

Cardinal Pole Catholic School



Curriculum Booklet

2021-22

YEAR 9

Contents

Our Curriculum Intent	3
Curriculum Offer: Year 9	4
Curriculum Offer: Extra-Curricular	5
Measuring Progress: Year 9	6
Curriculum Overview: Art & Design – Fine Art	7
Curriculum Overview: Art & Design – 3D Design	8
Curriculum Overview: Business	9
Curriculum Overview: Drama	10
Curriculum Overview: English Language	11
Curriculum Overview: Geography	12
Curriculum Overview: History	13
Curriculum Overview: Maths	14
Curriculum Overview: MFL - French	15
Curriculum Overview: MFL - Spanish	16
Curriculum Overview: Physical Education	17
Curriculum Overview: Religious Education	18
Curriculum Overview: Science	19
Curriculum Overview: Sociology	20
Curriculum Overview: Vocational – Health & Social Care	21
Homework Timetable: Year 9	22

OUR CURRICULUM INTENT AT CARDINAL POLE

Achieving a love of learning means creating lifelong learners and a thirst for knowledge. Lovers of learning also become independent learners as they are **confident** in what they do know but also in that they do not know yet.

KS3: Lovers of Learning

Acquiring a deep, long-term, secure and adaptable understanding of the subject. Achieving mastery means acquiring a solid enough understanding of the subject that ideas from one area can be applied to another.

KS4: Subject Masters

KS5: Critical Scholars

Critical Scholars are willing to share their work with an understanding that it is part of a much wider body of ideas and practices. They are able to listen and appreciate a range of views before coming to a carefully considered and well-presented view.

YEAR 9 CURRICULUM OFFER, 2021-22

Dear Parents / Carers,

At Cardinal Pole, our students sit at the very heart of our curriculum. In addition to teaching subjects for their intrinsic value, the purpose of our curriculum is to empower our students, further social justice and prepare them for citizenship within and outside of our school community.

At GCSE, all students study English Literature and English Language, Maths, Science (combined or separate) and RE in addition to three option subjects chosen at the end of Year 8. Subjects are taught in a combination of double and single 50 minute periods as per the timetable below:

Subject	Periods	Subject	Periods	Subject	Periods
English	5	Option A	3	Physical Education	2
Maths	5	Option B	3	PSHE	1
Religious Education	3	Option C	3		
Science	5				

Students also have timetabled a daily 30 minute Prep session with their tutor to support with the completion of homework. All year groups celebrate Mass once a half term in addition to the liturgies held at the end of each term.

To provide students with a bespoke place of learning, our state of the art library is open to all students before school, at breaktime, lunchtime and after school. In addition to lunchtime enrichment, there is a free breakfast club for all students before school from 7.30am; after school there are homework clubs, extra-curricular activities and sports clubs running daily.

We believe that our students deserve the very best education and, to ensure that we meet these aims, we have outlined a clear curriculum plan for each key stage (p.3). As a result of this rich curriculum offer, we expect our students to become subject masters by the end of Key Stage 4 so that they are ready to embark on the next stage of their curriculum journey as they begin their post-16 education studies in Year 12.

For any further information on the curriculum, please do not hesitate class teachers or a member of the pastoral team:

Head of Year: Ms S Borroni Pastoral Support Manager: Mr A Akinola SEN Link: Ms O Philpott	
9 Arrowsmith	Ms G Green
9 Champion	Ms K Brant
9 Clitherow	Ms K McNae
9 Line	Mr N McDaid & Ms L Goddard
9 More	Mr O Stead
9 Southwell	Ms V Adetayo-Hasstrup
9 Ward	Mr J Ozokolie

Yours sincerely,

Ms E Connolly

Associate Deputy Headteacher – Quality of Education

MEASURING PROGRESS: YEAR 9

At Key Stage 4, students are assessed according to their GCSE targets. The purpose of this is to focus on the progress they have made since Year 7 in comparison to how their peers perform nationally. Target grades are based on KS2 scores from primary school against national expectations for high levels of progress but are not considered to be a glass ceiling. The attainment of students at each assessment point is then assessed as either above / on / below target grades

In non-core subjects, students are taught in mixed ability option blocks. Within these teaching groups, student progress is measured against their own individual targets. In contrast, KS2 scores and End of Year Assessments are used to set students for their core subjects (English, Maths, Science and RE).

Class teachers assess student progress continuously through verbal and written feedback on both class and homework. As a whole school, data is collected twice a year during Assessment Point 1 (December) and Assessment Point 2 (June). During these weeks, all students follow a personalised exam timetable schedule, the results of which are reported back to parents in written reports. These reports will indicate whether a student is well above / above / on track / below / well below expectations in each subject in relation to their target.

Where progress is not in line with expectations after AP1, students will be supported with a bespoke intervention programme run by the pastoral team. To monitor the progress of these students and support them in overcoming barriers to their learning, these students will sit a smaller cycle of exams in selected subjects at Easter also.

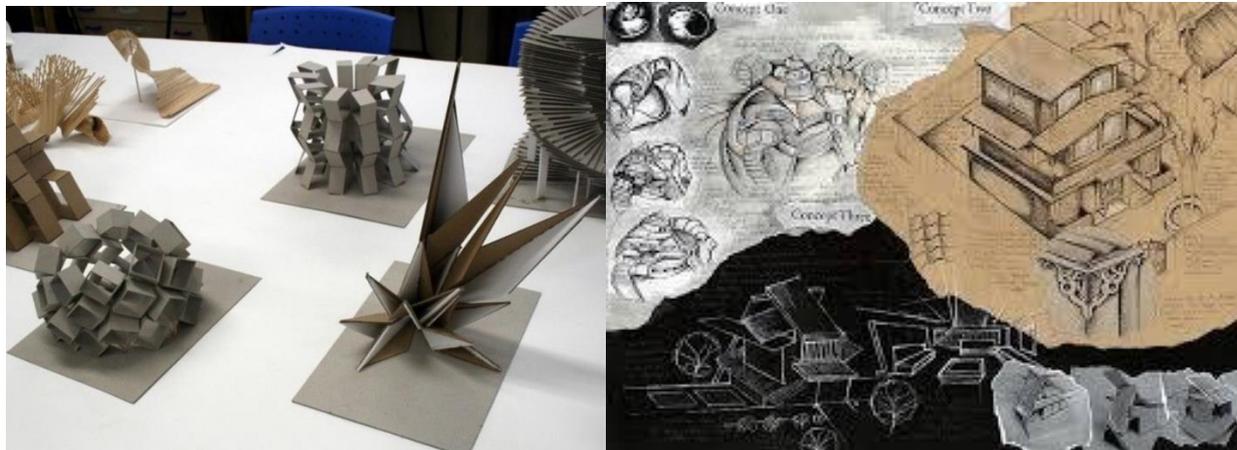
This is a critical year in your child's education as they embark on their GCSE studies and we aim to work alongside parents to ensure our students achieve the best possible outcomes at the end of Year 11. To support this, there is one Parents' Evening held in Spring term which is focused specifically on AP1 and identifying successes as well as gaps in knowledge that need addressing before moving into Year 10.

SUBJECT	ART & DESIGN: FINE ART*	
Head of Department	Ms K Place	
Pearson Edexcel GCSE in Art & Design *Cannot be taken with 3D Design		
Component 1: Personal Portfolio	60%	Coursework
Component 2: Externally Set Assignment	40%	Practical Exam, 10 hours



	Autumn Term	Spring Term	Summer Term
What we teach and why	<p>Ordinary and/or Extraordinary Building on technical drawing in Year 7 students recap and extend skills to reproduce symmetrical forms and rendering to create the illusion of 3D form. This progresses to applying drawing skills to more complicated forms of ordinary objects that are overlooked but essential to our everyday existence. Students are introduced to different reasons to draw e.g. getting the viewer to see the 'overlooked' anew. This includes the compositional decisions of presenting unusual viewpoints and zooming in to create ambiguity.</p> <p>'Old v New' Students review and refine compositional decisions including taking objects out of context to develop narratives around the theme old 'v' new. Students gain an understanding of artists Patrick Caulfield and Michael Craig Martin in order to adapt and utilise them successfully within their own work.</p>	<p>Developing narrative Through a series of tasks exploring overlapping, scale, dissection and repetition students develop their own narratives around the theme 'ordinary and the extraordinary'. Development in painting skills is also a focus and students begin to make decisions on style and colour to emphasise meaning.</p> <p>Symbolism and meaning Students look at the aims and intentions of the Surrealist, Cubist and Futurist Movements and how they get their meanings across through compositional devices and symbolism. Students are introduced to gathering and extracting relevant information and contextual knowledge in order to make reasoned judgements of pieces of art. Students begin an independent homework project developing a range of themes through symbolic objects and animals. They will then combine these using compositional devices to develop a deeper meaning.</p>	<p>Reviewing and Refining Students will develop both their Cubist and Futurist style collages/compositions through a series of review and refinement tasks. Success is measured against skill level success criteria but also their own aims and intentions for the meaning and mood interpreted by the viewer. A range of paint skills and techniques will be applied in order to facilitate the aim for the composition and emphasise mood.</p> <p>Development of AP1 Outcome Students will decide from reviews what the most successful composition is to project their aims and intentions and prep ready for their exam. Choices on technique and colour are balanced between student ability and the concept in order to get the best outcome at this stage. Students evaluate their piece to demonstrate understanding of technical and conceptual elements of the course so far.</p>

SUBJECT		ART & DESIGN: 3D DESIGN*	
Head of Department		Ms K Place	
AQA GCSE in Art & Design: Three Dimensional Design *Cannot be taken with Fine Art			
Component 1: Personal Portfolio	60%	Coursework	
Component 2: Externally Set Assignment	40%	Practical Exam, 10 hours	



	Autumn Term	Spring Term	Summer Term
What we teach and why	<p><u>Memphis Casting Project</u> To introduce students to the 3D design course they will embark on a short practical project focusing on the Memphis Design movement. They will spend time researching the design movement and related artists and designers to develop their investigative skills and use this to inform their design ideas. Students will experiment with concrete and Jesmonite to cast a range of different shapes and use the work of practicing artists and designers as influence when producing high quality final outcomes that fulfil a brief.</p> <p style="text-align: center;"><i>AO1: Develop ideas</i></p>	<p><u>Key Skills Workshops</u> Students learn to work with a range of materials, tools and equipment within the workshop to develop their key skills. The key skills developed over the course of this term can then be applied in later projects to develop independence and creativity.</p> <p>Materials: Timber / Wood based materials / Textiles / Plastics / Metals / Paper and card /</p> <p>Skills: Joints / Casting / Forming / Bending / Laser cutting / Appliqué / Embroidery / Fabric manipulation</p> <p>AO2: Refine work / AO3: Record ideas</p>	<p><u>In the News Project</u> Students will be given a brief linked to a topical news story. They will carry out research to investigate the story further including looking into the work of other artists/designers that have responded to similar stories. They must consider how both primary and secondary sources relate to historical, contemporary, cultural, social, environmental and creative contexts and how ideas, feelings, forms and purposes can generate responses that address specific needs. Students will use a range of techniques including drawings, collage and CAD to produce response to the brief, they will then utilise their key skills from term 2 to produce a high quality, personalised response that meets the brief.</p> <p>AO1: Develop ideas / AO2: Refine work / AO3: Record ideas / AO4: Present a personal and meaningful response</p>

SUBJECT	BUSINESS	
Subject Lead	Ms S de Souza	
Pearson Edexcel GCSE in Business		
Theme 1: Investigating small business	50%	Written Exam, 1 hour 30 minutes
Theme 2: Building a business	50%	Written Exam, 1 hour 30 minutes



	Autumn Term	Spring Term	Summer Term
What we teach and why	<p style="text-align: center;"><u>Enterprise and entrepreneurship</u></p> <p>Students are introduced to the business course by taking part in branding project to demonstrate enterprise skills</p> <p>Students are introduced to the dynamic nature of business in relation to how and why business ideas come about. They also explore the impact of risk and reward on business activity and the role of entrepreneurship.</p> <p style="text-align: center;"><u>Exam skills</u></p> <p>This unit helps students to become skilled in making decisions and developing persuasive arguments, creative and practical problem solving, and understanding data, finance and communication.</p>	<p style="text-align: center;"><u>Spotting a business opportunity</u></p> <p>Students will explore how new and small businesses identify opportunities through understanding customer needs and conducting market research. They will also focus on understanding the competition.</p> <p style="text-align: center;"><u>Exam skills</u></p> <p>It helps students to understand financial crisis and reasons behind many big business failures.</p> <p>This course could lead to work in a business-related profession such as accountancy, law, marketing, finance, politics, or the leisure and tourism industry.</p>	<p style="text-align: center;"><u>Putting a business idea into practice</u></p> <p>This topic focuses on making a business idea happen through identifying aims and objectives and concentrating on the financial aspects.</p> <p style="text-align: center;"><u>Making the business effective</u></p> <p>Students will explore a range of factors that impact on the success of the business, including location, the marketing mix and the business plan.</p> <p style="text-align: center;"><u>Exam skills</u></p> <p>It helps students to understand different dimensions of business in addition to providing insight into other possible business careers.</p>

SUBJECT		DRAMA
Head of Department		Ms G Green
Pearson Edexcel GCSE in Drama		
Component 1: Devising	40%	Coursework & Performance
Component 2: Performance from Text	20%	Performance
Component 3: Theatre Makers in Practice	40%	Written Exam, 1 hour 30 minutes



	Autumn Term	Spring Term	Summer Term
What we teach and why	<p>Year 9 students are introduced to the fundamental skills that are required of a GCSE Drama students, through the study of two short process Drama schemes of work on life in the Favela and the Santa Fe shooting.</p> <p>After half term students begin a mock component 2 scheme of work where they begin rehearsing the play Blackout which requires students to utilise ensemble skills such as unisons, cannon and repetition. This is their first opportunity to work with a group for an extended time and create a polished piece of drama which is performed to an invited audience. Students are assessed on their performance skills and an evaluation of the performance.</p>	<p>Students now have the opportunity to do a mock component 1 scheme of work. They are introduced to a stimuli and asked to develop a Theatre in Education piece of drama. As a group students plan a performance, considering genre, style, plot, characters, structure and language. They experiment with ideas and then develop and refine scenes. Students are assessed on their final performance and an evaluation of the devising process which mirrors the written coursework required for component 1.</p>	<p>Students complete a mock component 3 through the study of the play DNA. Students explore this text in practical lessons giving them the opportunity to make vocal, physical and movement choices based on their knowledge of the plot, characters, relationships and themes of the play. This understanding is cemented through a series of theory lessons where students are guided in how to write about their creative choices. The year culminates in students taking a written exam.</p> <p>By the end of year 9, all students will have experienced every aspect of the GCSE course- devising, scripted performance and the written exam.</p>

SUBJECT	ENGLISH LANGUAGE	
Head of Department	Ms C Fox	
AQA GCSE in English Language		
Paper 1: Explorations in Creative Reading and Writing	50%	Written Exam, 1 hour 45 minutes
Paper 2: Writers' Viewpoints and Perspectives	50%	Written Exam, 1 hour 45 minutes



	Autumn Term	Spring Term	Summer Term
What we teach and why	<p>Purple Hibiscus</p> <p>Through Chimamanda Ngozi Adichie's touching novel about a Nigerian family, students will consolidate their language and structural analysis skills. They will also have the opportunity to critically consider other viewpoints by exploring issues such as emotional turmoil, freedom and extremism.</p>	<p>Non-Fiction</p> <p>Students will read a range of non-fiction texts and will create their own non-fiction writing. This scheme will consolidate students' analysis of non-fiction texts as well as giving students a greater understanding of the purpose, audience, form and formality of non-fiction texts.</p> <p>Speak Out Poetry</p> <p>Students will read and analyse poems on the theme of speaking out. From war poetry to rekindling friendships, students will build in confidence at responding to and analysing poems. Students will also be given the opportunity to write and perform their own speak out poems.</p>	<p>Romeo and Juliet</p> <p>Through studying this play, students will build on their knowledge and understanding of Shakespeare and the tragic genre first introduced to students in year 7. References to and retellings of this love story are found in literature across time, giving students cultural capital to critique other texts.</p> <p>Off by Heart</p> <p>Students will read a variety of poems and speeches and learn them off by heart. They will create a performance for their speech or poem to compete in our annual competition. This unit does not only prepare students for their Speaking & Listening exam by encouraging confidence and oracy, but also gives them an opportunity to engage with poems in a new way.</p>

SUBJECT		GEOGRAPHY
Head of Department		Mr J Crotty
Pearson Edexcel GCSE in Geography		
Component 1: Global Geographical Issues	37.5%	Written Exam, 1 hour 30 minutes
Component 2: UK Geographical Issues	37.5%	Written Exam, 1 hour 30 minutes
Component 3: People & Environment Issues	25%	Written Exam, 1 hour 30 minutes



	Autumn Term	Spring Term	Summer Term
What we teach and why	<p>Weather Hazards and climate Change. To study the physical and human reasons why are climate exists as it does and then to link with the theme that our weather is becoming more extreme and how this will affect both the UK and globally. This is an important theme which connects both human and physical themes throughout the course.</p> <p>Changing cities. This unit looks at the reasons why globally urbanisation has increased and the issues this causes. This then links to a major case study of Rio de Janeiro which looks at the development of shanty settlements and how over time the city is trying to sustainably manage this urban growth</p>	<p>Ecosystems. To look at what an ecosystem is and where they are located. Students will then compare the Tropical rainforest to Deciduous forests and compare their physical environment and compare human uses. Sustainable management will also be studied and again linked to how our climate is changing.</p> <p>Global Development. A human topic which looks at how development can be measured and to look at the variations globally and in the UK. Students will look at how development gaps can be reduced and the importance of sustainability.</p>	<p>Resource management. Now the world's population has reached over 7 billion it is important that resources are managed and used sustainably. The UK's energy management will be compared to China.</p> <p>UK Challenges. Students will look at the challenges faced by the UK in the modern world. Students will consider how the UK is coping with rising population, how more pressure on resources requires the need for management and how will our ecosystems and areas of natural beauty be protected and maintained for the future. This topic will also focus on Hackney.</p>

SUBJECT	HISTORY	
Head of Department	Ms A Earthrowl	
Pearson Edexcel GCSE in History		
Paper 1, Option 10: Thematic study (Crime & Punishment) and historic environment (Whitechapel)	30%	Written Exam, 1 hour 15 minutes
Paper 2: Period study (P4: Superpower relations) and British depth study (B4: Early Elizabethan England)	40%	Written Exam, 1 hour 45 minutes
Paper 3, Option 31: Modern depth study (Weimar & Nazi Germany)	30%	Written Exam, 1 hour 20 minutes



	Autumn Term	Spring Term	Summer Term
What we teach and why	<p>Pre GCSE module: How did WWI and the Russian Revolution change the world?</p> <p>The 20th Century has been transformed and scarred by warfare. By studying WWI and its impact, students understand how the cataclysmic event altered history, undermining class structures and empowering the disempowered. Students will then explore the transformation of Russia, leading to the collapse of monarchy and the rise of communism. This gives them the contextual understanding of the conflict between capitalism and communism that shaped the 20th Century.</p> <p>Key Concepts:- Democracy/Dictatorship; Warfare; Social Hierarchy; Peasantry/Aristocracy/ Monarchy</p>	<p>Pre GCSE module: How did WWII and the Holocaust change the world?</p> <p>Studying the causes, scope and brutality of WWII allows students to explore the dangers of populism and how easily the democratic system can be undermined. By exploring the Holocaust, students will explore how and why genocide was able to happen.</p> <p>GCSE Paper 2: The Cold War Finally, students will start to learn about the Cold War and how this conflict was created by the horrors of World War One and Two.</p> <p>Key Concepts: Democracy/Dictatorship; Technological change; Warfare; Genocide</p>	<p>GCSE Paper 2: Period Study: Superpower Relations: The Cold War</p> <p>Students will build on their understanding of the First and Second World War and the rise of communism to explore why the Cold War developed and the impact it had over time. Students will develop their own narrative of events, looking at cause and consequences. They will explore the way the Cold War affected countries across the world from Eastern Europe to Cuba and develop their own views on how a country should be run.</p> <p>Key Concepts: Communism; Capitalism; Warfare; Empire; International relations</p>

SUBJECT		MATHS
Head of Department		Mr J Okosun
Pearson Edexcel GCSE in Maths		
Paper 1: Non-calculator assessment	33.3%	Written Exam, 1 hour 30 minutes
Paper 2: Calculator assessment	33.3%	Written Exam, 1 hour 30 minutes
Paper 3: Calculator assessment	33.3%	Written Exam, 1 hour 30 minutes



	Autumn Term	Spring Term	Summer Term
What we teach and why	<p>Students focus on basic number work to consolidate their numeracy skills such as BIDMAS and Directed number. They then focus on area and perimeter of 2D shapes touching on area and circumference of circles to improve their knowledge of shapes. Then finish off with algebra that they have encountered in the previous year but also some new content such as rearranging formula and simultaneous equation.</p> <p>In half term 2, students still focus on Number work but now focusing on the four operations of fractions and building on it with topics such as percentage increase and decrease. Then they will encounter basic ratio and proportion and progressing onto harder ratio topics as this is now one of the 5 big topics in GCSE exams. Algebraic Direct and Inverse proportion will also be covered. The students will then revisit collecting data and sampling.</p>	<p>Students focus on number work but special numbers such as product of prime factors, LCM and HCF. Progressing onto improving their algebra skills with simplifying expressions and expanding brackets including double brackets. They finish off with Transformations that they have encountered before such as reflection, rotation, translation and enlargement. With the spiral SOW in place the students get the chance to encounter these topics next year also.</p> <p>In half term 4, students will be moving onto the much harder data topics that they may have not encountered which also links with Geography and Science. Basic angle work to start off progressing onto much harder angle work such as angles on parallel lines and in a polygon—this should improve their overall knowledge and understanding of angles and use of mathematical tools. Then the focus shifts onto plotting linear graphs and real life graphs.</p>	<p>Construction is a hard topic to grasp and exposing the students to that early on in their secondary school life is essential for their continued progress hence why we do accurately drawing triangles and constructing perpendicular bisectors. The students are then taught further percentages and conversion rates an essential skill to have when travelling abroad.</p>

SUBJECT		MODERN FOREIGN LANGUAGES: FRENCH	
Head of Department		Mr J Lunn	
Paper 1: Listening	25%	Written Exam, 35 minutes (Foundation) / 45 minutes (Higher)	
Paper 2: Speaking	25%	Oral Exam	
Paper 3: Reading	25%	Written Exam, 45 minutes (Foundation) / 1 hour (Higher)	
Paper 4: Writing	25%	Written Exam, 1 hour (Foundation) / 1 hour 15 minutes (Higher)	



	Autumn Term	Spring Term	Summer Term
What we teach and why	<p>Students begin Y9 by reviewing vocabulary from Y8 for physical and personal descriptions, and therein glean a closer appreciation for the core verbs of <i>avoir</i> and <i>être</i>.</p> <p>Students review the use of the present tense by describing the way in which they use technology, and progress to transactional language for inviting friends out. Students gain a closer appreciation of the perfect tense by describing what they did last weekend, developing the skills of conjugation of regular and irregular verbs in the process.</p> <p>Students learn vocabulary for parts of the body and learn how to describe their opinions on sport and fitness. Students learn how to give advice and discuss the importance of healthy eating, as well as discussing how they will alter their own regimen in the future to improve their health. Students then combine their knowledge of past, present and future tenses to give a picture of their current lifestyles and relationships for their AP1 assessment before Christmas.</p>	<p>Students discuss the importance of languages in our global, modern world. Students discuss the merits of languages and the opportunities these can afford them, leading students to reflect on their future plans and motivations. Students get their first insight into vocabulary for describing the world of work, putting forward their ambitions through the <i>futur simple</i>. They also compare their current ambitions to how they felt when they were younger through a taster of the imperfect.</p> <p>Students test their knowledge of different time frames through the topic of holidays past present and future. They gain a closer appreciation of how to narrate events at length in the past and future tenses, with a view towards demonstrating this in a speaking exam at the end of the half term.</p> <p>With this in mind, students prepare answers to a range of questions from topics from HT 1-4, and test each other by asking and answering questions in the target language</p>	<p>HT5 sees students discussing their rights and what they are allowed to do. This leads to a discussion of their priorities and what is important to them, and indeed what makes them happy. Through the context of shopping, students review the use of the three key GCSE time frames by discussing how much ethics factors into their buying habits, and how this might change in the future.</p> <p>In HT6, students prepare themselves for their end-of-year assessments by reviewing knowledge of topics from HT1-5. Students revisit core vocabulary, grammar and structures in consolidation material and prepare extended writing pieces based on success criteria.</p> <p>Students then undergo a thorough review of their exams and identify key areas for improvement moving forward.</p> <p>The end of the summer term allows for a broader look at areas of French culture, such as music, food and film.</p>

SUBJECT		MODERN FOREIGN LANGUAGES: SPANISH
Head of Department		Mr J Lunn
AQA GCSE in Spanish		
Paper 1: Listening	25%	Written Exam, 35 minutes (Foundation) / 45 minutes (Higher)
Paper 2: Speaking	25%	Oral Exam
Paper 3: Reading	25%	Written Exam, 45 minutes (Foundation) / 1 hour (Higher)
Paper 4: Writing	25%	Written Exam, 1 hour (Foundation) / 1 hour 15 minutes (Higher)

	Autumn Term	Spring Term	Summer Term
What we teach and why	<p>Students begin Y9 with a transitional unit, which enables them to revisit core vocabulary and structures from KS3 and consolidate this. This programme begins with students discussing their likes and dislikes, particularly in the realm of cinema. They then describe their weekly habits and activities using a range of regular verbs in the present tense. Lastly, they review their knowledge of the preterite tense by discussing a recent birthday or memorable event, and therein demonstrating the ability to narrate a sequence of events in the past tense.</p> <p>In HT2, students get their first taste of describing the world of work in Spanish. Students discuss their employment ambitions and their broader plans using the near future tense. Students practise how to combine the use of the three key GCSE time frames in preparation for their AP1 examinations by preparing a piece of extended writing to a specific success criteria, and revisit core vocabulary and structures from HT1-2 in anticipation of their assessments.</p>	<p>HT3 sees students explore the topic of healthy and unhealthy lifestyles. Students discuss their diets and the impact of different food groups, before detailing the importance of having an active lifestyle.</p> <p>Students gain an understanding of stem-changing and reflexive verbs as they learn how to narrate their daily routine, before learning how to give advice using the imperative and modal verbs. Students also recap parts of the body and talk about ailments in the context of going to the doctor in Spain.</p> <p>In HT4 students gain an appreciation of different environmental concerns and how to explain these in Spanish. From discussions of children's rights, they also express their views on recycling and fair trade and are given an insight into the imperfect tense by exploring the extent to which their town has changed over time. At the end of HT4, students prepare for a speaking exam that tests them on questions on topics from HT1-4, and students prepare responses and test each other in preparation for this.</p>	<p>In HT5, students perform a case study in the form of a visit to Madrid. Students review transactional language for first meetings and introductions. They also look at structures for use when shopping and expressing their opinions at a market. They then recap the use of the preterite by narrating their experiences and activities they enjoyed on their trip.</p> <p>HT6 sees students making preparations for their end-of-year assessments by reviewing core vocabulary, grammar and structures from HT1-5.</p> <p>Students are given consolidation materials to test them and enable them to prepare extended writing pieces based on success criteria. Students then undergo a thorough review of their exams and identify key areas for improvement moving forward. The end of the summer term allows for a broader look at areas of Spanish culture, such as music, food and film.</p>

SUBJECT	PHYSICAL EDUCATION	
Head of Department	Ms C Haley	
AQA GCSE in Physical Education		
Paper 1: The human body and movement in physical activity and sport	30%	Written Exam, 1 hour 15 minutes
Paper 2: Socio-cultural influences and well-being in physical activity and sport	30%	Written Exam, 1 hour 15 minutes
Practical performance in physical activity and sport	40%	Performance & Coursework



	Autumn Term	Spring Term	Summer Term
What we teach and why	<p style="text-align: center;">Health and Fitness</p> <p>Pupils will learn about healthy active lifestyles and also the negative effects of sedentary lifestyles. They will also learn about Obesity and the health risks associated with it.</p> <p style="text-align: center;">Energy Use and Diet</p> <p>Pupils will learn how energy is created by the body and how diet plays a part in providing the body with what it needs. They will also learn sports specific requirements for diets to maximise their performance.</p> <p style="text-align: center;">Skeletal and Muscular System</p> <p>Pupils will learn about the bones and muscles, and how their function, and how this affects movement.</p> <p style="text-align: center;">Practical</p> <p>Trampoline and Table Tennis</p>	<p style="text-align: center;">Joints and Movement</p> <p>Pupils will look at all the joint actions and how they create movement. We will analyse movement and investigate the muscles involved and how they contract to create movement.</p> <p style="text-align: center;">Respiratory and Cardiovascular</p> <p>Pupils will learn about how the lungs, heart and blood vessels work, but also the short-term effects in response to exercise and the long-term effects on improving your health and fitness, and your ability to perform sporting activities more effectively.</p> <p style="text-align: center;">Practical</p> <p>Basketball and Handball</p>	<p style="text-align: center;">Effects of Exercise</p> <p>Pupils will evaluate the short- and long-term effects of exercise and analyse their benefits on performance.</p> <p style="text-align: center;">Skill and Ability</p> <p>Pupils will be able to identify the differences of skill and ability. They will also be able to categorise a variety of skills based upon the demands of the sporting activity.</p> <p style="text-align: center;">Practical</p> <p>Athletics and Volleyball</p>

SUBJECT	RELIGIOUS EDUCATION	
Head of Department	Mr M Tisi	
Pearson Edexcel GCSE in Religious Studies A		
Paper 1: Study of Religion (Catholic Christianity)	50%	Written Exam, 1 hour 45 minutes
Paper 2: Study of Second Religion (Judaism)	25%	Written Exam, 50 minutes
Paper 3: Philosophy and Ethics	25%	Written Exam, 50 minutes



	Autumn Term	Spring Term	Summer Term
What we teach and why	<p><u>Catholic Beliefs and teachings</u> Students look at the teachings on the Trinity and what the Bible teaches about creation and how different Christian denominations interpret Genesis. Students examine what it means to be made in the image of God and how this affects their relationship and place within the world.</p> <p><u>Judaism Beliefs and teachings</u> Students examine what Jews believe about the Almighty and the Shekhinah and different Jewish denominations' views on the messianic age. Students understand the significance of the Mosaic covenant and how it influences the lives of Jews today.</p> <p><u>Arguments for the existence of God</u> Students examine the importance of revelation, in particular the revelation of Jesus. Students examine and evaluate how visions, miracles and religious experience can be proof that God exists.</p>	<p><u>Catholic Beliefs and teachings</u> Students look at what the incarnation is and what it reveals to us about God. Students understand the events of the Paschal mystery and their significance for the lives of Christians today. Students examine the role of the Holy Spirit and grace in human salvation. Students understand the different Christian teachings on the afterlife and the impact that has on Christians today.</p> <p><u>Judaism Beliefs and teachings</u> Students understand the significance of the Abrahamic covenant and how it influences the lives of Jews today. Students understand the importance of the sanctity of life for Jews and how it influences their moral decisions. Students understand the importance of the mitzvot for both Reformed and Orthodox Jews. Students understand the different Jewish teachings on the afterlife and the impact that has on Jews today.</p>	<p><u>Arguments for the existence of God</u> Students will examine and evaluate how the Design and Cosmological argument proves that God exists. Students will understand the problem of evil and how Catholics respond to the problem of evil in their lives today.</p> <p style="text-align: center;"><u>Revision</u> Students will revise topics for Assessment point 2</p>

SUBJECT		SCIENCE – COMBINED	
Head of Department		Mr E Cocker	
AQA GCSE in Combined Science: Trilogy			
Biology Paper 1	16.7%	Written Exam, 1 hour 15 minutes	
Biology Paper 2	16.7%	Written Exam, 1 hour 15 minutes	
Chemistry Paper 1	16.7%	Written Exam, 1 hour 15 minutes	
Chemistry Paper 2	16.7%	Written Exam, 1 hour 15 minutes	
Physics Paper 1	16.7%	Written Exam, 1 hour 15 minutes	
Physics Paper 2	16.7%	Written Exam, 1 hour 15 minutes	



	Autumn Term	Spring Term	Summer Term
What we teach and why	<p>C1 – Atomic structure and the periodic table. Building on the matter topic from KS3 students learn the foundations of GCSE Chemistry. They study the structure of atoms, how the periodic table was developed and how to access the information in it. This allows students to study structure and bonding later.</p> <p>B1 – Cell biology. Students build on the cells topic from KS3. They learn about types of cells and how to view them, differentiation and cell transport. This allows students to study the organisation of living things.</p> <p>P1 - Energy. This unit builds on the KS3 topic of energy but in more detail. It covers the calculations for energy changes, work done and energy efficiency. It also looks at the energy resources available to us.</p>	<p>C2 – Structure and bonding. This uses the learning from C1 to explain how different chemical structures are formed and the properties they have. This then leads to studying C5 chemical reactions.</p> <p>B2 – Organisation. Building on B1, this topic looks at the organisation of living things. How cells are grouped to form tissues, organs and organ systems and the functions of these. This then forms the foundation for studying infection and response, bioenergetics and homeostasis.</p>	<p>P3 – Particle model of matter. This topic builds on the basic particle model covered at ks3 in matter, looking at topics such as internal energy, specific heat capacity and latent heat.</p> <p>C3 – Quantitative chemistry In this units students learn about how to calculate the formulae of compounds based on data from chemical reactions.</p> <p>B3 – Infection and response Building on B1 and B2, this unit looks at the microorganisms that cause disease and how our body defends itself against infection.</p>

SUBJECT		SOCIOLOGY
Head of Department		Ms S Hargreaves
AQA GCSE in Sociology		
Paper 1: The sociology of families and education	50%	Written Exam, 1 hour 45 minutes
Paper 2: The sociology of crime & deviance and social stratification	50%	Written Exam, 1 hour 45 minutes

	Autumn Term	Spring Term	Summer Term
What we teach and why	<p>The first topic that is studied in the course is Introductions to Sociology. This consists of learning about the history of sociology and developing an understanding of important sociological theories such as Functionalism, Feminism and Marxism. This introduction allows students to begin thinking sociologically and to apply different theories to social issues such as crime and poverty.</p> <p>The next topic that is studied is Research Methods. Students learn the different methods of research that sociologists use, they acquire knowledge of the strengths and weaknesses of the various methods and kinds of data.</p>	<p>For the first half of the spring term the students continue with research methods. Developing a good understanding of research methods early on in the course allows students to think practically about sociology. Furthermore, it prepares them to answer questions across both GCSE papers that require application of research methods knowledge.</p> <p>In the second half of the spring term, Year 9 study The Sociology of Families. This involves exploring topics such as family diversity, gender roles within the family and the functions of the family within society. Students will also apply their theoretical knowledge that they have acquired in term one to the family. This topic prepares students for the first half of Paper 1.</p>	<p>The majority of the Summer term is spent continuing with the study of families and households.</p> <p>The final part of the Summer Term is spent consolidating in preparation for Assessment Point Two. Students will also complete a creative project that relates to an aspect of the course to finish off Year 9.</p>

SUBJECT	VOCATIONAL: HEALTH & SOCIAL CARE
Subject Lead	Ms G Toma
NCFE CACHE L2 TECHNICAL AWARD IN HEALTH & SOCIAL CARE	
Unit 1: Introduction to the health and social care sector	Coursework
Unit 2: Professional practice and the health and social care practitioner	Coursework
Unit 3: Human growth and development through the life stages	Coursework
Unit 4: Synoptic Paper	Written Exam, 1 hour 30 minutes

	Autumn Term	Spring Term	Summer Term
What we teach and why	<p>UNIT 1</p> <p>Understand health and social care provision.</p> <p>1.1 Types of health and social care services.</p> <p>1.2 Functions of health and social care services.</p> <p>Understand job roles of health and social care practitioners.</p> <p>2.1 Job roles within the health and social care sector.</p> <p>Understand how health and social care services are accessed.</p> <p>3.1 Types of referral used to access health and social care services</p> <p>3.2 Barriers to accessing health and social care service. 3.3 How barriers to accessing health and social care services may be overcome.</p> <p>Understand informal care.</p> <p>5.1 The role of informal care.</p> <p>5.2 Types of informal carers.</p>	<p>UNIT 3</p> <p>Understand development from conception to birth.</p> <p>1.1 Stages of development from conception to birth.</p> <p>1.2 The potential effects on development of:</p> <ul style="list-style-type: none"> • pre-conception experiences • pre-birth experiences • birth experiences. <p>Understand development across the life span</p> <p>2.1 The life stages of human development.</p> <p>2.2 Social, emotional, cognitive and physical developments within each life stage.</p> <p>2.3 Holistic development.</p> <p>Understand transitions and significant life events.</p> <p>4.1 Transitions and significant life events across the life stages.</p> <p>4.2 The impact that transitions and significant life events may have on individuals.</p> <p>UNIT 1</p> <p>3.1 Factors which may influence human development.</p>	<p>UNIT 3</p> <p>Understand influences on human development.</p> <p>3.1 The nature versus nurture debate in relation to human behaviour and development.</p> <p>3.3 Reasons for recognising and responding to concerns regarding individuals' development.</p> <p>Understand the role of care planning in meeting the needs of individuals and promoting well-being.</p> <p>5.1 Purpose of individualised care planning.</p> <p>5.2 Care-planning cycle.</p> <p>UNIT 2</p> <p>Understand the responsibilities of health and social care practitioners.</p> <p>1.1 Professional skills, behaviours and attributes required by health and social care practitioners.</p> <p>1.2 Reasons for health and social care practitioners adhering to their job description.</p> <p>1.3 Why continuing professional development is integral to the role of the health and social care practitioner.</p>

HOMEWORK TIMETABLE

Monday	Tuesday	Wednesday	Thursday	Friday
English	Option B	English	Option A	Option C
Maths	Science	Maths		Science
Drama (9A)				RE