term** **1st half term**	Introduction to skills based learning in the food Safe chopping methods and sauces	Introduction to Food, nutrition and health and safety in the food room Why sauces thicken
2 **Autumn Term** **2nd half term**	Skills based learning Why does some foods rise What are raising agents and how do they work	Basic functional and chemical properties of food Review of Food safety
3 **Spring Term** **1st half term**	Skills Pasta & Pizza How to make basic pasta and different shaped pasta	Review of how bread rises. Macronutrients and their importance in our diet
4 **Spring term** **2nd half term**	Desserts Pastries Short crust and Choux pastries Garnishes and finishing a dish	Introduction to food provenance How do glazes and work / How to why do we garnish?
5 **Summer term** **1st half term**	Sweet and savoury fillings for pancakes, flat breads, etc..	Functions of ingredients Revision of all theory topics
6 **Summer term** **2nd half term**	Upside down desserts and summer fruits Salads and salad dressings	Special diets and Why? Writing / marking and feedback for task 1 and 2

GEOGRAPHY | Year 9 Curriculum

Unit	Knowledge By the end of this unit pupils know key areas of subject content:-	Skills By the end of this unit pupils will be able to:-	Assessment
1 Autumn term - 1st half term	**China** China's location China's recent history and political situation Social, economic and environmental policies and events China's international significance China's future	• Describe China's location at a global scale, and identify key physical and political features at national and local scales • Demonstrate an understanding of the key historical events in China's past which have influenced its current day policies and world role • Describe and explain key elements of China's social, economic and environmental situation, and explain how they influence each other • Describe and explain China's significance as a world superpower • Evaluate the positives and negatives of how China will continue to change and influence world issues	GCSE style questions, including short essay.
2 Autumn term – 2nd half term	**Tourism** Types of tourism Benefits and disadvantages of tourism UK and International tourism, focusing on national parks	• Describe and explain the growth of tourism in relation to the main attractions of the physical and human landscape • Evaluate the benefits and disadvantages of tourism to receiving areas • Demonstrate an understanding that careful management of tourism is required for it to be sustainable	Teacher assessed level from classwork and GCSE style questions
1 Spring term – 1st half term	**Coasts and coastal issues** Waves Effect of rock type on coastal formations Coastal processes Coastal protection Human and physical causes and effects of coastal erosion	• Explain how physical and human processes change the coastal landscape • Describe and explain the consequences of coastal erosion and protection methods on human settlements	Teacher assessed level from classwork and GCSE style questions
2 Spring term – 2nd half term	**Climate change** Energy production Climate change Global warming Global citizenship Ethical choices	• Explain how energy is produced and used • Describe the causes, consequences, and possible solutions to global climate change • Discuss and predict the future of energy use • Discuss how individual choices have impacts at a range of scales	GCSE style exam questions, completed in class time.
1 Summer term – 1st half	**Development and Globalisation** Understanding development Understanding globalisation Global fashion	• understand how the things we buy come from all around the world • understand how Nike goods are made. • Consider how globalization affects your	On-going teacher assessment using classwork and homework

term	Nike and you Case study- Katine	consumer choices • Investigate the case study of Katine, and how globalisation has affected the community	tasks.
2 Summer term – 2nd half term	**Blood diamonds** Process of diamond production worldwide Sierra Leone's civil war – war crimes, reconciliation and rehabilitation Ethical purchasing	• Consider how diamonds gain their value and the global business surrounding them • Explain the concerns about the diamond industry • Explain the causes and key events in Sierra Leone's civil war • Evaluate the short term and long term effects of Sierra Leone's civil war • Choose and develop the best way of informing people about an issue	Formal end of KS3 assessment.

Useful textbooks

Geog 1, 2 and 3 (OUP)
Foundations, Connections, Interactions (OUP/ Nelson Thorne)
Essential Mapwork skills 3 (OUP)
David Waugh, The New Wider World (OUP)

'Stretch it' Reading: Magazines/ Newspapers/websites

Any broadsheet newspaper for current political, social and environmental issues and events
The Economist
National Geographic magazine
Geographical magazine
BBC News online: bbc.co.uk/news
National Geographic: www.nationalgeographic.com/
Geographical Association: http://geography.org.uk/
Royal Geographical Society: http://rgs.org/HomePage.htm
Joint Nature Conservation Committee: http://jncc.defra.gov.uk/
Geological Society: www.geolsoc.org.uk/index.html
British Geological Survey: www.bgs.ac.uk/
Ordnance Survey: http://www.ordnancesurvey.co.uk/

Books to challenge yourself and develop your knowledge

Mike Berners-Lee [2010]: How Bad Are Bananas? The Carbon Footprint of Everything
Bill Bryson [1996]: Notes from a small island
John Craven [2010]: John Craven's Countryfile Handbook
Richard Fortey [2010]: The Hidden landscape: A Journey into the Geological Past
Naomi Klein [2010]: No Logo
Fred Pearce [2010] People Quake: Mass Migration, Ageing nations and the Coming Population Crash
Eric Schlosser [2002]: Fast Food Nation: What the All American Meal is Doing to the World
Kelsey Timmerman [2010]: Where am I Wearing? A Global Tour to the Counties, Factories, and People that Make Our Clothes

Look here for an extremely wide range of interesting and challenging reading collated by the Geographical Association: http://geography.org.uk/download/GA_P16ReadingList.pdf

HISTORY | Year 9 Curriculum

Unit	Knowledge Key areas of subject content	Skills By the end of this unit pupils will be able to:-	Assessment
1 **Autumn term - 1st half term**	**The Fight for Equal Rights** • Immigration from the Commonwealth to the UK • Political reform in the 19th century • Votes for Women • The Civil Rights Movement • Apartheid in South Africa	• Explain why it is difficult to generalise the experiences of people who have migrated to Britain • Explain the long-term impact of slavery in USA • Evaluate the relative influence of different factors in securing votes for women • Use skills of empathy and evidential understanding to tell the story of migration to Britain.	Teacher assessed level from classwork and GCSE style questions.
2 **Autumn term – 2nd half term**	**How has conflict affected people's lives in the Twentieth Century?** • World War I – the causes. • The experience of Trench Warfare • 'The war to end all wars' – why wasn't it?	• Explain why Britain has been involved in so many conflicts over the last 100 years • Build a substantiated explanation of the causes of WWI	ARK Assessment+ Essay
1 **Spring term – 1st half term**	**History: The Making of Modern Britain** • Pre-medieval African Kingdoms • The Slave Trade • The British Empire	• Identify conditions in pre-medieval African Kingdoms. • Describe and explain the slave trade. • Assess the impact of the slave trade. • Understand the role of the British Empire in slavery and the concept of imperialism.	Teacher assessed level from classwork and GCSE style questions.
2 **Spring term – 2st half term**	**How has conflict affected people's lives in the Twentieth Century? (contd)** The causes of WWII • Treaty of Versailles • League of Nations • Democracy and dictatorship • The Rise of Hitler in Germany	• Identify and evaluate the significance of key WWII turning points • Evaluate interpretations of the 'Blitz Spirit' • Develop substantiated argument about whether the bombing of Dresden and Hiroshima can be justified • Explain the causes and significance of various Cold War turning flashpoints	GCSE source analysis questions and essay.
1 **Summer term – 1st half term**	**How has conflict affected people's lives in the Twentieth Century? (contd)** • World War II key turning points • How war impacted upon the lives of civilians - the Blitz, Dresden and Hiroshima • The Cold War - Berlin, Cuban Missile Crisis, Vietnam	• Make connections between and compare different historical periods • Evaluate the relative significance of key historical turning points by identifying criteria • Revision techniques and knowledge retrieval skills	End of KS3 knowledge, skills and understanding paper
2 **Summer term – 2nd half term**	**Genocide: Causes and consequences** (Collaborative unit with Geography and RE) • The Holocaust • The Rwandan Genocide • Darfur	• Explain the root causes of discrimination in different contexts • Explain how intolerance and discrimination can lead to persecution • Interpretation and analysis of extended sources • Consider how societies can be rebuilt following periods of conflict	

Textbooks / websites to support course

'SHP History Year 9' - Luff and Banham
CGP KS3 History Complete Study and Practice Guide
'Technology, War and Identities' – Wilkes
www.schoolhistory.co.uk
www.timelines.tv

www.bbcbitesize.co.uk

Stretch It! Reading

Historical Fiction:
Laurie H Anderson - Chains & Forge
Theresa Breslin- Prisoner of the Inquisition
Jennifer Donnelly - Revolution
Sally Gardner - The Red Necklace & Silver Blade
Meg Rosoff - The Bride's Farewell

War and Conflict Novels:
Sharon Dogar - Annexed
Paul Dowswell - Auslander
Anna Perera - Guantanamo Boy
Erich Maria-Remarque - All Quiet on the Western Front

Academic reading:
'The Empire' and 'Britain's Great War'– Jeremy Paxman
The First World War: an Illustrated History – AJP Taylor
'Long Walk to Freedom' – Nelson Mandela

Stretch It! Film
Schindler's List
The King's Speech
Enemy at the Gates
Saving Private Ryan
Fury
Joyeux Noel
The Pianist
Defiance
Selma

MODERN FOREIGN LANGUAGES* | Year 9 Curriculum

*Like most schools within the network, the Bolingbroke MFL department are this year following shared schemes of work provided by ARK. More information on the content to be covered in the different terms as well as when reading, writing, listening and speaking exams are to take place will be available on the Academy website within the next few weeks. Further clarification will also be provided at the **Year 8-10 Assessment Information Evening on Tuesday 31st October.** For any urgent queries please contact your child's language teacher or Mr Leverage (Head of MFL) at m.leverage@arkbolingbrokeacademy.org.

Term	French - Content Covered	German – Content Covered	Spanish – Content Covered
Autumn 1	- Introduction & importance of languages - Alphabet revision - My family + name and age - Eyes, hair, physical descriptions - Personality – 'Je suis' and 'etre'	- Introduction & importance of languages - Alphabet revision - My family + name and age - Eyes, hair, physical descriptions - Personality	- Introduction & classroom language - TV programmes and opinions - The Internet
Autumn 2	- What do you do with your friend? - Relationships - Arrangements to go out - Who do you admire? - A good friend	- What do you do with your friend? - Relationships - Arrangements to go out - Who do you admire? - A good friend	- Justifying opinions with adjectives - Ordering in a restaurant - Menus - Detailed descriptions
Spring 1	Leisure	Leisure	Leisure
Spring 2	Leisure cont.	Leisure cont.	Leisure cont.
Summer 1	Daily Life	Daily Life	Daily Life and Festivals
Summer 2	Daily Life cont.	Daily Life cont.	Daily Life and Festival cont.

MUSIC | Year 9 Curriculum

Term	Year 9: Topics and Skills
Autumn term 1	**Theme and Variations** Pupils compose their own variations on themes with keyboards, culminating in a final performance at the end of the unit. Pupils will……. • Develop compositional skills • Develop ensemble performance skills • Develop listening skills • Develop music notation skills **Assessment:** Theme and variations performance on keyboards
Autumn term 2	**Film Music** Pupils will learn how to identify key features of film music, perform famous film themes and take part in short compositional film music tasks. Pupils will: • Develop keyboard skills • Develop ensemble performance skills • Develop listening skills • Develop compositional skills • Develop music technology skills **Assessment:** Composition of a piece of music to match a film clip on Logic
Spring term 1	**The Blues** An instrumental based performance project in which pupils work individually and in groups to perform and compose Blues songs. Pupils will: • Develop ensemble performance skills • Develop ability to work in a group • Develop ability to appraise and evaluate **Assessment:** 12 bar blues performance
Spring term 2	**Club Dance Music** Pupils work on Logic to create their own club dance music composition. Pupils will: • Develop listening skills • Develop compositional skills • Develop music technology skills **Assessment:** Composition on Logic
Summer term 1	**Mash Ups** Pupils work in bands to produce their own mash up performance for a Battle of the Bands competition, as well as developing their music technology skills by inputting their mash ups to Logic. Pupils will: • Develop ensemble performance skills • Develop ability to work in a group • Take part in Battle of the Bands • Develop ability to appraise and evaluate • Develop music technology skills through Garageband **Assessment:** Mash up ensemble performances

Summer term 2	**Songwriting** Pupils will understand what makes a successful pop song, through listening, performing and composing tasks. Over the course of this project pupils will compose their own songs in groups and perform them. Pupils will: • Develop compositional skills • Develop ensemble performance skills • Develop listening skills • Develop music technology skills **Assessment:** Performance of own pop song composition

PHILOSOPHY & ETHICS | Year 9 Curriculum

Unit	Knowledge Key areas of subject content:-	Skills By the end of this unit pupils will be able to:-	Assessment
1 Autumn term - 1st half term	**Buddhism** **Is it possible to overcome suffering?** • Siddhartha Gautama • 4 Noble Truths • Eightfold Path • 5 Precepts	• Describe the Buddhist concept that suffering in unavoidable. • Know the story of Siddhartha Gautama • Understand and explain the 4 Noble Truths and how these could be used to overcome suffering. • Understand and explain the 5 Precepts, and how Buddhists would use these when making moral decisions.	5 Precepts research essay
2 Autumn term – 2nd half term	**Philosophy** **What is the Problem of Evil?** • The causes of suffering • Natural suffering • The Fall • Job • Overcoming suffering	• Define 'natural evil' and 'moral evil', describing the differences between them. • Explain the philosophical argument of the Problem of Evil using the Inconsistent Triad. • Understand the story of The Fall, explaining how some believe evil came to exist. • Explain what we can learn about suffering from the story of Job • Suggest ways that people could overcome suffering, using case studies.	GCSE style exam questions Assessment
1 Spring term – 1st half term	**Philosophy** **Is there an Afterlife?** • Heaven and Hell • The soul • Salvation and Judgement • Funeral rites • Evidence for an afterlife	• Understand different beliefs about the afterlife and why people believe in life after death. • Explain how religious beliefs about the afterlife might affect someone's life • Investigate and explain non-religious reasons for believing in life after death (Near death experiences, evidence for a spirit world, reincarnation). • Investigate and explain reasons why some people do not believe in life after death.	Explanation GCSE style question
2 Spring term – 2st half term	**Philosophy** **Does God Exist?** • Design Argument • Cosmological Argument • Religious Experience • Science and Religion	• Investigate a variety of arguments that aim to prove the existence of God. • Use analogy to understand the argument. • Identify strengths and weaknesses in the argument.	12 mark GCSE style question
1 Summer term – 1st half term	**Revision and Independent Learning Skills** • How to revise • Key content • Exam skills and practice	• Identify the key areas for revision for the end of KS3 exam • Learning of different revision techniques to assist with independent revision. • Putting those revision skills into practice. • Understanding how to answer GCSE style questions.	End of KS3 knowledge, skills and understanding paper
2 Summer term – 2nd half term	**Humanities Cross Curricular** **Where was God? The Holocaust** • Philosophical and ethical questions about the Holocaust • How did Jews respond? Case study of Elie Wiesel and Zigi Shipper. • What difficult decisions did people have to make during the Holocaust? • Where was God? Where was man? • Could it ever happen again? A case study of Rwanda.	• Ask some big questions regarding the Holocaust, suggesting own answers or thoughts. • Investigate faith during the Holocaust using survivor testimony. • Investigate whether or not something similar to the Holocaust could ever occur again. • Suggest ways of preventing such atrocities from happening in the future.	A letter to a Holocaust surivor

CGP KS3 Religious Studies Complete Study and Practice Guide

www.bbcbitesize.co.uk

Stretch It! Reading

'Sophie's World' - Jostein Gaarder
'After Auschwitz'- Eva Schloss
'Night'- Elie Weisel
'The Young Atheist's Handbook'- Alom Shaha

Academic reading:

'Long Walk to Freedom' – Nelson Mandela
'The God Delusion'- Richard Dawkins
'The Greatest Show on Earth'- Richard Dawkins
'The Story of God'- Professor Robert Winston

Stretch It! Film

Schindler's List
Little Buddha
Hotel Rwanda

PHYSICAL EDUCATION | Year 9 Curriculum

Unit of Work	GCSE Foundation Year Pupils work through rotations of sports across first 4 half terms (rotation in different order per teaching group)	
	Practical	**Theory**
1 **Autumn Term** **1st half term** **2** **Autumn Term** **2nd half term** **3** **Spring Term** **1st half term** **4** **Spring term** **2nd half term**	**Rugby** • To know and understand the H&S requirements of tackling • To know the concept of 'Off-loading' and 'recycling' • Understand how and when a scrum and lineout occurs • Develop understanding of the key positions • Identify the difference between a ruck and maul • To use basic rules to assist in officiating and umpiring • To attempt to tactically outwit opponents using attacking and defensive formations • Small Sized Games to explore skills and progressing to 12v12 with 6 man scrum **Netball/ Basketball/ Handball** • To know and understand the key issues related to running Footwork • To attempt a range of Shooting techniques for different angles and distances • To display introductory Umpiring skills • To have a knowledge and understanding of Set plays: center passes, sidelines, free throws, back line passes. • To demonstrate a willingness and ability to play in different positions • To use passing skills with accuracy to the differing demands of the game **Football** • To demonstrate the following methods of passing and shooting: 1: Lofted (chip) 2: Driven (laces) 3: Curled (inside and outside) 4: Sidefoot At different angles, speeds and distances • Dribble with both feet, at pace, incorporating a range of turns and changes of direction • To head the ball in numerous contexts, using appropriate force • To use throw in's to tactically outwit opponents in scenario based and game situations • To use key terms related to the game to analyse performance of themselves and others **Gymnastics/ Dance** • To use 4 components of Laban's principles of movement to comment on performance and analyse areas for improvement • To use musical pieces to create and implement motif (styles of dance: Capoera, jazz, swing) • To use space, dynamics, relationship and space components within recurring motifs from	Students will create a mock controlled assessment similar to that studied at GCSE PE in Year 10. This will prepare the students for the 10% piece of controlled assessment as part of the course if chosen. Students will learn: • Components of fitness • Fitness tests • Analysis of own performance (strengths/weaknesses) • How to create an action plan • SMART Goal setting • The FITT principle • Principles of training SPOR • Classification of skill • Movement analysis

	music (soundtracks) • To interpret music to create gymnastic and dance routines • To use synchronization and canon effectively • To use key subject specific words to comment on their own and others performance	
5 **Summer term** **1st half term**	**Athletics** • Building upon previous unit to complete KS3 scheme: • Javelin (run up, step pattern and crossover, release angle, measurement) • Shot Putt (glide and rotation, extension and flexion to generate power, officiating) • High Jump (fosbury flop, use of rotation and extension, momentum from sprint phase, takeoff work) • Long Jump (run up development, seated landing and use of flexion and extension of arms and legs to build arched flight phase) • Triple Jump (hop, step, jump- use of long jump practices for flight elements and run up) • 100m (block start, drive phase, use of arms, use of legs, pacing, dip finish- performance analysis, loose jaw, relaxed running style, smooth transition through phases) • 200m (concept of running the bend, staggered start, block start) • 90m Hurdles (block start, hurdling technique- lead leg, stride pattern, drive phase, use of arms, use of legs, pacing, dip finish, use of performance analysis) • 800m • 1500m **Health related fitness (HRF)** • Understand what is meant by a 'healthy, active lifestyle' • Identify current fitness levels through fitness testing • learnt he different components of fitness and how they apply to sports • Understand the importance of warming up and cooling down and planning own warm-up sessions • Learn and carryout a range of fitness training methods and apply to a range of sports **Volleyball** • To know and understand the ready position • To understand the three basic shots associated with Volleyball performance (Set, Dig & Spike) • To demonstrate the key teaching points for Set and Dig • To understand the rotation system of play in volleyball • To recall key points of etiquette within Volleyball	
6 **Summer term** **2nd half term**	**Cricket** • To use the key teaching points of Seam Bowling to attempt different variations (slower, scrambled seam, off cutter) • To use Basic Leg/Off Spin to tactically outwit batting opponents over the course of an over • To use a variety of throwing techniques in numerous situations • To perform a range of introductory shots, such as Off Drive, On Drive, Cut, Sweep • To understand the concept of Setting Fields • Scenario Games **Softball** • To make use of the tactical triangle of bowler, backstop and first base • Throwing: over/under arm throwing • Pitching: Softball under arm using variations in flight, speed and spin • Batting: Softball forehands basic front foot attacking and defense shots. • Basic ground Fielding: long barrier/ two/one handed pick up	

HOMEWORK TIMETABLE | Year 9

This homework timetable has been posted onto our website and sent to you via Bolingbroke Post. If you do not receive Bolingbroke Post please send your e-mail address to info@arkbolingbrokeacademy.org
Every effort will be made by teachers to ensure your child's homework is set on the correct date. If you have any queries please contact your child's subject teacher directly via e-mail.

ENGLISH	Teacher(s)	Day set	Day due	Spellings set	Spelling test following week
9Ayckborn	JKE	Wed	Mon	Fri	Thurs
9Hansbery	CTU / PNO	Fri	Mon	Tues	Fri
9Kirkwood	COR / SKH	Thurs	Mon	Wed	Fri
9Pinter	PNO / LWI	Fri	Tues	Thurs	Wed
9Shakespeare	CTU / JKE	Fri	Wed	Tues	Fri

MATHS	Teacher	Day set	Day due	Hegarty Set*	Hegarty Due
9AlKwarizm	Mr Simpson	Wednesday	Monday	Wednesday	Monday
9Descartes	Ms Taylor	Thursday	Monday	Thursday	Monday
9Euclid	Ms Hill	Thursday	Monday	Thursday	Monday
9Euler	Mr Smithies	Thursday	Monday	Thursday	Monday
9Pythagoras	Ms Davidson	Thursday	Tuesday	Thursday	Tuesday

www.hegartymaths.com * Pupils log in with their name, D.O.B, and with their own password.

SCIENCE	Teacher	Day set	Day due
9Cavendish	Miss Mayotte	Thursday	Monday
9Davy	Mr Borley	Monday	Wednesday
9Newlands	Miss McGarvey Miss Straughn	Thursday Thursday	Monday Wednesday
9Ramsey	Miss Coyte	Friday	Wednesday
9Seaborg	Miss Straughn Miss Mayotte	Monday Thursday	Friday Wednesday

HOMEWORK TIMETABLE | Year 9

GEOG	Teacher	Day set	Day due
9Amazon	Mr Lyne	Tuesday	Tuesday
9Danube	Mr Lyne	Thursday	Thursday
9Yangtze	Mr Wood	Friday	Friday
9Nile	Mrs Green	Wednesday	Monday
9Zambezi	Mrs Green	Monday	Friday

MFL	Language	Teacher	Day set	Day due
9Merkel (A)	German	Mr Leverage	Wednesday	Friday
9StExupery (B)	French	Ms Konneradt	Wednesday	Monday
9Guevara (B)	Spanish	Ms Maigne	Friday	Tuesday
9Duras (D)	French	Ms Joseph	Wednesday	Monday

HISTORY	Teacher	Day set	Day due
9Blenheim	Ms Wilson	Thursday	Thursday
9Culloden	Ms Cope	Monday	Monday
9Gallipoli	Ms Wilson	Thursday	Thursday
9Somme	Ms Cope	Monday	Monday
9Waterloo	Ms Wilson	Wednesday	Wednesday

Drama, Music & PE	Teacher	Day set	Day due	Frequency
9Schubert	Ms Breckon	Tuesday	Tuesday	Once per half term
9Verdi	Ms Breckon	Friday	Friday	Once per half term
9Brecht	Ms Murphy	Wednesday	Wednesday	Once per half term
9Miller	Ms Murphy	Thursday	Thursday	Once per half term
9Murray (PE)	Mr Brooks	Tuesday	Tuesday	

Art & Product Design	Teacher	Day set	Day due
9Banksy	Ms Wheeler	Mon	Mon
9 McQueen	Mr Thomas	Tues	Tues
9 Dyson	Ms Idris	Tues	Tues
9Ive	Ms Idris	Thurs	Thurs

Philosophy & Ethics	Teacher	Day set	Day due
9Avicenna	Ms Austin	Monday	Monday
9Erasmus	Ms Austin	Tuesday	Tuesday
9Hume	Ms Austin	Friday	Friday

Food Science	Teacher	Day set	Day set
9Berry	Mr Leather	Tuesday	Tuesday
9Blanc	Mr Leather	Tuesday	Tuesday

Reading Every child is expected to read a minimum of 10 pages a night Mon-Fri

Enrichments All Year 9 children are expected to participate in 1 enrichment clubs per week. We encourage all pupils to attend a sport.

We have two enrichment cycles (Sept-Feb HT) & (FebHT - July)