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).

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. The CFU will be an analytical essay on the presentation of a character in the play.
Half-term 2 (Oct-Dec)	**'Romeo & Juliet' Descriptive Writing** Students build upon and develop their descriptive writing skills in this unit, using Romeo and Juliet as inspiration for what they write. Students will be taught how to use language to create meaning and imagery in their work, they will use figurative language, varied sentence lengths and starts, and a range of punctuation precisely to write creatively. The CFU will be one written description of around 500 words in length.
Half-term 3 (Jan-Feb)	**Poetry Study** Students will study a small poetry anthology centered on the theme of conflict. The unit will teach students how to read poetry, explore meaning and imagery and how to closely analyse language that poets use to create effects. The CFU will ask students to compare two poems in the anthology for how they present a theme.
Half-term 4 (Feb – March)	**Poetry Study Creative Writing** In this unit students will revisit their creative writing skills, worked on in Term 1. They will use the poetry anthology as stimulus for a creative piece of writing which encourages students to use the whole range of figurative writing methods. Students will have the choice of whether to write a short story in this unit or a piece of descriptive writing, using a poem as inspiration. The CFU will be one written piece of approximately 500 words in length.
Half-term 5 (April -May)	**Non-Fiction Text Types and PTE exam preparation.** Students will study a range of non-fiction text types – how they're structured for audience and purpose. This will include speeches, letters, diary extracts, reports. Alongside of this, students will prepare for their external Progress Test in English. Their CFU will be a transformational written text using another text as stimulus and the PTE.
Half-term 6 (May-July)	**Speaking and Listening**

	Students will develop their oracy in this unit and will prepare a presentation to deliver to their class and class teacher on a personal subject of interest. Students will be taught presentational skills and how to use language effectively when speaking to an audience or group of people.

Mathematics

IGCSE Journey

Year 9 sees the beginning of our students embarking on their IGCSE journey. Students will continue to develop their understanding and fluency in Mathematics as they transition from key stage 3. They will have an opportunity to engage in exciting lessons, develop learning skills, and challenging themselves to become better problem solvers.

Course Content Overview:

The highlighted topics in blue will be the focus areas for Year 9, ensuring a solid foundation as they progress through the IGCSE Mathematics course.
We believe these changes will provide a more manageable and focused approach to learning, helping students to build confidence and competence in their mathematical skills.

Unit 1			Unit 2		
Number (AO1)	**F**	**H**	**Number (AO1)**	**F**	**H**
Basic number skills	✓	✓	Ratio and proportion	✓	✓
Limits of accuracy	✓	✓	Percentage skills	✓	✓
Surds and indices	×	✓	Standard form	✓	✓
			Repeated percentage change	×	✓
Algebra (AO1)	**F**	**H**	**Algebra (AO1)**	**F**	**H**
Basic algebra skills	✓	✓	Inequalities	✓	✓
Set notation	✓	✓	Simultaneous equations	✓	✓
Plotting graphs	✓	✓	Sequences	✓	✓
Solving basic quadratics $x^2+bx+c=0$	✓	✓	Change of subject	✓	✓
Solving quadratics $ax^2+bx+c=0$	×	✓	Algebraic proof	×	✓
Completing the square	×	✓	Direct and inverse proportion	×	✓
The quadratic formula	×	✓	Summation of arithmetic series	×	✓
			Function notation and transformations	×	✓
			Differentiation	×	✓
Shape, space and measure (AO2)	**F**	**H**	**Shape, space and measure (AO2)**	**F**	**H**
Properties and areas of shapes	✓	✓	Angles in polygons and circles	✓	✓
Trigonometry	✓	✓	Symmetry	✓	✓
Pythagoras' theorem	✓	✓	Constructions	✓	✓
Compound measures (speed, density)	✓	✓	Volume	✓	✓
Sine and Cosine rule	×	✓	Similarity	✓	✓
Sine area of a triangle	×	✓	Transformations	✓	✓
3D Pythagoras' theorem	×	✓	Circle theorems	×	✓
			Similar area and volume	×	✓
			Vectors	×	✓
Handling data (AO3)	**F**	**H**	**Handling data (AO3)**	**F**	**H**
Basic probability	✓	✓	Statistical measures	✓	✓
Tree diagrams	×	✓	Cumulative frequency diagrams	×	✓
Conditional probability	×	✓			
Histograms	×	✓			

Assessment Structure:

Both assessments are calculator papers, each worth 100 marks. Pearson has provided a detailed list of topics that will be assessed in Unit 1, Paper 1, and Unit 2, Paper 2.

		% in International GCSE (Modular)
AO1	Demonstrate knowledge, understanding and skills in number and algebra: • numbers and the numbering system • calculations • solving numerical problems • equations, formulae and identities • sequences, functions and graphs.	57–63
AO2	Demonstrate knowledge, understanding and skills in shape, space and measures: • geometry and trigonometry • vectors and transformation geometry.	22–28
AO3	Demonstrate knowledge, understanding and skills in handling data: • statistics • probability.	12–18
	TOTAL	**100**

Relationship of assessment objectives to units

Unit	Assessment objective		
	AO1	AO2	AO3
Unit 1 and Unit 2 Foundation Tier	28.5–31.5%	11–14%	6–9%
Unit 1 and Unit 2 Higher Tier	28.5–31.5%	11–14%	6–9%
Total for International GCSE (Modular)	57–63%	22–28%	12–18%

All units will be available for assessment from June 2025.

Relationship of problem-solving and mathematical reasoning skills to tier

Unit	Standard mathematical techniques	Problem solving	Mathematical reasoning
Unit 1 and Unit 2 Foundation Tier	60%	25%	15%
Unit 1 and Unit 2 Higher Tier	50%	30%	20%

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.

Year 9 course overview

Biology	Chemistry	Physics
Topic 1: Cell biology - Cell structure - Transport across cells - Cell division and differentiation - Microorganisms and human health	**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	**Topic 18: Energy** - Energy stores and systems - Conservation of energy and power - Work done and energy transfer - Efficiency and renewable energy
Topic 2: Organisation - Digestion and enzymes - The circulatory system - Plant tissues and organs - The human gas exchange system	**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	**Topic 20: Particle model of matter** - Changes of state and the particle model - Density and pressure - Gas laws and the kinetic model - Conduction, convection, and radiation
Topic 3: Infection and response - Communicable diseases - Preventing the spread of infection - Non-specific and specific immune responses - Vaccines and drugs	**Topic 10: Quantitative chemistry** - measurement, mass and equations	**Topic 23: waves** - properties of waves - electromagnetic spectrum
	Topic 14: Organic chemistry - Crude oil and hydrocarbons - Alkanes, alkenes, and polymers - Alcohols, carboxylic acids, and esters - Analysis and identification of organic compounds	

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.

Useful link

- 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 – Ministry of Education

Learning objectives/outcomes	Topic
القراءة والفهم والاستيعاب أن يحلل المتعلم عناصر النص واختيار الكاتب للكلمات، ويقيم الطرائق التي تساهم فيها تراكيب الجمل في بناء النص، وأساليب عرض وجهة النظر، أو طريقة كتابة النص وطباعته. -- أن يقرأ المتعلم المتعلّم أعمالًا متنوّعة، ويحلّلها ويقيّمها، ويدمج الفكر المقدَّمة فيها؛ لبناء معرفة وفهم جديدين عن الفكرة المحوريّة، والرّسائل المتضمّنة في الأعمال الأدبيّة. -أن يصف كيفية ربط المؤلف الفكر بالتفاصيل، مستدلًا بالأمثلة حسب الحاجة لتوضيح وصفه. - أن يفسّر المتعلّم الكلمات مستعينًا بمرادفاتها وأضدادها وإيقاعها الصّوتي، ويوظّفها في سياقاتٍ تفسّر معناها. - أن يبيّن المتعلّم المعنى الإجماليّ للنّصّ الشّعريّ، موضّحًا الفكرة الرّئيسة والفكر الجزئيّة والتّفاصيل المساندة فيه. - أن يكتسب المتعلّم مفردات من خلال احتكاكه بمواقف غنيّة لغويًّا. - أن يحدّد المتعلّم الفكر الرّئيسة والتّفاصيل المساندة الّتي تسهم في توضيح الفكرة الرّئيسة، أو الرّسالة العامّة، أو الدُّروس المقدَّمة في النّصوص الأدبيّة. **التحدث** أن يشارك في النقاشات مع المعلم والزملاء مكيفاً كلامه وفقاً لمجموعة متنوعة من السياقات والمهام التواصلية مظهراً إجادته للغة العربية الفصيحة. -أن يقدّم عرضًا شفويًّا منظَّمًا مستخدمًا إستراتيجيّات الكلام المتضمّنة: ضبط النّغيم ووضوح الصّوت وتوقيت الكلام والاتّصال البصريّ. **الصّرف /البلاغة** **للغة:** - أن يتعرف المتعلم المشتقات ،المبني للمعلوم والمبني للمجهول. - أن يتعرّف المتعلّم المفاهيم النّحويّة والصّرفيّة والبلاغية ويستخدمها استخدامًا صحيحًا. - أن يتعرف المتعلم الاستعارة و التشبيه الضمني والتمثيلي ، ويتذوق جمالياته، ويوظفه توظيفًا **سليمًا**. **الكتابة** - أن يظهر المتعلم قدرة واضحة في السيطرة على الموضوع، معبرًا عن أسلوبه الخاص في التناول والطرح، مراعيًا السلامة اللغوية (النحو والإملاء). - أن يختار المتعلّم بنية تنظيميّة منهجيّة متوازنة لعرض أفكاره، مستخدمًا عباراتٍ، وجملًا انتقاليّة مؤثّرة للرّبط بينها، منوّعًا في الأساليب الإنشائيّة. -أن يكتب نصوصاً سردية ومعلوماتية وإقناعية ووصفية، وأن تظهر كتابته تقيده بالسلامة اللغوية.	• قصيدة روح الطبيعة. (دراسة وفهم وتحليل). • كتابة إبداعية استنادًا على قصيدة روح الطبيعة . • قصة قصيرة/ حفنة تمر(دراسة وفهم وتحليل). • كتابة إبداعية استنادًا على قصة/ حفنة تمر • -عرض تقديمي استنادًا حفنة تمر. • -قصيدة "الأمارات نبض روحي . شعر (قراءة و فهم واستيعاب وتحليل) • كتابة إبداعية "مقال"استنادًا على قصيدة "الأمارات نبض روحي". • قصة مسافر بالدرجة الثالثة / قراءة و فهم واستيعاب وتحليل). • -كتابة إبداعية استنادًا على النص المعلوماتي " قراءة و فهم واستيعاب وتحليل) • قصة قصيرة: أعظم نعمة / (دراسة وفهم وتحليل). • كتابة نصٍّ مرتكز على قصة أعظم نعمة . • • قصيدة أدمغتنا تحب القراءة. (دراسة وفهم وتحليل). • كتابة إبداعية استنادًا على قصيدة أدمغتنا تحب القراءة. • • -الحال المفردة (نحو). • الحال الجملة (نحو).- • -أدوات نصب الفعل المضارع (نحو). • المبني للمعلوم والمبني للمجهول. • -التشبيه المرسل والتشبيه المؤكد . • الاستعارة بنوعيها • الطباق والمقابلة والمحسنات البديعية. • المشتقات (صرف) • -التشبيه الضمني والتمثيلي . • -الاستعارة. • -الصفة المشبه. • (الضمائر).-

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 .

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.

Kamkalima platform.

Arabic A

Topic	Learning objectives/outcomes
There is no course work or Specific topics The Cambridge IGCSE First Language Arabic syllabus is designed for students whose first language is Arabic. This First Language syllabus develops learners' ability to communicate clearly, accurately and effectively. Successful candidates gain lifelong skills including: • the ability to communicate clearly, accurately and effectively in writing • the ability to use a wide range of vocabulary, correct grammar, spelling and punctuation • a personal style and an awareness of the audience being addressed. Learners are also encouraged to read widely, both for their own enjoyment and to further their awareness of the ways in which the language can be used. Cambridge IGCSE First Language qualifications also develop more general analysis and communication skills such as synthesis, inference and the ability to order facts and present opinions effectively.	• **Reading question 1** • R1/ understand and collate explicit meanings • R2/understand, explain and collate implicit meanings and attitudes • R3 / select, analyse and evaluate what is relevant to specific purposes • R4 /understand how writers achieve effects. • In addition, 5 marks are available for the accuracy of the language in which answers are expressed. • **Reading question 2** • Candidates write a summary of 200–250 words based on Passage 1 and Passage 2. • The question tests the following reading objectives (15 marks): • R1/ understand and collate explicit meanings • R2/ understand, explain and collate implicit meanings and attitudes • R3/ select, analyse and evaluate what is relevant to specific purposes. • In addition, 10 marks are available for Writing (5 marks for Style and Organisation and 5 marks for Accuracy of Language). • **Writing** • W1 /articulate experience and express what is thought, felt and imagined • W2 /order and present facts, ideas and opinions • W3 /understand and use a range of appropriate vocabulary • W4 /use language and register appropriate to audience and context • W5 /make accurate and effective use of paragraphs, grammatical structures, sentences, punctuation and spelling.

Resources to help:

- العصر الجاهلي شوقي ضيف
- تاريخ الأدب العربي، شوقي ضيف
- في التراث والشعر واللغة شوقي ضيف.

Useful Websites:

IGCSE 2025 Cambridge Code 7180.pdf
https://almasdar.oercommons.org

Assessment:

يتم تقييم الطلاب بصفة مستمرة بعد كل عمل كتابي .

In terms of the IGCSE Arabic A examinations, students will sit two exam papers at the end of Year 11 not before. The table below summaries the nature of these exams in terms of unit and topic content, exam paper weightings, and the amount of marks and time dedicated to each paper. There is no controlled assessment (coursework) component to this course.

Unit	*Weighting*	*Assessment*	*Content*
Unit One: Paper 1: Writing (1½ hours)	50% of GCSE	Paper 1: Writing marks 50 (1½ hours) Section A – (20 marks) Section B – (30 marks)	Section A: • Question 1: Number of words 150 - Mark 20 • Functional expression, choose between: Message - Report - Speech Section B: • Question 2: Number of words 250 - Marks 30 Choose between: Description - Discussion - Story

Unit Two: Paper 2: Reading and Grammer (1½ hours)	50% of GCSE	Reading and Grammer (1½ hours) Section (A 10 marks) Section (B – 29 marks) Section	Section A: • Question 1: 10 marks • A paragraph with blanks that must be filled from multiple choice. Section B: • Question 2: • Part A: Approximately 19 marks • A text for reading and essay questions about the text • Part B: 10 marks • Summarize the text about one or more aspects of the previous text in 80 - 100 words Section **C :** • Approximately 11 points • A text to read and extract from it what is related to rhetoric and grammar such as: antithesis - paronomasia - wish - a tool of negation - affirmation - an exaggerated formula - a plural formula and transform four sentences as required

Home learning tasks:

يتم توجيه المتعلمين إلى إعادة كتابة الأعمال الكتابية التي يتم تصحيحها بدقة من قبل المعلمين لتجتنب إعادة الأخطاء المتكررة.

Arabic B

GCSE Arabic B

Modern Foreign Language

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 to topics which would support/help in their GCSE final examinations. This will enable them to set strong foundation before engaging in the examined content.

Themes and topics GCSE Course (Y9,Y10,Y11)

Questions across all four language skills are set in common contexts, addressing a range of relevant contemporary and cultural themes. They are organized into five themes, each broken down into topics and sub-topics.

The five themes are:

1. Identity and culture
2. Local area, holiday, travel
3. School
4. Future aspirations, study and work
5. International and global dimension.

Year 9 course overview

Themes and topics in Y9 ONLY

Theme 1: Identity and Culture
- Family and friends (relationships, descriptions, daily life)
- Hobbies and free time (sports, music, cinema, social media)
- Celebrations and festivals (local and international traditions, food, clothes, dances)
- Customs, traditions, and cultural identity.

Theme 2: Local Area, Holiday and Travel
- Describing your town, city, or region (shopping, transport, facilities, environment)
- Daily life in your area (weather, lifestyle, advantages/disadvantages)
- Holidays (past, present, and future holidays, accommodation, activities)
- Travel (airports, hotels, transport, tourist places)

Exams/Assessments

In terms of the Arabic B examinations, students will sit four exam papers covering the 4 skills. Students can also sit for exam at the end of Year 10 only if recommended by the teacher and have the required advanced skills.

Unit	Weighting	Assessment
Unit 1 Listening	*25% of the total qualification* Assessment is out of 50 marks.	***Foundation tier:*** *35 minutes, including 5 minutes' reading time; 50 marks* ***Higher tier:*** *45 minutes, including 5 minutes' reading time; 50 marks 25% of the total qualification*
Unit 2 Speaking	*25% of the total qualification* Assessment is out of 70 marks	***Foundation tier:*** *7–9 minutes plus 12 minutes preparation time* ***Higher tier:*** *10–12 minutes plus 12 minutes preparation time*
Unit 3 Reading	*25% of the total qualification* Assessment is out of *50 marks*	***Foundation tier:*** *50 minutes* ***Higher tier:*** *1 hour 5 minutes*
Unit 4 Writing	25% of the total qualification Assessment is out of *60 marks*	***Foundation tier:*** *1 hour 15 minutes* ***Higher tier:*** *1 hour 25 minutes*

Useful websites

https://qualifications.pearson.com/en/qualifications/edexcel-gcses/arabic-2017.html; https://almasdar.oercommons.org; http://arabalicious.com/secondary-resources.html

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
Wrapped This project focuses on the development of a wrapped mixed media tile and the way one object/image can be developed in a project using 2D and 3D processes. They will explore artwork of Christo, Alison Watts, Jamie Derringer and Mark Salavatus in their work. Students will explore a variety of media and materials in the work such as pencil, pen, photography, clay and printing in the work.	Students will develop their understanding of the topic further documenting and developing their experiences of a variety of media. They will complete the topic by creating a personal outcome inspired by their research.	Students will begin their coursework research and development. They will explore potential personalised topics researching their ideas through gathering imagery, mind-mapping ideas, researching artists, taking photographs, drawings and experimenting with ideas. This allows students strong preparation in advance of beginning their GCSE coursework in year 10.
Assessment: AO1 – Artist Research AO2 – Development and Experimentation. AO3 – Observational drawing.	**Assessment:** AO1 – Artist Research AO2 – Development and Experimentation. AO3 – Observational drawing. AO4 – Realising intentions: Wrapped	**Assessment:** AO1 – Artist Research AO2 – Development and Experimentation. AO3 – Observational drawing.

Accounting

The Year 9 course is designed to introduce students to the key skills required to tackle the IGCSE Accounting specification in Years 10 and 11.

Accounting helps students develop financial literacy, confidence with numbers, and logical problem-solving skills that are valuable both academically and in real life. The course builds an early foundation for understanding how financial information is recorded, analysed, and presented to support informed decision making in businesses.

Students are encouraged to develop as effective and independent learners, and as critical and reflective thinkers with enquiring minds. They will engage in practical activities, such as simulating transactions, preparing simple financial documents, and applying technology such as Microsoft Excel to organise and analyse data. These activities make accounting concepts relevant, interactive, and accessible.

Students also consider the ethical side of finance, learning the importance of honesty, transparency, and integrity in accounting.

Assessment Objectives

- **AO1**: Recall, select, and communicate knowledge and understanding of accounting terms and concepts.
- **AO2**: Apply accounting knowledge and techniques accurately in specific contexts
- **AO3**: Select, organise, and interpret accounting information from given data.

Key Skills:

Critical thinking, commercial awareness, data analysis, problem solving, communication, collaboration, organization, and ethical awareness.

Term 1	Term 2	Term 3
• Introduction to accounting: what it is and why it matters • Introduction to technology used by Accountants (MS Excel). Use of formulas, tables, and data organization. • Types of business organisations (sole traders, partnerships, companies) • Public vs. private sector businesses • Stakeholders and their interests	• Basic business documents (invoices, receipts, credit notes) • Ethics in accounting (honesty, integrity, transparency) • Introduction to double entry bookkeeping (very basic) • Simple T-account entries for cash transactions	• Introduction to financial statements • Revenue – Expenses = Profit • Assets and Liabilities • Mini balance sheet construction • Key accounting concepts: business entity, consistency, materiality • Introduction to profit and loss (basic calculation from scenarios)
Assessments: Based on content and MS Excel skills learnt in lessons.	**Assessments:** Students will be introduced to IGCSE Accounting Exam skills.	**Assessments:** Students will be introduced to IGCSE Accounting Exam skills including preparation of financial statements.

Business Studies

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.

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, organisation, business planning, analysis, and evaluation.

	Topic and assessment points
Term 1	Students will develop their own business idea to showcase at the Year 9 Business Expo. As part of this, they will create a business plan that demonstrates their learning in: • Business ownership – choosing the right type of ownership for their idea. • Marketing – planning how to promote and attract customers. • Finance – understanding costs, revenue, and profit. **Assessment Points:** Development of business plan Exam style questions based on the topic of market research & finance Focusing on A01 & A02 (knowledge & application)
Term 2	Students will continue to develop their business plan and sell a product or showcase business idea at the Expo event. The focusing on: • Finance – managing costs, revenue, and profit. • Promotion – planning and reviewing how they attract customers. **Assessment Points:** Written reflection on the success of the event Exam style questions based on the topic finance Focusing on A01, A02 (knowledge & application) & A03 analysis
Term 3	Students will explore how businesses manage people. They will learn about key elements of the recruitment process, including: • Writing job specifications and job descriptions. • Understanding how businesses select and interview candidates. • Comparing the different ways businesses can recruit new employees. **Assessment:** Exam style questions based on recruitment process Role-play scenarios – interviewing process Focusing on AO1 (knowledge) ,AO2 (application),A03 (analysis) & AO4 (evaluation)

Computer Science

Examination Board and Specification Code:
Cambridge (CAIE) 0478
https://www.cambridgeinternational.org/Images/697167-2026-2028-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

Potential Topics of skills development year 9

	Topics
Term 1	- Binary and Hexadecimal - Image and Sound representation in binary - Algorithm Design (flowchart and Pseudocode) - Programming structures (Inputs, outputs, selection) - Python Programming Ongoing CFUs in lesson and Written assessment once per term
Term 2	- Python Programming - Automated systems - Further Programming structures (Loops and arrays) Ongoing CFUs in lesson and Written assessment once per term
Term 3	- Python Programming (Loops and Arrays) - Logic Circuits Ongoing CFUs in lesson and Written assessment once per term

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.

Students will have 2 lessons a week for GCSE Dance. Focusing on:

- How to warm up and cool down their bodies safely, while improving flexibility and strength.
- How to execute fundamentals in different styles and have a secure understanding of dance vocabulary
- How to achieve a high standard of performance quality
- Safely execute double pirouettes, while changing direction and speed.
- Perform jetes and box jumps from the corner whilst maintaining technique and landing safely and quietly.
- Replicating choreography at a sophisticated speed, paying attention to direction and detail
- Choreographing their own pieces, including solos, duets and trios

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.	Explore the choreography component of the GCSE Dance course. Students will develop knowledge and understanding of the choreographic process.	Student will create performance piece for WSO Dance show.
Assessment		
In lesson assessment- filmed. Assessment will also consist of ongoing CFU in lesson time and practice exam questions.	Mock assessment in lesson time (filmed)	Dance show- this will be filmed and go towards term 3 data

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- I will post things on here throughout the year (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 Graphics. 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 performances • 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 *A Monster Calls* by Siobhan Dowd, as a stimulus, students work as a group alongside their teacher to devise an original performance as a theatre company. • Students incorporate the methods of practitioners such as Bertolt Brecht, Jacques LeCoq and contemporary theatre companies including Handspring Puppet Company and Frantic Assembly.
Assessment		
Performance	Live performance analysis	Performance

Economics

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
- Economic systems (free, mixed, command)
- Theory of Demand and Supply
- Market Equilibrium
- Economic Problem & Opportunity Cost
- Production Possibility curve
- Elasticities of Demand & Supply

Students will be introduced to 2, 4 & 6 mark exams questions.

Term 2
Students will begin Term 2 with introduction to Macroeconomics and economic development topics. The topics are as follows:

- Introduction to Macro
- Economic Growth
- Inflation
- Unemployment
- Fiscal Policy
- Monetary Policy

Students will also continue to be introduced to key skills based around numeracy and data analysis. Students will be introduced to 9 & 12mark exams questions.

Term 3
During Term 3, students will be introduced to topics in Global Economics. Encouraging learners to engage with newspapers and economics magazines will significantly enhance their understanding of the world around them.

Topics Include:

- International trade
- Globalization
- Exchange Rates
- World Trade Organisation

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.

AO4: Evaluate business information to make reasoned judgements and draw conclusions.

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

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:
Tutor2u
The Curious Economist
EconomicsHelp
IGCSEaid

Assessment:

Continuous CFUs in class- Definition and multiple choice 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 may 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:
There will be two assessments in. They will be in-class writing based and will be conducted under 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.

In Year 9 History, Term 1 sets the stage with a deep dive into changes in medicine in Britain with a focus on the years 1848-1948. Students will analyse the evolution of medical practices, scrutinising why medicine, understanding of the anatomy, disease and prevention all developed and to what extent. Case studies such as Florence Nightingale and Elziabeth Garrett Anderson allow students to practice explanation of topics and evaluation of development. Skill development in Term 1 revolves around mastering 6-mark explain causes of disease and illness questions, as well as tackling the nuanced 16-mark judgment questions, both integral components of GCSE History.

Building upon the foundation laid in Term 1, Term 2 allows students to delve into the realms of Industrial in more depth. Case studies ranging from the discovery of germs to the establishment of the NHS again offer the chance for students to develop their understanding of each topic, discerning shifts or continuities in medical practices, while considering the influence of technology and education. Term 2's skill set continues to refine the 16-mark judgment style questions, along with development of 8- mark analysis techniques.

In Term 3, the spotlight shifts to the pivotal role of WWI in shaping the trajectory of medicine. Topics such as the chain of evacuation and advancements in plastic surgery again allow students to refine explanation and analysis of topics. Skill refinement extends to encompassing source analysis, with a specific focus on an 8-mark source usefulness question tailored to the WWI Historical Environment section of the Medicine paper.

Term 1	Term 2	Term 3
Medicine in Britain c.1848-1948 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: -Industrial era Each time period will assess topics such as the impact of the Public Health Acts and Florence Nightingale on medical developments. Students will also develop their critical analysis through this unit by assessing the role of individuals, government, science, education, and religion on medical progress. Students will begin the development of 16-mark judgment questions and 6-mark explain questions required for the GCSE exam papers.	**Medicine in Britain c.1848-1948** Students will continue to explore medical developments looking at the Industrial era medical breakthroughs. Topics explored include the development of vaccinations under Edward Jenner, the outbreak of cholera in 1854, government public health campaigns such as the Public Health Acts, and then the development of the NHS. Students will continue with skill development of 16-mark questions, but will now also explore 8 mark analysis questions. The exploration of factors will also be developed in Term 2 to assess how far education, war and technology led to medical developments.	**Medicine in Britain Historical Environment- WWI case study.** 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. The unit will also focus on the integration of WWI Historical environment specific questions include the 8-mark source usefulness question and the 4-mark source follow up question.
Assessment		
GCSE exam paper questions	GCSE exam paper questions	GCSE exam paper questions Project showcasing WWI medical developments assessing how far they changed the medical world.

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 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.

Potential Topics of skills development year 9

	Topics
Term 1	- Hardware and Software - Document production
Term 2	- Storage Devices - Presentation Authoring
Term 3	- Networks - Spreadsheet modelling

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

Year 9 Course Overview (Pearson Edexcel iGCSE preparation)
In Year 9, students work through some modules from Studio (French), Stimmt (German) or Viva (Spanish) and then begin the **Pearson Edexcel iGCSE (9–1)** content in term 2. Lessons emphasise exam-style tasks: extended writing, picture-based discussions, translation, and dictation as well as grammar practice.

The focus is on consolidating KS3 grammar (preterite, present, future, conditional, modal verbs) and linking learning directly to the **iGCSE Themes**.

French	German	Spanish
Socal media and technology Free-time activities Healthy lifestyle Personal life and Relationships	Role models Ambitions Daily routine at school, school rules Media, technology, and free-time Cultural festivals and traditions	Life at school Jobs and future careers Cultural festivals and traditions (e.g. *La Tomatina*) Home and abroad, Holidays

Linked iGCSE Edexcel Themes:

1. Identity and culture
2. Local area, holiday, and travel
3. School
4. Future aspirations, study, and work

Useful links and tools for students:

- 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)
- https://www.sentencebuilders.com/ (individual student logons)
- www.senecalearning.com (free access to a wealth of resources)

- www.languagenut.com (individual student logons)

CHINESE IN Y9 (FIRST LANGUAGE STUDENTS)

Year 9 is designed as an important transition year, laying a strong foundation for success in the IGCSE Chinese (0509) course.

In the first two terms, students engage with selected texts from the Chinese Ministry of Education Grade 7 curriculum, which include representative works by renowned Chinese authors. Through the study of narrative, descriptive, and argumentative writing, they develop essential reading and writing skills such as analysing literary techniques, shaping characters effectively, and enriching their language through vocabulary building and rhetorical devices.

From the third term, students begin the Cambridge IGCSE Chinese (0509) programme. They will explore a wide range of literary works and engage in critical discussions, while deepening their appreciation of traditional Chinese culture. This progression not only strengthens their analytical and creative abilities but also equips them with the confidence and cultural understanding needed for academic excellence at IGCSE and beyond.

Music

Year 9 Music

In Year 9 Music we prepare students for the GCSE by analysing, creating and performing music of a variety of genres and eras. There is an emphasis on technical musical language so that students are able to accurately describe and discuss the set works as well as deepening their understanding of musical notation/theory. Throughout the year, students will also develop their skills as a performer on their chosen instrument or as a vocalist, getting ready to perform both as a group and as a soloist at various points. The final aspect of GCSE Music that will be focused on is composition; students will be shown how to structure, shape and compose a piece of music in various different ways so that they can hone their skills and play to their strengths.

Term 1	**Half term 1**	**Who am I as a performer?** Students will get to show their musical identities both by performing songs that represent them and by discussing and analysing a variety of repertoire with the class.
	Half term 2	**What makes a good tune?** Students will be introduced to MuseScore, an online composition tool. They will discover the components of a catchy melody and start to write and develop their own.
Term 2	**Half term 3**	**Where does music come from?** Students will answer this question by discovering aspects of music history, ranging from the Baroque period to modern day, discussing and critiquing the different ways that each era influences and inspires the next.
	Half term 4	**How important is accuracy?** Students will focus on performing from a score and putting in the correct musical details and dynamics that will be needed for a good mark in their GCSE performance. They will then look at adding detail into their own compositions.
Term 3	**Half term 5**	**How does music impact media?** Students will look into the development of music through the lens of the media. They will focus on analysing the different genres and composing leitmotifs.
	Half term 6	**What does it mean to collaborate?** Students will be put into a variety of smaller groups depending on their instruments and will start to practice working as an ensemble in preparation for their GCSE performance.

Physical Education & Sport

Physical Education & Sport

Term 1	Term 2	Term 3
• Roles & Responsibilities of a Coach • Volleyball	• Sports injuries • Badminton	• Components of fitness • Methods of testing and training

In year 9 Physical Education & Sport, we focus on developing students' learning skills through the means of theoretical study. In term 1 and 2, we research and debate various aspects of coaching and sports injuries, whilst developing our higher-level practical skills in volleyball and badminton, which is crucial for KS4 practical assessment. In term 3, we cover an important part of both the BTEC and GCSE curricula; components of fitness, fitness testing and methods of training. Throughout the year, students will complete class and homework tasks which will be marked and graded, these grades will culminate in their CAG. At the end of May/start of June, students will complete a CFU based on GCSE style exam questions. Based on the quality of their class & homework, as well as their CFU result and practical ability, we will make suggestions as to which pathway would be better suited to the student: BTEC Level 2 Award in Sport or GCSE Physical Education. Students and parents will make a decision upon return in year 10, but changes can happen until October half term.

Core PE

All year 9 students will have two lessons of practical PE each week, covering a variety of sports from different areas of the curriculum: invasion, net/wall, striking & fielding, gymnastics, swimming & aquatics, athletics etc. Each group will have two blocks of swimming lessons throughout the year. Every 5 weeks, students will begin two new sports, and over the course of the block, be encourage to improve their ability to perform skills in isolation, as well how well these skills are used in a game situation. We will also teach more complex rules and tactics.

Students will not be assessed in Core PE.

wb	28-Aug		04-Sep		11-Sep		18-Sep		25-Sep		02-Oct		09-Oct	
3ABCDEF/GCS			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/GCS					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/GCS	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/GCS	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/GCS	FOOTBALL	ATHLETICS	FOOTBALL	ATHLETICS	FOOTBALL	ATHLETICS						
3ABCDEF/B1		ATHLETICS		ATHLETICS		ATHLETICS						
3ABCDEF/B2	SWIMMING	ATHLETICS	SWIMMING	ATHLETICS	SWIMMING	ATHLETICS						
3ABCDEF/GCS	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							

Expectations

Please be advised, that our expectations for uniform and kit remain extremely high in PE. Students in year 7-9 are permitted to attend school in their PE kit on the days that they have Core PE. Physical Education & Sport students are not permitted to wear kit on the day they have their option lesson. They must attend school in uniform and bring kit to get changed into. They are not permitted to wear their woolen school jumpers in PE lesson, nor will tights/stockings be permitted. If students wish to have their arms and legs covered, long sleeved under shirts and leggings (in black or navy colour) can be worn underneath their PE kit. Leggings alone will not be permitted; nor will tracksuit bottoms that are not from our official supplier Threads. Sliders are not included in the PE kit and are only allowed to be used on poolside during swimming lessons. World School Games tops are not a part of the school PE kit and will not be permitted. Jewellery and chewing gum are not permitted in lesson, neither are mobile phones. Students will be expected to store away any of these possessions prior to attending the lesson. Students who have hair at shoulder length or longer, are required to tie back their hair for health and safety reasons.

If a student is unable to participate in a PE lesson, a note from home must be submitted. This can be in the form of an email to the PE teacher, prior to the lesson. If a student cannot participate in PE from more than 2 lessons, a doctor's note is required, indicating an approximate return to fitness date.

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: Forensic Psychology

- Theories of crime: biological, social, and psychological explanations of criminal behaviour.
- Eyewitness testimony: factors affecting accuracy and Loftus & Palmer's research on memory reliability.
- Criminal profiling: top-down and bottom-up approaches, with evaluation of their effectiveness.
- Courtroom psychology: psychological influences on juror decision-making, with reference to studies by Tanford & Penrod and Sigall & Ostrove.
- Juvenile offending: risk factors including family, peers, and socio-economic influences and the effectiveness of rehabilitation vs punishment.

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
Structures Students will learn a range of textile techniques, creating a breadth of samples, guided through the theme of 'Structures'. **AO1 -** Artist Research/ Trends/ Contextual Currency/ Cultural techniques and associated artists. **AO2 -** Development/ Experimentation **AO3 -** Observational drawing/ Design Ideas. **AO4 -** Realising intentions - Book cover **Skills:** Breadth of hand and machine techniques Natural Dyes - Tie Dying - Batik Woven/printed and knitted textiles.	**Digital to Physical - 'Senses'** Students to develop Digital photography and editing skills (Photopea/ Photoshop/ Sketchbook) focusing on the 'Senses'. Students are then challenged to convert digital designs to physical samples and resolutions. **AO1 -** Artist Research/ Trends/Contextual Currency **AO2 -** Development/ Experimentation **AO3 –** Observational drawing/ Design Ideas **AO4 -** Realising intentions - Differentiated (Fashion/Wall hangings/Playmats/Accessories/Interior Furnishings)	**'Power'** Students to develop a personalised approach, exploring the theme of 'Power' **AO1 -** Artist Research/Trends/Contextual Currency **AO2 -** Development/ Experimentation **AO3 –** Observational drawing/ Design Ideas **AO4 -** Realising intentions - Differentiated (Fashion/Wall hangings/Playmats/Accessories/Interior Furnishings)
Assessment	Assessment	Assessment

AO3 – Sample Making AO1 – Research AO2 – Development AO4 – Realising Intentions	AO3 – Sample Making AO1 – Artist Research AO2 – Development	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.