

**Blessed Hugh Faringdon
Catholic School and Sixth
Form Centre**



'True Teaching'

**YEAR 9
2021 - 2022**

**Curriculum Booklet
to assist Pupils and Parents**

"Outstanding School"
2018 Diocesan Inspection (Section 48)

**PORTSMOUTH
CATHOLIC DIOCESE**

Blessed Hugh Faringdon Catholic School and Sixth Form Centre



September 2021

Dear Parents and Carers,

As you are aware, at Blessed Hugh Faringdon we place great emphasis on the importance of good home school links. It is intended that this booklet will contribute to even greater mutual support, as we seek to maximise the potential of your child.

Details of the curriculum have been outlined for each subject. It is hoped this information will be valuable to you, as you support your child.

Please contact the school should you need clarification of any of these details to speak to the relevant Subject Leader, the Year Leader or myself.

Yours sincerely

A handwritten signature in black ink that reads 'Simon R. Uttley'.

Dr Simon Uttley
Headmaster

2021/2022

Head of Year 9

Mr I Patullo

Tutors

9DB

Mr G Otuzalti

9MK

Miss G Idi Amye

9ML

Miss E McGee

9MT

Mr M Hryniewicz

9OR

Mrs S Thompson

9BL

Miss E Pelc

Year 9 Programme of Study

Subject Leader, Mrs L Amieiro

In Year 9, students will begin the GCSE course.

Exam board: **AQA GCSE Religious Studies B (8063A)**

Year 9 Units of Study:

Catholic Christianity:

Students will study the beliefs, teachings, and practices of Catholics in relation to four of the six topics covered. These four topics are: Creation, Incarnation and Triune God and Redemption.

In term 6 of Year 9, students will follow the “*Chosen by God*” topic, examining all aspects of relationships, belief in the value of life and humanity as created by God. The aim is to develop an understanding about the dignity of the human person – our own and when in a relationship. This is carried out in conjunction with the Pastoral team in school.

Students go on a one-day retreat, as organised by the RE department, with their tutor group as part of the relationships programme.

This is not part of the GCSE examination course.

Equipment:

- A Bible with the Old and New Testament
- Textbook is provided in the lesson
- A Bible is **not** allowed in the examination

Homework:

PowerPoint presentations, reading, research using the internet and library, examination questions, learning Bible passages through visualisation e.g., symbols/illustrations, mind map summaries, revision tasks, media research.

Revision:

- Before each end of unit assessment
- Before the Year 10 and Year 11 mock examinations
- December of Year 11 onwards
- As an ongoing expectation throughout the course

Examinations:

The assessment consists of two written GCSE examination papers:

Component 1:	Catholic Christianity	50%
Component 2:	Perspectives on Faith	50%
Year 11		100% exam

Any queries please contact Mrs Amieiro, Religious Education, Subject Leader

Extra Resources for Gifted and Talented:

- Students to practice knowledge by 'teaching' parents
- Focus on achieving Grade 9 through exam practice
- Modelling answers
- Paired and self-assessment
- Targeted, detailed revision booklet
- Challenge as presented through Evaluation Q's Internet resources as advised – www.aqa.org

Extra Resources for Basic Skills students:

- Appropriate revision skills taught
- Organisational skills developed
- Targeted, differentiated revision booklet
- Internet resources as advised – www.aqa.org

In Year 9, students will have a GCSE skills taster course. English Language will be taught both through the Literature course enabling students to try some of the GCSE skills required while still having their own set of texts.

AUTUMN: *Term 1*

Topic: **A Christmas Carol**

- Reading:** Context/ ideas / perspectives
- Character construction
 - Thematic plotting
 - Setting
 - Linguistic
 - Structure
 - Form
 - Allegories and their role in political and social debates.

Speaking and Listening:

Role play (Hot Seating; Sculpturing)
Group discussion leading to outcomes that develop thematic understanding of the texts

Autumn: *Term 2*

Topic: **Explorations in Writing to Argue/Persuade links to Language Paper 2 Gregory's' Girl or To Kill a Mockingbird to look at wider concepts of inclusion, equity and equality with media 'The Hate U Give'**

- Writing:** Creative and analytical responses that evidence a range of:
- Linguistic and structural features apt for purpose of writing
 - Developed register
 - Vocabulary
 - SPaG
 - Cultural Capital (concepts)

SPRING *Term 3*

Topic: **An introduction to Villains in Literature - Narratives, including Shakespeare's Richard III and The Bunker Diaries (differentiated).**

- Reading:** Context / ideas / perspectives
- Character construction/comparative skills for HA students
 - Thematic plotting
 - Setting
 - Linguistic
 - Structure
 - Form
 - SPaG (spelling, punctuation and grammar)

Speaking and Listening:

Role play (Hot Seating; Sculpturing)
Group discussion leading to outcomes that develop thematic understanding of the texts

SPRING *Term 4* **Orangeboy**
Reading for comprehension, diverse issues discussion

Writing: Narrative features
 SPAG
 Show not tell skills
 Mature writing

SUMMER: *Term 5* **Honour Killing Bali Rai**
(assessment based on Literature text links to Paper 2 Literature GCSE)

Reading: For meaning both implicitly and explicitly. Evidence of interrogative approach to:
 ▪ Linguistic devices
 ▪ Structural concepts
 ▪ Contextual understanding

SUMMER: *Term 6* **Views and Perspectives/ Oscar Wilde – Paper 2 skills to lead to practice lang paper**

Writing: Creative and analytical responses that evidence a range of:
 ▪ Linguistic and structural features for type of writing
 ▪ Vocabulary
 ▪ SPaG

Equipment:
Pen, pencil, ruler, exercise book, colouring pencils/pens, glue stick, scissors and imagination!

Homework:
One piece of written homework per week via EL

Assessment Schedule:

- Summative assessment marked against grade descriptors for exams
- Formative assessment throughout the units

Recommended Reading/Useful Websites:

- Regular sustained practice of reading skills
- Essential websites will be given, as and when appropriate

MATHEMATICS

Year 9 Programme of Study

Subject Leader, Ms J Dobson

In Year 9 students will begin elements of the GCSE course.

Foundation

Autumn 1 Number	Calculations Place Value Rounding Add and Subtract Multiple and Divide
Geometry	Angles and Polygons Angle and Polygon terminology Types of angles Triangles Quadrilateral and polygon interior and exterior angles
Autumn 2 Geometry	Working in 2D Measure length and angles Area of shapes Transformation-rotation Reflection Translation Scale factor and enlargement
Geometry	Vectors- Translation
Number	Factors, Powers and Roots Factors and Multiples Prime factor decomposition Powers and roots
Number	Fractions, decimals, percentages Equivalence Interchanging between forms Improper fractions Problem solving
Algebra	Expressions Terminology Terms Equations Expressions Indices Identity Basic Expanding and Factorising
Spring 2 Statistic and Probability	Data
Algebra	Formulae and Functions
Summer 1 Statistics and Probability	Probability
Number	Measures and Accuracy
Summer 2 Algebra	Graphs
Algebra	Equations and Inequalities

Higher

Autumn 1 Number	Calculations Fractions, decimals and percentages
Algebra	Simplifying expressions Indices Expanding and factorising single and doublet brackets Algebraic fractions
Autumn 2 Number	Factors and multiples Powers and roots Surds
Algebra	Formulae Functions Equivalences in algebra Solving linear equations
Spring 1 Number	Calculating with roots and indices Standard form
Algebra	Equation of a straight line Inequalities Approximate solutions
Spring 2 Geometry	Angles and polygons Working in 2D
Statistics	Handling data 1 Probability
Summer 1 Number	Estimation and approximation Measures and accuracy
Algebra	Quadratic equations Simultaneous equations
Summer 2 Algebra	Linear and quadratic functions Properties of quadratic functions Kinematic graphs
Number	Proportion Ratio Percentage change

Equipment:

Pen, pencil, ruler, eraser, sharpener, protractor, pair of compasses, calculator

Homework:

Two pieces of homework per week

Assessment Schedule:

- Unit assessments
- End of year exam (internal)

Recommended Reading / Useful Websites:

- Kerboodle.com – a digital version of the class textbook is available here
- www.mymaths.co.uk
- CGP KS4 Revision Guide, Workbook

Extra Resources for Gifted and Talented:

- Kerboodle.com - Higher resources online
- www.nrich.maths.org/forstudents

Extra Resources for Basic Skills Students:

Kerboodle.com Foundation texts

In Year 9, we try to provide specialist subject teachers as far as possible
Therefore, Biology, Physics and Chemistry are taught in the following blocks.

AUTUMN: *Terms 1 and 2* AQA GCSE Science

- Scientific Skills
- B1 Cell biology
- C1 Atomic structure and the periodic table
- P1 Particle model of matter, Energy

SPRING: *Terms 3 and 4* AQA GCSE Science

- B1 Organisation
- C2 Chemistry of the atmosphere, Organic Chemistry
- P1 Energy

SUMMER: *Terms 5 and 6* AQA GCSE Science

- B1 Infection and response
- C2 Rate and extent of Chemical change
- P1 Atomic structure

Core Skills: Factual knowledge and understanding
Application of knowledge
Experimental work

NB Revision Guides and Work Books are available and recommended.

Equipment:

Calculator, pen, pencil, ruler, protractor, eraser, pencil sharpener

Homework:

A variety of tasks – written exercises, calculations, research, creative work (writing), investigations.
Revision exercises from Revision Guides and workbooks.

Assessment Schedule:

Pupils will sit an assessment at the end of each unit studied.

Recommended Reading / Useful Websites:

- BBC Bitesize
- AQA website
- AQA GCSE Core Science Revision Guide

Extra Resources for Gifted and Talented:

- Differentiated lessons
- Extended practical investigations.

Extra Resources for Basic Skills Students:

Focus on numeracy and literacy exercises in starters and plenary

Year 9 Programme of Study

Subject Leader, Miss J Greaves

PROJECT 1: Theme: **Popular Culture**

Core Skills: Print making
 Researching artists' work
 Developing designs
 Analysing and evaluating

PROJECT 2: Theme: **Choice of 5 Themes (GCSE Style Project)**

Core Skills: Organising and presenting work
 Researching and analysing
 Developing ideas independently
 Experimenting and evaluating

PROJECT 3: Theme: **Dreams and the imagination**

Core Skills: Drawing / painting from observation,
 research and analysis, design development,
 using perspective to create space and distance,
 rendering forms

PROJECT 4: Theme: **'In the style of'**

Core Skills: Drawing / painting from observation
 Experimenting materials and techniques
 Using research and investigative skills
 Refining technical control in a range of media

Equipment:

2B pencil, pen, 30cm ruler, eraser, colouring pencils, sharpener, sketchbook, Paintbrushes & paint set (optional)

Homework:

Completing classwork, artist research, drawing from observation, visits to virtual galleries.

Assessment Schedule:

Summative assessment at end of each assignment. Regular verbal and written feedback. Peer and self-assessment throughout each project. End of project evaluation.

Recommended Reading / Useful Websites:

- www.wikiart.org
- www.theartstory.org
- www.tate.org.uk

Extra Resources for Gifted and Talented:

- Art Club
- Invitation to the GCSE / AS / A2 Art exhibition
- Organising mini exhibitions
- Extension activities which offer opportunity to work on a larger scale and with a wider range of media.

Extra Resources for Basic Skills Students:

- Reference books in Learning Resource Centre and Art rooms
- Basic skills worksheets.
- Paired / group work opportunities
- Scaffolded activities and close teacher guidance

COMPUTER SCIENCE

Year 9 Programme of Study

Subject Leader, Mr A Fleming

The Year 9 Programme of study focuses on underpinning the GCSE Computer Science starting in Year 10.

- AUTUMN:** Term 1: Flowcharts and Computational Thinking.
Term 2: Modelling using Spreadsheets to build a cinema system.
- SPRING:** Term 1 and 2: Abstraction, Decomposition and Computational Thinking.
- SUMMER:** Term 1 and 2: Flogarithm, Python transition.
- Equipment:** Standard school equipment
- Homework:** This will be set in line with the school homework timetable and will comprise activities completed electronically as well as theory and research tasks
- Assessment Schedule:** Students will be assessed once every half term usually online. Key words will also be highlighted for each unit and tested once a half term.

The Year 9 curriculum continues to build on the teaching and learning delivered in Years 7 and 8. The depth and detail expected in the design and construction of a product is further enhanced and more emphasis is placed on industrial manufacture and production, in order to prepare students for the GCSE course. An appropriate target market will be considered for each product as well as its suitability for industrial manufacture.

Food and Nutrition:

This year prepares the students for the GCSE course (Food Preparation and Nutrition). Students are able to expand on set recipes and explore a variety of international cuisines to develop their repertoire of cooking abilities. Students will be given the opportunity to experiment with food science techniques which they need for the GCSE course.

Practical's will include:

- Chicken Curry
- Chinese Stir Fry
- Italian Pasta Salad
- Cooking with pastry (shortcrust, rough puff, choux and filo)

Product Design - Architecture Project:

In this project students will develop an awareness of architectural, cultural design and structures by innovatively designing and modelling a futuristic building inspired by Zaha Hadid. They will learn to investigate design possibilities through analysis and questioning and write a design brief to outline their intentions. Students will learn the value of prototyping ideas to see how 2D ideas look in real-life 3D form. Students will use a variety of modelling tools and techniques to make a scale model of their building, such as pins and jigs.

Product Design - Mood Light:

Students will follow an iterative design process to create a 3D mood-light. They will explore context opportunities by researching a relevant designer, a design movement, or a culture. Students will also learn how to present and communicate ideas like a professional designer! They will use CAD to draw their design in 3D and then assemble their project by hand in the workshop using cutting, joining and finishing techniques.

Extra Resources - Extended Learning Booklet:

The nature of tasks could be researching, generating design ideas, labelling and drawing of products at home. Students add to their learning in school through an extended learning booklet which includes:

- Target market research
- Production methods
- Identifying materials
- Analysing a product
- Understanding the design process
- Understanding the making process
- Understanding specific design styles
- Use of the 6Rs to consider the environment

Students will also be able to view exemplar materials.

Extra Resources for Basic Skills students and Gifted and Talented students:

- Step by step guides to specific tasks
- Templates
- Display guides
- Freedom to be independent in the complexity of the work

Equipment:

The following equipment is **essential** and recommended in helping pupils to achieve their potential and enhance the presentation of their work:

HB Lead pencil
Black or blue pen
Colouring pencils
Eraser

Pencil sharpener
30cm ruler
Glue stick
Small craft scissors

Why are extended tasks important?

Learning is done at the pace of each individual student. Extension tasks allow for students working at an accelerated rate to further develop their skills and abilities in designing and making whether through a set task such as a tea light holder to a self-choice project.

Assessment Schedule:

The duration of the focus areas will be between 8 to 12 weeks. At the end of each rotation, students will be graded according to the GCSE level descriptors, and they will be able to evaluate their progress towards their KS4 target grade.

Recommended Reading / Useful Websites:

Design and Technology is everywhere, so students are initially encouraged to look behind the reason why products are designed the way they are. Therefore, we encourage students to analyse a range of products. This can be a really useful tool when designing products when the inspiration is a little thin!

Visit these websites for ideas to support the learning and teaching of Design and Technology:

- www.technologystudent.com
- www.designweek.co.uk

The internet has an abundance of information but narrowing down the search to find useful data can be a challenge. Use the following instructions and websites to support learning.

Food Technology: www.bbc.co.uk/bitesize
www.foodafactoflife.org.uk/
www.technologystudent.com

Design Process: www.3d-i.org
www.designandtech.com
www.bsonline.techindex.co.uk/
www.designinsite.dk/htmsider/home.htm
www.skyscrapers.com/english/index.html
www.environment-agency.gov.uk
www.dtonline.org

Product Design /Engineering: www.howstuffworks.com
www.3d-i.org
www.designandtech.com
www.bsonline.techindex.co.uk/
www.design-council.org.uk
www.robots.net
www.plasticsresource.com/
www.cadinschools.org/showcase/default.asp
www.designinsite.dk/htmsider/home.htm
www.dtonline.org

Year 9 Programme of Study

Subject Leader, Mrs S Thompson

AUTUMN Term 1

Term 2

Shakespeare

Surrealism

Core Skills:

To learn about the culture that led to Elizabethan Theatre
To know about Shakespeare's life and work
To perform an extract from a Shakespearian text

Core Skills:

Focus on the work of Dali
Understand and experiment with the Surrealist movement
To be able to physically and non-verbally explore this acting style onstage

SPRING Term 3

Term 4

Brecht

Public Speaking

Core Skills:

To learn basic ideas about Brecht's Theatre
Dramatic Theatre vs Epic Theatre
To be able to distinguish between a role and a Character

Core Skills:

To learn presentation techniques
To be able to present a topic to an audience

SUMMER Term 5

Term 6

Blood Brothers (script work) – Part 1

Blood Brothers (script work) - Part 2

Core Skills:

Understand the different sections and uses of the script
Good understanding of narrative, themes and characters within the play

Core Skills:

Perform a large section of the script
Critique other students' work in relation to the success criteria

Equipment:

Pen/pencil

Homework:

Only work that is **not** completed in class

Assessment Schedule:

- Formative during each scheme
- Summative with a conclusive performance at the end of each one

Some variation in course content may exist due to setting and nature of groups

AUTUMN: *Term 1 and 2*

Theme 1: Identity and culture

- Family
- Places in town
- Friends
- Making arrangements to go out

Core Skills:

- Using *mon, ma, mes*
- Using the correct pronoun (*tu, vous, on/nous*)
- Using definite and indefinite articles correctly
- Learning to say the time
- Using different words for 'friend'
- Giving opinions using *ça va être* + adjective
- Using *c'était*
- Using *normalement* + present tense / *hier* + perfect tense
- Using context to work out meaning

Term 3 and 4

Theme 1: Identity and culture

- Leisure activities
- Films and going to the cinema
- Sport
- New technologies
- Reading habits and music
- Talking about television programmes
- Talking about a night out with friends

Core Skills:

- Using negatives *ne ... pas* and *ne ... jamais*
- Listening for numbers
- Using *je voudrais*
- Developing accuracy when translating
- Listening for a change in opinion
- Using different phrases to introduce opinion
- Using adjectives to describe television programmes
- Making the subject pronouns and the adjectives agree with the nouns
- Using The verbs *aller* and *sortir*

Term 5 and 6

Theme 1: Identity and culture

- Talking about food and meals
- Discussing clothes and what to wear
- Describing your daily life
- Shopping for clothes
- Describing festivals and traditions
- Talking about shopping for a special meal
- Describing family celebrations

Core Skills:

- Using *de / d'* after quantities / containers
- Using *porter* in the present and near future tenses
- Creating extended sentences using *parfois, car / parce que* and *sinon*
- Using *on*
- Using *chez moi / chez nous*
- Using sequencers and connecting words
- Using *aller* + infinitive to talk about future plans
- *à + le = au*
- Identifying past, present and future tenses

Equipment:

Textbook AQA Studio, A4 exercise book. A French-English/English-French dictionary, a verb guide and the AQA GCSE workbook are essential

Homework:

- As per homework timetable
- Frequent learning of vocabulary / phrases

Assessment Schedule:

- End of unit assessments
- Mock exam as per school timetable
- Frequent vocabulary test

Recommended Reading / Useful Websites:

- www.languagenut.com Each student will be given login details to access this online platform
- <http://www.aqa.org.uk/>
- <http://www.languagesonline.org.uk>
- <http://www.wordreference.com>
- www.francais-extra.co.uk
- www.mflgames.co.uk
- www.channel4.com/extra
- www.bbc.co.uk/languages/french

Extra Resources for Gifted and Talented:

- Extension tasks
- Group work
- A focus on building thinking skills so pupils can modify and use learning for their own needs
- Projects with partner school in France: Le Collège François Mitterrand
- Projects about French culture.

Extra Resources for Basic Skills students:

- Appropriately differentiated tasks
- A focus on core vocabulary
- Learning support in class

AUTUMN: *Term 1* **Deserts**

- Environmental characteristics of hot deserts
- Opportunities for development in hot deserts
- Challenges of development in hot deserts
- Causes of desertification in hot deserts
- Reducing desertification in hot deserts

Core Skills: Drawing labelled maps and diagrams
Cartographic skills
Finding evidence from photos
Describing patterns from maps and data
Graphical skills
Numerical skills
Statistical skills
Use of qualitative and quantitative data

Term 2 **Global conflicts**

- What is the meaning of conflict?
- What are the causes of conflict?
- Conflict in Africa
- Middle East tensions
- Refugees/camps
- Blood diamonds
- Water conflicts

Core Skills: Cartographic skills
Graphical skills
Numerical skills
Statistical skills
Use of qualitative and quantitative data

SPRING: *Term 3* **Glaciation**

- Processes in glacial environments
- Glacial erosion landforms
- Glacial transportation and deposition landforms
- Economic opportunities in glaciated areas
- Conflict in glaciated environments
- Managing tourism in the lake district

Core Skills: Cartographic skills
Graphical skills
Numerical skills
Statistical skills
Use of qualitative and quantitative data

Term 4 **Our unequal world**

- Global development
- Escaping inequality
- Food inequality
- Health inequality
- The Geography of chocolate

Core Skills: Cartographic skills
Graphic skills
Numerical skills
Statistical skills
Use of qualitative and quantitative data

SUMMER: *Term 5* **Ecosystems and Tropical Rainforests**

- Small scale ecosystems
- How does change affect ecosystems
- Global ecosystems
- Environmental characteristics of rainforests
- Causes of deforestation in Malaysia
- Impacts of deforestation in Malaysia
- Managing tropical rainforests
- Sustainable management of tropical rainforests

Core Skills: Cartographic skills
Graphic skills
Numerical skills
Statistical skills
Use of qualitative and quantitative data

Term 6 **Work, rest and play in the UK**

- Changing employment
- Communication and transport
- How do we spend our free time?
- The geography of sport

Core Skills: Cartographic skills
Graphic skills
Numerical skills
Statistical skills
Use of qualitative and quantitative data

Equipment:
Standard – pen, pencil, ruler and colouring pencils.

Homework:
Set weekly – such tasks as descriptive writing, letter writing, research, word processing, production of brochures, active reading strategies, learning spellings of key words

Assessment Schedule:

- Modular end of unit.
- This is either based on the whole of the unit or is a levels test based on part of the unit

Fieldwork:
A Year 9 trip is yet to be decided upon.

Useful websites:

KS4 Geography BBC Bitesize	www.bbc.co.uk/bitesize
Education quizzes	www.educationquizzes.com
	www.aqa.org.uk/subjects/geography

Extra Resources for Gifted and Talented:
Gifted and talented pupils are:

- encouraged to read more widely around the topic being covered
- encouraged to attend Geography Club
- provided with specialised tasks in lessons

HISTORY

Year 9 Programme of Study

Subject Leader, Mr M Hryniewicz

AUTUMN: *Term 1*
The First World War, 1914-1918 *Term 2*
Weimar, 1918-1933

Core Skills: Causes and Consequences
 Inferring from sources
 Analytical narrative (causation, consequence, change)
 Significance

SPRING: *Terms 3 and 4*
Weimar and Nazi Germany, 1918-1939

Core Skills: Consequences
 Analytical narrative (causation, consequence, change)
 Significance

SUMMER: *Terms 5* *Term 6*
Nazi Germany, 1933-1945 **WWII, 1939-1945**
 The Holocaust

Core Skills: Historical enquiry and interpretation
 Organisation and communication
 Evaluation
 Knowledge and understanding

We also study the following topic:

Black History Week in October

Equipment:

- Fully equipped pencil case
- Dictionary
- 20th Century reference sources

Homework:

- Fact-finding. Research. Use ICT
- Written and verbal presentation of understanding
- Information recording

Assessment Schedule:

- Assessment 1 WWI
- Assessment 2: Weimar Republic
- Assessment 3: Nazi Germany
- Assessment 4: End of year assessment

Recommended Reading/Useful Websites:

- A.J.P. Taylor The First World War
- Max Arthur Forgotten Voices
- Eberhard Kolb The Weimar Republic
- Ian Kershaw Hitler
- R.J. Overy The Origins of the Second World War
- John Laver Nazi Germany 1933-1945 History at source
- BBC History website

Extra Resources for Gifted and Talented:

- Differentiated homework – more independent work.
- Drama – role plays about key event
- Create information for other students, e.g., timeline sheets / presentation

Extra Resources for Basic Skills students:

- Word box sheets and sentence starters
- Differentiated worksheets and text

MUSIC

Year 9 Programme of Study

Subject Leader, Mr P Windibank

AUTUMN: *Term 1 - Synth Pop – “Enola Gay” by OMD.*

Core Skills: Key features of Synth pop: Listening – vocabulary
Improving technique on a range of classroom instruments and vocals
Focus on improving keyboard skills

Term 2 - Orchestral Music - Hall of the Mountain King

Core Skills: Instruments of the orchestra
Improving keyboard skills
Improving class performance

SPRING: *Term 3 - Musicals - Hamilton*

Core Skills: Key features of musicals and background to the story of Hamilton
Understanding ground bass learning the bass line
Inversions and harmonic rhythm
Making a rap

Term 4 – Piano Music – Fur Elise (Beethoven)

Core Skills: Playing by ear:
Improving keyboard skills
Improving class performance

SUMMER: *Term 5 – Billionaire (Mars)*

Core Skills: Improving keyboard skills
Improving class performance

Term 6 - Formula Pop Music - Song Writing

Core Skills: Improvisation, composition, creativity

Equipment:

Keyboards, glockenspiels, ukulele, guitars, electric guitar, drum kit

Homework:

When appropriate

Assessment Schedule:

End of each term

Recommended Reading / Useful Websites:

- youtube.com
- bbcbitesize

Extra Resources for Gifted and Talented:

Students are encouraged to work on more technical arrangements showing higher degree of creativity and sense of style. They are also expected to show leadership skills within their group.

Extra Resources for Basic Skills students:

Students are encouraged to perform simple parts but to a higher standard.

PHYSICAL EDUCATION

Year 9 Programme of Study

Subject Leader, Mr D Carter

AUTUMN:

Term 1

Term 2

Girls
Boys
Mixed

Rugby

Girls
Boys
Mixed

Football
Basketball
Fitness

SPRING:

Term 3

Term 4

Girls
Boys
Mixed

Basketball
Football
Core Skills

Girls
Boys
Mixed

Netball
Badminton
Football

SUMMER:

Term 5

Term 6

Girls
Boys
Mixed

Athletics

Girls
Boys
Mixed

Badminton
Cricket
Rounders/ Softball

Equipment:

Compulsory:

Black shorts, Black crested polo shirt, Black/White rugby top, Black football socks, White trainer socks, football boots/moulds and indoor trainers

(Astro-trainers can be worn but NOT in place of boots due to health and safety on the pitches)

Optional:

Black Tracksuit, Black and white fleece, Black/white skins

Homework:

Pupils are encouraged to develop their skills in their own time either as part of a school or external club

Assessment Schedule:

Practical assessment at the end of each unit of work
Our departmental focus is evaluating and improving performance

Recommended Reading / Useful Websites:

- www.readingrockets.co.uk
- www.rfu.com
- www.england-netball.co.uk
- www.skysports.com
- www.knowthegame.co.uk
- www.berkshirehockey.org.uk
- www.bbc.co.uk/sport
- www.readingac.com
- www.youthsporttrust.org
- www.readinggirlsfc.co.uk

Extra Resources for Gifted and Talented:

- Range of extra-curricular / enrichment opportunities
- Gifted and talented PE enrichment day
- Visiting star performers
- Opportunities to attend county and district trials in a range of sports.
- Sports Day – whole school participation
- Links with community clubs for coaching and joining clubs outside school

Extra Resources for Basic Skills students:

- use of a range of modified equipment to aid learning.
- close liaison with support staff to maximise pupil progress