Year 9 Curriculum Topic Maps

In year 9, WSO students study the core subjects and will have chosen 4 options subjects:

- English Language and Literature
- Maths
- Science
- Arabic
- Core PE
- Islamic (Muslim students only)
- Study skills (non-Muslim students only)
- Moral, Social and Cultural studies
- 4 subjects of their choice (one from each block).

Block A	Block B	Block C	Block D
Arabic A GCSE	Art	Art	BTEC Travel & Tourism
Arabic B GCSE	Business Studies	Business Studies	Business Studies
French	Computer Science	Computer Science	Computer Science
German	Dance	Drama Acting/Technical	DT – Food & Nutrition
Spanish	DT – Resistant Materials	DT – Food & Nutrition	DT – Resistant Materials
Mandarin	Further Mathematics	DT – Graphics	Economics
	Geography	Economics	History
	History	Geography	ICT
	Media Studies	Music	Media Studies
	Physical Education GCSE	Triple Science	Music Technology
	Psychology		Physical Education GCSE
	Triple Science		Psychology
			Textiles

Students begin to take ownership of their curriculum through choices at this early stage and build essential skills for their GCSE subjects. Some subjects begin the GCSE content during this year; please refer to the KS4 Curriculum Booklet for details on each course and how it is assessed.

On the following pages, you will find a breakdown of the topics studied in each subject to give you an overview of what students should be focusing on throughout the year.

English

Half-term 1 (Sep-Oct)	**'Romeo & Juliet'** Students study this Shakespearean play in preparation for the study of 'Macbeth' for IGCSE English Literature. They become more familiar with Shakespearean language, study the context, explore key themes, analyse dramatic devices and begin crafting literary responses.
Half-term 2 (Oct-Dec)	**Poetry comparison** Students develop their skills in poetry analysis. They learn how to explain the impact of poetic devices and explore global ideas.
Half-term 3 (Jan-Feb)	**Descriptive coursework** For IGCSE English Language, students must submit 500-800 words of a descriptive piece of writing. They might describe a person, a scene or a moment. The focus is on detailed descriptions and the development of creative writing techniques.
Half-term 4 (Feb – March)	**Narrative coursework** For IGCSE English Language, students must submit 500-800 words of a narrative piece of writing. They need to tell a story which utilizes structural features, accurate spelling, punctuation and grammar, sentence variety and developed characters and setting.
Half-term 5 (April -May)	**Revision of text types and GL progress test skills** Students will revisit a range of text types to ensure that they can write in a range of forms and in an appropriate register. They will also develop reading comprehension through the exploration of short extracts as well as spelling, punctuation, grammar and vocabulary.
Half-term 6 (May-July)	**'Of Mice and Men'** This is a novel that is examined at the end of year 11 for IGCSE English Literature. Students begin their exploration of the novel at the end of year 9 focusing on their understanding of the plot, characters, setting and historical context.

Mathematics

Term 1 Number & Algebra		Term 2 Shape, Space & Measure		Term 3 Handling Data	
HT1 04/09-13/10	**HT2** 0423/10-08/12	**HT3** 02/01-09/02	**HT4** 19/02-22/03	**HT5** 08/04 - 17/05	**HT6** 20/05 – 05/07
Fractions, decimals and percentages	Algebraic Manipulation	Angles & Polygons	Mensuration of 2D shapes	Representing Data	Calculator Use
Highest Common Factor & Lowest Common Multiple	Expressions & Equations	Measures	3D Shapes & Volume	Statistical Measures	Graphs
CFU	**CFU**	**CFU**	**CFU**	**CFU**	**CFU**
Rounding	Simultaneous Equations	Similarity	Transformation Geometry	Representing Data	Sequences
Standard Form	Quadratic Equations	Pythagoras & Trigonometry		Statistical Measures	End of Term Assessment
CFU	**End of Term Assessment**	**CFU**	**End of Term Assessment**	**CFU**	**GL PTM**
Applying Number					

Useful links and tools for students:

https://sparxmaths.com/ (WSO Homework and independent learning platform)

https://corbettmaths.com/

https://www.mathsgenie.co.uk/

https://www.drfrostmaths.com/

Science

The AQA GCSE Science curriculum is designed to provide students with a solid foundation in scientific knowledge and skills. It aims to develop their understanding of key scientific concepts, enhance their investigative and analytical skills, and foster a curiosity about the natural world.

The AQA GCSE Science curriculum consists of three separate subjects: Biology, Chemistry, and Physics. Each subject covers a range of topics and has its own set of exams.
Aims:

1. Develop Scientific Knowledge: The curriculum aims to provide students with a broad understanding of scientific principles, theories, and concepts across the three subjects. It covers topics such as cells and organisms, chemical reactions, energy and forces, and more.
2. Investigative Skills: The curriculum emphasizes the development of practical and investigative skills. Students learn to plan, carry out, and analyze scientific experiments, make accurate observations, and draw conclusions based on evidence.
3. Scientific Methods: Students are encouraged to develop an understanding of scientific methods and how scientists work. They learn to evaluate scientific information critically, apply logical thinking, and recognize the limitations of scientific knowledge.
4. Applications of Science: The curriculum helps students recognize the relevance of science in everyday life and its applications in different contexts. It highlights the impact of science on society, the environment, and technological advancements.

Approaches to Learning:

1. Theory and Concepts: Students learn through the study of key scientific theories and concepts. They are introduced to scientific terminology and develop a solid understanding of fundamental principles.
2. Practical Experiments: Practical work is an essential part of the curriculum. Students engage in hands-on experiments to develop skills such as measurement, observation, data collection, and analysis. This allows them to apply theoretical knowledge in a practical context.
3. Problem Solving: Students are encouraged to apply scientific knowledge and skills to solve problems. They learn to analyze complex scenarios, make connections between different concepts, and apply logical reasoning to arrive at solutions.
4. Independent Learning: The curriculum promotes independent learning by encouraging students to research scientific topics, read scientific literature, and

stay updated with scientific advancements. This helps develop critical thinking, research skills, and a passion for lifelong learning.

Assessment: The AQA GCSE Science curriculum is assessed through written exams which include assessment of practical skills and techniques. The exams typically include multiple-choice questions, structured questions, and extended writing tasks.
It's important to note that this is just a general overview, and the specific details of the curriculum may vary. It's always a good idea to refer to the official AQA GCSE Science specifications and syllabus for more detailed information.

Year 9 course overview

Term 1	Term 2	Term 3
Biology: Topic 1: Cell biology - Cell structure - Transport across cells - Cell division and differentiation - Microorganisms and human health **Chemistry:** Topic 8: Atomic structure and the periodic table - Atomic structure and isotopes - The periodic table and groups - Trends in the periodic table - Ionic bonding and ionic compounds **Physics:** Topic 18: Energy - Energy stores and systems - Conservation of energy and power - Work done and energy transfer	**Biology:** Topic 2: Organisation - Digestion and enzymes - The circulatory system - Plant tissues and organs - The human gas exchange system **Chemistry:** Topic 9: Bonding, structure, and the properties of matter - Covalent bonding and molecular compounds - Metallic bonding and metals - Structures and properties of materials - Nanoparticles and graphene **Physics:** Topic 19: Electricity - Electric current, resistance, and circuits - Electrical symbols and components	**Biology:** Topic 3: Infection and response - Communicable diseases - Preventing the spread of infection - Non-specific and specific immune responses - Vaccines and drugs **Chemistry:** Topic 14: Organic chemistry - Crude oil and hydrocarbons - Alkanes, alkenes, and polymers - Alcohols, carboxylic acids, and esters - Analysis and identification of organic compounds **Physics:** Topic 20: Particle model of matter - Changes of state and the particle model

- Efficiency and renewable energy	- Series and parallel circuits - Electricity in the home and safety	- Density and pressure - Gas laws and the kinetic model - Conduction, convection, and radiation

Assessment				
Assessment on learning in Half term 1	Assessment on all topics completed in term 1	Assessment on learning in Half term 2	Assessment on all topics completed in term 2	Assessment on learning for the whole year. End of year exam

Useful links:

- Educake: https://myeducake.co.uk
- Seneca: https://senecalearning.com
- The Science Break (YouTube): https://t.ly/3Y-LG
- Fuse School (YouTube): https://t.ly/-U3W
- Revision Monkey (YouTube): https://t.ly/48H68

Arabic A

Curriculum 2023-2024 **Subject: Arabic A** **Year Group: 9**

Term 1	Term 2	Term 3
• **مقال رأي "في حياة طفلة"(دراسة وفهم وتحليل).** • **عرض تقديمي استنادًا على مقال الرأي** • استماع يرتبط بالقضية المتضمنة • -عرض تقديمي "تحدث • كتابة إبداعية استنادًا على مقال الرأي. • **قصة قصيرة: أعظم نعمة / (دراسة وفهم وتحليل).** • كتابة نصٍّ مرتكز على قصة أعظم نعمة • **قصيدة من تجارب الحياة. (دراسة وفهم وتحليل).** • كتابة إبداعية استنادًا على قصيدة من تجارب الحياة. • -قصيدة "الأمارات نبض روحي . شعر (قراءة و فهم واستيعاب وتحليل) • كتابة إبداعية "مقال"استنادًا على قصيدة "الأمارات نبض روحي". • -الحال المفردة (نحو). • الحال الجملة (نحو).- • -أدوات نصب الفعل المضارع (نحو). • المبني للمعلوم والمبني للمجهول. • -التشبيه المرسل والتشبيه المؤكد . • الاستعارة بنوعيها	**دراسة وفهم) نص معلوماتي: أدمغتنا تحب القراءة-). وتحليل** • **عرض تقديمي استنادًا على النص المعلوماتي** • استماع يرتبط بالقضية المتضمنة • -عرض تقديمي "تحدث • كتابة إبداعية استنادًا على **النص المعلوماتي.** **--قصيدة " يوم الشهيد". شعر (قراءة و فهم واستيعاب وتحليل)** • كتابة إبداعية "رسالة "استنادًا على قصيدة "يوم الشهيد". • استماع يرتبط بالقضية المتضمنة • -عرض تقديمي "تحدث **دراسة) نص معلوماتي: من أجل نمط عيش صحي -). وفهم وتحليل** • **عرض تقديمي استنادًا على النص المعلوماتي** • استماع يرتبط بالقضية المتضمنة • -عرض تقديمي "تحدث • كتابة إبداعية استنادًا على **النص المعلوماتي.** **.التوكيد وأنواعه -** .تابع الحال وأنواعه - الاستعارة المكنية والتصريحية-	. نص شعر/ الأمارات نبض روحي - .(فهم واستيعاب وتحليل) كتابة إبداعية/ نصٍّ مرتكز على قصيدة الأمارات نبض روحي - وقلبي. **دراسة وفهم وتحليل) الأناقة لا تكلف مالا ":نص معلوماتي-**). • **عرض تقديمي استنادًا على النص المعلوماتي** • استماع يرتبط بالقضية المتضمنة • -عرض تقديمي "تحدث • كتابة إبداعية استنادًا على النص المعلوماتي .استماع/ التطور - .ضمائر النصب- التميز- .أدوات نصب المضارع- جزم المضارع - فعل الأمر- . تابع الاستعارة-

Resources to help:

- خرائط ذهنية
- أوراق المراجعة والتحليل ومراعاة الفروق الفردية والتمايز بين الطلاب.
- الكتاب المدرسي
- المعجم الورقي والإلكتروني لتفسير المفردات الجديدة.

بالأضافة إلى عدد من مقاطع مرئية مرتبطة ارتباطًا وثيقًا بالمهارة المطلوبة.

مواقع تعليمية مفيدة

http://www.uae7.com/vb/f9/ معهد الامارات التعليمي

http://www.sez.ae/vb/forumdisplay.php?f=49\ منتديات منطقة الشارقة التعليمية

http://www.arabicstory.net/

رحلات تعليمية:

معرض الكتاب العربي بالشارقة.

platform Kamkalima-

Arabic B

Pearson Edexcel Level 1/Level 2 GCSE (9-1) in Arabic (1AA0)

https://qualifications.pearson.com/en/qualifications/edexcel-gcses/arabic-2017.html

Course description

Year 9 is designed to introduce students to the key skills required to tackle the Arabic B GCSE specification in preparation for Years 10 and 11. GCSE Arabic B aims to develop students' personal interest to communicate with Arabic native speakers in both speech and writing. Students will study across a variety of contexts relevant to their age and interests and will also develop a greater awareness of the culture of Arabic-speaking communities and countries. These contexts are listed under *themes and topics*. Students will need to develop and use their knowledge and understanding of Arabic grammar progressively through their course of study. Throughout Year 9, students will enhance and develop the skills they acquire across topics which would support/help in their GCSE final examinations. This will enable them to set strong foundations before engaging in the examined content:

Year 9 course overview

Term 1	Term 2	Term 3
Traveling: a trip to my favorite country - my interests	Environmental issues: In the world in general and in your country - solutions (governmental and individual) Sustainability - Generation Safety	Media & Communication: various media outlets, expressing personal opinions about programs, films, songs, computer games, while arranging to visit a cinema, sporting or artistic event (invitation, place and time). Volunteer work: Types of volunteer work, its importance, and its benefit to the individual and society.
Assessment		
-Internal assessments (listening, speaking, reading & writing) - Ongoing CFUs (checking for understanding) - ABT External Assessments	-Internal assessments (listening, speaking, reading & writing) - Ongoing CFUs (checking for understanding)	-Internal assessments (listening, speaking, reading & writing) - Ongoing CFUs (checking for understanding) - ABT External Assessments

Useful links and tools for students:

https://www.studystack.com/arabic

www.mylanguages.org

www.arabicreadingcourse.com

www.salaamarabic.com

https://quizlet.com/browse-sets

www.vocabexpress.com

http://arabalicious.com/secondary-resources.html

https://bit.ly/2Nj1BA6

Arabic B ministry books

https://drive.google.com/drive/folders/1gffdrEgbjfzQJKWsv80EDv3UbcZrhlVQ

Islamic

Term 1	Term 2	Term 3
• Honesty of the Prophet (PBUH) - (Surah Yaseen 1-12) and Rules of Madd • The Conquest of Makkah • My health is my responsibility • The Battle of Hunayn • Travel Manners • Acts are Judged only by Intention	• Peoples of the City. (Surah Yaseen 13-19) • Prayers for Certain Purposes • Good Earning • Al Israa Wal Me'raj • Social Cohesion • Belief in Divine Decree • Getting Closer to Allah SWT • Eid Project	• The Power of Allah (Surah Yaseen 33-54) • Merits of the Believer • Umrah Rules • The Holiest Mosques • Oaths and Vows

Art & Design

Year 9 course overview - Art

Term 1	Term 2	Term 3
Students will develop their understanding of the topic of natural form through observational drawings of skulls. Developing these through mixed media experiments and drawings inspired by Angie Lewin's work to realise intentions by creating an Angie Lewin printing piece.	Students will develop their understanding of the topic of identity through portraiture drawings. Developing these through mixed media experiments and drawings inspired by sculptor's work to realise intentions by creating a clay bust outcome.	Students will develop their understanding of the topic of landscapes through observational drawings and photography. Developing these through mixed media experiments, paintings and drawings inspired by artists' work to realise intentions by creating a landscape/cityscape outcome.
Assessment: AO3 – Observational drawing AO1 – Artist Research AO4 – Realising intentions: Angie Lewin Printing Outcome.	Assessment: AO3 - Observational drawing AO1 – Artist Research AO4 – Realising intentions: Clay bust Outcome.	Assessment: AO3 – Observational drawing AO1 – Artist Research AO4 – Realising intentions: Landscape/cityscape outcome

Business Studies

Time period	Topics	Learning objectives/outcomes
2023-24	The Year 9 course is designed to introduce students to key skills required to tackle the IGCSE Business Studies specification in Years 10 and 11. Business Studies aims to develop students' personal interest in, and enthusiasm for, investigating small and large businesses. It seeks to prepare them to make informed decisions around running their own small businesses. Students engage in research and business focused projects to develop as effective and independent learners, and as critical and reflective thinkers with enquiring minds. This includes exploring a real life business idea of their own (in a group) and writing a business plan that incorporates all the topics they will be learning in class. Students are encouraged to develop the skills needed to critically analyse, evaluate, and apply business theory to real life scenarios.	**Assessment Objectives:** AO1: Recall, select, and communicate knowledge and understanding of business terms. AO2: Apply knowledge and understanding using appropriate business terms, concepts, theories, and calculations effectively in specific contexts. AO3: Select, organise and interpret business information from sources to investigate and analyse issues. **Key Skills:** • Communication • Commercial awareness • Creative problem solving • Effective decision making • Time management • Organization • Business planning • Analysis • Evaluation
Resources: We will not follow a set textbook in Y9.		
Frequency and nature of feedback: Students are given feedback in the moment in class as well as recorded feedback once every 4 weeks. Ticks are given for successes. Stars are given for stand out work. Progress is shown in red/purple pen. **Presentations:** Student will present their business idea and gain feedback on this. There will be an end of year writing based assessment as well as a final presentation of their business and entrepreneurial experience.		

Home learning tasks:
There will be a range of tasks mainly focused on their business idea.

Potential Topics, Activities & Assessments
Term 1 & 2

1) Intro to the course
2) Finding inspiration (compare and contrast famous entrepreneurs) -
3) Writing a Business Plan (3a -g)
   a) Let's start with you (discovering your own desires & needs)

Assessment: Compare and contrast two entrepreneurs and write a critical argument why your needs and desires align with one of them.

   b) Your offering (products/services you could offer)
   c) Understanding your target market and its needs through market research & PEST analysis – political, economic, social, tech)
   d) Industry and competitor analysis (Perception maps)
   e) Roles & Responsibilities within your business (could explore leadership styles, skills audit to assign roles)
   f) Your operations and assessing capacity (job versus batch production)

Assessment: Business Plan Part 1 Presentation (should have all elements from 3a – f)

   g) Your Marketing Mix (Product)
      - Design and create your offering (intro to product life cycle and BCG Matrix)
      - Assessment: Bring your product/prototype for show & tell– take feedback from peers – make improvements/adjustments
      - Costs & Pricing
      - Promotion (paper based around school, house mail, assemblies, social media)
      - Place – deciding on a suitable place to sell your offering
      - Role of branding and creating a unique selling proposition (USP)

Assessment: Marketing Plan Presentation

4) Prosperity (build a money mindset/clear goals on numbers)
5) Setting Goals and Milestones

Y9 Market in Spring Fair

Potential opportunity to take part in the Innovation Exhibition

Assessment: Business Plan Presentation in front of potential investors (Dragon's Den Style)

Term 3: We start the GCSE Course

Computer Science

Examination Board and Specification Code:
Cambridge (CAIE) 0478
https://www.cambridgeinternational.org/Images/595424-2023-2025-syllabus.pdf

The Year 9 course is designed to introduce students to the key skills required to tackle the iGCSE Computer Science specification in preparation for Years 10 and 11. Through studying Computer Science learners are enabled to develop an interest in computing and gain confidence in computational thinking, that is, the thinking about what can be computed and how. They will develop understanding of the main principles of solving problems by using computers. They will acquire the skills necessary to apply this understanding to develop computer-based solutions to problems using a high-level programming language. Students are encouraged to develop the skills needed to be able to outline and describe the principle of operations of component parts of computer systems and how they interrelate.

Throughout Year 9, students will apply the skills they acquire to topics which are not examined in their GCSE final examinations. This will enable them to develop such skills before engaging in the examined content. The topics to be covered during the Year 9 course include:

- Problem solving and Programming
- Data Representation and numbering systems
- Principle of operations of input , output and storage devices
- Basic of AI principles, Training Data and Biases, Neural Networks and Ethics

In terms of the iGCSE CS examinations, students will sit two exam papers at the end of Year 11. The table below summarises the nature of these exams in terms of unit and topic content, exam paper weighting, and the amount of marks. At the end of the course, learners will be awarded a grade from A*- E
Those achieving a A* - B are well prepared to follow the IB Computer Science and Alevel Computer Science course here at WSO.

Unit	Weighting	Assessment	Content
Paper 1: Computer systems	50%	Externally assessed Written paper 1h 45min	1. Data representation 2. Data transmission 3. Hardware 4. Software 5. The internet and its uses 6. Automated and emerging technologies
Paper 2: Algorithms, programming and logic	50%	Externally assessed Written paper 1h 45min	1. Algorithm design and problem-solving 2.Programming 3. Databases 4. Boolean logic

Dance

In year 9 students focus on their performing skills and technique and start to explore both the performance and choreography components of the GCSE Dance course. Students also begin to create in depth descriptions, interpretations, and explanations in relation to the dance appreciation component at GCSE- anthology of 6 professional works.

Year 9 course overview

Term 1	Term 2	Term 3
Introduction to Dance Technique, focusing on Performance. Students will explore Expressive, Technical and Physical skills. Students will also begin to explore the GCSE Dance set phrases Breathe and Shift	Students exploring the performance strand of the GCSE. Working on pieces towards the Dance show	Students to explore the choreography component of the GCSE Dance course. Students will develop knowledge and understanding of the choreographic process. Begin Dance appreciation- professional works.
Assessment		
In lesson assessment- filmed	Dance show- filmed	Mock assessment-in lesson filmed

Useful links and tools for students:

- https://www.aqa.org.uk/subjects/dance/gcse/dance-8236 - AQA dance page has some useful information
- Teams pages for each class- will post things on here (key videos/movements from lessons)

Design & Technology: Food Preparation and Nutrition

The Year 9 course is designed to introduce students to the key skills required to begin the GCSE Food Preparation and Nutrition specification in preparation for years 10 and 11. Students will develop their culinary skills by adapting, planning, preparing and presenting a range of dishes using professional cuts, methods and finishing techniques.

Alongside these practical sessions, students will also learn about the key topics of food safety, factors that may influence food choice, as well as a basic introduction to food science; ready to build upon in years 10 and 11. Students will also conduct trial coursework investigations to fully equip them with the skills essential to entering the higher-grade boundaries at GCSE. The topics to be covered during the year 9 course include:

- *Practical skills including knife skills, finishing techniques and cooking methods.*
- *Investigations into food science topics such as enzymic browning and raising agents.*
- *Independent/group projects into factors that may influence food choice.*
- *Food safety, spoilage and contamination.*

Year 9 course overview

Term 1	Term 2	Term 3
Theory content which will cover food safety. Practicals which include pasta, bake, cheesecake, thai green curry	Practicals which include shepherds pie, tray cake bake, soup & bread, meatball tray bake, caesar pasta salad	Practicals which include bakewell tarts, platted garlic bread, cake challenge, fishcakes, stuffed chicken, mini NEA challenge
Assessment		
Continuous assessment during practical lessons and theory CFU's which consolidate the knowledge and skills from practical lessons.	Continuous assessment during practical lessons and theory CFU's which consolidate the knowledge and skills from practical lessons.	Continuous assessment during practical lessons and theory CFU's which consolidate the knowledge and skills from practical lessons. End of year CFU with exam style questions.

Design & Technology: Graphics

In Year 9, students will be introduced to the key skills necessary for GCSE Resistant Materials. The students will be introduced to theory content such as material properties, sustainability, specification writing and quality control. Each term the students will develop research, design, manufacturing and evaluation skills. These are skills that correlate directly to the GCSE controlled assessment portfolio. The students will develop these skills through a project which they will complete each term. The materials which the students will be learning about in theory lessons and working with for the project work will be predominantly papers & boards.

Year 9 course overview

Term 1	Term 2	Term 3
Theory – Section B - Material Properties, Materials Application, manufacturing processes. NEA skills – introduction to manufacturing tools, Health & Safety, freehand sketching, technical drawing, CAD modelling, evaluation. Term 1 project – Shop front project	Theory – Section C – Specification writing, CAD/CAM processes, designers. NEA skills – Further develop technique and knowledge of manufacturing tools, Health & Safety, freehand sketching, technical drawing, CAD modelling and evaluation skills. Term 2 project –	Theory – Section C – Specification writing, CAD/CAM processes, designers. NEA skills – Further develop technique and knowledge of manufacturing tools, Health & Safety, freehand sketching, technical drawing, CAD modelling and evaluation skills. Term 3 project –
Assessment		
Continuous assessment for NEA skills tasks. Health & Safety CFU Tools & equipment CFU Materials CFU	Continuous assessment for NEA skills tasks. Materials CFU Quality Control CFU Sustainability CFU	Continuous assessment for NEA skills tasks. End of year CFU with exam style questions.

Design & Technology: Resistant Materials

In Year 9, students will be introduced to the key skills necessary for GCSE Resistant Materials. The students will be introduced to theory content such as material properties, sustainability, specification writing and quality control. Each term the students will develop research, design, manufacturing and evaluation skills. These are skills that correlate directly to the GCSE controlled assessment portfolio. The students will develop these skills through a project which they will complete each term. The materials which the students will be learning about in theory lessons and working with for the project work will be predominantly woods, metals & plastics.

Year 9 course overview

Term 1	Term 2	Term 3
Theory – Section B - Material Properties, Materials Application, manufacturing processes. NEA skills – introduction to manufacturing tools, Health & Safety, freehand sketching, technical drawing, CAD modelling, evaluation. Term 1 project – Model Aeroplane	Theory – Section C – Specification writing, CAD/CAM processes, designers. NEA skills – Further develop technique and knowledge of manufacturing tools, Health & Safety, freehand sketching, technical drawing, CAD modelling and evaluation skills. Term 2 project – Model Aeroplane & Architectural model	Theory – Section C – Specification writing, CAD/CAM processes, designers. NEA skills – Further develop technique and knowledge of manufacturing tools, Health & Safety, freehand sketching, technical drawing, CAD modelling and evaluation skills. Term 3 project – Architectural model
Assessment		
Continuous assessment for NEA skills tasks. Health & Safety CFU Tools & equipment CFU Materials CFU	Continuous assessment for NEA skills tasks. Materials CFU Quality Control CFU Sustainability CFU	Continuous assessment for NEA skills tasks. End of year written CFU with exam style questions

Drama

Year 9 focuses on the study of a play text; how this is realized from a variety of theatre-making perspectives: designer, director and performer. We lay the foundation for GCSE by growing their theatrical instincts, technical vocabulary and personal area of creative interest.

Term 1	Term 2	Term 3
Play Text Study • Students study *DNA* by Dennis Kelly from several theatre-maker perspectives – director, designer and performer. • Application textual analysis, vocal and physical skill to bring characters to life on stage. • Students study elements of Stanislavski's System as an introduction to Psychological Realism to perform a monologue and group scene.	Theatre Makers in Practice • Students watch, critique and evaluate a variety of live performance • Students are introduced to the role of a theatre designer; lighting, sound, set and costume. • Students develop evaluative skills, considering how designers realise a director's vision and impact the audience.	Devising • Using Folk Tales as a stimulus, students work as a group alongside their teacher to devise an original performance as a theatre company. • Students share Folk Tales from their own cultures to highlight shared human experience. • Students incorporate the methods of practitioners such as Bertolt Brecht and Jacques LeCoq and contemporary theatre companies including The Paperbirds and Handspring Puppet Company
Assessment		
Performance	Live performance analysis	Performance

Economics

Time period	Topics	Learning objectives/outcomes
Term 1	The Year 9 course is designed to introduce students to the key skills required to tackle the Economics IGCSE specification in preparation for Years 10 and 11. IGCSE Economics aims to develop students' personal interest in, and enthusiasm for, investigating individual firms and the economy at large. It seeks to prepare them to make informed decisions about furthering their own learning opportunities and career choices. Students engage in research projects to develop as effective and independent learners, and as critical and reflective thinkers with enquiring minds. Students are encouraged to develop the skills needed to critically analyse, evaluate, and apply economic theory to real life scenarios. The topics to be covered during term 1 include: • Introduction to Micro • Theory of Demand and Supply • Economic Problem & Opportunity Cost • Introduction to Macro • Economic systems (free, mixed, command) • Privatisation • Economic Growth • Inflation • Unemployment	**Assessment Objectives:** AO1: Recall, select, and communicate knowledge and understanding of economics terms. AO2: Apply knowledge and understanding using appropriate economics terms, concepts, theories, and calculations effectively in specific contexts. AO3: Select, organise and interpret economics information from sources to investigate and analyse issues. **Key Skills:** • Interest in global affairs and world news • Research skills • Drawing logical conclusions • Critical thinking to solve complex problems • Extended writing and debating skills • Creative problem solving and effective decision making skills • Time management, organization and planning skills

	These will be structured to allow students to complete an economic island project later in Term 1/early Term 2.	

Resources to help:

All resources available on class teams including Powerpoints, videos, model answers, past papers, and mark schemes.

Reference book:
Pearson Edexcel International GCSE (9-1) Economics Student Book by Rob Jones

Websites:
www.Tutor2u.com
https://www.gcsepod.com/
https://www.economicshelp.org/

Assessment:

Continuous CFUs in class- Quizzes and interactive games

Presentations – Students may be asked to produce individual and/or group presentations throughout the year based on a variety of topics.

Research Papers – Students will be asked to produce one short research and/or content paper each term in order to develop their communication and writing skills.

Half Termly Assessments in October & December:
There will be two assessments in Term 1. They will be in-class writing based and will be conducted in timed conditions.

Home learning tasks:
There will be various activities to do throughout the year that will vary from research to short papers, to PowerPoint presentations, and revision activities.

Further Maths

Term 1 (04/09 - 08/12)		Term 2 (02/01 - 22/03)		Term 3 (09/04 - 04/07)	
HT1 04/09-13/10	**HT2** 23/10-08/12	**HT3** 02/01-09/02	**HT4** 19/02-22/03		
1a. Types of data 1b. Population and sampling	2c. Tabulation	3c. Box plots, skewness, outliers	6a. Simple probability	8a. Binomial distribution	Revision, Practise & Catch Up
1c. Sampling methods	4a. Correlation, lines of best fit, Pearsons and Spearmans rank	5a. Time series	6b. Conditional probability	8b. Normal distribution and standardised scores	Revision, Practise & Catch Up
CFU	**CFU**		**CFU**	**CFU**	**CFU**
1d. Planning and collecting data	3a. Measures of central tendancy	7a. Index numbers	Revision, Practise & Catch Up	Revision, Practise & Catch Up	Start of Further Maths Course
2b. Continuous data	3b. Measures of dispersion	Revision, Practise & Catch Up	Revision, Practise & Catch Up	8c. Quality assurance	Start of Further Maths Course
CFU	**CFU**	**CFU**	**CFU**	**CFU**	**End of Year**

Please note that whilst the above is a plan for the year, changes may take place throughout with regards to topics taught and assessment dates. Ramadan hours will also have an impact on our curriculum coverage.

Geography

In WSO Geography, students will study an array of topics within Physical, Human and Environmental Geography. A wide range of skills will be applied in delivering the curriculum and different pedagogical styles will be applied to allow all students to access the curriculum. Aims of the curriculum are to develop students' knowledge and understanding about the planet we all live on; to provide students with the skills to illustrate, research and refine their understanding; to ensure that students are given a grounded understanding of key geographical concepts; and to enable students to reach conclusions and begin to question the world around them.

Year 9 Course Overview

	Term 1	Term 2	Term 3
Content	**Dynamic Development** This unit focuses on development, looking specifically at how we measure development and the factors influencing the development of a nation. We also look at the characteristics of Low-Income Countries and High-Income Countries.	**Wandering Weather** We focus on weather phenomenon's, what causes them and how they can be measured. This unit allows for practical work and provides skills that are essential for success in the upcoming GCSE.	**iGCSE – Human Geography** The students will embark on their iGCSE content, focused on human geography – Population and Settlement
Assessment	GCSE Style questions are introduced here. Case Study examples are used to answer questions that will be assessed.	GCSE 'Paper 2' Style questions are introduced here.	End of Unit exam.

Useful websites

http://www.ordnancesurvey.co.uk
http://www.geography.org.uk
http://www.geographyalltheway.com
https://www.bbc.co.uk/bitesize/subjects/zkw76sg
www.senecalearning.com
www.geographypods.com
http://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-igcse-geography-0460/

History

Year 9 course overview

Year 9 History is a vibrant and thought-provoking year that helps students develop and extend their knowledge and understanding of the wide diversity of human experience through the study of specified key events, people and societies. Students will engage in historical enquiry to blossom into independent learners and critical and reflective thinkers. They will develop the ability to ask relevant questions about the past in order to investigate issues critically and to make valid historical claims by using a range of sources in their historical context. Furthermore, students will develop extensive skills including analytical thinking, source analysis, interpretation utility, and judgment making. Debates and discussions are also a key focus of the GCSE course to allow students to express their opinions on a given topic clearly and concisely. Our choice of topics for Year 9 are: Medicine Through Time in Britain, c.1250-present day, and The Rise and fall of the British empire.

Term 1 and 2	Term 3
Medicine in Britain c.1250-present day Students will explore medicine in Britain charting the change and continuity with surgery, disease and infection and public health. The course is broken up into four time periods: -Medieval era -Renaissance era -Industrial era -Modern era Each time period will assess topics such as the impact of the Black Death on medical development to the impact of the NHS. Students will also develop their critical analysis through this unit by assessing the role of individuals, government, science, education, and religion on medical progress. A case study on World War One medicine will also focus on the role of plastic surgery leading to progression in medicine, structure of field hospitals, and the growing role of technology in aiding a soldier's recovery from war injuries.	**Rise and fall of the British empire** How and why did the British gain their empire? How did the British empire finally fall? During this unit, students will explore one country (of their own choosing such as India, Kenya or Australia) which was under the British empire. The focus will be for students to independently explore the country to explain what it was like before the British gained control, how the British gained control, why the British gained control, life under British rule and then the effects of the British leaving. The independent research will culminate in a presentation where the student will present to the class their findings which will debate the long term consequences of the British empire in their country of research.

	The unit will also focus on the integration of GCSE skills including the introduction 16 mark judgment question where students will use the structure to assess the value of the British empire in the country of research researched in the project.
Assessment	
GCSE exam paper questions	Project showcase where student will develop a project of their choosing on case study country explaining how the British gained the empire and why

Useful links and tools for students:

The History Learning Site Covering All Historical Topics

Home. Understanding Slavery Initiative

www.historytoday.com

www.getrevising.com

www.historylearningsite.com

www.gcsebitesize.com/history

Information and Communication technology

Examination Board and Specification Code: CAIE 0417

https://www.cambridgeinternational.org/Images/595352-2023-2025-syllabus.pdf

Course description

The Year 9 course is designed to introduce students to the key skills required to tackle the ICT GCSE specification in preparation for Years 10 and 11. In GCSE ICT students will explore that how digital technology impacts the lives of individuals, organisations and society. They learn about the current and emerging technologies and the issues raised by their use in a range of contexts by individuals and organisations.They will develop an awareness of the risks that are inherent in using ICT and the features of safe, secure and responsible practice, as well as broaden their ICT skills and capability. They learn to use a range of digital tools and techniques to produce effective ICT solutions in a range of contexts.

Throughout Year 9, students will apply the skills they acquire to topics which are not examined in their GCSE final examinations. This will enable them to develop such skills before engaging in the examined content. The topics to be covered during the Year 9 course include:

- Spreadsheet Modelling
- Database Modelling
- Web Authoring
- Principle of operations of hardware devices
- Presentation and Document authoring

In terms of the iGCSE ICT examinations, students will sit three exam papers at the end of Year 11. The table below summarises the nature of these exams in terms of unit and topic content, exam paper weighting, and the amount of marks and time dedicated to each paper. Students will be awarded a grade from A* to E
Students will use a range of materials throughout the course, mainly accessible through their class Teams

Paper	Weighting	Assessment	Content
Paper 1: Written paper	40%	Externally assessed Written exam 1h 30min (marks out of 80)	Theory: questions will be based on section 1 - 21 of the subject content. All questions are compulsory.
Paper 2: Practical paper	30%	Externally assessed Practical exam 2hs 15 min (marks out of 80)	Document Production, Databases and Presentations. This test assesses the practical skills needed to use the applications covered in sections 17, 18 and 19 of the subject content. Candidates must demonstrate the practical skills relevant to sections 11 16. All tasks are compulsory.
Paper 3: Practical Paper	30%	Externally assessed Practical exam 2hs 15 min (marks out of 80)	Spreadsheets and Website Authoring. This test assesses the practical skills needed to use the applications covered in sections 20 and 21 of the subject content. Candidates must demonstrate the practical skills relevant to sections 11 16.

Media

GCSE Media Studies engages students in the in-depth study of media products in relation to the four areas of the theoretical framework: media language, media representation, media industries and media audiences.

Students are required to study media products from all of the following media forms: television; newspapers; online, social and participatory media; radio; music video; advertising and marketing; film; magazines; video games.

Term 1

- Basic media language terminology in use in a music video – camera angles, edits.
- Representation as 're-presentation or reality': How these media language elements and visual codes (eg colour, basic aspects of mise-en-scène) have been selected to represent the artist in the music video in specific ways.
- Practical response: Storyboard a 20-second video advert for the launch of a new album by the same music artist.
- Introduction to industries and audiences.
- How different audiences might interpret the music video analysed previously.
- The music industry as a commercial industry, with independent and major companies, targeting niche and mass audiences; looking at finance involved in the music industry (potential budgets and incomes). Could mention piracy and threats to the profitability of the music industry.
- Practical response: Design a poster or home page of a website re-positioning a current artist for a new audience.
- Music CD covers – analysis and production.
- Analyse a CD cover together as a class, students to extend the analysis individually.
- Practical response: Create a new CD cover for an already established artist (could be the one whose video has been analysed). Can use found images for this task, but must consider the potential representations within the chosen image.

Term 2

- Media language.
- Recap previous terminology, plus: lighting, diegetic and non-diegetic sound.
- Media representation.
- How contemporary issues are represented through fictional narratives.
- Case study and media institutions.
- Most recent series of Dr Who, including job roles, the nature of the BBC, finance, marketing and global sales.

- Analysis of two TV trailers.
- Students create an animatic – 'a filmed storyboard' – to learn to plan for different camera shots, use the editing software, and add sound.

Term 3

- Introduction to the advertising industry.
- Division of audiences, using demographics and psychographics – VALS, Young and Rubicam's 4Cs.
- Targeting products at an audience.
- Conventions of adverts, Z reading of print adverts.
- Analysis of a campaign that targets multiple audiences (eg video games adverts, where the same game is advertised towards different psychographic groups).
- Audience research to find out how to best advertise a specific product to a specific audience. Creation of a print advert for that product and audience, using found images and ICT to add relevant text.
- CSPs advertising and marketing (targeted, focusing on Media language and Media representations):
    - television advertisement for Galaxy
    - NHS Blood and Transplant online campaign video
    - OMO print advert from *Woman's Own* magazine.
- Introduce terms code, anchorage, sign, icon and symbol. Look at the three CSPs in order, as well as other advertising and marketing products, analysing how media language creates meanings and giving a brief introduction to how developments in technology impact on content. Analyse representation and use of stereotypes.

Modern Foreign Languages

Year 9 course overview

In Year 9, most students will continue with the language they studied in key stage 3. In French, they will follow the Studio scheme of work, in Spanish they will follow Viva, and in German they will follow Stimmt. In all languages, students will continue to develop the language learning skills of listening, speaking, reading and writing and extend their knowledge of grammar. We will also continue to develop our Mastery approach to develop these skills. This approach will encourage students to independently evaluate their performance in the various course elements and it will regularly give them time to work on their identified area for improvement allowing for personalised learning and feedback. All of our lessons are mainly taught in the target language and students are encouraged to reply in the target language also. In order to prepare them for the new-style GCSEs, there will be an emphasis on skills such as translation. Grammar is also taught in depth to ensure it commits to long-term memory. The main grammatical focus of Year 9 is to consolidate their knowledge of the three main tenses so they can manipulate them with ease when they join key stage 4.

FRENCH

Term 1	Term 2	Term 3
- Using social media - Arranging to go out and describing an event - Music events - Body parts - Sport and fitness - Healthy eating	- Discussing holidays - Imagining adventure holidays - Visiting tourist attractions	- Talking about friends and what makes a good friend - Family and relationships - Using the future tense to talk about events - Talking about life when you were younger -
Assessment		
End of module assessments in listening, reading, grammar, writing and or/speaking	End of module assessments in listening, reading, grammar, writing and or/speaking	End of module assessments in listening, reading, grammar, writing and or/speaking

GERMAN

Term 1	Term 2	Term 3
- Describing role models - Talking about life experiences - Body parts and overcoming misfortune - Music styles and preferences - Describing a music festival	- Discussing ambitions - Jobs and why people do them - What you would like to do in the future - Working in a ski resort - Childhood activities	**GCSE content – school** - Comparison of primary and secondary school - School subjects and opinions - What you are looking forward to at school - School rules
Assessment		
End of module assessments in listening, reading, grammar, writing and or/speaking	End of module assessments in listening, reading, grammar, writing and or/speaking	End of module assessments in listening, reading, grammar, writing and or/speaking

SPANISH

Term 1	Term 2	Term 3
- Talking about things you like - Talking about your week - Films - Describing birthdays - Life as a celebrity	- Talking about jobs and ambitions - Future plans - Talking about daily routine - Talking about different jobs' requirements	- Talking about heathly lifestyles - Illnesses and ailments **GCSE content bridging unit** - Discussing holidays and weather - Using the present tense - Holiday preferences - Saying what you did on holiday and where you stayed - Booking accommodation and dealing with problems
Assessment		

End of module assessments in listening, reading, grammar, writing and or/speaking	End of module assessments in listening, reading, grammar, writing and or/speaking	End of module assessments in listening, reading, grammar, writing and or/speaking

Useful links and tools for students:

www.pearsonactivelearn.com (individual student logons)
www.quizlet.com (student will create an account at the beginning of the year and will join their class group)
www.languagesonline.org.uk (Useful for grammar practice)
www.wordreference.com (Online dictionary)
https://en.pons.com/translate (Personalised online dictionary)
www.language-gym.com (individual student logons)
www.senecalearning.com (free access to a wealth of resources)

Music

Year 9 Music

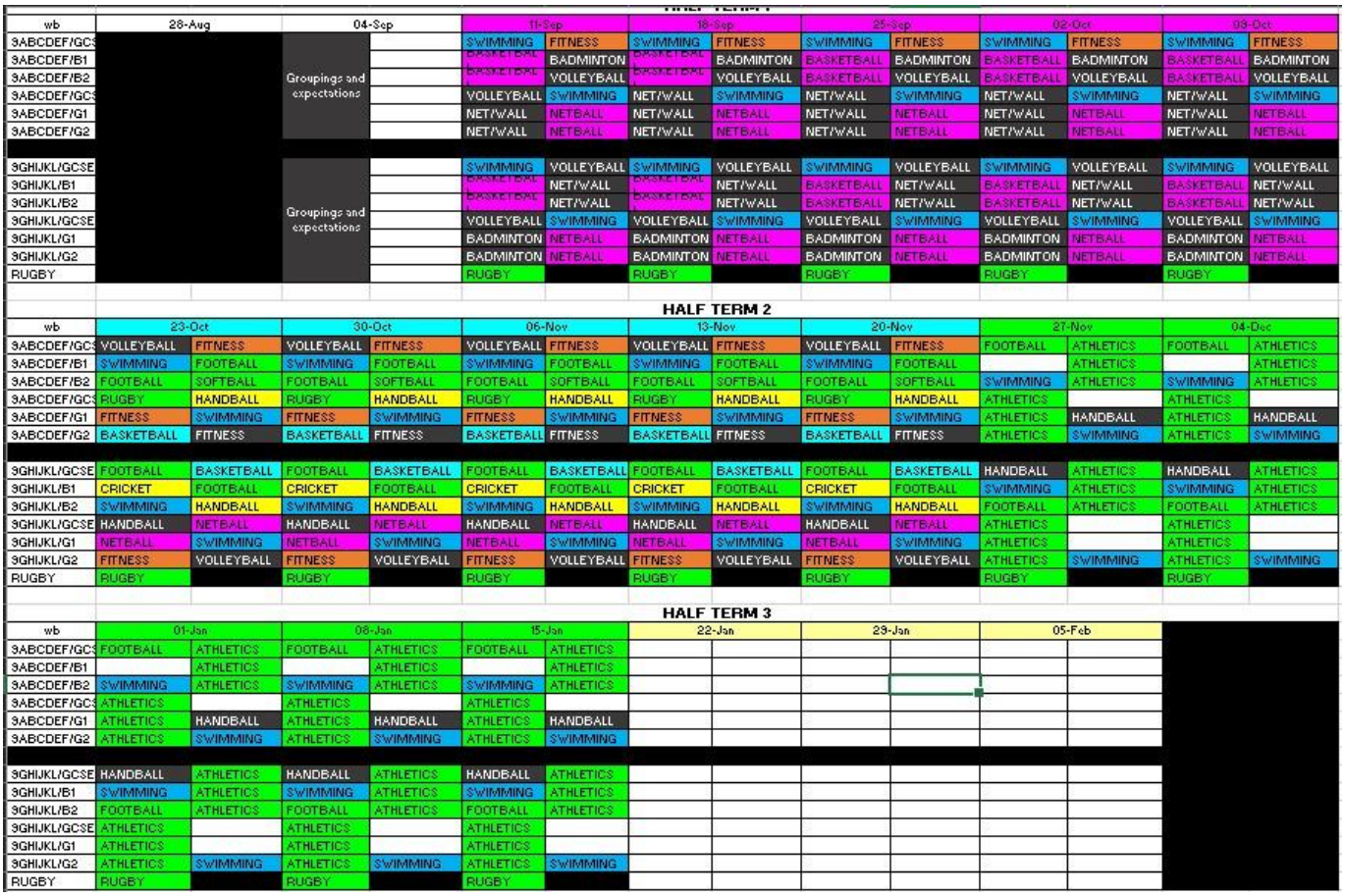
Term 1	Term 1	Term 2	Term 2	Term 3	Term 3
Half term 1	**Half term 2**	**Half term 1**	**Half term 2**	**Half term 1**	**Half term 2**
Composition	Samba and composition to score.	Musical timeline of Famous composers Composition	Musical timeline of Famous composers and composition to score	Contemporary Music Performance skills Composition	Contemporary Music Performance skills Composition to score.
CFU	CFU	CFU	CFU	CFU	CFU
Time signatures Interrelated dimensions of Music Rhythmic patterns	History of Samba and key features Time signatures Interrelated dimensions of Music Rhythmic patterns	Time periods of Music Composer names Score writing and genre characteristics.	Time periods of Music Composer names Score writing and genre characteristics	Contemporary Music genres Song writers and timelines Score writing and genre characteristics.	Contemporary Music genres Song writers and timelines Score writing and genre characteristics

Physical Education

GCSE PE

Term 1	Term 2	Term 3
• Roles & Responsibilities of a Coach • Volleyball	• Sports injuries • Badminton	• Mini- PEP and Biomechanics • Handball

Core PE



wb	28-Aug		04-Sep		11-Sep		18-Sep		25-Sep		02-Oct		09-Oct	
3ABCDEF/GCSE			Groupings and expectations		SWIMMING	FITNESS	SWIMMING	FITNESS	SWIMMING	FITNESS	SWIMMING	FITNESS	SWIMMING	FITNESS
3ABCDEF/B1					BASKETBALL	BADMINTON	BASKETBALL	BADMINTON	BASKETBALL	BADMINTON	BASKETBALL	BADMINTON	BASKETBALL	BADMINTON
3ABCDEF/B2					BASKETBALL	VOLLEYBALL	BASKETBALL	VOLLEYBALL	BASKETBALL	VOLLEYBALL	BASKETBALL	VOLLEYBALL	BASKETBALL	VOLLEYBALL
3ABCDEF/GCSE					VOLLEYBALL	SWIMMING	NET/WALL	SWIMMING	NET/WALL	SWIMMING	NET/WALL	SWIMMING	NET/WALL	SWIMMING
3ABCDEF/G1					NET/WALL	NETBALL	NET/WALL	NETBALL	NET/WALL	NETBALL	NET/WALL	NETBALL	NET/WALL	NETBALL
3ABCDEF/G2					NET/WALL	NETBALL	NET/WALL	NETBALL	NET/WALL	NETBALL	NET/WALL	NETBALL	NET/WALL	NETBALL
3GHIJKL/GCSE			Groupings and expectations		SWIMMING	VOLLEYBALL	SWIMMING	VOLLEYBALL	SWIMMING	VOLLEYBALL	SWIMMING	VOLLEYBALL	SWIMMING	VOLLEYBALL
3GHIJKL/B1					BASKETBALL	NET/WALL	BASKETBALL	NET/WALL	BASKETBALL	NET/WALL	BASKETBALL	NET/WALL	BASKETBALL	NET/WALL
3GHIJKL/B2					BASKETBALL	NET/WALL	BASKETBALL	NET/WALL	BASKETBALL	NET/WALL	BASKETBALL	NET/WALL	BASKETBALL	NET/WALL
3GHIJKL/GCSE					VOLLEYBALL	SWIMMING	VOLLEYBALL	SWIMMING	VOLLEYBALL	SWIMMING	VOLLEYBALL	SWIMMING	VOLLEYBALL	SWIMMING
3GHIJKL/G1					BADMINTON	NETBALL	BADMINTON	NETBALL	BADMINTON	NETBALL	BADMINTON	NETBALL	BADMINTON	NETBALL
3GHIJKL/G2					BADMINTON	NETBALL	BADMINTON	NETBALL	BADMINTON	NETBALL	BADMINTON	NETBALL	BADMINTON	NETBALL
RUGBY					RUGBY		RUGBY		RUGBY		RUGBY		RUGBY	

HALF TERM 2

wb	23-Oct		30-Oct		06-Nov		13-Nov		20-Nov		27-Nov		04-Dec	
3ABCDEF/GCSE	VOLLEYBALL	FITNESS	VOLLEYBALL	FITNESS	VOLLEYBALL	FITNESS	VOLLEYBALL	FITNESS	VOLLEYBALL	FITNESS	FOOTBALL	ATHLETICS	FOOTBALL	ATHLETICS
3ABCDEF/B1	SWIMMING	FOOTBALL	SWIMMING	FOOTBALL	SWIMMING	FOOTBALL	SWIMMING	FOOTBALL	SWIMMING	FOOTBALL		ATHLETICS		ATHLETICS
3ABCDEF/B2	FOOTBALL	SOFTBALL	FOOTBALL	SOFTBALL	FOOTBALL	SOFTBALL	FOOTBALL	SOFTBALL	FOOTBALL	SOFTBALL	SWIMMING	ATHLETICS	SWIMMING	ATHLETICS
3ABCDEF/GCSE	RUGBY	HANDBALL	RUGBY	HANDBALL	RUGBY	HANDBALL	RUGBY	HANDBALL	RUGBY	HANDBALL	ATHLETICS		ATHLETICS	
3ABCDEF/G1	FITNESS	SWIMMING	FITNESS	SWIMMING	FITNESS	SWIMMING	FITNESS	SWIMMING	FITNESS	SWIMMING	ATHLETICS	HANDBALL	ATHLETICS	HANDBALL
3ABCDEF/G2	BASKETBALL	FITNESS	BASKETBALL	FITNESS	BASKETBALL	FITNESS	BASKETBALL	FITNESS	BASKETBALL	FITNESS	ATHLETICS	SWIMMING	ATHLETICS	SWIMMING
3GHIJKL/GCSE	FOOTBALL	BASKETBALL	FOOTBALL	BASKETBALL	FOOTBALL	BASKETBALL	FOOTBALL	BASKETBALL	FOOTBALL	BASKETBALL	HANDBALL	ATHLETICS	HANDBALL	ATHLETICS
3GHIJKL/B1	CRICKET	FOOTBALL	CRICKET	FOOTBALL	CRICKET	FOOTBALL	CRICKET	FOOTBALL	CRICKET	FOOTBALL	SWIMMING	ATHLETICS	SWIMMING	ATHLETICS
3GHIJKL/B2	SWIMMING	HANDBALL	SWIMMING	HANDBALL	SWIMMING	HANDBALL	SWIMMING	HANDBALL	SWIMMING	HANDBALL	FOOTBALL	ATHLETICS	FOOTBALL	ATHLETICS
3GHIJKL/GCSE	HANDBALL	NETBALL	HANDBALL	NETBALL	HANDBALL	NETBALL	HANDBALL	NETBALL	HANDBALL	NETBALL	ATHLETICS		ATHLETICS	
3GHIJKL/G1	NETBALL	SWIMMING	NETBALL	SWIMMING	NETBALL	SWIMMING	NETBALL	SWIMMING	NETBALL	SWIMMING	ATHLETICS		ATHLETICS	
3GHIJKL/G2	FITNESS	VOLLEYBALL	FITNESS	VOLLEYBALL	FITNESS	VOLLEYBALL	FITNESS	VOLLEYBALL	FITNESS	VOLLEYBALL	ATHLETICS	SWIMMING	ATHLETICS	SWIMMING
RUGBY	RUGBY		RUGBY		RUGBY		RUGBY		RUGBY		RUGBY		RUGBY	

HALF TERM 3

wb	01-Jan		08-Jan		15-Jan		22-Jan		29-Jan		05-Feb	
3ABCDEF/GCSE	FOOTBALL	ATHLETICS	FOOTBALL	ATHLETICS	FOOTBALL	ATHLETICS						
3ABCDEF/B1		ATHLETICS		ATHLETICS		ATHLETICS						
3ABCDEF/B2	SWIMMING	ATHLETICS	SWIMMING	ATHLETICS	SWIMMING	ATHLETICS						
3ABCDEF/GCSE	ATHLETICS		ATHLETICS		ATHLETICS							
3ABCDEF/G1	ATHLETICS	HANDBALL	ATHLETICS	HANDBALL	ATHLETICS	HANDBALL						
3ABCDEF/G2	ATHLETICS	SWIMMING	ATHLETICS	SWIMMING	ATHLETICS	SWIMMING						
3GHIJKL/GCSE	HANDBALL	ATHLETICS	HANDBALL	ATHLETICS	HANDBALL	ATHLETICS						
3GHIJKL/B1	SWIMMING	ATHLETICS	SWIMMING	ATHLETICS	SWIMMING	ATHLETICS						
3GHIJKL/B2	FOOTBALL	ATHLETICS	FOOTBALL	ATHLETICS	FOOTBALL	ATHLETICS						
3GHIJKL/GCSE	ATHLETICS		ATHLETICS		ATHLETICS							
3GHIJKL/G1	ATHLETICS		ATHLETICS		ATHLETICS							
3GHIJKL/G2	ATHLETICS	SWIMMING	ATHLETICS	SWIMMING	ATHLETICS	SWIMMING						
RUGBY	RUGBY		RUGBY		RUGBY							

Psychology

Term 1	Term 2	Term 2 & 3	Term 3
Research Methods	Aggression	Learning Theory	Project

Term 1: Research Methods

- Methods of Investigation
- The use of scientific methods and techniques which aim for objectivity.
- Formulation of testable hypotheses to promote enquiry.
- Procedures for the experimental method of investigation: independent and dependent variables.
- Advantages and disadvantages of this method of investigation (including ecological validity).
- Experimental designs: independent groups, repeated measures, matched pairs.
- Advantages and disadvantages of each experimental design.
- Target populations, samples and sampling methods: random; opportunity; systematic; stratified. Advantages and limitations of each sampling method.
- The use of standardised procedures, identification and control of extraneous variables, instructions to participants.
- Random allocation, counterbalancing and randomisation.
- Calculations, including mean, mode, median, range and percentages.
- Anomalous results and their possible effects. Graphical representations, including bar charts.
- Research in natural and experimental settings, including advantages and limitations of each.
- Candidates should demonstrate knowledge and understanding of: • ethical issues in psychological research as outlined in the British Psychological Society guidelines • ways of dealing with each of these issue

Term 2: Aggression

- Explanations of aggression: biological, including the role of hormones, brain disease and chromosomal abnormality.
- Psychodynamic, including the frustration-aggression hypothesis.
- Social learning, including modelling, punishment and monitoring. Description and evaluation of studies of the development of aggressive behaviour.
- Ways of reducing aggression, based on these explanations

Term 2 & 3: Learning Theory

- Principles of classical conditioning: unconditioned stimulus; unconditioned response; conditioned stimulus; conditioned response; extinction; spontaneous recovery; generalisation; discrimination; the contributions of Pavlov.
- Principles of operant conditioning: Thorndike's Law of Effect and the contributions of Skinner. Behaviour shaping; the distinction between positive reinforcement, negative reinforcement and punishment.
- Descriptions and evaluation of attempts to apply conditioning procedures to the treatment of phobias (including, flooding and systematic desensitisation) and to change unwanted behaviour (including aversion therapy and token economy). The ethical implications of such attempts.

Term 3: Project

Students design and carry out a piece of psychological research. They have a choice of topics and guidance sheets for 8 suggested examples. They plan, create resources including instructions and procedures for the ethical treatment of participants, carry out the experiment and collect data, analyse the data, draw conclusions then present it.

Textile Design

Year 9 course overview - Textiles

Term 1	Term 2	Term 3
Sample making – exploring different techniques and surfaces with the work.	BIG unit – Focused unit on natural form exploring designers, media, materials and sample making in response to the topic.	Ongoing BIG unit – students will develop their project forward showing a clear response to the work realising intentions.
Assessment AO3 – Sample Making AO1 – Research	Assessment AO3 – Sample Making AO1 – Artist Research AO2 – Development	Assessment AO3 – Sample Making AO1 – Artist Research AO4 – Realising intentions:

BTEC Travel & Tourism

Term 1	Term 2	Term 3
Introduction to Travel and Tourism	**Introduction to Marketing in the Travel and Tourism industry**	**Sub unit 1 - Types of Tourism, Sub Unit 2 - Design your own & Hotel**
The BTEC Travel and Tourism unit, "Introduction to Travel and Tourism," provides a comprehensive foundation for understanding the dynamic industry. Students delve into the core concepts, principles, and key stakeholders shaping global travel. The unit explores the evolution of tourism, its economic significance, and the diverse range of travel products and services. This unit serves as a gateway to the exciting and multifaceted world of travel and tourism.	The "Introduction to Marketing in the Travel and Tourism Industry" BTEC unit equips students with a fundamental understanding of marketing principles tailored to this dynamic sector. Exploring the intricacies of product development, pricing strategies, distribution channels, and effective promotional techniques, learners gain insights into crafting compelling marketing campaigns within the context of travel and tourism. Emphasis is placed on market research, consumer behavior analysis, and digital marketing trends. Through real-world case studies this unit lays the groundwork for students to create impactful marketing strategies that resonate with diverse audiences in the travel and tourism sector.	"Types of Tourism," encourages students to explore various tourism categories, from adventure and cultural tourism to eco-tourism. This unit provides a foundational understanding of the specialized interests and motivations that drive travelers and tourism enterprises. In the "Design Your Own Hotel" unit, students unleash their creativity, applying principles of hospitality, architecture, and customer experience. From conceptualization to floor plans, learners craft a unique hotel concept, honing skills in design thinking and practical application within the dynamic hospitality industry.