



Year 9



Autumn 1

Autumn 2

English

The Victorian Novel: Voices Reforming Society

Students study a range of texts which have helped change society and its values. They explore writers who challenged established social norms: championing the rights of the poor and working classes; laying bare the cruelty, inequality, injustice and despair faced by millions; empowering many marginalised groups within society to form a strong and united voice demanding change.

Students learn to:

- Critically evaluate texts, articulating a clear viewpoint or argument
- Use the text to justify their opinions and develop detailed analysis
- Evaluate a variety of narrative structures and utilise them in their own writing

By the end of this unit, pupils will be able to evaluate texts confidently and use narrative structures within their own creative writing.

A Victorian Novelist: The Voices of Christmas Past

Students develop their experience of Victorian literature through a study of 'A Christmas Carol' by Charles Dickens. Pupils develop an understanding of Dickens' satirical style, arguer-than -life characters and narrative voice.

Students learn to:

- Examine the writer's views and social commentary and make connections to the reforms studied in Autumn 1
- Introduce the topic of Christmas and use the Nativity as a springboard to broader Christian ideas of charity, giving and compassion.
- Independently plan and write a descriptive piece of writing inspired by Dicken's setting

This unit forms the foundations of studying 'A Christmas Carol' in phase 5 as well as building background knowledge of the Victorian era.

Maths

Mastering Maths: What were the chances!

This half term is the first big introduction to probability for students. Until now their exposure to probability will have been around the idea of chance, but without putting very many actual numbers to the problems.

Students learn to:

- Understand that probability measures the likelihood of an event and calculate it by listing outcomes, using fractions, decimals or percentages
- Use a range of representations to model probability, such as sample space diagrams, Venn diagrams and tree Diagrams including through Venn and tree diagrams
- Understand the difference between dependent and independent events and solve problems involving them

By the end of the half term, the students have covered a large bulk of the GCSE probability material, which allows them to spend more of year 10 and 11 on consolidation and examination style problems.

Mastering Maths: Work your Quads!

Up until now students have focussed on linear algebra and linking algebraic methods back to number and graph work. During this half term they work more consistently in abstract situations.

Students learn to:

- Deepen their understanding of patterns by studying nonlinear sequences
- Deepen their understanding of algebraic manipulation by expanding and factorising quadratic expressions
- Form the required quadratic expressions and equations themselves
- Solve quadratic equations algebraically and graphically

By the end of this half term students are equipped with a full quadratics skillset. It will allow them to rapidly progress onto more challenging algebraic concepts at GCSE.

By the end of the term students have two very strong blocks in place ready for the rigours of GCSE.



Autumn 1

Autumn 2

Science

Becoming a Scientist: Elementary, my dear

Students start the year with an introduction to Science and Scientific skills before moving onto their first Chemistry topic;

In unit **C1 Unit – Atomic Structure and The Periodic Table** students will start their journey by looking at the most fundamental building blocks in nature – atoms. This knowledge will be key to underpin everything we do in Science.

Topics include:

- Describing the structure of the atom including the mass and charge of sub-atomic particles, and electron arrangement. Explaining how atomic structure was discovered
- Defining the terms element, compound and mixture and describing how different mixtures can be separated
- Explaining how the periodic table is structured, including the work of Mendeleev describing the properties of metals, non-metals, group 1, group 7 and group 0

By the end of this half term students should be able to describe and explain the structure of an atom and how these can be combined to form elements, mixtures and compounds that make up all of the matter in our Universe.

Becoming a Scientist: The Name is Bond

Students then continue working on the second Chemistry topic;

C2 Unit – Bonding, structure and the properties of matter takes this journey further by looking at the interaction's atoms have with each other when they bond to form chemicals.

Topics include:

Explaining the physical and chemical properties of different materials using theories about structure and bonding, including:

- Ionic bonding between metal and non-metal elements
- Covalent bonding between non-metals, including small molecules, carbon allotropes and polymers
- Metallic bonding within metal structures including alloys

Students then move onto their first physics topic;

P3 Unit – The Particle Model of matter.

Students should be able to:

- measure mass and volume, in order to calculate density.
- explain scientifically the effect of changing temperature, in terms of particle motion, internal energy, changes of state, and pressure.
- calculate energy changes within a material during temperature change and during a change of state.

By the end of this half term students should be able to describe and explain how atoms combine with different types of bonding and how this affects their properties, such as physical state and density. They should be able to make fundamental links between Chemistry and Physics.

Humanities

Believing and Belonging: Judaism

Students explore the ethical and spiritual values within Judaism and the diverse ways that these values are expressed. Students assess the importance of God's authority within Jewish belief and the key principles which help Jews live their lives. They explore and express their own opinions about the concept of morality – where does this come from? How does this shape our actions as individuals and as a society?

Topics include:

- Diversity within Judaism: beliefs, worship and lifestyle
- The Ten Commandments
- Obligations and instructions
- Tikkun Olam – Repairing the world
- Beliefs about the Messiah
- A comparison of Jewish and Christian beliefs and interpretations
- Morality: Abrahamic, Eastern religion and Humanist viewpoints

Was the 20th and 21st Century just death and disaster?: Genocide

The depths of human cruelty can sometimes seem unfathomable – the aim of this unit is to explore how at times in our history, collective morality has failed. Students explore recognised genocides during the twentieth century. What was the environment that led to these atrocities? How can we best understand the cultural, religious and human consequences? How, even in the darkest of times, can the worst of humanity give rise to the very best? We will explore how courageous individuals have used their voice to stand up for human rights

There will be opportunities for students to use their voice to explore experiences of persecution that might be relevant to their personal experiences.

Areas of study include:

- The Holocaust: a history of anti-Semitism in Europe
- The Holocaust: the deterioration of rights (Nazi Germany)
- The Holocaust: the impact of war and the final solution
- The Holocaust: Auschwitz case study
- The Rwandan genocide
- Srebrenica
- Resistance and rebellion: what is courage?



Autumn 1

Religious Studies

Believing and Belonging: Islamic Beliefs and Teachings

Students explore the main beliefs in Islam to set the foundations for further learning and development throughout the remainder of the year. Whilst Islamic beliefs and teaching may be familiar to some, this unit focuses on Islam in the context of the wider British society and its religious traditions. This therefore gives students great opportunity to make comparisons with Christianity and the growing secular population.

Topics include:

- the six beliefs of Islam and how they are understood and expressed in different Muslim communities today.
- the nature of God as shown in the Qur'an
- the roles of the Prophets as exemplified by Adam, Ibrahim, Isma'il, Musa, Dawud, Isa, Muhammad.

Autumn 1

Autumn 2

Believing and Belonging: Islamic Beliefs and Teachings

Students continue exploring the main beliefs in Islam deepening their understanding of the tenets of the faith, including holy books; angels, predestination and life after death. Throughout each topic students explore divergent views and the basis of these different beliefs. There is also a continued focus on how these beliefs and teachings affect the lives of Muslims today.

Topics include:

- the role of Muslim holy books with references to the Qur'an, Twarat, Zabur, Injil, Sahifah and the divergent views regarding them held by Muslims today.
- the nature and importance of angels for Muslims and how they are shown in the Qur'an.

Al-Qadr and Akhirah are explored in depth to understand how these affect the life of a Muslim today.

Autumn 2

Spanish

Becoming a Linguist: We Are Family

Our Year 9 Languages curriculum supports students to **express their ideas and thoughts** in another language and to understand and respond to its speakers, both in speech and in writing. We seek to provide opportunities for students to **communicate** for practical purposes, **foster curiosity and** broaden their **understanding of the world**.

At the start of the year, students spiral back, revisiting the family topic from Year 7 but now applying their knowledge or more complex grammatical structures. This unit provides the perfect opportunity to explore how family life compares in other countries, such as mealtimes and traditions.

Topics include:

- Introducing my family
- Present tense verb endings
- Using more advanced verbs and vocabulary to expand on family life
- Using higher level vocabulary
- The comparative and superlative
- Using reflexive verbs
- Gender and adjectival agreement

Becoming a Linguist: Then and Now

Comparing the past and present allows students to hone their knowledge of tenses. Students draw upon their own experiences to talk about their childhood and family life.

Topics include:

- Comparing relationships as a child with now
- The imperfect tense
- The preterite tense
- The perfect tense – 1st and 3rd person
- Modal verbs – past and present
- Accessing detailed listening and reading texts

Grande

gordo

pequeño

degado

Cinco

Siete

Joven

Seis

tonto

guapo

cuatro

Tres



German

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Citizenship

Living Together in the UK: A Voice in the Community

'I raise my voice – not so I can shout, but so that those without a voice can be heard.' Malala Yousafzai

Students build on their Citizenship studies in Years 7 and 8, exploring in greater depth the opportunities and challenges that arise from being a British citizen today. We begin by considering our local community and the multicultural society in which we live. Students explore the nature of identity and multiple identities as well as how and why communities are changing. We seek to develop students' self-confidence and sense of agency so that they can **speak up** against life's challenges such as prejudice and discrimination.

Topics include:

- Diversity
- A changing population
- Membership of communities
- Meeting barriers - Prejudice, discrimination and persecution
- Equality and the Law

Living Together in the UK: A Voice in the Community

'No one is too small to make a difference.' Great Thunberg

Our young people should be able to **make a positive contribution** by developing the knowledge and experience needed to claim their rights and understand their responsibilities. Students are able to debate and explore identities, rights, values and democracy. In this unit, students discuss the challenges and opportunities of everyday life for different people and groups with a focus on the nature of democracy and the role and rule of law when it comes to freedom of speech, privacy and terrorism. Students also explore the guarantees of justice through the Magna Carta and how this paves the way for the protection of rights and freedoms through the UN Universal Declaration of Human Rights; European Convention of Human Rights; UN Convention on the Rights of the Child and the Human Rights Act of 1998.

Topics include:

- Human Rights
- Political Rights in the UK
- Protecting workers and consumers
- Local Government
- Paying for local services





Autumn 1

Autumn 2

Computing

Computer Says Yes: Algorithms

Our Y9 computing scheme builds on students' study in Years 7 & 8 through our Hearts and Minds curriculum. The scheme is designed to equip students to use computational thinking and **creativity** so that they can be active and informed participants in an increasingly advancing technological world. Students begin with a focus on algorithms as a basis for improving their digital literacy and understanding:

Students focus on the following:

- Decomposition
- Abstraction
- Pseudo-code
- Flowcharts
- Inputs, processing and output
- Trace tables and visual inspection
- Comparing efficiency

There's no Business like...

Becoming a business owner. In this unit, students learn about the start-up business process – the activities that need to happen and the factors to be considered. The unit provides students with the knowledge required for the completion of coursework as well as developing the skills necessary for future related study or enterprise.

At the start of the course, students discuss 'what is a successful entrepreneur?' In doing so, they become aware of the characteristics required to be successful in business, many of which are linked to our school values: **creativity, effort, courage** and of course, **voice**. Throughout the course we seek to develop these skills, with a particular emphasis in Year 9 on confident, skilful communication.

The main topic areas include:

- Business enterprise
- Business ownership
- Business objectives

Computer Says Yes: Algorithms

Students continue to understand the language of computing through their study of algorithms:

- Linear search algorithms
- Binary search algorithms
- Merge sort algorithms
- Bubble sort algorithms

Students build on their mathematical skills when grappling with logic and data representation - but also with wider areas of the curriculum including: problem solving; creativity and expression. Through developing their understanding, students are able to discuss problems in computational terms, enabling them to become competent and confident users of information and communication technology.

Mind your own Business!

This half term, students continue to look at start-up businesses, understanding how and why customer segmentation is used as well as how to target a customer market. In developing a **voice for business**, students discuss scenarios such as:

- What factors would a high-end car showroom consider when deciding on the location of a new store?
- Risks and rewards – what might they be if opening the third take-away in a neighbourhood?

The coursework unit provides students with the skills and knowledge to design a product proposal to meet a business challenge scenario.

The main topic areas for this unit are:

- Customer segmentation
- Market segmentation

Business



Autumn 1

Autumn 2

Art

Becoming an Artist: Animal Magic

Using the AQA specification for Art & Design students start their unit on 'Surreal Animals'. They investigate the artist Erica Il Cane and develop skills in shading, mark-making, artistic research and observational drawing. Students end the term learning about the abstract collage work of Sarah Eisenlohr. They use her collage influence in a creative manner to create their own surreal animal.

Students complete their work in their sketchbook portfolio alongside artistic research and Photoshop development on the computer.

- Artist research pages
- Coloured pencil version of artist work
- Collage inspired by artist work

All work completed for Art & Design, both in school and at home, counts towards the final GCSE grade. It is important the students keep up to date with their portfolio work.

Becoming an Artist: Animal Magic

Students begin their journey of learning how to introduce a personal narrative to their artwork. They are encouraged to use their imagination to present their surreal animal with its own personality. They investigate quotations relating to their animals personality and learn how to stylise creative writing into their artwork.

- Surreal animal design
- Experimental drawing workshops
- Letting experiments for the quotes they have selected

This work further develops their Art portfolio.

All work completed for Art and Design, both in school and at home, counts towards the final GCSE grade. It is important the students keep up to date with their portfolio work.

Photography

Becoming a Photographer: Urban Jungle

Students learn how to successfully take their own photographs. They research the work of Nick Knight who will be the starting inspiration of their 'Urban Jungle' project. Pupils develop their own versions of his work on Photoshop and learn how to present this in their portfolio. We end the half term with a photo shoot at RHS Harlow Carr, where students practise taking photos and begin developing their ideas from Nick Knight's inspiration.

They complete the following:

- A digital coursework portfolio on PowerPoint showcasing their research, ideas and development work.

All work completed for Photography, both in school and at home, counts towards the final GCSE grade. It is important the students keep up to date with their portfolio work.

Becoming a Photographer: Urban Jungle

Students learn how to produce a contact sheet to reflect on their first Photoshoot and then learn how to refine their photograph quality on Photoshop. Students are introduced to the illustration work of Antti Kalevi. They learn how to create their own illustrations in Kalevi's style using hand drawing and digital Photoshop techniques with the photographs they have taken at RHS Harlow Carr.

They complete the following:

- A digital coursework portfolio on PowerPoint showcasing their research, ideas, development work and intentions.

All work completed for Photography, both in school and at home, counts towards the final GCSE grade. It is important the students keep up to date with their portfolio work.



Autumn 1

Autumn 2

BTEC Sport

Fields of Dreams: Understanding the Use of Technology for Sport and Activity

This half term, students learn how technology can promote and support engagement in sport and activity. We also consider how technology can be used as a tool to enhance participation and aid rehabilitation. Students investigate the benefits that technological advances have created in the sector and the potential limitations they may have.

Wherever possible, we draw on real world examples and case studies. A Monday morning lesson may begin with a discussion about the use of VAR in a weekend match – did it help the referee to make the best decision? Does VAR slow down the game? In considering such questions, students not only broaden their knowledge of this component through real-world contexts but importantly, they learn to share their opinions and hear those of others. Throughout the course, we seek to incorporate big questions, generating discussion and ideas that will develop students' thinking and add depth to their assignments.

In this unit, we focus on the following topic areas:

- Different types of technology in sport and activity
- The benefits of technology on improving body systems
- Limitations of technology to sport and activity

Fields of Dreams: Understanding the Use of Technology for Sport and Activity

This unit continues to look at technology in sport with an emphasis on how it has developed over time. We consider whether advances in technology have improved sporting performance and the level of sport. Through exploratory talk tasks, students deliberate the pros and cons of technological advances in clothing, equipment and digital devices through questions such as:

- Does wearing protective clothing take away some of the competition in sport?
- How would some sports clubs/teams keep up with the cost of adaptations to protective clothing/equipment? Does it put some clubs at a disadvantage?

The main topic areas are:

- Advances in equipment
- Advances in protection
- Advances in clothing
- Advances in cameras, computers and software

BTEC Health & Social Care

The Only Way is Halifax: Understanding human growth and development across six life stages

Students explore how we grow and develop throughout our lives and investigate the factors that affect this growth and development. We think about how these factors are interrelated and discuss big questions such as 'does your postcode determine how well you develop?' We take every opportunity to link learning to real-life scenarios and case studies, for example, comparing life in Halifax with the London borough of Kensington.

This half term, students learn about:

- Physical development
- Intellectual development
- Emotional development
- Social Development

Made in Kensington / Made in Halifax: Understanding how factors in life affect development

Throughout the course, students are encouraged to voice their opinions and listen respectfully to others – all part of developing their awareness of the social and emotional communication skills required to work successfully in the fields of health and social care. In this unit, students consider how different factors, such as physical conditions and lifestyle choices, affect development. Students draw on their own experiences, case studies and research, challenging each other's thinking on issues such as poverty and malnutrition and debating questions such as: does where you are born affect your life chances?

Main topics areas include:

- Physical factors that affect development such as genetic disorders, disease and illness
- Lifestyle choices - diet and exercise
- Social and cultural factors - gender roles and community involvement
- Relationships
- Economic factors

Autumn 1

Autumn 2

Design

Becoming a Designer: Big in Memphis

Students research into Design history; they investigate how style and design has evolved over the centuries which leads them to investigate the Memphis Design style within Post Modernism. Students investigate the project themed style.

They complete the following:

- Begin a digital portfolio
- Produce Mood board and Research pages
- Develop Memphis Design copies
- Experiment using a range of media

All work completed for Design, both in school and at home, counts towards the final GCSE grade. It is important the students keep up to date with their portfolio work.

Becoming a Designer: Big in Memphis

Students begin to learn and explore how to construct 3D drawings through modelling in mixed media.

They complete the following:

- Produce card models constructed with shapes that represent the Memphis style
- Draw profiled designs
- Enhanced pattern work based on own drawings.

All work completed for Design, both in school and at home, counts towards the final GCSE grade. It is important the students keep up to date with their portfolio work.

Graphics

Becoming a Designer: Character Building

During this unit of work student develop an understanding of Graphic design and character illustration. They investigate the work of artist Fabric Lenny and Mr. The Beef and begin to develop their own character illustrations through exploration of collage and fine liners.

All work forms part of their Graphic design portfolio and they will complete:

- Fabric Lenny Artist research
- Character illustration research
- Character development in collage and fine liner

All work completed for Graphics, both in school and at home, counts towards the final GCSE grade. It is important the students keep up to date with their portfolio work.

Becoming a Designer: Character Building

Students develop their own character illustrations through exploration of a range of techniques and media including – collage, fine liners, coloured pen and pencil. Students then gain valuable skills using adobe software developing their character illustrations on Photoshop. They complete the following:

- Character development in coloured pen and pencil
- Character development using photoshop
- Portfolio presentation development

All work completed for Graphics, both in school and at home, counts towards the final GCSE grade. It is important the students keep up to date with their portfolio work.



Autumn 1

Core P.E.

Becoming Healthy: Winter Warm-Ups

Our core P.E. scheme provides opportunities for your students to become physically confident, supporting their general health and fitness. We recognise that opportunities to compete in sport and other activities build character and help to embed our school values of **self- worth, effort** and collaboration.

Students take part in the traditional winter sports: football, handball, netball and rugby. They also develop racket skills through badminton. There is also a focus on improving general well-being through health-related fitness lessons. Throughout year 9 students use skills taught and developed during year 8 to be able to outwit their opponents and show tactical awareness through conditioned and competitive games.

A full programme of extra-curricular clubs develops the key sports.

Autumn 2

Becoming Healthy: Winter Warm-Ups

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Spring 1

English

Voices from the Front: Oh, What a Lovely War!

Students read a wide variety of literature, fiction and non-fiction, reflecting on personal experiences of war through the ages. Students learn to understand and compare different viewpoints, they will be encouraged to articulate their own opinions and respond to the texts. Students are given opportunities to make links to contemporary issues and use their voice to underpin their writing.

Students learn to:

- understand and question the writer's viewpoint
- make comparisons between texts
- Develop their comparative writing skills

Texts include but are not limited to:

- Bayonet Charge (Hughes)
- Exposure (Owen)
- Charge of the Light Brigade (Tennyson)

Throughout this unit students develop their comparative writing skills



Spring 2

Voices from Different Fronts: The Poetry is in the Pity

Students begin with a study of modern poets, who express views on war and conflict through different lenses, broadening their understanding of its effects on individuals, families and nations.

Texts include but are not limited to:

- War Photographer (Duffy)
- Remains (Armitage)
- Emigree (Rumens)

These texts (and other multimedia stimuli) provide context for a piece of descriptive writing. Pupils draw upon creative writing skills from the Autumn term and develop an understanding of the differences between descriptive and narrative writing.

Students learn to:

- structure descriptive writing
- develop their understanding and use of figurative language techniques

By the end of this unit students will have analysed a range of texts and developed their descriptive writing skills.



Maths

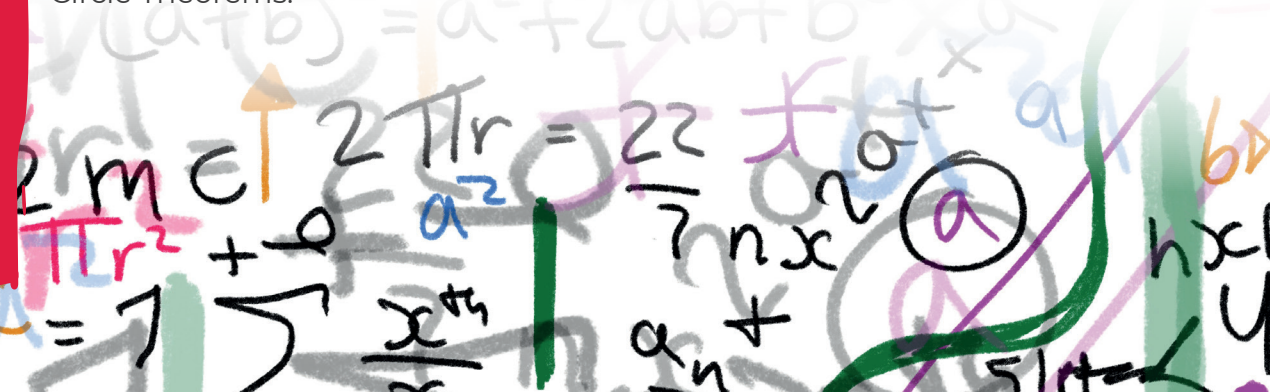
Mastering Maths: Gather your Bearings

In year 7 students learned the basic angle facts relating to triangles and quadrilaterals. Within this half term, they extend their toolkit from the familiar to the more abstract by considering an unlimited number of sides to their shapes.

Students learn to:

- Recognise and use a range of angle facts such as alternate, corresponding and co-interior angles
- Use prior knowledge of triangle facts to determine the angle facts of any polygon
- Begin to use their knowledge to undertake geometric proofs
- Measure and use bearings on a map
- Undertake standard constructions and work with loci

By the end of the half term the students will have the majority of the angle skills needed to undertake higher level GCSE work including learning and proving the Circle Theorems.



Mastering Maths: Get the right angle on it

This half term focusses on a series of formulae and ratios that only apply within right angled triangles. It makes use of these techniques to help identify similar shapes.

Students learn to:

- Derive Pythagoras' theorem and apply it to solve problems in context
- Recognise that enlargements produce similar shapes. Use angle facts and dimensions to recognise and prove similarity, using it to solve problems
- Use trigonometric ratios (sin, cos, tan) to find missing sides and angles in right angled triangles

By the end of the half term students will have used their skills in a discovery-based approach to find a key mathematical relationship (Pythagoras' theorem). The work on trigonometry also sets them up well for GCSE where more time can be spent on consolidating this and extending it to non right-angled triangles.





Spring 1

Combined Science

Becoming a Scientist: Atomic Matters

Students complete the P4 Unit – **Atomic Structure and Radioactivity** learning more about the intricate nature of atoms with a focus on the nucleus and how it is structured.

Topics include:

- explaining how our ideas about the structure of the atom have evolved, due to experiments such as the gold foil scattering experiment.
- describing Alpha, Beta and Gamma radiation, including their properties and the changes they cause in the atom. This includes writing decay equations.
- calculating the half-life of a radioactive element from given information such as a graph. distinguish between radioactive contamination and irradiation.

Now through having the perspective to view the atom as both a Chemist and as a Physicist student have acquired a deeper understanding of atomic structure including what happens when atoms become unstable and how this can affect living organisms, linked to Humans' need for energy and the Chernobyl disaster. Students move on to their first Biology Topic, the **B1 Unit – Cell Biology** where they will learn more about cells and how they adapt to carry out their specific roles in humans and in plants.

Topics include:

- describing the structure and function of different cell parts, in both animal and plant cells, and prokaryotic cells
- explaining how cells divide by mitosis for an organism to grow.
- evaluating the use of stem cells which can retain their ability to grow into a range of different specialised cells
- explaining how surfaces in living things are adapted for efficient exchange of substances such as oxygen, glucose and water through diffusion, active transport and osmosis

By the end of the half term, students should recognise that our entire bodies are made of cells, and they should know what cells are made of. Students should recognise that there are many different types of cell that have special jobs, and should appreciate how living things are designed around ensuring that essential nutrients can access all cells at all times

Spring 2

Becoming a Scientist: Every Breath You Take

Students move on to B2 Unit – Organisation learning more about how organs work together as a team to carry out important functions inside the human body.

Topics include:

- Explaining how the human digestive system provides the body with nutrients, and the respiratory system provides it with oxygen and removes carbon dioxide.
- Describing the role of the circulatory system in transporting substances round the body
- Explaining how diet and lifestyle can increase the risk of developing coronary heart disease, and how this can be treated

By the end of this half term students should be able to describe and explain how the digestive, circulatory and respiratory systems work together to ensure that an organism can carry out respiration to transfer energy to keep an organism alive.





Spring 1

Humanities

Was the 20th and 21st Century just death and disaster? The fallout from World War Two

Students continue their exploration of the 20th century by analysing the power dynamics in the post-war world. This topic aims to further students' understanding of how the subjects of Geography, History and RS are intrinsically linked, helping them to navigate the world in which they live.

Students learn about the characteristics of the major rivalries that came about at the end of the Second World War; the way of life in the country and its tumultuous relationship with the West. They explore how the United Nations was created to promote peace and spread human rights. Has this been accomplished? How were the USA and USSR brought to the brink of nuclear war?

Topics include:

- Post-War Two attitudes and ideologies (set the geographical scene, then layer the political ideas - main powers after WWII, different conferences)
- The evolution of East and West rivalries – Cold War: the iron curtain, Truman doctrine, Berlin blockade, military rivalries domino effect. Why does Russia behave the way it does? Climate/economics/politics – life under a Communist state
- Rise of China – historical context, geographical context
- Protests and peace: micro and macro. The role of the UN and NGOs.
- Human rights within different political systems
 - Religious experiences in Russia and China

Spring 2

Was the 20th and 21st Century just death and disaster? The Shifting Sands of Power

Students this half-term focus on the events that led to the collapse of the USSR and what this meant to the world. They learn that despite the thawing of relationships between Russia and the West, Russia is a prisoner to its own geographical location providing challenges and opportunities. The topic also explores the connection between religion and state by looking at how Orthodox Christianity, a religion that was suppressed during the USSR era has seen a resurgence in the past decades.

Students grapple with the questions: Is Russia now a fully-fledged democracy? What are its current environmental and social problems? How can pressure groups influence these?

This leads students to an exploration of the wider environmental and human rights movement at a global and local level.

Topics include:

- The collapse of the USSR and its impact
- Energy – Russia as a major energy exporter to Europe
- Geopolitics – competition with the West
- Orthodox Christianity and its similarities/ differences to other forms of Christianity.
- How does religion challenge injustice?
- Local and global movements: Amnesty International/Greenpeace

Religious Studies

Believing and Belonging: Islamic Practices

This unit continues to encourage students to challenge their preconceptions about Islam by exploring divergent views. Students learn about the differences in practice between Sunni and Shi'a Islam as well as the practices common across both: Shahadah, Salah (prayer) (including: ablution, times, directions, movements and recitations, in the home and mosque and Jumma prayer) and Sawm (fasting) as well as Laylat al-Qadr. References are made to the Qur'an to explain the significance of these practices to Muslims today.

Topics include:

- Ten Obligatory Acts
- Why do Muslims recite Shahadah today?
- What is the purpose of the Night of Power?

Believing and Belonging: Islamic Practices

Students continue to learn about Islamic practices by exploring Zakah and Khums and Hajj (including importance, benefits and challenges) to complete their learning on the Five Pillars of Islam. The Five Pillars are explored against the wider British context and Muslim practices today. Students then move on to exploring the concept of Jihad (including differences between lesser and greater Jihad).

Students complete this section by learning about celebrations such as Id-ul-Adha and Id-ul-Fitr. Students use sources of authority to understand the nature, origins, activities and significance of these celebrations and commemorations, whilst also exploring how these differ for Sunni and Shi'a Muslims.



Spring 1

Spring 2

Spanish

Becoming a Linguist: Speak up!

Here students draw on their learning from across school to voice their ideas and opinions in Spanish. We use the same approach: providing excellent examples, sentence stems and provocative topics and questions. We want students to develop articulation and in all aspects of the curriculum, including, of course, a foreign language.

Topics include:

- How to structure an extended answer from start to finish
- Comparing the past with the present and future
- Understanding how to develop a variety of spoken responses from basic to complex
- Using known language to form detailed responses to written and spoken questions

Becoming a Linguist: We Don't Need No Education

Once again, students spiral back to previous study, encouraging students to extend their written and spoken responses with more complex structures and vocabulary. This topic allows students to compare school life in Spain, Latin America and Britain, explore the benefits of language study and consider where languages and travel may take them in the future.

Topics include:

- Comparing the Spanish and English school systems
- Last week at school
- My primary school
- Plans for my future studies
- The advantages of speaking a foreign language
- The perfect and imperfect tenses – comparing past and present events
- Using opinions in all tenses



German

Becoming a Linguist: Speak up!

Here students draw on their learning from across school to voice their ideas and opinions in German. We use the same approach: providing excellent examples, sentence stems and provocative topics and questions. We want students to develop articulation and in all aspects of the curriculum, including, of course, a foreign language.

Topics include:

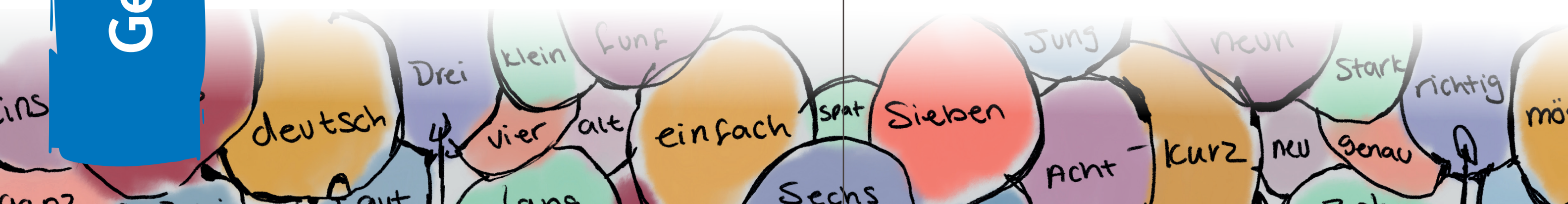
- How to structure an extended answer from start to finish
- Comparing the past with the present and future
- Understanding how to develop a variety of spoken responses from basic to complex

Becoming a Linguist: We Don't Need No Education

Once again, students spiral back to previous study, encouraging students to extend their written and spoken responses with more complex structures and vocabulary. This topic allows students to compare school life in Germany and Britain, explore the benefits of language study and consider where languages and travel may take them in the future.

Topics include:

- Comparing the German and English school systems
- Last week at school
- My primary school
- Plans for my future studies
- The advantages of speaking a foreign language





Spring 1

Citizenship

Democracy in the UK: A Voice in the Political Process

We know that democracies need active, informed and responsible citizens – citizens who are willing and able to take responsibility for themselves and their communities and make their voices heard in the political process. This half term, students develop their understanding of representative democracy in the UK. They gain a deeper insight into representative politics from a local scale through to national platform. Students learn about the key ideological and philosophical differences between major political parties and seek to identify where their own views and thoughts fit in the national picture. Students engage in contemporary debate and issues in order to investigate their own opinions. There are opportunities for students to discover the variety of career paths in the field of public service by exploring the organisation of government and the civil service.

Topics include:

- Standing for election
- Campaigning
- Voting systems and possible alternatives
- Personal politics and ideological belief
- Political parties in the UK
- The conflicting role of Member of Parliament

Get With the Programming

Students continue to build on their knowledge of programming by exploring more complex techniques as well as programming languages in order to form both a theoretical and practical understanding of Computer Science. The basis of programming here begins students on a journey of combining technical skills with creativity.

Topics covered include:

- String handling
- Random number generation
- Subroutines

Computing

Spring 2

Democracy in the UK: A Voice in the Political Process

Students are again reminded that society belongs to all of us – we want our students to know that society is best when we all join in. That is, when we all bring our energy and judgement to it. Students learn how we, in Halifax, interact with the wider political process and begin by investigating the inner workings of Westminster. Students assess governments past and present and explore the structure of the law-making process.

Topics include:

- Forming a government
- Coalition governments
- Our bicameral Parliament
- The three branches of government
- How are laws made?

Get With the Programming

Students opportunities to develop their computational thinking continues this half term. The authentication and testing elements develop students' ability to think innovatively and analytically. Here we are asking students to get thinking about thinking. As a result of this students are able to grapple with more complex thinking and logic. Testing enables students to be solutions-focused as they work through any problems that arise when designing programmes.

- Designing robust programmes
- Validation
- Authentication
- Testing



Spring 1

Business

Getting Down to Business

This half term, students work on their coursework. For this they need to:

- identify a customer profile for their own product design
- develop market research tools
- complete market research for their product

Once again, we focus on one of our core school values: connect. In order to be successful, students have to consider how they will connect and interact with others, in this case, their target market. Students develop valuable interpersonal skills:

- writing, speaking and listening to others
- using their voice for different purposes
- communicating in a variety of ways, including digitally. For example, in this unit students may choose to complete their market research via online surveys

Spring 2

Risky Business

We continue to focus on market research this half term. Students develop market research tools and use these to carry out market research to support decisions related to their Business Challenge. Students use their research outcomes to generate product design ideas.

Students learn about:

- primary and secondary research methods
- sampling methods

As with all course tasks, there is an emphasis on transferable and sector-related skills:

- **listening** to the needs of others (in this case their target market)
- identifying issues and examining information
- organising information
- presenting information in different ways
- digital literacy

Art

Becoming an Artist: Animal Magic

Students are introduced to the magical landscapes of Kate Shaw who influences a practical marbling workshop. They then investigate how Adobe photoshop can be used to create a range of personal designs that bring together their favourite development pieces. They create a series of digital development ideas and will showcase their favourite in a final tea towel design. This is supported by photographs and annotations of the process.

- Workshop on marbling
- Adobe photoshop layering/ special effects to create a series of designs for their own tea towel
- Development pages for tea towel design
- Final tea towel completed
- Consolidate sketch book to ensure the satellite unit is complete ready for submission next year

All work completed for Art & Design, both in school and at home, counts towards the final GCSE grade. It is important the students keep up to date with their portfolio work.

Becoming an Artist: Portrait of an Artist

Students begin their main coursework unit based on the life and the work of artist Grayson Perry. They undertake research into his work and narrative behind his work and ideas. Students work in a range of materials to explore Perry's style in their initial observational drawings – coloured pencil, fine liners, collage, water colour. This builds on skills learnt from their Surreal Animals project.

- Artist research page and mood board
- Tapestry observational drawing
- Investigation into his vases – choice of media
- Materials experimentation

All work completed for Art & Design, both in school and at home, counts towards the final GCSE grade. It is important the students keep up to date with their portfolio work.



Spring 1

Photography

Becoming a Photographer: Urban Jungle

Students complete a series of development and experimental pieces that bring together their photographs and two artist influences. They then research their final artist Aaron Curry. They use Curry's influence for their final digital developments which will be showcased in a final personal response in the form of a digital photoshop piece or a 3-dimensional sculpture / dream – catcher.

They complete the following:

- A digital coursework portfolio on PowerPoint showcasing their research, ideas, development work and intentions.
- A final 3D/digital outcome

All work completed for Photography, both in school and at home, counts towards the final GCSE grade. It is important the students keep up to date with their portfolio work.

Spring 2

Becoming a Photographer: Destroy & Disguise

Students begin their main coursework unit 'Destroy and Disguise' inspired by photographer John Rankin. Students learn how he challenged the realms of celebrity photography we see in the media to portray a celebrity's true personality. Through a series of digital and practical pieces of work students will begin to explore the techniques he encouraged celebrities to use to 'destroy' their photographs to reflect themselves. Students are encouraged to take photographs at home using a mobile.

They complete the following:

- A digital coursework portfolio on PowerPoint showcasing their research, ideas and development work and intentions.

All work completed for Photography, both in school and at home, counts towards the final GCSE grade. It is important the students keep up to date with their portfolio work.

BTEC Sport

Field of Dreams: Exploring Common Injuries in Sport and Activity and Methods of Rehabilitation

Students learn about the most common sporting injuries and their symptoms. Students develop an understanding of the different causes of injury and how damage to the musculoskeletal system can be prevented.

We explore **big questions** such as:

- When should a player be allowed to return to a game after sustaining an injury? Who should decide?
- Can the psychological impact on an athlete be greater than the impact of the physical injury?

In our discussions we draw on examples from across the world of sport, paying close attention to the case study of footballer Luke Shaw.

The general topic areas for this unit are:

- Common sporting injuries
- Symptoms of different sporting injuries
- Causes of common sporting injuries

Field of Dreams: Exploring Common Injuries in Sport and Activity and Methods of Rehabilitation

In this unit, students are encouraged to use their knowledge of the musculoskeletal system to 'talk like a physio' – demonstrating their understanding of common sporting injuries and making suggestions regarding treatment, prevention and rehabilitation.

Students also develop an understanding of how injury prevention can support engagement in sport and help individuals to lead healthy, active lives. Once again, we discuss contentious topical issues such as: should amateur and professional boxers wear protective head gear?

The general topic areas for this unit are:

- Injury prevention
- Injury treatment
- Management and rehabilitation of common sporting injuries



Spring 1

BTEC Health & Social Care

A Wonderful Life: An investigation into how individuals deal with life events

"Is marriage an expected life event?" "Why do people deal with the same incident in different ways?" Students continue to explore big questions together, becoming increasingly confident in articulating their views but also drawing on expert opinion and research.

In this unit, students focus on the impact of key / expected life events such as starting school but also the effect of unexpected situations such as accidents and illness. One case study we refer to is the 2017 Manchester Arena terror attack. In considering the impact of the event on the victims' lives, students learn the importance of communicating sensitively and with respect.

Students learn about:

- Key life events
- Unexpected life events
- Expected life events



Becoming a Designer: Big in Memphis

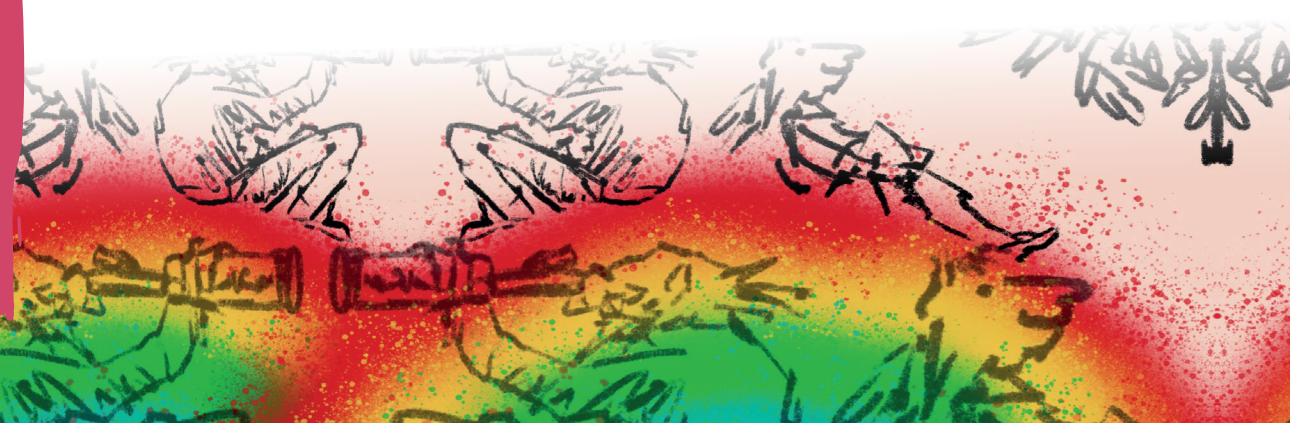
Students now begin to explore the use of digital media and learn how to use 3D software and Photoshop.

They complete the following:

- Model production
- Investigate the purpose of models
- Enhancement skills

All work completed for Design, both in school and at home, counts towards the final GCSE grade. It is important the students keep up to date with their portfolio work.

Design



Spring 2

A Wonderful Life: Investigate how individuals deal with life events

This half term, students learn about the different sources of support available to people in need. Students gain an understanding of what support services offer and how people can access these services to help their health and well-being. Students not only learn about different roles within the health and social care sectors, but also practise some of the skills involved, for example, listening like a counsellor.

Students learn about:

- Areas / sources of support
- What support, help and guidance is available
- How people access these services



Becoming a Designer: Big in Memphis

Students move forward with digital media and begin their investigations:

They complete the following:

- Research into print design/manufacture
- Produce pattern designs
- Explore ideas

All work completed for Design, both in school and at home, counts towards the final GCSE grade. It is important the students keep up to date with their portfolio work.





Graphics

Spring 1

Becoming a Designer: Big in Memphis

Students further explore their understanding of Graphic Design, utilising their character illustrations to develop promotional materials for their own skateboard brand.

They study and complete the following:

- Skateboard Designs
- Logo design

All work completed for Graphics, both in school and at home, counts towards the final GCSE grade. It is important the students keep up to date with their portfolio work.



Spring 2

Becoming a Designer: Character Building

Students further explore their understanding of Graphic Design, utilising their character illustrations to develop promotional materials for their own skateboard brand.

They study and complete the following:

- Promotional Flyer & Poster design
- Portfolio presentation development

All work completed for Graphics, both in school and at home, counts towards the final GCSE grade. It is important the students keep up to date with their portfolio work.



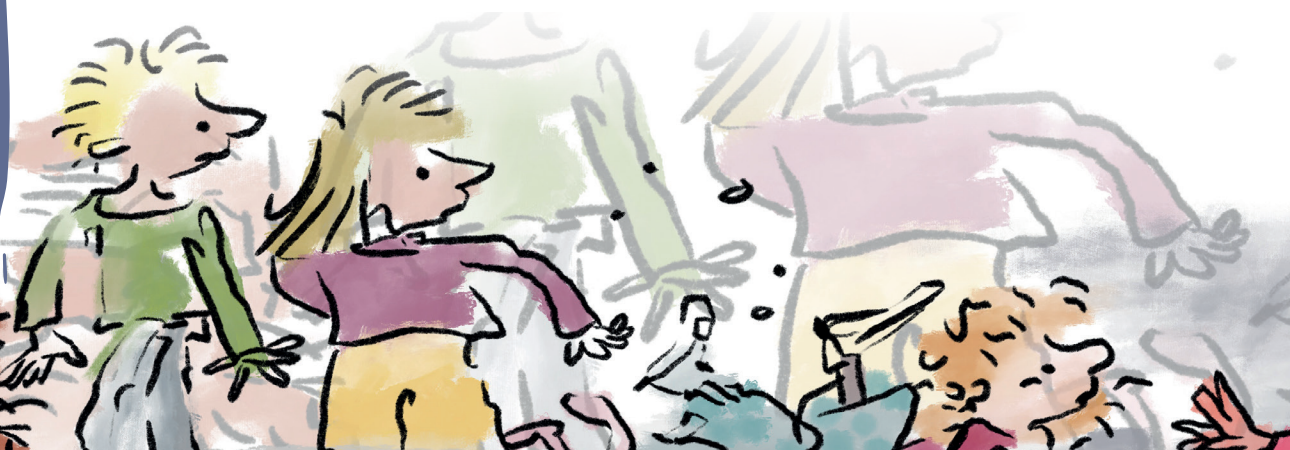
Core P.E.

Becoming Healthy: Spring into Action

Students take part in the traditional winter sports: football, handball, netball and rugby. They also develop racket skills through badminton.

There is also a focus on improving general well-being through health-related fitness lessons. Throughout year 9 students use skills taught and developed during year 8 to be able to outwit their opponents and show tactical awareness through conditioned and competitive games.

A full programme of extra-curricular clubs develops the key sports.



Becoming Healthy: Spring into Action

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A full programme of extra-curricular clubs develops the key sports.



Maths

By the end of this gateway year, students have taken their year 7 & 8 skills and deepened them significantly to best prepare them for the formality of GCSE approaches.



Combined Science

Becoming a Scientist: We need to talk about Kelvin.

P1 Unit – Energy is one of the biggest Physics topics that students will study, learning more about how energy can be transferred and studying the equations that help us to calculate stores of energy in a range of forms.

Topics include:

- Describing the different ways that energy can be stored and transferred.
- Calculating kinetic, gravitational potential, elastic potential and thermal energy changes.
- Recalling that energy is conserved – it cannot be created or destroyed. Students should be able to calculate efficiency of appliances
- Evaluating the energy resources we use to fuel the planet, including advantages and disadvantages of renewable and non-renewable sources.

By the end of this unit students should be able to explain how energy is never created or destroyed using the ideas of useful and wasted energy. They should be able to apply this knowledge to energy resources and explain the importance for Humans to find creative ways to harness energy from the environment.

Science of Wellbeing: Living your best life

Now that students have explored how some of the most important body systems work, this forms the foundation for the Science of Wellbeing module to finish the year.

Topics include:

- How to keep our bodies healthy, through food and nutrition, exercise, the importance of sleep, and risk factors for cancer
- The consequence of substance use and misuse, on the physical and mental health of individuals, families and the wider impact on communities
- Taking responsibility for our own health, and utilising the services offered by the NHS for both physical and mental health
- How to recognise signs of unhealthy relationships, and how and when to seek help

By the end of this half term students should be able to explain how the body systems work together in a healthy individual to keep an organism alive. They will be informed about the consequences of poor lifestyle choices, and armed with the knowledge of where to seek support in future if faced with mental or physical health concerns.

Geography

Landscapes of the UK: This Sceptred Isle

The UK has a very distinct natural landscape which has been shaped over millions of years by a core set of geomorphic processes. This theme provides students with an understanding of the physical geography of the UK.

Topics include:

- the distribution of upland, lowland and glaciated areas and learn to describe and explain their main characteristics.
- a Case study of the River Calder and how climate, geology and human activity work in combination with geomorphic processes to shape the land.

Landscapes of the UK: Water, Water Everywhere.

Students deepen their exploration of the landscapes of the UK by looking at the distinct landscapes produced by coastal processes.

- a Case study of the Holderness Coastline is used to further contextualise this learning.

Physical Fieldwork

Students put their learning into practice by completing a fieldtrip to the Cragg Brook, a tributary of the River Calder, a case study studied in the previous term. Students not only review their learning of rivers, but also practise their graphical, numerical and analytical skills. Students first explore the theoretical Bradshaw Model before venturing forth to take appropriate measurements in the field. Once dried off they write a report that tests their ability to present and analyse data, drawing relevant conclusions.



Summer 1

Summer 2

Humanities

Peace after a World War

Students deepen their understanding of the modern world by focusing on a complex historical situation – that of the state of the world after the devastation caused by World War One. They gain a coherent understanding by exploring the interplay between the Big Three peacemakers (Lloyd George [Britain], Clemenceau [France] and Wilson [USA].) Students explore how Wilson’s 14 Point Plan for peace was rejected by his own country as America sought to isolate themselves from European affairs leaving an angry France and confused Britain to lead on arranging a forced peace with Germany. Germany become aggrieved by the diktat before them, with layers of territorial changes; military restrictions; war guilt and the strain of reparations. The strengths and weaknesses of the Treaty of Versailles will plague the world until 1939, when World War Two knocks on Europe’s door.

The League of Nations (without the leading nation)

Students continue to analyse the state of the world after World War One by exploring the creation of the League of Nations. A peacekeeping organisation was set up following the Treaty of Versailles. Wilson [USA] dreamed of the League of Nations, only for the Senate to refuse to let America join it as part of their isolationist policies. Membership of the organisation steadily grew in the 1920s and it had some success responding to events and resolving crisis, e.g. Aaland Islands. However, students learn how diplomacy outside the league undermined the power within with the Locarno Treaty and Kellogg-Briand Pact. The collapse of the League hinged on the Great Depression. Leading countries had to focus on their own internal economic issues and weren’t able to deal with the Manchurian and Abyssinian Crises due to a lack of power, the lack of authority without USA and their own political issues/alliances. The failure of the League gave rise to dictators across Europe and highlighted weaknesses amongst the allies.

Believing and Belonging: Islamic Sources of Wisdom and Authority

Students explore the Qur’an and how it is used in the daily life of a Muslim. Students also explore sources of authority focusing on the Prophet Muhammad, including: the significant events in his life; his role as the seal of the Prophets; Prophet Muhammed as a role model to Muslims today and the divergent views on the role of the family of the Prophet and the origin of the split between Sunni and Shi’a Islam.

Believing and Belonging: Islamic Sources of Wisdom and Authority

Students then continue their exploration by looking at the development and structure of the Hadith as a record of the Sunnah of the Prophet Muhammad. Shari’ah Law including the use of qiyas (analogy) and ijma (consensus) are looked at as well as the divergent understanding of the role of qadis (judges) and the ulema (scholars). Students also look at the origins, nature and role of the imam in both Sunni and Shi’a Islam.

Religious Studies





Summer 1

Summer 2

Spanish

Becoming a Linguist: Beyond the Classroom

What have you enjoyed most at school this year? Would you prefer study in the U.K. or abroad? Where might your studies take you? Students apply their knowledge of a range of tenses to talk about their past experiences and future plans.

Topics include:

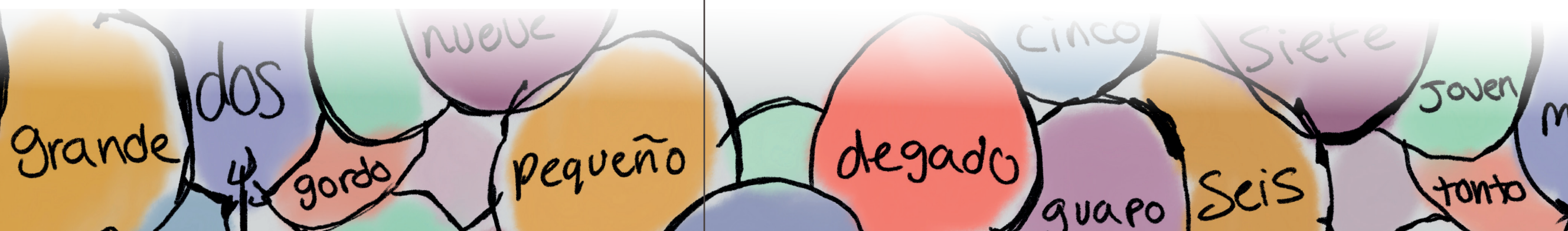
- After school clubs
- School trips
- Successes at school
- My career – which job could I choose and why?
- Creating my CV – my skills and attributes
- Modal verbs
- Past and Future tense practice – How do I switch between the two seamlessly?

Becoming a Linguist: Put it together and what do you get.

Students end the year showcasing their learning across a range of topics. They collaborate through role-plays, discussions and performances and work independently on extended writing pieces that demonstrate their knowledge of increasingly complex structures and vocabulary.

Topics include:

- Applying my knowledge of all 6 tenses across the school, work and family topics
- Developing my understanding of the transferability of vocabulary and verbs across all topic areas
- How to create an elaborate response to a basic question
- Creating a detailed argument written and spoken argument under pressure
- Accessing extended reading and listening texts. Using these to develop my own spoken and written Spanish



German

Becoming a Linguist: Beyond the Classroom

What have you enjoyed most at school this year? Would you prefer study in the U.K. or abroad? Where might your studies take you? Students apply their knowledge of a range of tenses to talk about their past experiences and future plans.

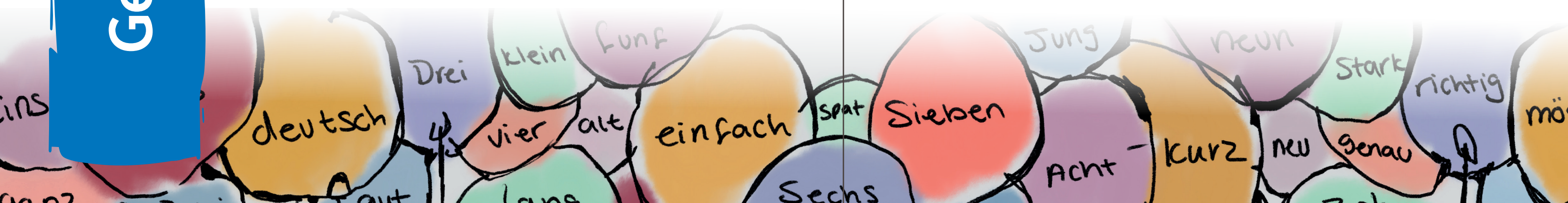
Topics include:

- After school clubs
- School trips
- Successes at school
- My career – which job could I choose and why?
- Creating my CV – my skills and attributes
- Modal verbs
- Past and Future tense practice – How do I switch between the two seamlessly?
- Verb placement and word order

Becoming a Linguist: We Don't Need No Education

Students end the year showcasing their learning across a range of topics. They collaborate through role-plays, discussions and performances and work independently on extended writing pieces that demonstrate their knowledge of increasingly complex structures and vocabulary.

- Applying my knowledge of all 6 tenses across the school, job and family topics
- Developing my understanding of the transferability of vocabulary and verbs across all topic areas
- How to create an elaborate response to a basic question
- Creating a detailed argument written and spoken argument under pressure
- Accessing extended reading and listening texts. Using these to develop my own spoken and written German
- Appearing fluent with a limited vocabulary





Summer 1

Summer 2

Citizenship

Democracy in the UK: A Voice in the Political Process

Continuing our work from the previous half term, students broaden their understanding of government, the responsibilities of government departments and the authority they exercise. Students then compare the authority of devolved bodies in Scotland, Wales and Northern Ireland and how these differ across the United Kingdom. Students then explore the financial responsibilities that lie with central government and the Chancellor of the Exchequer, and debate how governments and service providers use their available resources to make provision for welfare, health, the care of the elderly and education. There are opportunities for students to discover a variety of careers paths within the Civil Service and consider roles in society which support speaking up and making a change.

Topics include:

- Devolution and the powers of devolved bodies
- The Cabinet, government departments and the Civil Service
- The Treasury and balancing the budget
- Debates around government provision for welfare, health, the care of the elderly and education.

Speaking Up on Law and Justice

As well as understanding, challenging and engaging with politics, the media, civil society and the economy, we want our students to have a voice on law and justice. In this unit, students move on to examine the importance of the law within society, grappling with big questions such as:

Why do we need the law?
Should all criminals be treated the same?

Students use their knowledge of the law-making process to explore the workings of the Judiciary in the UK. There are opportunities for students to discover career paths where they could make a change within the legal sector.

Topics include:

- The purpose of Law
- The principles of Civil Law
- Criminal Law in the UK
- Who puts Law into practice?

Computing

Big Data: Representing Data

Pupils explore how all data is represented as binary digits in Computer Science, whether it is numbers, text, images or sounds, and that all calculations are also done in binary. This improves digital literacy and encoding improves students' confidence to be creative through computational skills.

Topics covered include:

- Number bases
- Converting between bases
- Units of information
- Binary arithmetic
- Character encoding

"Don't just buy a new video game, make one. Don't just download the latest app, help design it. Don't just play on your phone, program it."

Barack Obama

Representing data

Students continue to explore how data is represented. Topics covered this half-term include:

- Representing images
- Representing sounds
- Data compression

Computer science, and data in itself reveals the creative nature of the subject. Carefully sequenced data as part of computer programming builds electronic art, music and games. Students have an opportunity here to explore how computer science is a powerful medium for creativity, albeit challenging.



Summer 1

Business

This Means Business...

In the summer term, students work on their coursework and prepare for their examination simultaneously. In terms of their coursework, students review and analyse the results of their market research and understand the marketing mix in greater depth.

Learning focuses the two main topic areas:

- marketing function
- marketing mix – the 4 Ps

Students work both independently and collaboratively in their revision, spiralling back to previous course content. This half term is a good opportunity for students to put into practice the study skills developed in Years 7 and 8: flashcards, dual coding, brain drains.

Summer 2

This Means Business...

This half term the focus is on how start-up businesses gain funding to set up their enterprise and the planning involved in securing funding from various organisations.

We look in detail at:

- sources of capital
- business planning

We discuss scenarios such as: what could be a disadvantage of accepting a gift from a relative to finance a new business? Is crowd funding a viable option?

Students also continue to work on their coursework, focusing specifically on their sales and marketing plan. Collaborative working is key here – students interrogate one another's forecasts, offering support and challenge to refine their proposals.

Art

Becoming an Artist: Portrait of an Artist

Students learn about Grayson Perry's Dream House and the narrative behind the build. They create their own version of the dream house exploring their own colour and media choices. They begin to think about their own artistic style whilst exploring Perry's use of shape and pattern.

- Julie's Dream house research and design of own dream house
- Experimental pattern drawings
- Media exploration

All work completed for Art & Design, both in school and at home, counts towards the final GCSE grade. It is important the students keep up to date with their portfolio work.

Becoming an Artist: Portrait of an Artist

Students develop a series of stylised line illustrations based on their local surroundings or a personal interest. They bring their drawings together in a composition inspired by Perry's 'Map of Days'. Their design is further developed in a screen-printing workshop at 'The Egg Factory' in Hebden Bridge. Their printed fabrics are bought back to school and made into a cushion. They present photos of the day, personal reflections and their response in their portfolio.

- Stylised illustrations
- Screen-printing workshop
- Cushion Design

All work completed for Art & Design, both in school and at home, counts towards the final GCSE grade. It is important the students keep up to date with their portfolio work.

Summer 1

Summer 2

Photography

Becoming a Photographer: Destroy & Disguise

Students complete a portrait photo-shoot focusing on expression. They showcase their photographs in a contact sheet and begin editing their favourite images on Photoshop. They choose a favoured technique they have learnt from John Rankin and apply this to their own photograph using colours that reflect them. They end the term learning about the work of Hattie Stewart create a hand drawn or digital illustration in her style.

They complete the following:

- A digital coursework portfolio on PowerPoint showcasing their research, ideas and development work and intentions.

All work completed for Photography, both in school and at home, counts towards the final GCSE grade. It is important the students keep up to date with their portfolio work.

Becoming a Photographer: Destroy & Disguise

Students research a photographer of their choice who specialises in face-paint. They plan and take part in a photo-shoot where they will experiment with face-paint design inspired by their artist and Hattie Stewart. They experiment with props, projection, backdrops and lighting to produce a portfolio of personalised photos. After editing their photos, they complete a third photoshoot exploring slow shutter speed to capture ink moving through water. They end the year with a series of digital development pieces bringing their ideas at this point together. They are expected to take photographs over the summer holiday break to inform their final pieces.

They complete the following:

- A digital coursework portfolio on PowerPoint showcasing their research, ideas and development work and intentions.

All work completed for Photography, both in school and at home, counts towards the final GCSE grade. It is important the students keep up to date with their portfolio work.

BTEC Sport

Field of Dreams: Investigating the Impact of Sport and Activity on the Body Systems

This half term, students learn about the structure and function of different body systems and how they work during physical activity. Students understand how each of the body systems operates individually but also how they function collectively. There is an emphasis in this unit on ensuring that students can **articulate** their learning using scientific vocabulary.

The main topics are:

- The structure of the body systems – cardiovascular, cardiorespiratory, musculoskeletal
- The function of the body systems - cardiovascular, cardiorespiratory, musculoskeletal
- Physiological impact of engagement in sport and activity on the body systems

Field of Dreams: Investigating the Impact of Sport and Activity on the Body Systems

Students learn how regular participation in sport and physical activity leads to long-term physical benefits for each of the body systems. Students consider the adaptations to each of the body systems and how these impact on sporting performance and health. **Discussion questions** are key to providing students with a broad range of knowledge which they can call upon in their assignments and assessments.

For example:

- Weight training or cardio – which makes you fitter?
- How does the activity you do now impact in the future? E.g. running versus cycling / impact versus non-impact

On our visit to Burnley College, students apply their knowledge to a real-life fitness test situation. We encourage students to **talk like a coach**; analysing fitness test results and suggesting how fitness levels might be improved.

This unit covers:

- The adaptations to each of the body systems due to long term exercise
- The importance of efficient body systems and their effect on sporting performance
- Components of Fitness

Summer 1

BTEC Health & Social Care

Practice Makes Perfect: The Case Study of Verna and Sam

In the summer term, students explore a range of health and social care services including primary, secondary and tertiary care. Students learn about what help, support and guidance each service provides for individuals and their families. A key component of this unit is observing practitioners carry out their roles, for example:

- Observing and reflecting on how a care worker interacts with an elderly resident in a care home
- Considering the relationship between a nursery practitioner and a toddler

In doing so, students see first-hand the skills required and can discuss in detail what makes these interactions successful e.g.

- Voice: pitch, tone and pace
- Body language and expression
- Language: word choices and register

In this unit, the general topic headings are:

- Primary care providers
- Secondary care providers
- Tertiary care providers
- Allied health professionals

Becoming a Designer: Big in Memphis

Student at this stage begin to develop their Memphis design ideas for their personal intended outcome. They learn how to construct ideas, present and develop for purpose:

They complete the following:

- Initial ideas
- Developed ideas
- Construct handmade models

All work completed for Design, both in school and at home, counts towards the final GCSE grade. It is important the students keep up to date with their portfolio work.

Design

Summer 2

From the Cradle to the Grave: The Case Study of Verna and Sam

Students conclude the year researching and understanding the barriers an individual or family may come across when accessing a service. Students learn how people can overcome these barriers and gain the support and advice they need. We choose questions and resources that will generate important discussions around these services in our society, such as:

- "What are the advantages and disadvantages of private healthcare?"
- "How can employers support colleagues with learning difficulties?"

Throughout these conversations, students are not only building important knowledge, but once again, developing the voice they need to become skilled practitioners who can advocate for others.

Core learning includes:

- Understanding the barriers
- Being able to suggest how to overcome barriers to support individuals and their families

Becoming a Designer: Big in Memphis

At this stage students explore further their own intentions with research and development at the core. They learn how ideas progress and develop in society and what the impact of them are.

They complete the following:

- Investigate technological developments
- Apply advanced ideas to their own creations
- Construct digital model ideas

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Summer 1

Summer 2

Graphics

Becoming a Designer: Get your Skates on

Students go on to personally develop a range of products for their skateboard brand.

These could include:

- T- shirt Design
- Shoe Design

All students present their ideas effectively in the professional presentation of their portfolio.

All work completed for Graphics, both in school and at home, counts towards the final GCSE grade. It is important the students keep up to date with their portfolio work.

Becoming a Designer: Get your Skates on

Students go on to personally develop a range of products for their skateboard brand.

These could include:

- Stickers
- Skate park 3D design

All students present their ideas effectively in the professional presentation of their portfolio.

All work completed for Graphics, both in school and at home, counts towards the final GCSE grade. It is important the students keep up to date with their portfolio work.

Core P.E.

Becoming Healthy: Feel the Heat

With the summer term comes the traditional summer sports: cricket; rounders; softball; athletics and of course Sports Day.

There is also a focus on improving general well-being through health-related fitness lessons. Throughout year 9 students use skills taught and developed during year 8 to be able to outwit their opponents and show tactical awareness through conditioned and competitive games.

A full programme of extra-curricular clubs develops the key sports.

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