



# Bramcote College

A member of The White Hills Park Trust

## Year 9 Curriculum Guide



**The White Hills Park Trust**

*A Culture of Excellence*



## An Introduction to our Year 9 Curriculum

Welcome to our Year 9 curriculum booklet. Year 9 is an exciting time as students continue with a broad and balanced key stage 3 curriculum, but also make decisions as to which subjects they will choose as their options.

The purpose of this booklet is to share our curriculum with parents and carers so that you are able to support your children with their learning. Students learn better when they can see how their learning fits into a wider plan, and how they will progress through their learning as the year goes on.

You can support your children by discussing these topics with them at home, and encouraging them to extend their learning outside the classroom by reading, researching, watching films and visiting places linked to their topics. We are building a programme of enrichment learning suggestions which will be on our website soon.

This booklet contains an overview of the Year 9 curriculum, as well as a page for each subject which highlights key content and assessments.

### Our curriculum vision:

Our curriculum intends to support all our students to make clear progress and build the skills and knowledge they need for success at school and beyond.

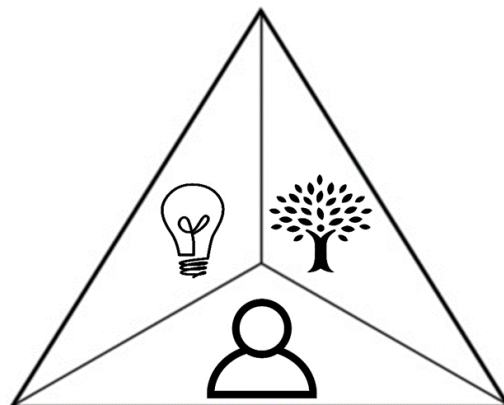
We recognise the value of diverse cultures and experiences, and carefully consider our students when planning their learning. This leads to a broad, balanced and challenging curriculum, which meets the needs of all our learners.

We take a personalised approach to curriculum planning with high aspirations alongside effective support for all including those with disabilities and SEN. We encourage a creative approach to learning and allow students to pursue their passions and find joy in their education.

We take care to structure our curriculum in a coherent and logical sequence, promoting links between subjects and opportunities for enrichment.

Our curriculum is made up of 3 aspects, and encompasses classroom lessons as well as our enrichment offer.

- Knowledge & Skills
- Creativity
- Personal Development



## Year 9 Curriculum Overview

		Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
<b>Core subjects</b>	<b>English</b> 3 hours 45 per week	Modern Novel <b>Stone Cold</b>	Victorian Novel <b>Great Expectations</b>	Travel Writing <b>Globetrotting</b>	Fiction Writing <b>Different Worlds</b>	Speaking and Listening <b>Voices from the past</b>	Poetry <b>Anthology War Poems</b>
	<b>Maths</b> 3 hours 45 per week	1.Integers 2.Fractions 3.Decimals	1. Algebra Review 2. Powers and Roots 3. Further Algebra	1. Solving Equations 2. Linear Graphs 3.Speed, Distance, Time	1. Angles 2. Perimeter 3. Area	1. Percentages 2. Standard Form	1. Summary Statistics 2. Statistical Diagrams 1 3. Statistical Diagrams 2
	<b>Science</b> 3 hours 45 per week	Completed on rotation in HT 1-3 Biology Pre-GCSE: Infection and Response, Evolution and Biodiversity Chemistry Pre-GCSE: Atomic Structure and Bonding Physics Pre-GCSE: Forces, radiation and Stars			Completed on rotation in HT 4-6 GCSE Topics Biology: B1. Cell Biology, B2. Organisation Chemistry: C9. Chemistry of the atmosphere C10. Using Resources		
Physical Education & Sport	<b>PE</b> 2 hours 30 per week	In Autumn & Winter terms students study a range of team and individual activities such as: Football; Netball; Hockey; Rugby; Volleyball; Basketball; Fitness.				In the Summer term students study Athletic events in addition to Striking & Fielding activities on a rotation.	
MFL	<b>Spanish</b> 1 hour 15 per week	Los medios de comunicación: Tv programs	Los medios de comunicación : The cinema	Jovenes en acción: Children's rights	Jovenes en acción: Environment	El mundo del trabajo: Chores	El mundo del trabajo: Jobs
Humanities	<b>Geography</b> 1 hour 15 per week	Antarctica as a wilderness	Using Antarctica	Fashion	Globalisation	Global Threats	Global Threats
	<b>History</b> 1 hour 15 per week	World War 1		War in the East & the Atomic Bomb		The Rise of Nazism and the Holocaust	Civil Rights in the 20 <sup>th</sup> Century – UK and USA
	<b>Citizenship &amp; RE</b> 1 hour 15 per week	<b>RS</b> Religion & relationships (Family, marriage, sex, same-sex)	<b>RS</b> What happens when we die (Religious & non-religious afterlife, funeral practices)	<b>RS</b> Medical ethics	<b>Living In the Wider World</b> Political system, young offenders, knife crime, discrimination & British values	<b>RSE</b> Being Victor (relationships, attitudes to sex, online safety & sexting, mental health, contraception)	
<b>Computer Science &amp; Business</b>	<b>Computer Science</b> 1 hour 15 per week	Careers in Computer Science	Programming in Python	Boolean logic	Image and File representation	Networks	App Development

## Creative Curriculum

### Students choose 2 subjects to study:

<b>2 hours 30 per week for each subject chosen</b>	Drama	Blood Brothers	Blood Brothers	Ground Works 3: Commedia dell'arte	Page to Stage (Blackout & Backstage)	Drama Practitioner s: Theatre of Cruelty Verbatim Theatre Political / Epic Theatre Naturalism	Drama Practitioners: Perform in chosen style	
	Music	Decolonising musical history	Reggae	Keyboard Skills 3	Ragtime	Peace & Conflict Themed class performance	Peace & Conflict Themed class performance	
	Art	Base Line assessment. Portrait and guidelines	Portrait Features of the face	Post-test. Portrait. Introduction to grid technique.	Portrait. Pop Art and Roy Lichtenstein	Portrait. Pop Art and Romero Britto	Perspective and portrait. Designing and Creating a final piece.	
	Food Technology	Healthy eating and nutrition. Pasta and rice dishes. Baking and pastry. Recipes from around the world.						
	Product Design	Pupils will undertake various practical projects throughout the year to develop their practical skills.						
	Textiles	Students create a number of different textile samples using techniques such as molar, applique, fabric painting, brushio, batik.						
	Sports Leaders	Sports Leadership		First Aid & Fitness Instruction		Officiating & Event Organisation		
	German	Hallo: Basic information about yourself. Name, age	Meine Stadt: Information about the area I live in.	Freizeit: activities and hobbies	Freizeit und Das Wetter: sports and weather	Die Schule: Subjects, opinions	Die Schule Descriptions	

## Our Year 9 English Curriculum



- Exploration of themes
- Styles of writing
- Characterisation
- Multiple Genres
- Genre structures.
- Creation and evaluation of characters, structures, themes and styles.

### We aim to develop students as readers, writers, speakers and critics who can:

- Continue to explore key virtues which are the heart of our English curriculum.
- Discover multiple genres to read write and discuss.
- Explore and analyse a wide range of styles and structures.
- Examine and evaluate topics linked by theme in preparation for GCSE.

### Big Ideas in Year 9 English: How do writers reflect the reality of our world?

#### This year we will ...

- Explore and analyse how themes are presented?
- Understand a variety of styles and contexts.
- Appreciate and create texts for a range of genres.

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Topic	Stone Cold	Great Expectations	Globetrotting	Voices from the past	Different worlds	Anthology
Key Questions	<p>What is your attitude towards homelessness?</p> <p>How are stereotypes harmful?</p> <p>Have your preconceptions of homelessness changed?</p>	<p>What are your Great Expectations?</p> <p>Why do we have the role models we have?</p> <p>How does your context influence your chances in life?</p>	<p>What's our world like beyond Nottingham?</p> <p>How can we discover new places in different ways?</p> <p>Why is exploration and broadening your mind important?</p>	<p>Why are Shakespeare's themes relevant today?</p> <p>Why do we empathise with different characters?</p> <p>How is perspective influenced by context?</p>	<p>How can you distinguish between different genres?</p> <p>How does genre reflect our experience of the world?</p> <p>How can exploring genres broaden our horizons?</p>	<p>What are the causes and effects of conflict?</p> <p>How is power and lack of power demonstrated?</p> <p>How does context influence poetry?</p>
Assessment In English students partake in reading, writing and oracy in every scheme, more formal assessments are listed here.	<p><b>Reading</b> Swindells creates sympathy for Link: to what extent do you agree?</p>	<p><b>Reading</b> How does Dickens use language to describe Miss Havisham?</p>	<p><b>Writing</b> Create your own travel writing.</p>	<p><b>Oracy</b> Write and perform from the perspective of a Shakespeare voice.</p>	<p><b>Writing</b> Own genre description</p>	<p><b>Oracy</b> Evaluating and debating key issues inspired by the poetry.</p>

Any questions? Please contact: Emma Lee (Head of English) – [emma.lee@whptrust.org](mailto:emma.lee@whptrust.org)

# Our Year 9 Maths Curriculum

## We aim to develop students as mathematicians who:

- Are inquisitive and eager to explore and enjoy mathematics
- Can confidently and fluently apply the mathematical methods covered throughout the year.
- Have a strong understanding of the concepts studied, building upon prior learning from previous years

**Big Ideas in Year 9 Maths: Building on our knowledge of the topics covered in years 7 and 8 and beginning to advance our understanding of these to a GCSE level.**

## Last year we learned about....

- Number: Properties of number, Adding Fractions
- Algebra: Equations, Formulae and Sequences
- Geometry: Area, Volume, Circles, Pythagoras' Theorem, Angles, Transformations
- Ratio and Proportion
- Probability and Statistics

## Next year we will learn about...

- Number: Properties of number, surds\*
  - Algebra: Sequences, Equations, Simultaneous Equations\*, Formulae, Inequalities, Functions\*
  - Geometry: Pythagoras Theorem, Right angled Trigonometry, 3D objects, volume, SA, density
  - Ratio and Proportion
  - Graphs: Linear, Quadratic\*
- \*Higher tier only content

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Topic	Integers, Fractions, Decimals	Algebra, Powers and roots	Equations Linear Graphs SDT	Angles Perimeter Area	Percentages Standard form	Data Statistical diagrams
Key Ideas	Can you find prime factor decomposition of a number? Can you find HCF and LCM using this? Are you confident with fractions	Can you find square and cube roots? Do you know rules indices? Can you confidently simplify more complicated expressions?	Can you solve linear equations with fractions and brackets? $y=mx+c$ Can you find the speed from a graph?	Can you find angles using all rules and solve multiple step problems? Can solve algebraic geometry problems?	Can you solve reverse percentage problems? Can you perform operations on numbers in standard form?	Can you find mean from a frequency table/group frequency table? Can you draw and interpret a histogram?
Assessment	3 topic tests. Adapted GCSE paper 1	3 topic tests (2 on Algebra)	3 topic tests Adapted GCSE paper 2	3 topic tests Adapted GCSE paper 3	2 topic tests	3 topic tests Baseline GCSE paper

*Those doing higher tier maths will study the same topics in year 9 as those doing foundation but will look at more difficult aspects of those topics.*

Any questions? Please contact: Dom Devlin (Head of Maths) – [dominic.devlin@whptrust.org](mailto:dominic.devlin@whptrust.org)

# Our Year 9 Science Curriculum

## We aim to develop learners who:

- Gain enjoyment and satisfaction in being able to find answers to the kinds of questions that people ask about themselves and the natural world
- Have a broad and deep knowledge of the sciences that enables them to link their science knowledge to a large number of objects, events and phenomena that they encounter in their everyday lives
- Have an understanding of science issues that may affect their own and others health and wellbeing and the environment
- Appreciate the cultural significance of achievements in the history of science
- Are scientifically confident and skilled learners with potential for embarking on STEM-based careers

## Big Ideas in Year 9 Science:

**The human body is amazing! Protecting us from disease and having special systems to keep us functioning. You will learn about this and also how evolution happens and the evidence we have to support this theory. We are all made of atoms, but how do they bond together to make more complex molecules? We will also revisit some of the forces that govern our universe and look at the uses and dangers of radiation and make links back to the structure of the atom. Coming full circle back to the human body, we will also try to answer the question “Are we all made of stardust?”**

## Last year we learned about....

**Biology:** Microbes; Healthy lifestyles; Ecology; Adaptations; Inheritance; Selection

**Chemistry:** Compounds; Separation techniques; Metals and Reactivity; The Earth

**Physics:** Light; Sound; Electricity; Magnets

## Next year we will learn about...

**Biology** – B3.Infection and Response, B4.Bioenergetics, B5.Homeostasis and Response

**Chemistry** – C1.Atomic structure and Periodic table, C2. Bonding, structure and properties, C3. Quantitative Chemistry, C4.Chemical Changes, C5. Energy Changes

**Physics** – P1. Energy, P2. Electricity, P3. Particle Model of Matter, P4. Atomic structure



	Half term 1-3			Half term 4-6		
Topic	Biology (Pre-GCSE) Infection and Response Evolution and biodiversity	Chemistry (Pre-GCSE) Atomic structure and Bonding	Physics (Pre-GCSE) Forces, Radiation and Stars	GCSE Biology and Chemistry Topics B1.Cell Biology B2.Organisation (Biology) C9. Chemistry of our Atmosphere (Chemistry) C10. Using Resources (Chemistry)		
Key Questions	Why is antibiotic resistance an important issue?  What evidence do we have for evolution?	How has the model of the atom changed over time?  How do atoms form bonds?	Is all radiation dangerous?  What will happen to our sun when it runs out of fuel?	What are the differences between eukaryotic and prokaryotic cells?  What happens when a cells divides?	How is our body and its systems organised?  How are we able to digest our food?	How can we reduce our carbon footprint?  What resources do we extract from the Earth and how do we use them?
Assessment	End of Topic Assessment	End of Topic Assessment	End of Topic Assessment	End of Topic Assessment	End of Topic Assessment	End of Topic Assessment

Any questions? Please contact: Alison Pascual (Head of Science) – [alison.pascual@whptrust.org](mailto:alison.pascual@whptrust.org)

# Our Year 9 Computer Science Curriculum

We aim to develop all students into effective practitioners in the workplace who:

- Ask and answer questions about how technology has evolved and how it is used in the world.
- Can confidently use a wide range of software and are prepared for the demands of 21<sup>st</sup> Century academic life and the work environment.
- Can begin to develop the knowledge and skills necessary to progress to GCSE and A level Computer Science.

## Big Ideas in Year 9 Computer Science:

Careers in Computer Science, Programming in Python, Boolean Logic, Image and File representation and App development.

## Last year we learned about....

Hardware and Software, Cyber Crime and Computer Security, Photoshop, Binary and Programming.

## Next year we will learn about...

Computer Science GCSE will encourage students to understand and apply the fundamental principles and concepts of Computer Science including, abstraction, decomposition, logic, algorithms, and data representation. Students will be given the opportunity to think creatively, innovatively, analytically, logically and critically. Furthermore., students will be able to understand the impact of digital technology in wider society and develop their skills in Python and other programming languages.

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Topic	Careers in Computer Science	Python Programming	Boolean Logic	File and image representation	Networks	App development
Key Questions	What careers are available within the world of Computer Science?	How can you use advanced programming techniques to design effective algorithms?	How do computers communicate and make decisions?	How are files and images represented?	Which is the most appropriate network design?	How can you adapt a design to meet the needs of an audience? How can you measure the success of an app?
Assessment	Present your research into a Computer Science career opportunity	Create a series of algorithms within Python + Microsoft Forms Assessment	Microsoft Forms Assessment – Boolean Logic	Microsoft Forms Assessment- File and image representation  Create a professional podcast	Microsoft Forms Assessment - Networks	Create an app that is fit for purpose  Microsoft Forms Assessment – End of Year Assessment

Any questions? Please contact: Jacqui Banger (Head of Computer Science and Business)

[j.banger@whptrust.org](mailto:j.banger@whptrust.org)

# Our Year 9 Geography Curriculum

We aim to develop students as Geographers who:

- Describe and explain Geographical processes and concepts, both human and physical.
- Can identify key issues faced both locally and globally and recognise the need for sustainability.
- Can see the importance of their own role in being a responsible global citizen
- Can begin to evaluate different views relating to Geographical issues

**Big Ideas in Year 9 Geography: Conservation, global warming, the development gap, globalisation, global threats, geopolitics**

Last year we learned about:

Next year we will learn about...

- Antarctica
- Globalisation
- Global Threats

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Topic	Antarctica as a wilderness	Using Antarctica	Fashion	Globalisation	Global Threats	Global Threats
Key Questions	<p>What is Antarctica like?</p> <p>How does the biodiversity cope?</p> <p>How has technology and knowledge changed to overcome the harsh geography</p>	<p>How do we use Antarctica?</p> <p>What are the main threats to the last great wilderness?</p> <p>How can we use Antarctica sustainably?</p>	<p>Where are our clothes made and why?</p> <p>Pros and cons of sweatshops</p> <p>Environmental impact of textile industry in NEEs</p>	<p>What is a TNC?</p> <p>What are the pros and cons of TNCs?</p> <p>Are big businesses like McDonalds and Nike good?</p>	<p>Evaluation of the following threats to our future:</p> <p>Diseases</p> <p>Global Warming</p> <p>Megadisasters</p>	<p>Nuclear threats</p> <p>Energy Security</p> <p>Geopolitics and war</p>
	Was Scott's failure bad planning or bad luck?	How should Antarctica be used in the future	Letter to Nike	Should TNCs be allowed to use poorer countries in the same way?	Which disease causes the most severe problems?	What is the biggest threat facing our future?

Any questions? Please contact: Tom Staszkiwicz (Head of Humanities) - [tom.staszkiwicz@whptrust.org](mailto:tom.staszkiwicz@whptrust.org)

# Our Year 9 History Curriculum

**We aim to develop students as historians who:**

- Ask and answer questions about the past using different sources of evidence, considering the nature, origin and purpose of these sources.
- Can confidently describe key events of British, European and World history in the 20<sup>th</sup> century.
- Can explain and evaluate different interpretations of the past, using contextual knowledge.

**Big Ideas in Year 9 History: politics, genocide, civil rights, war & peace, technology.**

**Last year we learned about:**

- The British Empire and the Transatlantic Slave Trade
- Gandhi and Indian Independence
- The Industrial Revolution
- Votes for Women

**Next year we will learn about...**

- GCSE History – Medicine through time, Early Elizabethan England, The American West

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Topic	World War One		The War in the East & the First Atomic Bomb		Rise of Nazism and the Holocaust	Civil Rights in the UK and USA
Key Questions	What were the causes of WW1?  What was life like for soldiers in the Trenches of the Western Front?	The Battle of the Somme: were the British soldiers 'lions led by donkeys'?	What was the League of Nations and why did it fail?  Why did Japan attack Pearl Harbor?	Why did the USA drop the atomic bomb?  Can the dropping of the atomic bomb be justified?	What is anti-Semitism?  How did the Nazis persecute Jewish people?  What was the 'final solution'?	How did Civil Rights Campaigners fight segregation in the USA?  How did British campaigners fight racism in the UK?
Assessment	Causes of WW1	Interpretations of General Haig and his role at the Somme		Source investigation: Why did America drop the bomb?	Interpretations: Was the Holocaust planned from the start?	

Any questions? Please contact: Tom Staszkiwicz (Head of Humanities) - [tom.staszkiwicz@whptrust.org](mailto:tom.staszkiwicz@whptrust.org)

# Our Year 9 Spanish Curriculum

## We aim to develop students who:

- develop confident and effective communication skills in the target language
- show an understanding of the culture of countries and communities where Spanish is spoken
- develop an interest in, and enthusiasm for, language learning and to recognise the importance of learning language in a broader context.
- can develop their ability to write and speak in the target language and to understand written or spoken Spanish in a variety of contexts and genres.

## Big Ideas in Year 9: Different verb tenses, media, environment, work

### Last year we learned about....

- |                                                                                 |                                                                                        |
|---------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• My house</li> <li>• My Town</li> </ul> | <ul style="list-style-type: none"> <li>• Holidays</li> <li>• Food and drink</li> </ul> |
|---------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|

### Next year we will learn about...

- Talking about social networks, family, socialising.
- Discussing holidays
- Talking about school life
- Talking about the world of work and future plans
- Discussing different festivals and celebrations

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Topic	Los medios de comunicación: Tv programs	Los medios de comunicación: Cinema	Jovenes en acción: Children's lives	Jovenes en acción: Environment	El mundo del trabajo: Chores	El mundo del trabajo: Jobs
Key Questions	Are you a TV addict?  What do you like to watch on TV?  What programs do you like/dislike? Why?  What did you like when you were young?	What type of films do you prefer?  Do you like romantic films?  What film would you recommend me to watch?	What is your opinion about...?  Can you...?  How do you go to the school?	What are the problems in your city?  What could we do to solve them?	Do you help at home?  What do you do?  Do you get pocket money?  How do you spend your money?	What does your father/mother do?  Where does he/she work?  Where would you like to work?  Would you like to go to university?
Assessment	Reading Assessment	Speaking Assessment	Listening Assessment	Writing Assessment	Speaking Assessment	Writing Assessment

Any questions? Please contact: Mrs C Garcia or Mrs Perczynski (Head of Spanish) –

[crisrina.garcia@whptrust.org](mailto:crisrina.garcia@whptrust.org)

[emma.perczynski@whptrust.org](mailto:emma.perczynski@whptrust.org)

# Our Year 9 Religious Studies & Citizenship Curriculum

## We aim to develop students as citizens who:

- Engage with and debate philosophical & ultimate questions, and ethical issues
- Are inclusive, accepting & empathetic, and can challenge the views of others in a respectful manner
- Are equipped with the knowledge & skills to keep themselves safe and well as they navigate adolescence

## Big Ideas in Year 9 RS & CZ:

**Marriage & Family Life, Life After Death, Medical Ethics, The UK Political structure & British Values, Relationships & Sex, Health and Wellbeing**

## Last year we learned about....

- God's Existence
- Conflict and compatibility between Religion and Science
- Money and Tax
- Relationships and Sex
- Health and Wellbeing

## Next year we will learn about...

- Religion, Human Rights, & Conflict of Rights
- Religion, War & Conflict, extremism & terrorism
- Crime, Gangs & county lines
- Fertility & Reproductive Health,
- Parenting
- Stalking, Harassment, Hate crime, Revenge Porn
- Same sex relationships, Gender roles & trans identity
- Social anxiety, suicide, coping with loss & bereavement

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Topic	Religion & Relationships	What Happens when we die?	Medical Ethics	Living in the wider world	Being Victor	
Key Questions	Families & family roles? Marriage: nature & purpose, and is marriage still relevant? Divorce? Religious attitudes to sex? Religious attitudes to same-sex marriage	Beliefs about the soul? Christian views on the afterlife? Reincarnation and Rebirth (Hindu, Buddhist & Sikh views)? Muslim views on the afterlife? Non-religious views on the afterlife? Funeral practices & how these are shaped by beliefs	What is the sanctity of life? When does life begin? Abortion? IVF? Euthanasia – murder or mercy? Organ donation?	UK political structure? How are laws made? The law and young offenders? Knife crime? Discrimination & the law? British values & community cohesion?	Family relationships? Romantic Relationships? Attitudes to sex? Contraception, sexual health & HIV? Online safety & sexting? Peer pressure? Saying no & meaning it? Mental health & depression? Suicide?	
Assessment	Essay: “Marriage should not have to be for life” discuss.	Extended paragraph: From 2 religions explain beliefs about life after death	Essay: “It is a woman’s right to choose abortion” discuss.	Regular self-assessment to track confidence in these topics. Teacher assessed case studies to check knowledge & understanding	Regular self-assessment to track confidence in these topics. Teacher assessed case studies to check knowledge & understanding	Regular self-assessment to track confidence in these topics. Teacher assessed case studies to check knowledge & understanding

Any questions? Please contact: Sophie Anderson (Head of RS & CZ) - [sophie.anderson@whptrust.org](mailto:sophie.anderson@whptrust.org)

# Our Year 9 Physical Education Curriculum

We aim to develop students as Sportspeople who:

- Enjoy being physically active.
- Can replicate a series of physical skills in isolated, conditioned and competitive environments.
- Can begin to evaluate when certain skills are to be used.
- Understand the importance of physical activity on health and wellbeing.

**Big Ideas in Year 9 PE: What effect does physical activity have on our mental and physical wellbeing?**

Last year we learned about....

- Using skills, techniques and tactics in competitive situations
- Aspects of Leadership in various roles.
- Understanding about Health and fitness.

Next year we will learn about...

- Physical activity as part of a healthy lifestyle

	Half Term 1 & 2	Half Term 3 & 4	Half Term 5 & 6
Topic  <i>*may fall into Spring Term due to facilities</i>	Practical- Three 5 week blocks on three of the below activities: <ul style="list-style-type: none"> <li>• Football</li> <li>• Netball</li> <li>• Badminton*</li> <li>• Rugby</li> <li>• Fitness*</li> <li>• Volleyball</li> <li>• Table tennis</li> </ul>	Practical - Three 5 week blocks on three of the below activities: <ul style="list-style-type: none"> <li>• Basketball</li> <li>• Hockey</li> <li>• Badminton*</li> <li>• Gymnastics*</li> <li>• Fitness*</li> </ul>	All students study <ul style="list-style-type: none"> <li>• Athletics</li> </ul> And two activities from ... <ul style="list-style-type: none"> <li>• Cricket</li> <li>• Rounders</li> <li>• Softball</li> <li>• tennis</li> </ul>
Key Questions	<ul style="list-style-type: none"> <li>• Types of fitness and how they can be used to maximise performance</li> <li>• The different body systems and how they work together: skeletal/muscular/cardiorespiratory systems</li> </ul>	<ul style="list-style-type: none"> <li>• Lifestyle choices</li> <li>• Energy, nutrition &amp; hydration</li> <li>• Fitness testing methods and how tests are used to improve performance</li> </ul>	<ul style="list-style-type: none"> <li>• Principles of Training FITT/SPORT</li> <li>• SMART goals to improve performance</li> <li>• Mental preparation</li> <li>• Extrinsic v intrinsic motivation</li> <li>• Effects of self-confidence on performance</li> </ul>
Assessment	<ul style="list-style-type: none"> <li>• Physical – How do I perform the skills necessary to be successful in this activity?</li> <li>• Thinking/creative – How do I apply tactics, make decisions and evaluated during and after mine and other performances?</li> <li>• Personal – How do I demonstrate confidence, positive values, good behaviours and the key values of Sport?               <ul style="list-style-type: none"> <li>• Social – How do I communicate, manage, Lead and be part of a team?</li> <li>• Health – Do I display Healthy behaviours and attitudes?</li> </ul> </li> </ul>		

Any questions? Please contact: Kieran Warner (Head of Physical Education) – [kieran.warner@whptrust.org](mailto:kieran.warner@whptrust.org)



## Creative Curriculum:

Students select two of the following options to study during Year 9 which allows them to develop the skills needed for GCSE and enjoy the subjects which they are passionate about.

# Our Year 9 Drama Curriculum

We aim to develop students as drama practitioners who:

- Are creative, innovative, imaginative and bold in their works
- Can draw upon a wealth of drama concepts and techniques to enhance their work
- Reflect on the philosophies of the great theatrical masters and form a personal standpoint for their own practise.

**Big Ideas in Year 9 Drama:**

**Lazzi, theatrical stage combat, naturalism, staging a play, key practitioners and their approaches/ genres**

**Last year we learned about....**

- Multiple techniques for creating both character and storyline, including from a range of stimuli
- What makes a good (and bad!) performance, and how to evaluate critically and constructively.
- How to interpret Shakespearean language and evolve his plays into a modern context.

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Topic	Blood Brothers	Blood Brothers	Commedia dell'arte	Page to Stage	Key Practitioners	Final performance piece
Key Questions	The nature or nurture debate? What was 1960s Liverpool like? Can song be an effective vehicle for progressing narrative? Does the social class effect status on stage?	Nature or nurture? What was 1960s Liverpool like? Can song be an effective vehicle for progressing narrative? Does the social class effect status on stage?	Can you create a character from 'outside in'? Can you create a lazzi / slapstick routine? Can you safely apply theatrical stage combat techniques?	Can you bring to life a printed text and prepare it for staging in full? Can you interpret the script and bring to life the subtle nuances of a script? Can you perform in a naturalistic manner?	What is Theatre of Cruelty? How is Verbatim theatre constructed? Does Epic/Political theatre have an impact on today's society? What is the Stanislavski method?	Can you collaborate with small groups to apply your knowledge of one key practitioner in creating a final performance piece
Assessment	Monologue performance of selected extract/song	Group performance of an extract from the play.	Performance of group devised Lazzi routine. Evaluation of own performances and that of peers	Performance of the play Backstage. Evaluation of own performances and that of peers	Perform using the methods of chosen key practitioners of theatre.	Perform using the methods of chosen key practitioners of theatre. Presentation of extended research into their chosen practitioner

Any questions? Please contact: Claire Franklin (Head of Performing Arts) – [claire.franklin@whptrust.org](mailto:claire.franklin@whptrust.org)

# Our Year 9 Music Curriculum

We aim to develop students as musicians who:

- Can perform confidently as both soloist and ensemble player.
- Can play a musical instrument with good physical dexterity and fine motor skills.
- Can read pieces of music written in western musical notation.
- Can analyse stylistic traits, evaluate the geographical, socio-political, and religious roots of a genre.

**Big Ideas in Year 9 Music: Decolonising music history and shining a spotlight on the music of those caught up in the transatlantic slave trade. Putting on a gig.**

**Last year we learned about....**

- The common structures of music, why they exist and how to compose with them.
- How to manipulate the pre-programmed functions in the keyboard.
- Developing instrument specific skills on the keyboard.
- Film music – Leitmotifs and tonality.

**Next year we will learn about...**

- Developing instrument specific skills and how to rehearse effectively.
- Caring for the instrument and the instrumentalist.
- Detailed analyses of student chosen genres.

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Topic	Decolonising music history	Reggae	Keyboard Skills 3	Ragtime	Peace and Conflict	Peace and Conflict
Key Questions	How can we objectively and critically evaluate the musical styles that evolved from the fusion of traditional African music and European music brought about by the Transatlantic slave trade?	What were the socio-political circumstances that influenced reggae artists? Reggae music is often a vehicle for communication the tenants of which faith? What are the real meanings in reggae songs?	What are the correct hand positions? Can you co-ordinate both your hands? What are chord inversions? Do you understand the conventions of keyboard chord writing?	Who wrote ragtime music? What aspects of the music of inherently African?	Can you prepare for a whole class gig? How do you select repertoire and programme a performance? What health and safety regulations do musicians need to be aware of?	
Assessment	Extended discussion points	Written paper	Solo performance of piece selected from differentiated booklet	Solo performance. Composition in the ragtime style		Performances

Any questions? Please contact: Claire Franklin (Head of Performing Arts) – [claire.franklin@whptrust.org](mailto:claire.franklin@whptrust.org)

# Our Year 9 Art Curriculum

**We aim to develop students who:**

- Are increasingly confident in their skills in art.
- Gain enjoyment and satisfaction in being creative and in developing their skills in a wide range of art techniques.

**Big Ideas in Year 9 Art:**

**Proportion, portraits, perspective and Pop Art**

**How to create tone, texture, form and line.**

**How to use guidelines and learn about the proportion of the human face.**

**How to transfer your skills when using other materials.**

**How to draw portraits accurately.**

**How to create a sense of depth using 1 point and 2 point perspective.**

**Last year we learned about....**

- Tone, texture, form and line. Natural forms, colour and pattern.

**Next year we will learn about...**

- Still Life and how to develop our skills further by using a wider range of media.

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Topic	Portrait – Guidelines and Proportion.		Portrait – Grid technique and Pop Art.		Portrait and Perspective.	
Key Questions	How do you draw a portrait? How do guidelines help with accuracy? What are the key points to remember about the proportion of a human face?		How do you use a grid to draw an image accurately? What is Pop Art? Who was Roy Lichtenstein how is his work still influential today? How do you apply the Pop Art style to your own work?		What is one point and two-point perspective? What famous art works use perspective techniques? How do you apply the skills learnt in previous lessons to create a final design including portrait, Pop Art and perspective?	
Assessment	End of topic Teacher assessment		End of topic Teacher assessment		End of topic Teacher assessment	

Any questions? Please contact: Margaret Hewitt (Head of Art) – [margaret.hewitt@whptrust.org](mailto:margaret.hewitt@whptrust.org)

# Our Year 9 Food Curriculum

## We aim to develop students who:

- Know how to work safely in a food room.
- Are able to prepare a wide range of ingredients and food.
- Develop a wide range of skills using the whole range of food components

## Big Ideas in Year 9 Food:

**Food from different cultures. Seasonal food.**

## Last year we learned about....

- What are the sensory qualities when talking about food?
- How do we use a hob safely?
- How do we chop food safely?

## Next year we will learn about...

- Carbohydrate and cereal foods.
- Animal and vegetable protein.
- Fruit and vegetables.

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Topic	Pastries and fillings		Cultural foods		Seasonal foods	
Key Questions	What are the different types of pastries?  How do you prepare the different types of pastry?  What are the different methods of making cakes?		Where do particular dishes come from?  Why are there differences in the way food is prepared around the world?		What are seasonal foods?  Why is it important to use seasonal foods?	
Assessment	End of topic Teacher assessment using the exam board assessment criteria.		End of topic Teacher assessment using the exam board assessment criteria.		End of topic Teacher assessment using the exam board assessment criteria.	

Any questions? Please contact: Penny Crumpton ( Head of Technology) [penny.crumpton@whptrust.org](mailto:penny.crumpton@whptrust.org)

# Our Year 9 Product Design Curriculum

## We aim to develop students who:

- Are able to think and express their ideas as a Product Designer.
- Are able to identify a range of different tool and equipment and to be able to state safety considerations when in use.
- Are able to use a range of materials effectively to create a prototype

## Big Ideas in Year 9 Product Design:

**Anthropometrics and ergonomics.**

**Research methods and end of product life considerations.**

## Last year we learned about....

- Different tools in the workshop such as fret and coping saws.
- Filing and finishing a product made from wood.

## Next year we will learn about...

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Topic	Practical project 1		Practical project 2		Practical project 3	
Key Questions	What is a design brief? What is a design specification? What is anthropometric data and how do you use it in designing a product? What is ergonomics and how do you use it in Your design work?		How do you dismantle a product? How do you show skill in reassembling a product? Which are the best tools to use to reassemble a product? What are the different types of production methods?		How do you identify which tools and equipment are needed to create a product? What do you need to consider when doing production costings? What parts of a product can be recycled or can be placed into landfill?	
Assessment	End of topic Teacher assessment		End of topic Teacher assessment		End of topic Teacher assessment	

Any questions? Please contact: Penny Crumpton ( Head of Technology) [penny.crumpton@whptrust.org](mailto:penny.crumpton@whptrust.org)

# Our Year 9 Textiles Curriculum

**We aim to develop students who:**

- Know how to work safely in a textiles room.
- Are able to work with a range of textiles techniques.
- Are confident in using a sewing machine and create a series of work successfully.

**Big Ideas in Year 9 Textiles:**

**Textile samplers techniques : molar, applique, fabric painting, batik.**

**Last year we learned about....**

- Tie dye techniques.
- Constructions techniques.

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Topic	Portraits		Portraits		Natural Forms	
Key Questions	How do you analyse textiles work?  What are simple image transfer techniques?  What is hand embroidery?  What is machine embroidery?		How do you translate your design into a textiles final piece?  What is molar work?  What is applique?		What is fabric painting? What are the different fabric painting techniques?  What is batik?  How can you use a range of techniques in your work?	
Assessment	End of topic Teacher assessment.		End of topic Teacher assessment.		End of topic Teacher assessment.	

Any questions? Please contact: Penny Crumpton ( Head of Technology) [penny.crumpton@whptrust.org](mailto:penny.crumpton@whptrust.org)

# Our Year 9 Sports Leaders Curriculum

We aim to develop students who:

- Develop wider skills associated with Sport
- Understand the benefits of physical activity
- Have a love of various aspects of Sport & Physical Activity

**Big Ideas in Year 9 -**

**Can you achieve excellence in Sport without being a performer?**

**Next year we will learn about...(Level 2 Sport)**

- Practical performance
- Fitness & health
- Leadership
- Health & Wellbeing
- Body Systems

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Topic	Sports Leadership	Sports Leadership	First Aid	Fitness Instruction	Fitness Instruction/ Officiating	Fitness Instruction/ Officiating
Key Questions	<ul style="list-style-type: none"> <li>• Leadership Skills</li> <li>• Leading a warm up</li> <li>• Team building Skills</li> <li>• Inclusive Sport</li> <li>• Leading others</li> </ul>		<ul style="list-style-type: none"> <li>• DRABC</li> <li>• PRICE</li> <li>• First aid scenarios</li> <li>• Recovery position</li> <li>• CPR</li> <li>• Bandaging</li> <li>• Minor wounds</li> </ul>	<ul style="list-style-type: none"> <li>• Components of fitness</li> <li>• Effects of exercise</li> <li>• Fitness testing</li> <li>• Structure of a Training Programme</li> <li>• FITT Principles</li> <li>• Additional Principles of Training</li> </ul>	<ul style="list-style-type: none"> <li>• Rules &amp; Regulations</li> <li>• Roles of the official</li> <li>• Umpiring/ Scoring games</li> </ul>	
Assessment	<ul style="list-style-type: none"> <li>• Self &amp; Peer assessment of sessions</li> </ul>		<ul style="list-style-type: none"> <li>• Teacher assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Self &amp; peer assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Formative assessment</li> </ul>	

Any questions? Please contact: Mr Warner (Head of PE) – [kieran.warner@whptrust.org](mailto:kieran.warner@whptrust.org)



# Our Year 9 German Curriculum

**We aim to develop students as linguists who:**

- develop confident and effective communication skills in the target language
- show an understanding of the culture of countries and communities where German is spoken
- develop an interest in, and enthusiasm for, language learning and to recognise the importance of learning language in a broader context.
- can develop their ability to write and speak in the target language and to understand written or spoken German in a variety of contexts and genres.

**Big Ideas in Year 9:**

**Basic information about oneself, free time activities linked to weather, local area, and school life**

	<b>Half Term 1</b>	<b>Half Term 2</b>	<b>Half Term 3</b>	<b>Half Term 4</b>	<b>Half Term 5</b>	<b>Half Term 6</b>
<b>Topic</b>	Hallo: Basic information about yourself. Name, age	Meine Stadt: Information about the area I live in.	Freizeit: activities and hobbies	Freizeit und Das Wetter: sports and weather	Die Schule: Subjects, opinions	Die Schule Descriptions
<b>Key Questions</b>	What is your name? How old are you?  When is your birthday?  How many people are there in your family?  What is your sister/mum called?  When is their birthday?	Where do you live? Where is your town?  What is your town like?  Do you like it?  What is there of interest?  What did you do last weekend?  Where would you like to live in the future?	What do you like to do in your free time?  Are you sporty?  What did you like to do when you were younger?	What's the weather like?  Is it hot?  What do you do when it rains?  What do you do when it's sunny?	What's the name of your school?  What subjects do you study?  What do you think of Maths/German?  Did you used to like History/Geography?	Where is it is?  What's it like?  What was your primary school like?  What would your ideal school be like?
<b>Assessment</b>	Reading Assessment	Listening Assessment	Speaking Assessment Role play	Writing/translation Assessment	Group video presentation (Writing & speaking to be assessed).	

Any questions? Please contact: Mrs Perczynski [emma.perczynski@whptrust.org](mailto:emma.perczynski@whptrust.org)



