



Bolingbroke Academy

Year 9

GCSE Foundation Year

Curriculum Guide

Academic Year 2016 – 2017

Dear Parents / Carers,

It has been a very positive start to the Class of 2020's GCSE Foundation Year, launched with a highly successful visit for the whole year group to the University of Cambridge.

This booklet is to help you understand your child's current position in their learning as well as to show you how your child's progress is being measured each through assessments.

Each subject section contains a guide to curriculum content, a guide to websites and text book resources that support the curriculum as well as a set of 'Stretch It!' texts we recommend for pupils to extend their knowledge and understanding of their subjects to a more advanced level.

As you will probably know, assessment is an area of significant change nationally. The government has abolished the system of National Curriculum levels which pupils progress through from Key Stage 1 to 4. At the same time, Year 11s in English and Maths and Year 10s in all subjects are now working towards GCSEs that are grades 9-1, rather than the old A*-C. At Bolingbroke and across the Ark network, we have adopted a system called Ark Assessment Plus, whereby pupils in all year groups will be given grades from 9-1 at termly assessment points to indicate the grade they are on track to achieve at the end of Year 11. Further guidance on the meaning of these Ark Assessment + grades and pupils' targets will accompany Autumn 2 reports.

As explained at the meeting held on June 16th, the Preferences process through which pupils are assigned to their GCSE courses is not launched in earnest until later in the year. This is deliberate and is aimed at ensuring 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. At the same time, pupils should be considering the courses they may want to study and ensuring they are laying strong foundations for GCSE success in those subjects. Consistent effort is the key to success this year and will be a key determinant of whether pupils attain places on the courses of their choice for Year 10 and beyond. **There will be a meeting on February 28th 2017 at which the Preferences process will be launched. Pupil's GCSE preferences will be finalised at Civitas Evening on May 3rd.**

It is anticipated that the Key Stage 4 curriculum for the Class of 2021 will comprise the following, although the precise composition of the preferences offer will depend on demand and staffing considerations.

Core	Preferences - 3-4 courses from
English (2 GCSEs – Lang & Lit) Maths (1 GCSE) Separate Sciences - Biology, Chemistry and Physics (3 GCSEs) – or Trilogy Science (worth 2 GCSEs) Philosophy and Ethics PE/Games Duke of Edinburgh Reading	French German Spanish Geography History Art Computing Product Design Music PE Food Preparation and Nutrition Drama (GCSE and LAMDA exams) Community Languages

I hope you find this booklet useful and please do not hesitate to contact your child’s subject teachers, Civitas tutor, Head of House or myself directly if you would like further support regarding or feedback on your child’s progress.

R Speight

Vice Principal

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ENGLISH

Pupils will study four key areas, continuing to follow the English Mastery curriculum which they continue from Year 8, which includes a literary heritage novel, a Shakespeare play, poetry and a modern American novel. 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 8 assessment system, 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 three key texts and a variety of poems, 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. Due to Bolingbroke being one of the pilot schools for the Ark English Mastery programme, the curriculum is still being updated. Some details have yet to be confirmed.

Unit of Work	Topic and skills
Literary heritage 14 weeks Autumn 1 & 2	Pupils will study 'Jane Eyre' by Charlotte Bronte and will use their contextual knowledge about the Victorian Era when analysing key themes presented across the novel. All groups will study the original text, preparing them for the challenge of GCSE Literature next year. Pupils will work on developing the depth of their language and structural analysis skills, finishing with an assessment exploring the theme of childhood.
Shakespeare 11 weeks Spring 1 & 2	Pupils will study Shakespeare's play 'Romeo and Juliet' in order to develop their understanding of how the Bard presented important themes such as love, death and conflict. Using knowledge from their study of 'A Midsummer Night's Dream' and 'The Tempest', pupils will analyse language in order to track key themes and characters across the text and apply this to a critical essay.
Poetry 6 weeks Summer 1	Using their knowledge from Year 7 and 8, pupils will study a collection of poems all linked together by certain themes. They will develop their language and structural analysis skills to unpick the hidden meanings of a poem and the ways in which poets present key messages. As part of their study and the final assessment, pupils will be required to analyse two poems in a comparative essay.
American Literature 7 weeks Summer 2	Pupils will study 'Of Mice and Men' by John Steinbeck, focusing on how Steinbeck was influenced by historic events such as The Great Depression and The Dust Bowl Migration in 1930s America. Pupils will explore writer's intentions through the analysis of language, structure and context. They will apply these skills in a critical essay which will require them to respond to an unseen extract from the novella and make links with other themes and ideas across the text.

Year 9 stretch it texts to complement the curriculum

Literary heritage – 'Pride and Prejudice' by Jane Austen, 'Wuthering Heights' by Emily Bronte

Shakespeare – 'Noughts and Crosses' by Malorie Blackman

Great American Literature – 'The Catcher in the Rye' by JD Salinger, 'The Grapes of Wrath' by John Steinbeck

MATHS

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 - 1 st half term	Unit 1: Co-ordinates and graphs: <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • Direct proportion • Indirect proportion Unit 3: Scales and standard form <ul style="list-style-type: none"> • Scale drawings and maps • Standard form 	<ul style="list-style-type: none"> • 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 – 2 nd half term	Unit 4: Sequences: <ul style="list-style-type: none"> • nth term Unit 5: Algebraic manipulation <ul style="list-style-type: none"> • Changing the subject of a formula Unit 6: Expanding and factorising <ul style="list-style-type: none"> • Expanding a term across a single bracket • Expanding two brackets multiplied together • Factorising expressions 	<ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> ○ 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 (this will a 1-9 band will be given)
1 Spring term – 1 st half term	Unit 8: Construction <ul style="list-style-type: none"> • Bisectors of lines and angles • Loci • Triangles and quadrilaterals • Polygons within circles Unit 9: Congruence and similarity <ul style="list-style-type: none"> • Congruent and similar shapes Unit 10: Triangles and quadrilaterals <ul style="list-style-type: none"> • Angle rules • Properties (including symmetry and diagonals) Unit 11: Angles in polygons <ul style="list-style-type: none"> • Exterior angle sum of any polygon • Interior angle sum of any polygon 	<ul style="list-style-type: none"> • 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 • Understand and use the interior angle properties of polygons • Solve algebraic problems involving angle properties 	Pre and Post Assessment (compare % difference) Marking for Literacy: extended writing task where pupils give instructions for constructing loci and bisecting lines

<p>2 Spring term – s half term</p>	<p>Unit 12: Linear equations and inequalities</p> <ul style="list-style-type: none"> Forming and solving linear equations and inequalities Rearranging linear equations and inequalities Representing linear equations and inequalities graphically <p>Unit 13: Simultaneous equations</p> <ul style="list-style-type: none"> Forming simultaneous equations with two unknowns Representing simultaneous linear equations graphically Identifying solutions to simultaneous linear equations graphically <p>Unit 14: Quadratic and other graphs</p> <ul style="list-style-type: none"> Drawing quadratic graphs Problem solving involving graphs, including: <ul style="list-style-type: none"> Quadratic Reciprocal Piece-wise linear Exponential 	<ul style="list-style-type: none"> 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 	<p>Pre and Post Assessment (compare % difference)</p> <p>Core Assessment – 1 hour + 30mins consolidation or extension paper (will give a 1-9 band)</p>
<p>1 Summer term – 1st half term</p>	<p>Unit 15: Probability</p> <ul style="list-style-type: none"> The probability scale and its associated language Experimental probability and relative frequency Theoretical probability and outcomes Venn Diagrams <p>Unit 16: Mean from grouped data</p> <ul style="list-style-type: none"> Discrete and continuous data Estimation of mean from grouped data <p>Unit 17: Comparing distributions</p> <ul style="list-style-type: none"> Stem-and-leaf diagrams Averages and range Conclusions from data <p>Unit 18: Scatter diagrams</p> <ul style="list-style-type: none"> Plotting scatter diagrams Correlation Lines of best fit 	<ul style="list-style-type: none"> 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 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 	<p>Pre and Post Assessment (compare % difference)</p> <p>Marking for literacy: extended writing task where pupils create a hypothesis, investigate, and then draw conclusions from the data they have collected</p>

<p>2 Summer term – 2nd half term</p>	<p>BEFORE END OF KEY STAGE EXAM:</p> <p>Unit 19: Pythagoras' theorem</p> <ul style="list-style-type: none"> • Proof of Pythagoras' theorem in right angled triangles • Applications of Pythagoras' theorem <p>Unit 20: Transformations</p> <ul style="list-style-type: none"> • Translation • Rotation • Reflection <p>AFTER END OF KEY STAGE EXAM:</p> <p>GCSE Transition Project 1: Proof</p> <p>GCSE Transition Project 2: Trigonometry</p>	<ul style="list-style-type: none"> • 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 	<p>End of Key Stage Assessment – 1 hour non-calculator and 1 hour calculator paper (these will be given a 1-9 band)</p> <p>Pre and Post Assessment (compare % difference)</p>
<p><u>Suggested additional practice:</u></p> <ul style="list-style-type: none"> • Times Table Rock Stars • 5 a Day Booklets • MyMaths tasks • BBC Bitesize website <p><u>Suggested 'Stretch It' reading:</u></p> <ul style="list-style-type: none"> • <i>An Abundance of Katherines</i> by John Green • <i>simpsonsmath.com</i> • <i>Flatland</i> by Edwin A Abbott 			

SCIENCE

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
1 Autumn term - 1 st half term	<p><u>Biology – Cells and Transport</u></p> <ul style="list-style-type: none"> Cells – animal, plant, eukaryotic and prokaryotic Specialized animal and plant cells Transport – Diffusion, osmosis and active transport <p><u>Chemistry – Quantitative Chemistry and Separating Techniques</u></p> <ul style="list-style-type: none"> 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.	<p><u>Biology RP</u></p> <ol style="list-style-type: none"> Observe, accurately draw and label animal and plant cell drawings from a microscope 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.
2 Autumn term – 2 nd half term	<p><u>Chemistry - Atomic Structure</u></p> <ul style="list-style-type: none"> Development of the atomic model Atomic Structure Ions and isotopes Electronic configuration <p><u>Physics - Forces</u></p> <ul style="list-style-type: none"> Speed Distance time graphs Velocity time graphs Acceleration and deceleration <p><u>Biology – Respiration</u></p> <ul style="list-style-type: none"> Aerobic respiration and exercise Anaerobic Respiration Metabolism and the liver <p><u>Chemistry - Bonding</u></p> <ul style="list-style-type: none"> 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 November 21st
1 Spring term – 1 st half term	<p><u>Biology - Digestive System</u></p> <ul style="list-style-type: none"> 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 	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	<p><u>Biology –</u></p> <ol style="list-style-type: none"> Use standard food tests to identify the main food groups - carbohydrates using iodine, sugars using Benedict's, protein using Biuret, and lipids using ethanol 	2 mastery quizzes and 2 skills-based LATs and a formative end-of-half term examination.

	<p><u>Physics - Energy Transfer by Heating</u></p> <ul style="list-style-type: none"> • Conduction • Radiation • Greenhouse effect • Specific Heat Capacity • Kinetic and Elastic stores 	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.	<p>4. Investigate the effect of pH on the rate of reaction of amylase.</p> <p><u>Physics</u></p> <p>5. Determine the specific heat capacity of one or more materials</p>	
2 Spring term – s half term	<p><u>Biology - Photosynthesis</u></p> <ul style="list-style-type: none"> • Leaf adaptations • Rate of photosynthesis • How plants use glucose • Testing a leaf for starch • Greenhouses <p><u>Chemistry - Periodic Table</u></p> <ul style="list-style-type: none"> • 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.	<p><u>Biology</u></p> <p>6. Investigate the effect of light intensity on the rate of photosynthesis using an aquatic organism such as pondweed.</p>	2 skills-based LATs, 2 mastery quizzes and and Ark Assessment examination week of 26th February
1 Summer term – 1 st half term	<p><u>Biology - Ecology</u></p> <ul style="list-style-type: none"> • Communities and interdependence • Biotic and abiotic factors • Distribution and abundance • Competition in animals and plants • Adaptations in animals and plants <p><u>Physics - Waves</u></p> <ul style="list-style-type: none"> • 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.	<p><u>Biology</u></p> <p>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</p> <p><u>Physics</u></p> <p>8. Evaluate the suitability of apparatus to measure the speed of waves – ripple tank and sound</p>	2 mastery quizzes and 1 Skills based LAT. EOT Assessment (50min)
2 Summer term – 2 nd half term	<p><u>Physics - EM Waves</u></p> <ul style="list-style-type: none"> • 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 26th June

ART

Key skills	Year 9	Assessment
<p style="text-align: center;">Explore & Develop</p> <p style="text-align: center;">↓</p> <p style="text-align: center;">Investigate & Apply</p> <p style="text-align: center;">↓</p> <p style="text-align: center;">Evaluate & Develop</p>	<p><u>ART</u></p> <p><u>GCSE Taster Project</u></p> <p><u>Aut 1</u> Architectural drawing project using technical drawing methods, looking at scale and use of ellipses. Studying the work of Slinkachu/Banksy and how artwork is used to convey meaning and social comment.</p> <p><u>Aut 2</u> Fine Art 3D city construction Making assemblage sculptures out of found objects Studying the work of architects Sir Norman Foster and Zaha Hadid. Looking at cityscapes and the built environment.</p> <p><u>Spring 1</u> Photography project in the style of Slinkachu. Pupils will edit photos on photoshop. Develop work into a stop motion animation. Study the work of PIXAR and contemporary photographers.</p> <p><u>Spring 2</u> GCSE first project based on nature. 2D skills based workshops including acrylic and watercolour painting, printmaking and collage. Using view finders with still life arrangements. Looking at a range of 2d fine artists.</p> <p><u>Sum 1</u> GCSE first project based on nature. 3D skills based workshops including paper sculpture, wire manipulation, clay and assemblage. Looking at a range of sculpture artists.</p> <p><u>Sum 2</u> GCSE Humanity V Nature personal project. Pupils investigate own theme through gallery visits, photography, drawing and own experiments.</p>	<p>Final architectural drawing assessment marked as a percentage</p> <p>Final city construction marked as a percentage</p> <p>Final photography/animation outcome marked as a percentage</p> <p>Final still life painting marked as a percentage</p> <p>Final sculpture marked as a percentage</p> <p>Final idea drawing for final piece marked as a percentage</p>
<p>Experience</p>	<p><u>Master skills</u> Use technical skills to produce high quality and imaginative artworks. Develop skills in photography and digital manipulation including photoshop and illustrator. To have a deep understanding of technical and experimental drawing. Evaluate ideas and reflect on own style and strengths. Visit contemporary art galleries and studios. Participate in art workshops.</p>	

DRAMA

	Year 9: Topics and Skills
1 Autumn term - 1 st half term	<p><u>Macbeth</u> Students will be exploring Shakespeare's Macbeth through a range of Drama mediums. They will explore mime, script work and split scenes. Students will be given ample opportunity to discuss the characters and the motivation for their actions to develop a deep understanding of the play. Assessment = Group performances of a chosen scene from the play.</p>
2 Autumn term – 2 nd half term	<p><u>Pantomime</u> Students will be exploring the key elements of Pantomime. They will be exploring the differences between traditional theatre and Pantomime. We will be exploring fairy tales, audience participation and the creation of stock characters. Assessment = The creation of a play script and group performance centered around a chosen fairy tale. Marks will be given as a percentage.</p>
1 Spring term – 1 st half term	<p><u>Commedia dell'Arte</u> 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. Marks will be given as a percentage.</p>
2 Spring term – s half term	<p><u>Curious Incident of the Dog in the Night-time</u> 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. Marks will be given as a percentage.</p>
1 Summer term – 1 st half term	<p><u>Hillsborough Monologues</u> 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. Marks will be given as a percentage.</p>
2 Summer term – 2 nd half term	<p><u>Devised Project</u> 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 a script, plan lighting, sound and costume and take ownership of their final performances. The perfect opportunity to showcase how much they have learned this year! Assessment = Assessed performance at end of unit, taking into account creating and evaluating skills demonstrated throughout the half-term.</p>

FOOD SCIENCE

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 - 1 st half term	<u>Hygiene and safety in the kitchen</u> <ul style="list-style-type: none"> Become familiar with (and more confident in) the cooking area; Learn the safe use of a knife; Use basic kitchen equipment; Use the oven safely (grill, hob, oven); Weigh and measure ingredients. Consider the sensory qualities of food. 	Read a recipe and produce a product independently.	Practical skills
2 Autumn term – 2 nd half term	<u>Nutrients</u> <ul style="list-style-type: none"> Learn about the different nutrients and their effect on the body. Use the grill, hob and oven. Weigh and measure ingredients accurately; Combine and mix ingredients together carefully (forming dough); Learn about the rubbing-in method; Make a savoury white sauce; Divide mixtures, cut and shape dough; Prepare a range of fresh ingredients, e.g. grating, spreading; 	Read a recipe and produce a product independently.	Practical skills Knowledge Test
1 Spring term – 1 st half term	<u>Food around the world</u> <ul style="list-style-type: none"> Research into the different types of food from different countries. Look at the factors that affect food choice. Prepare dishes from a variety of countries .Handle raw meat safely (high risk foods); Prepare a range of fresh ingredients, e.g. peeling, slicing. 	Read a recipe and produce a product independently.	Practical skills Knowledge Test
2 Spring term – 2 nd half term	<u>Year 9 to GCSE preparation</u> <ul style="list-style-type: none"> Teenage diet Applying nutrients to the diet Creating dishes that meet dietary needs 	Read a recipe and produce a product independently.	Practical skills Knowledge Test
1 Summer term – 1 st half term	<u>Year 9 to GCSE preparation</u> <ul style="list-style-type: none"> Special dietary requirements Where food comes from and how it is grown, reared or caught Celebrating diversity in food Micronutrients 	Read a recipe and produce a product independently.	Practical skills Knowledge Test
2 Summer term – 2 nd half term	<u>Year 9 to GCSE preparation</u> <ul style="list-style-type: none"> Food science and ingredients Analysing a task Designing food for an event Recipe development 	Read a recipe and produce a product independently.	A final, end-of-year assessment covering all topics of the academic year.

GEOGRAPHY

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 - 1 st 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	<ul style="list-style-type: none"> 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 – 2 nd half term	Tourism Types of tourism Benefits and disadvantages of tourism UK and International tourism, focusing on national parks	<ul style="list-style-type: none"> 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 – 1 st 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	<ul style="list-style-type: none"> 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 – 2 nd half term	Climate change Energy production Climate change Global warming Global citizenship Ethical choices	<ul style="list-style-type: none"> 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.

<p>1 Summer term – 1st half term</p>	<p>Africa in the present day</p> <p>Africa's physical geography including biomes and climate</p> <p>Africa's human geography including countries, capital cities, exports and development indices</p>	<ul style="list-style-type: none"> Name, locate and give the capital city for at least 12 African countries Describe the human Geography of 4 named African countries Name Africa's 4 main biomes, and annotate them on a map Explain the European influence on Africa historically 	<p>Formal end of KS3 assessments. GCSE style assessment in Commons.</p>
<p>2 Summer term – 2nd half term</p>	<p>Blood diamonds</p> <p>Process of diamond production worldwide</p> <p>Sierra Leone's civil war – war crimes, reconciliation and rehabilitation</p> <p>Ethical purchasing</p>	<ul style="list-style-type: none"> 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 	<p>Assessed through class based project work throughout unit</p>

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, e.g. the Guardian, the Independent, the Times.
 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_PI6ReadingList.pdf

HISTORY

Unit	Knowledge Key areas of subject content:-	Skills By the end of this unit pupils will be able to:-	Assessment
1 Autumn term - 1 st half term	The Fight for Equal Rights <ul style="list-style-type: none"> Immigration from the Commonwealth to the UK Political reform in the 19th century Votes for Women The Civil Rights Movement Apartheid in South Africa 	<ul style="list-style-type: none"> 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 – 2 nd half term	How has conflict affected people's lives in the Twentieth Century? <ul style="list-style-type: none"> World War I – the causes. The experience of Trench Warfare 'The war to end all wars' – why wasn't it? 	<ul style="list-style-type: none"> 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 – 1 st half term	History: The Making of Modern Britain <ul style="list-style-type: none"> Pre-medieval African Kingdoms The Slave Trade The British Empire 	<ul style="list-style-type: none"> 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 – 2 nd half term	How has conflict affected people's lives in the Twentieth Century? (contd) The causes of WWII <ul style="list-style-type: none"> Treaty of Versailles League of Nations Democracy and dictatorship The Rise of Hitler in Germany 	<ul style="list-style-type: none"> 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 – 1 st half term	How has conflict affected people's lives in the Twentieth Century? (contd) <ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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

<p style="text-align: center;">2 Summer term – 2nd half term</p>	<p>Genocide: Causes and consequences (Collaborative unit with Geography and RE)</p> <ul style="list-style-type: none"> • The Holocaust • The Rwandan Genocide • Darfur 	<ul style="list-style-type: none"> • 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 	
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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.bcbitesize.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
 Invictus

MODERN FOREIGN LANGUAGES

FRENCH & GERMAN

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:-	Cultural input
AUTUMN TERM FAMILY & RELATIONSHIPS TECHNOLOGY AND YOUNG PEOPLE	Autumn term 1: Family and relationships <ul style="list-style-type: none"> • Revision of Y7 + 8 (name/age etc..) • Personal description (physical) • Personal description (moral) • Relationships ((not) getting on well with...) • Ideal friend/family member (conditional) • Personal/family routines, hobbies and weekend plans 	<ul style="list-style-type: none"> • Vocabulary on family members and relationships • Vocabulary on physical and moral traits • Vocabulary on routines and hobbies • Conjugating to be/ to have • Using reflexive verbs • Applying present /perfect/near future tense • Applying conditional mood • Using possessive adjectives • Adjectival agreement • Forming complex negatives • Case endings and adjective endings (German) • Giving and justifying your opinion • Using time Comparatives/ superlatives 	Inside the classroom: Get to know your “class name” Outside the classroom: <i>To explore family relationships portrayed in a TL soap-opera eg “plus belle la vie”</i> <i>Write to a pen pal from our partnership school</i>
	ASSESSMENT: Reading and speaking		
	Autumn term 2: Technology and young people <ul style="list-style-type: none"> • Technology and young people • Social media and young people • Texting and young people • Internet and young people Christmas celebrations and customs	<ul style="list-style-type: none"> • Vocabulary on positive and negative risks of Internet • Vocabulary on how do people use the internet • Vocabulary on what apps are used/not used • Vocabulary on what apps/websites are used for • Complex negatives • Modal verbs • Giving and justifying your opinion • Formulating questions • Express possibilities (conditional) • Justifying your opinion • More complex negative constructions 	Inside the classroom: Use of authentic material Outside the classroom : Research project on the use of social media by young people in target countries: twitter trends, facebook “likes”, <i>German: Meet The Man Who Took Facebook To Court In Europe And Won Big: Max Schrems</i>
ASSESSMENT: Ark Assessment + Writing <ol style="list-style-type: none"> 1. Photo of mobile/social media (description + opinion in 20/30 words) 2. Write a letter about your family (40-50 words) 3. Write an article: Pros/Cons of Internet OR Friendship (80-90 words) 			
Listening 14 questions: Multiple response in English / Respond in English / Multiple response in TL			

SRING TERM FREE TIME, CLOTHES AND SHOPPING	Spring term 1: Free time	Vocabulary on TV genres, film genres, music genres, types of sport Expressing opinions and preferences Expressing comparatives and superlatives	<u>Inside the classroom:</u> Clips of films or TV shows used for listening tasks / authentic film reviews used for reading tasks <u>Outside the classroom:</u> Film at l'Institut Francais	
	ASSESSMENT: Writing and speaking			
	Spring term 2: Clothes and shopping	<ul style="list-style-type: none"> • Clothes and shopping trends • Shopping for clothes • Shopping in the department store <ul style="list-style-type: none"> • Easter celebrations and customs 	<ul style="list-style-type: none"> • Discussing different fashion trends • Combining near future and past tenses • Giving directions applicable to a department store Expressing how much something costs and developing numeracy skills in target language	<u>Inside the classroom:</u> Using fashion magazines for men and women <u>Outside the classroom:</u> Researching authentic blogs on fashion trends
	ASSESSMENT: Ark Assessment + Reading Listening			
SUMMER TERM HEALTHY LIVING	Summer term 1: Healthy living	Expressing what is wrong with different body parts Being able to purchase medicine from a pharmacy Comparing and contrasting healthy eating versus non-healthy eating	<u>Inside the classroom:</u> Using articles from magazines on eating and lifestyle <u>Outside the classroom:</u> Trip to food markets in London which include stalls from target countries	
	Assessment: Writing			
	Summer term 2: Healthy living	Expressing issues related to alcohol, drugs, smoking, stress both at a personal and societal level Identifying and discussing causes of stress Expressing an opinion on these issues and justifying the opinion Using modal verbs. Expressing hypothetical scenarios using the conditional mood.	<u>Inside the classroom:</u> Using articles from magazines on eating and lifestyle	
	ASSESSMENT: Ark Assessment + Speaking Listening Reading			

SPANISH

Unit	Knowledge By the end of this unit pupils knows key areas of subject content:-	Skills By the end of this unit pupils will be able to:-	Cultural input
AUTUMN TERM FOOD HEALTHY LIFESTYLES	Revision of Y7 : name age/presentation Food items/meals/ opinions on food Healthy/ unhealthy food At the restaurant	Food Vocabulary Expressing opinions Reinforce word order rules/ gender agreement	<u>Inside the classroom:</u> French school menu
	ASSESSMENT: Reading and translation		
	Healthy lifestyles Restaurant part 2 Healthy/unhealthy habits (sports/diets...) Christmas cultural celebrations	Vocabulary on sports/ health Expressing obligation Giving advice Justifying your opinion	<u>Inside the classroom:</u> Magazine articles on health/ diet Christmas decorations
	ASSESSMENT: Ark Assessment + Speaking Listening		
SRING TERM HOLIDAYS WEATHER	Holidays and Weather Weather Countries Transport Holiday accommodation	Vocabulary on weather/ travelling Use of prepositions Use of modal verb	<u>Inside the classroom:</u> Weather broadcast
	ASSESSMENT: Writing		
	Holidays and Weather In the tourist office Buying tickets Holidays in the present: usually... Describing a trip in detail in the past Easter celebrations	Vocabulary on activities done during the trip Using past tense Auxiliaries Use complex phrases	<u>Inside the classroom:</u> Use travel brochures in the target language/authentic materials to assist with trip planning
	ASSESSMENT: Ark Assessment + Reading Writing		
SUMMER TERM WHERE I LIVE	Where I live Types of house and opinions Rooms in house Describing bedroom/ furniture House chores	Vocabulary on house/ furniture Using the correct preposition Use complex phrases to describe chores	<u>Inside the classroom:</u> Pictures of houses
	Assessment: Writing		
	Where I live Describing the area/ places in town Environmental issues End of year	Vocabulary : places in town Conditional tense Talking about complex issues and discuss possible solutions	<u>Inside the classroom:</u> Local areas Articles on environmental issues
	ASSESSMENT: Ark Assessment + Speaking Listening Reading		

MUSIC

Unit	Year 9: Topics and Skills
1 Autumn term - 1 st half term	<p><u>Theme and Variations</u> Pupils compose their own variations on themes with keyboards, culminating in a final performance at the end of the unit. Pupils will.....</p> <ul style="list-style-type: none"> • Develop compositional skills • Develop ensemble performance skills • Develop listening skills • Develop music notation skills <p>Assessment = Theme and variations performance on keyboards</p>
2 Autumn term – 2 nd half term	<p><u>Film Music</u> 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:</p> <ul style="list-style-type: none"> • Develop keyboard skills • Develop ensemble performance skills • Develop listening skills • Develop compositional skills • Develop music technology skills <p>Assessment = Composition of a piece of music to match a film clip on Logic</p>
1 Spring term – 1 st half term	<p><u>The Blues</u> An instrumental based performance project in which pupils work individually and in groups to perform and compose Blues songs. Pupils will:</p> <ul style="list-style-type: none"> • Develop ensemble performance skills • Develop ability to work in a group • Develop ability to appraise and evaluate <p>Assessment = 12 bar blues performance</p>
2 Spring term – 2 nd half term	<p><u>Club Dance Music</u> Pupils work on Logic to create their own club dance music composition. Pupils will:</p> <ul style="list-style-type: none"> • Develop listening skills • Develop compositional skills • Develop music technology skills <p>Assessment = Composition on Logic</p>
1 Summer term – 1 st half term	<p><u>Mash Ups</u> 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:</p> <ul style="list-style-type: none"> • 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 <p>Assessment = Mash up ensemble performances</p>
2 Summer term – 2 nd half term	<p><u>Songwriting</u> 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:</p> <ul style="list-style-type: none"> • Develop compositional skills • Develop ensemble performance skills • Develop listening skills • Develop music technology skills <p>Assessment: Performance of own pop song composition</p>

Unit of Work	GCSE Foundation Year Pupils work through rotations of sports across first 4 half terms (rotation in different order per teaching group)
<p>1 Autumn Term 1st half term</p>	<p>Rugby</p> <ul style="list-style-type: none"> - 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
<p>2 Autumn Term 2nd half term</p>	<p>Small Sized Games to explore skills and progressing to 12v12 with 6 man scrum</p> <p>Netball/ Basketball/ Handball</p> <ul style="list-style-type: none"> -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.
<p>3 Spring Term 1st half term</p>	<ul style="list-style-type: none"> To demonstrate a willingness and ability to play in different positions To use passing skills with accuracy to the differing demands of the game
<p>4 Spring term 2nd half term</p>	<p>Football</p> <ul style="list-style-type: none"> -To demonstrate the following methods of passing and shooting: 1: Lofted (chip) 2: Driven (laces) 3: Curled (inside and outside) 4: Sidefoot <p>At different angles, speeds and distances</p> <ul style="list-style-type: none"> -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 <p>Gymnastics/ Dance</p> <ul style="list-style-type: none"> -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: Capoeira, jazz, swing) -To use space, dynamics, relationship and space components within recurring motifs from 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 <p>GCSE PE</p> <p>Theory</p> <ul style="list-style-type: none"> -Introduction into the Skeletal, muscular, cardiovascular and respiratory systems -Introduction in sport psychology and how the mind effects sports performance -Introduction into sports nutrition and healthy, active lifestyles -Introduction into the effects of media and socio-cultural influences on sport <p>Practical</p> <ul style="list-style-type: none"> -Develop and improve the range and quality of skills for sports performance -Develop physical capacity to improve sporting performance -Increase understanding of sporting activities and develop decision making ability

<p style="text-align: center;">5 Summer term 1st half term</p>	<p><u>Athletics</u> 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</p> <p><u>Health related fitness (HRF)</u> - 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</p> <p><u>Volleyball</u> -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</p>
<p style="text-align: center;">6 Summer term 2nd half term</p>	<p><u>Cricket</u> -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</p> <p><u>Softball</u> -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</p>

PHILOSOPHY AND ETHICS

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	Hinduism Is it true that what goes around comes around? <ul style="list-style-type: none"> • What is Braham? • What is the Trimurti? • The incarnations of Vishnu • What is reincarnation? • What is karma? • Are we all equal? 	<ul style="list-style-type: none"> • Explain the concept of Brahman as the ultimate reality • Explain the concept of Trimurti • Know the story of the Ramayana and explain its importance. • Explain the concept of karma and how it can impact on a Hindu's life. • Understand the concepts of the caste system and dharma. • Consider the big question 'are we all equal?' and form a personal response. 	GCSE style exam question
2 Autumn term – 2nd half term	Ethics Justice and Equality <ul style="list-style-type: none"> • Who was Gandhi? • Who is Aung San Suu Kyi? • How did Oscar fight for justice? • What was Apartheid? • How did Desmond Tutu fight for justice? 	<ul style="list-style-type: none"> • Explain how and why Gandhi fought for justice. • Suggest own solutions to the dilemma of Aung San Suu Kyi. • Explain how and why Oscar Romero fought for justice. • Identify the impact of Apartheid. • Explain how and why Desmond Tutu fought for justice 	GCSE style exam question
1 Spring term – 1st half term	Buddhism Is it possible to overcome suffering? <ul style="list-style-type: none"> • Siddhartha Gautama • 4 Noble Truths • Eightfold Path • 5 Precepts 	<ul style="list-style-type: none"> • 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. 	GCSE style exam question
2 Spring term – 2st half term	Philosophy Does suffering prove there is not a God? <ul style="list-style-type: none"> • The causes of suffering • Natural suffering • The Fall • Job • Overcoming suffering 	<ul style="list-style-type: none"> • 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 question

<p>1 Summer term – 1st half term</p>	<p>Philosophy Does God Exist?</p> <ul style="list-style-type: none"> • Design Argument • Cosmological Argument • Religious Experience • Revision 	<ul style="list-style-type: none"> • 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. 	<p>End of KS3 knowledge, skills and understanding paper</p>
<p>2 Summer term – 2nd half term</p>	<p>Humanities Cross Curricular Where was God? The Holocaust</p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<p>A letter to a survivor</p>

Textbooks / websites to support course

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 Wiesel
 '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

Mandela
 The Lady
 Schindler's List
 Gandhi
 Little Buddha
 Hotel Rwanda

PRODUCT DESIGN

Key skills	Year 9	Assessment
<p>Explore & Develop</p> 	<p><u>DESIGN AND TECHNOLOGY</u></p> <p><u>Aut 1</u> <u>Night light Project</u> Studying the work of designers Sir Jonathan Ive, Sir James Dyson and Alexander McQueen Introduction to Resistant Materials Night Lights Investigating contemporary lighting designers Investigating and analysing existent lighting products Creating annotated design drawings</p> <p><u>Aut 2</u> <u>Night light Project</u> Developing Design idea Producing prototypes Material testing Exploring thermoset and thermoplastics Electronic Components and Soldering</p>	<p>Written assessment in silent conditions</p> <p>Written assessment in silent conditions & Final prototype</p>
<p>Investigate & Apply</p> 	<p><u>Spring 1</u> <u>Night light Project</u> Manufacturing processes Construction and assembly of night light Testing and evaluation of design ideas Design communication skills (rendering techniques) Cut base out of polypropylene so it stands up Cut base out of wood with aluminium rod inserted. Base is cut carefully in the shape of an organic form, finished to a high standard and supports shade well</p> <p><u>Spring 2</u> <u>Clock Project</u> Generate design ideas suitable for vacuum forming process and use scroll saw neatly, accurately and safely to cut shapes To be able to vacuum form and trim edges using a Gerbil Cleaning edges and evaluation: to be able to clean up edges on HIPS and critically evaluate final product</p> <p><u>Summer 1</u> <u>Clock Project</u> 2D Design Skills Add details onto clock face Assembly of clock CAD/ CAM</p>	<p>Written assessment in silent conditions & Final practical outcome</p> <p>Written assessment in silent conditions & Final practical outcome</p> <p>Written assessment in silent conditions & Final practical outcome</p>
<p>Evaluate & Develop</p>	<p><u>Sum 2</u> <u>Box Project</u> To be able to mark out and cut a lapped joint neatly, accurately and safely to be able to glue and construct a box neatly and accurately to be able to mark out and cut a cross-halving joint to be able to apply a finish neatly</p>	<p>Written assessment in silent conditions & Final practical outcome</p>

Experience

Master skills

Evaluate designs

Visit contemporary design museums, businesses and studios

Use CAD skilfully to produce professional quality products.

- What is design today? Marcus, George H
- Phone book: A handy guide to the worlds favourite invention Thompson, Henrietta
- Product design Erlhoff, Michael
- Metals Lefteri, Chris
- Objects of Design from the Museum of Modern Art Antonelli, Paola
- Collapsibles: A design album of space-saving objects Mollerup, Per
- 1000 Lights 1878 - 1959 Fiell, Charlotte
- Industrial design A to Z Fiell, Charlotte
- Product design and development Ulrich, Karl T
- The dream factory: Alessi since 1921 Alessi, Alberto
- 20th century design McDermott, Catherine
- The Conran Directory of Design Conran, Octopus
- Bauhaus Source Book Rowland, A (1990) Phaidon
- An Illustrated History of Jewellery, Newton, H (1981) Thames and Hudson

Websites:

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

<https://designmuseum.org/>