



2022-2023

Year 9 Curriculum Overview

Subjects	
<i>(Click subject to jump to overview)</i>	
Mathematics	Spanish
English	French
Physics	Latin*
Chemistry	Japanese**
Biology	Fine Art*
History	Textile Design*
Geography	Food*
Religious Studies	Hospitality and Catering*
Psychology*	Electronics**
Sociology*	Physical Education*
Business Studies*	Sport*
Business Enterprise*	Music*
Health and Social Care*	Drama*
Bourne Scholar	

**subjects chosen at the end of Year 8 for study in Key Stage 4 as part of the options curriculum offer*

***elective subjects that a small number of students choose at the end of Year 8 for an additional programme of study that runs beyond the core and options curriculum offer*

Mathematics Curriculum Content: Foundation

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Autumn Term	
<p>This is the start of the Key Stage 4 curriculum in Maths. The aim of this term is to revisit and extend knowledge and concepts first introduced in Key Stage 3. By the end of the Autumn Term, pupils should be fluent in basic number, basic statistics and angles to enable them to apply and further develop these skills across the Key Stage 4 curriculum. We emphasise the importance of securing the foundations so that pupils have a firm grasp of the more complex concepts and topics that are studied in the latter part of Key Stage 4.</p>	
Half term 1	Half term 2
<ul style="list-style-type: none"> • Basic Number and Place Value • BIDMAS • Add, subtract, multiply, divide with integers • Metric and imperial unit conversions • Measures and Scale Drawing • Shapes: reading and drawing on isometric paper 	<ul style="list-style-type: none"> • Tally charts including grouped data • Pictograms • Averages and Range from a list • Best Averages • Interior and Exterior Angles • Angles in parallel lines • Bearings

Spring Term	
<p>Pupils continue to build on their prior knowledge in number from Key Stage 3, through their extensive work on number properties and work with fractions, decimals and percentages. Revisiting these particular concepts allows pupils to consolidate their learning from Key Stage 3 so they can later effectively apply their basic knowledge to topics that are introduced for the first time in Year 10.</p>	
Half term 1	Half term 2
<ul style="list-style-type: none"> • Prime Factorisation • Lowest Common Multiple/Highest Common Factor • Powers and Roots • Calculator Use • Round Integers and Decimals • Estimation 	<ul style="list-style-type: none"> • Multiply and divide with decimals • Convert terminating decimals to fractions and vice versa • Fraction of Quantity • Four operations with fractions • Reverse Fractions • Plot linear graphs • Interpret linear graphs • Solve simultaneous equations graphically

Summer Term	
<p>The aim of the Summer Term is to further develop the knowledge that pupils have acquired in the area of algebra in Key Stage 3. An entire half term is dedicated to the teaching of algebra to ensure that pupils are secure in their knowledge from Key Stage 3 and therefore able to successfully apply their skills across other aspects of the Key Stage 4 curriculum. The second half of the summer term is spent consolidating and revising the entire content from Year 9. This not only allows pupils to make links across the various topics studied in Year 9, but it ensures that they have the basic foundations in place ahead of being introduced to new topics in Year 10.</p>	
Half term 1	Half term 2
<ul style="list-style-type: none"> • Substitution with expressions • Factorise to single and double brackets • Change the subject • Divide into ratio • Speed, distance, time • Direct proportion • Exchange rates 	<ul style="list-style-type: none"> • Revision of Year 9 content and preparation for the end of year exams

Mathematics Curriculum Content: Higher

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Autumn Term	
<p>This is the start of the Key Stage 4 curriculum in Maths. During this term, pupils not only recap their knowledge from Key Stage 3, but they are also introduced to new concepts. The aim of the first half of this term is to revisit the number work studied in Key Stage 3. Pupils not only revise number properties, basic operations with fractions and decimals, but they also do consolidatory work on percentages. In the second half of the first term, pupils develop their knowledge in the area of 'Statistics' and encounter other methods of representing data. They also revisit linear sequences from Key Stage 3 and are introduced to quadratic sequences.</p>	
Half term 1	Half term 2
<ul style="list-style-type: none"> • BIDMAS • Add, subtract, multiply, divide with integers • Lowest Common Multiple/Highest Common Factor • Types of number • 4 operations with fractions • Percentage increase and decrease • Reverse Fractions 	<ul style="list-style-type: none"> • Bar Charts, Pie Charts and Line Graphs • Scatter diagrams • Averages and Range from a list and/or table • Best Averages • Stem and Leaf Diagram • Reverse and Combined Mean • Types of Sequences • Nth term of Linear and Quadratic Sequences

Spring Term	
<p>The work studied this term is a combination of some revision from Key Stage 3 as well as the introduction of more complex concepts in the areas of percentages, angles, geometry and algebra. This term, pupils begin to study concepts from a number of different aspects of the course which allows them to start forming solid links between the different parts of the Key Stage 4 curriculum.</p>	
Half term 1	Half term 2
<ul style="list-style-type: none"> • Divide into ratio • Speed, distance, time and density, mass, volume • Direct Proportion • Reverse Percentages and Change • Compound Interest • Interior and Exterior Angles • Angles in parallel lines • Bearings 	<ul style="list-style-type: none"> • Congruency rules • Four Transformations • Loci and constructions • Substitution with expressions • Expand double and triple brackets • Factorise to single and double brackets • Change the subject

Summer Term	
<p>The foci of the summer term are more complex aspects of 'Geometry' as well as consolidation and further development of the work done on linear graphs in Key Stage 3. During the Summer Term, pupils are exposed to problem solving with respect to 'Geometry' and must use the skills and knowledge that they have acquired in various aspects of the course to answer more complex questions. We emphasise the importance of linking different aspects of the course and developing pupils' problem-solving skills so that they are better equipped to deal with contextual maths problems.</p>	
Half term 1	Half term 2
<ul style="list-style-type: none"> • Areas of circles, parallelograms, trapezia • Surface areas and volumes of prisms and pyramids. • Volumes of spheres • Arc length and areas of sectors • Linear Graphs and their equations 	<ul style="list-style-type: none"> • Revision of Year 9 content and preparation for the end of year exams

English Curriculum Content

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Autumn Term	
Half term 1	Half term 2
Students begin Year 9 by studying a range of historically significant non-fiction texts, with an underpinning focus on developing their own rhetorical skills as writers. Texts include Abraham Lincoln's 'Gettysburg Address', Emmeline Pankhurst's feminist speech 'Freedom or Death', and a speech by Nelson Mandela. The unit also uses more modern examples of rhetorical non-fiction writing, such as a speech delivered by rapper Killer Mike in the wake of George Floyd's death in 2020. The unit of study builds to a final timed assessment, modelled on a GCSE Language Paper 2 exam.	In the second half of the Autumn Term, students study John Steinbeck's 'Of Mice and Men'. An enduring icon of 20 th century literature, students explore, analyse and write on the text with reference to its unique historical and cultural backdrop – 1930s America. The text offers students insight into the themes of race, immigration and isolation, while also giving them the opportunity to develop their analytical skills as literary critics. This unit of study culminates in a final timed assessment in the style of GCSE Literature Paper 2.

Spring Term	
Half term 1	Half term 2
The Spring term builds on one of the major themes of Steinbeck's 'Of Mice and Men' – the immigrant experience. Students study a variety of non-fiction and fiction texts that broaden their knowledge of not just the factual, often unflinching, history of immigration in Britain, but also offer close insight into the human toll such experiences can take. The unit of study sharpens students' skills in evaluative writing and close language analysis, building towards a final timed assessment modelled on a GCSE Language Paper 1 exam.	In the second half of the Spring term, students turn their attention to another 20 th century literary classic – Arthur Miller's play 'A View from the Bridge'. This text enables students to continue their analysis and reflection on the immigrant experience, while at the same time exploring the genre of tragedy, preparing them for their study of 'Macbeth' in Year 10. Students refine and develop their literary analysis skills, with specific reference to historical context and the conventions of Greek tragedy. The unit culminates in a timed assessment based on GCSE Literature Paper 1.

Summer Term	
Half term 1	Half term 2
We begin the summer term by building on the theme of immigration, but this time shifting to a postcolonial perspective – describing and interpreting the world away from an exclusively white European lens. Students read Nigerian writer Chinua Achebe's novel 'Things Fall Apart' and also study a range of postcolonial poetry from the late 20 th and early 21 st centuries from writers such as Derek Walcott, Caleb Femi and Imtiaz Dharker.	In the second half term, students complete their study of 'Things Fall Apart' while revisiting and reflecting on the postcolonial poetry studied earlier in the term. Texts are explored and analysed with reference to their respective historical contexts, while also drawing upon all content learned across the course of the year – from the marginalised voices documented in 'Of Mice and Men' to the conventions of Greek tragedy discovered in 'A View from the Bridge'. The final end-of-year assessment is modelled on a GCSE Literature Paper 2 exam, encompassing both a collection of poems and a modern text for analysis. It assesses the skills accumulated, practised and refined over the course of the academic year.

Physics Curriculum Content

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Autumn Term	
Half term 1	Half term 2
<p>Students consider and explore the question ‘why can’t you work when you don’t feel energetic?’, beginning with ‘Energy’. This phenomenon underpins many of the topics covered in the AQA Physics GCSE specification and builds on the work done at Key Stage 3. The required practical done here is RP2 - Thermal conductivity (with RP1 – specific heat capacity, being deferred until later in the year).</p> <p>Topics covered:</p> <ul style="list-style-type: none"> • Energy stores and pathways • Energy conservation and dissipation • Energy resources 	<p>Towards the end of Half term 2 students begin their study of ‘Forces’ with consideration of the question ‘why do you have to bend your knees to jump?’ This topic links strongly with the previous topic on ‘Energy’ and continues into the Spring Term.</p> <p>Topics covered:</p> <ul style="list-style-type: none"> • Forces and their interactions • Newton’s Laws of Motion

Spring Term	
Half term 1	Half term 2
<p>In this half term students explore the question ‘why does a Jenga tower become more unstable as the game progresses?’ whilst continuing their study of ‘Forces’ and considering the link between centre of mass and stability and how the effect of a force can be increased by using levers and gears.</p> <p>Topics covered:</p> <ul style="list-style-type: none"> • Weight • Centre of mass • Moments • Gears 	<p>In the second half of the Spring Term, students consider the question, ‘Why does the bounciness of a basketball change as the game goes on?’ Students undertake the first of the required practicals in the ‘Forces’ unit, RP6 – Hooke’s Law. Students also explore the relationship between force and pressure in fluids.</p> <p>Topics covered:</p> <ul style="list-style-type: none"> • Force and elasticity • Force and pressure

Summer Term	
Half term 1	Half term 2
<p>Students explore the question ‘why does the distance travelled by a car when the brakes are applied vary before it stops?’ Students complete their study of ‘Forces’ by looking at the effect of force on the motion of a body. The idea of momentum and inertial mass is introduced and linked to road safety. Students also do the second of the required practicals in this unit, RP7 – force and acceleration.</p> <p>Topics covered:</p> <ul style="list-style-type: none"> • Force and motion • Momentum 	<p>Students revise the content taught throughout the year in preparation for their end of year exam.</p>

Chemistry Curriculum Content

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Autumn Term	
Half term 1	Half term 2
<p>In the first half term the focus is on fundamental chemical principles required for GCSE Chemistry. Students visit concepts including atomic structure and the periodic table. Students deepen their understanding of this subject matter and start to apply it to more challenging contexts.</p> <p>Topics covered:</p> <ul style="list-style-type: none">• Atomic structure and the periodic timetable	<p>Students study composite ideas such as ionic, covalent and metallic bonding which forms the foundation of knowledge that they require for topics later on in their GCSE studies.</p> <p>Topics covered:</p> <ul style="list-style-type: none">• Bonding, structure and the properties of matter

Spring Term	
Half term 1	Half term 2
<p>Giant covalent structures are taught along with a comparison between allotropes of carbon. This involves using the differences in structure and bonding to explain the difference in properties.</p> <p>Topics covered:</p> <ul style="list-style-type: none">• Bonding, structure and the properties of matter	<p>Students are introduced to topics such as oxidation and reduction and perform experiments relating to acids. They cover the required practical to make soluble salts from an insoluble oxide or carbonates. The pH scale is introduced and neutralisation reactions are studied.</p> <p>Topics covered:</p> <ul style="list-style-type: none">• Chemical changes

Summer Term	
Half term 1	Half term 2
<p>Students study the rate of chemical reactions and investigate the factors that affect rate of reaction, utilising graphing skills to calculate rate of reaction from data.</p> <p>Topics covered:</p> <ul style="list-style-type: none">• The rate and extent of chemical change	<p>Students continue to study measuring rate of reaction, developing their practical skills in order to investigate the rate of reaction when different types of reaction are performed. For example, using a gas syringe to measure the volume of gas produced.</p> <p>Topics Covered:</p> <ul style="list-style-type: none">• The rate and extent of chemical change

Biology Curriculum Content

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Autumn Term	
Half term 1	Half term 2
<p>The GCSE Biology course begins with an introduction to fundamental ideas of the subject. Students begin with a topic familiar to them from KS3 – ‘Cells’. Students also re-familiarise themselves with using a microscope and use them in new and exciting contexts.</p> <p>Topics covered:</p> <ul style="list-style-type: none">• Cell biology• Cell division	<p>During this half term, students learn how cells move essential substances around organisms. They also continue to hone their practical skills by exploring osmosis in plant cells.</p> <p>Topics covered:</p> <ul style="list-style-type: none">• Cell transport

Spring Term	
Half term 1	Half term 2
<p>This next topic builds on students’ understanding of how organisms are structured and builds on knowledge students gained at KS3. There is more opportunity for students to develop their practical skills as they investigate how pH affects enzyme activity.</p> <p>Topics covered:</p> <ul style="list-style-type: none">• Digestion• Enzymes	<p>This term students develop their understanding of the human circulatory system and are given the opportunity to perform a heart dissection.</p> <p>Topics covered:</p> <ul style="list-style-type: none">• Circulatory System

Summer Term	
Half term 1	Half term 2
<p>Having covered the major organ systems of the human body, students now study the structure and functions of plants. Students will develop their practical skills by investigating the rate of transpiration in a plant. After this, students will start a new topic introducing communicable diseases, learning about diseases such as measles, HIV, salmonella, and malaria.</p> <p>Topics covered:</p> <ul style="list-style-type: none">• Organisation in plants• Communicable disease	<p>The final half term is devoted to reviewing Year 9 content and preparing for the end of year exam. Teachers review topic areas that students found particularly tricky and show students how to answer specific styles of exam questions.</p>

History Curriculum Content

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Autumn Term	
Half term 1	Half term 2
<p>Year 9 students study a chronological overview of politics and warfare across the 20th century, building on their conceptual understanding of change, continuity, causation, and consequence.</p> <p>Topics covered:</p> <ul style="list-style-type: none"> • World War One 1914-1918 - <i>How did two bullets kill twenty million?</i> - <i>How did WW1 shape the modern world? (Consequences)</i> - <i>Students formally assessed on the 'World War One' unit</i> • Russia (1865-1917) - <i>Why was Russia so divided in 1917?</i> 	<p>Students will then begin GCSE content by studying Paper 3: Modern Depth Study – Weimar and Nazi Germany, 1918-1919.</p> <p>Topics covered:</p> <ul style="list-style-type: none"> • Unit 1: The Weimar Republic, 1918-1929 - <i>Was the Weimar Republic doomed from the start?</i> - <i>How did Weimar Germany recover from the crisis of the early years?</i>

Spring Term	
Half term 1	Half term 2
<p>Students study Hitler's rise to power from 1919-1933.</p> <p>Topics covered:</p> <ul style="list-style-type: none"> • Unit 2: Hitler's Rise to Power, 1919-33 - <i>Why were the Nazis prepared to rebel by 1923?</i> - <i>How did the Nazis restructure during the Lean Years?</i> - <i>How did the Weimar Republic lose control of Germany 1919-1933?</i> - <i>Students formally assessed on Unit 1 and Unit 2, both on the topic of 'Germany'</i> 	<p>Students study the Nazi regime.</p> <p>Topics covered:</p> <ul style="list-style-type: none"> • Unit 3: Nazi Control and dictatorship 1933-1939 - <i>How did Hitler establish his dictatorship?</i> - <i>How was opposition in Nazi Germany silenced?</i>

Summer Term	
Half term 1	Half term 2
<p>Students learn about what life was like in Nazi Germany between 1933-1939.</p> <p>Topics covered:</p> <ul style="list-style-type: none"> • Unit 4: Life in Nazi Germany, 1933-39 - <i>Why did people's experiences differ so drastically in Nazi Germany?</i> 	<p>Once the content of Paper 3 has been completed, students finish their year studying politics and warfare across the 20th century by studying the following World War Two.</p> <p>Topics covered:</p> <ul style="list-style-type: none"> • World War Two (1939-1945) - <i>Was the Second World War the fault of one man?</i> - <i>Why did a Second World War break out?</i> - <i>Was Dunkirk a military defeat or a heroic success?</i> - <i>Was "so much" really owed to "so few"?</i> - <i>Was Operation Barbarossa a military suicide?</i>

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| | <ul style="list-style-type: none">- <i>Was Pearl Harbour a killer blow or tactical mistake?</i>- <i>Should D-day be remembered as a major turning point?</i>- <i>Students formally assessed by sitting a full Paper 3 on 'Weimar and Nazi Germany, 1918-1939'.</i> |
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Geography Curriculum Content

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Autumn Term	
During the Autumn Term, students ask and explore an answer to the question, 'is the geography of Russia a blessing or a curse?' Thereafter, students study 'Ecosystems and Hot Deserts' in the second half term.	
Half term 1	Half term 2
This unit forms a precursor to students beginning the GCSE course. This regional study focusses first on the physical and climatic characteristics of the country, with students practising map skills in longitude and latitude, as well as developing a foundational understanding of climate zones and biomes. Students then develop on their Year 7 understanding of population distribution in the context of Russia, before assessing the resource wealth of Russia and its position on the world stage as a global 'superpower'. Students finally evaluate its military ascendancy in recent years in Ukraine and in the Arctic circle in an effort to re-establish its international dominance.	Students learn about global ecosystems and the nutrient and water cycles, creating a case study for the Epping Forest in order to understand the impacts of changes on a small scale deciduous woodland ecosystem. Students then study the formation characteristics, and plant and animal adaptations in hot deserts, before creating a case study of challenges and opportunities in the Thar Desert of India/Pakistan. Finally, students learn about the human and natural causes of desertification and investigate strategies to adapt to and to mitigate the process.

Spring Term	
During the Spring Term, students study the topics 'Development' and 'Nigeria'.	
Half term 1	Half term 2
Students this term learn about different social and economic development indicators, causes of uneven development around the world and the impacts of uneven development on population characteristics as displayed through the demographic transition. They then evaluate the benefits and costs of different strategies to close the global development gap before creating a thorough case study on the 'Newly Emerging Economy of Nigeria'.	In this major case study students learn about the importance of the country to Africa and the world, its political, social, cultural, and environmental characteristics and its political and trading links with the world. Students study the growth of the manufacturing sector, Nigeria's relationships with Transnational Corporations such as Shell, its use of aid as a development tool, and investigate the impacts of these interventions on the quality of life of its population as well as the environment of the physical environment.

Summer Term	
During the Summer Term, students study the topics 'Tectonics' and 'Climate Change'.	
Half term 1	Half term 2
Building on students' understanding of this topic from Year 8, students learn about plate tectonics and continental drift theory, the structure of the Earth and the formation of particular hazards at plate boundaries. They then study two specific earthquake events: Haiti in 2020 and Kumamoto, Japan, in 2016. Students compare the primary and secondary economic, social, and environmental impacts as well as the short terms and long term responses, finally studying how and why preparation varies between countries of varying wealth.	Again, building on their understanding developed in Year 8, students in this unit learn in greater detail about the natural and human causes of climate change, evidence for past and current climate change, impacts of current anthropogenic climate change on the planet, and finally the varying adaptation and mitigation strategies variously implemented around the world.

Religious Studies Curriculum Content

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Autumn Term	
Half term 1	Half term 2
In Year 9 students begin their full course Religious Studies GCSE. Students begin by looking at 'Christian Beliefs', in which they study the main tenants of Christian belief, with a focus on the Trinity, Jesus' life, creation, salvation, eschatology and the problem of evil. Students build on their previous understanding of the exam techniques that have been put in place from Year 7 and Year 8 and now begin to apply these practices to their GCSE subject knowledge.	After continuing with 'Christian Beliefs', students then move onto looking at 'Crime and Punishment' through a Christian lens. Students focus on the nature of crime, sin, and punishment, as well as the dichotomy between retribution and reformation and other theories of punishment. Students study different divergent Christian teachings on forgiveness and treatment of criminals whilst studying different moral frameworks such as utilitarianism and situation ethics.

Spring Term	
Half term 1	Half term 2
Students move on to studying 'Islamic Beliefs', in which students focus on the main tenants of Christian beliefs and the different denominations thereof. Students look at the historical beginnings of Islam, the Sunni Shia split as well as how the historical context feeds into the beliefs of the 'Six Articles of Faith' and the 'Five Roots of Usual a Din'. Students also study the nature of God, holy books, angels, predestination, and life after death.	Students continue to study Islamic Beliefs, before moving on to study 'Marriage and the Family' through a Muslim lens. Students will investigate marriage, sexual relations, homosexuality, divorce, contraception, and the role of men and women by looking at divergent Muslim views on each of the topics whilst being able to compare these views with humanist and non-religious viewpoints.

Summer Term	
Half term 1	Half term 2
Students continue studying 'Marriage and Family'.	Students consolidate the first half of their GCSE Religious Studies content, with a focus on exam technique as well as developing evaluative and discursive skills.

Psychology Curriculum Content

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Autumn Term	
Half term 1	Half term 2
Students begin with an 'Introduction to Psychology and Approaches'. Students study the main historical figures within Psychology including Freud and Wilhelm Wundt. They then study the key approaches in Psychology including Psychodynamic, Behaviourist, Social Learning Theory, Humanistic and Cognitive and Biological. Students also study the key treatments developed from some approaches, including Systematic Desensitization; flooding and person-centred Therapy.	Students study 'Abnormality and Schizophrenia'. Students are given an insight into explanations of the nature of abnormality including deviation from social norms, deviation from ideal mental health and failure to function adequately. Students then study the symptoms of and explanations for schizophrenia including the dopamine hypothesis, family dysfunction and interactionism. Students are then given an insight into treatments for schizophrenia including Family Therapy, drugs, CBT (Cognitive Behavioural Therapy) and Token Economy.

Spring Term
Half term 1 and Half term 2
Students study 'Research Methods', a topic that forms part of the GCSE content. Students are introduced to the key components of psychological research including: <ul style="list-style-type: none">• How to conduct psychological research• The links between theory and method• Research methods and their advantages and disadvantages• Analysing and interpreting data• How to fix or alleviate issues with psychological research

Summer Term
Half term 1 and Half term 2
Students study 'Memory', a topic that forms part of the GCSE content. Students learn about the key components of memory, including processes of memory: <ul style="list-style-type: none">• Types of memory (episodic, semantic, etc)• How memories are encoded and stored• Structures of memory, e.g. the multi-store model & features of each store• Murdock's serial position curve study• Reconstructive Memory• Bartlett's War of The Ghosts Study• Factors affecting memory, e.g. interference, false memories and context

Sociology Curriculum Content

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Autumn Term

Half term 1 and Half term 2

Year 9 students will build up the foundational knowledge required to be successful in GCSE Sociology. This year is designed to give students an understanding of key sociological issues, historical context of social issues and social research methods. Students receive an introduction to sociology:

- Key Concepts
- Key thinkers
- Theoretical Perspectives
- Social Issues
- Social inequalities

Spring Term

Half term 1 and Half term 2

Students study 'British Social History and Social Change'. This topic is designed to give students a strong historical understanding of social change. It provides context to many topics that are covered in the GCSE course and allows students to see societal changes in chronological order:

- An introduction to politics
- Democracy and its alternatives
- Thatcher to contemporary politics
- Development of the Welfare State
- The social impact of war, terrorism, and recession
- Changes in law, social attitudes and media

Summer Term

Half term 1 and Half term 2

In this term, students study 'Social Research Methods' before sitting their end of year exams:

- Types of memory (episodic, semantic, etc)
- How memories are encoded and stored
- Structures of memory, e.g. the multi-store model & features of each store
- Murdock's serial position curve study
- Reconstructive Memory
- Bartlett's War of The Ghosts Study
- Factors affecting memory, e.g. interference, false memories and context

Business Studies Curriculum Content

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Autumn Term	
Half term 1	Half term 2
Students are first introduced to the subject, beginning by considering the purpose of business activity, the role of business enterprise and entrepreneurship, and the dynamic nature of business. Students also encounter the different legal forms a business can take and the goals they set themselves.	Building on from the previous half term, students learn about the various individuals and groups that are affected by the activities of a business and examine the factors influencing the location decision for start-up businesses.

Spring Term	
Half term 1	Half term 2
Students begin to learn about the benefits and problems associated with a business plan and examine why businesses want to expand and how they might do this.	Students continue to consider how developments in information and communication technology have influenced aspects of business activities. Students also explore how ethical considerations affect business activities and how a trade-off between ethics and profit may exist.

Summer Term	
Half term 1	Half term 2
Students continue to learn more about external factors that influence a business such as the economic climate and globalisation.	Students conclude the academic year by learning about external factors such as legislation and competition and how they impact a business.

Business Enterprise Curriculum Content

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Autumn Term	
Half term 1	Half term 2
Students examine the characteristics of an enterprise such as who owns them and their size. Students have the opportunity to develop knowledge and understanding of how the activities undertaken by micro, small and medium-sized enterprises (SMEs), along with the characteristics and skills of the entrepreneurs who run them, support the aims of the enterprise.	Students complete a Pearson Set Assignment. This is a non-exam internal assessment set by Pearson, marked by the centre and moderated by Pearson. The Pearson-set Assignment will be completed in approximately six hours of monitored preparation and five hours of supervised assessment.

Spring Term	
Half term 1	Half term 2
Students explore how market research helps enterprises meet customer needs and learn how to understand competitor behaviour. Students develop relevant skills in market research and learn how to interpret their findings to support their understanding of customers and competitors.	Students complete a Pearson Set Assignment. This is a non-exam internal assessment set by Pearson, marked by the centre and moderated by Pearson. The Pearson-set Assignment will be completed in approximately six hours of monitored preparation and five hours of supervised assessment.

Summer Term	
Half term 1	Half term 2
Students investigate the factors that contribute to the success of an enterprise such as understanding the market, marketing and promotion. Students explore why enterprises are successful, looking at the impact of factors both inside and outside the control of the enterprise, and investigate ways in which situational analyses can be used to support decision making.	Students complete a Pearson Set Assignment. This is a non-exam internal assessment set by Pearson, marked by the centre and moderated by Pearson. The Pearson-set Assignment will be completed in approximately six hours of monitored preparation and five hours of supervised assessment.

Health and Social Care Curriculum Content

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Autumn Term	
Half term 1	Half term 2
<p>Students study 'Component 1: Human growth and development across life stages'. Students learn about human growth and development across life stages and the factors that affect it. For example, how in adolescence emotional independence increases and there is more freedom to make your own decisions.</p> <p>Topics covered:</p> <ul style="list-style-type: none"> • Understanding the usual stages and rates of growth and development • Understanding how the usual stages may be affected by life events 	<p>Students continue studying 'Component 1: Human growth and development across life stages'. They learn about human growth and development. For example, students learn how, in later adulthood, a physical factor is the ageing process where there is a decline in fitness and loss in mobility.</p> <p>Topics covered:</p> <ul style="list-style-type: none"> • Physical, intellectual, emotional and social areas of growth and development • Considering the ways these factors may impact on areas of growth and development

Spring Term	
Half term 1	Half term 2
<p>Students continue studying 'Component 1: Human growth and development across life stages'. They explore the different factors that can affect an individual's growth and development. For example, mental ill health can have an impact on different aspects of growth and development.</p> <p>Topics covered:</p> <ul style="list-style-type: none"> • Relationships with family and how they may have an impact on the growth and development of a person 	<p>Students continue studying 'Component 1: Human growth and development across life stages'. They explore the different factors that can affect an individual's growth and development. For example, how bereavement can have an impact on different aspects of growth and development.</p> <p>Topics covered:</p> <ul style="list-style-type: none"> • Physical events, relationship changes, or life circumstances may change and have an impact on a person

Summer Term	
Half term 1	Half term 2
<p>Students move on to study 'Component 1: Different types of life event'. They are introduced to how different life events such as marriage can impact people's development.</p> <p>Topics covered:</p> <ul style="list-style-type: none"> • Exploration of expected and unexpected events and the positive effects upon development are explored 	<p>Students continue studying 'Component 1: Different types of life event'. They continue to be introduced to how different life events such as retirement can impact on people's development.</p> <p>Topics covered:</p> <ul style="list-style-type: none"> • How unexpected events such as accidents or deaths that come as a shock may have a negative effect upon development

Spanish Curriculum Content

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Autumn Term	
Half term 1	Half term 2
<p>Students start the GCSE Spanish curriculum with 'Theme 2, Topic 4: Travel and Tourism'.</p> <ul style="list-style-type: none"> ● Grammar <ul style="list-style-type: none"> - <i>Using the three tenses (preterite, present, immediate future,) including irregular verbs</i> ● Strategies <ul style="list-style-type: none"> - <i>Narrating events in detail</i> - <i>Understanding complex texts</i> - <i>Identifying positive and negative opinions</i> 	<p>Students continue with the study of 'Theme 2, Topic 4: Travel and Tourism'.</p> <ul style="list-style-type: none"> ● Grammar <ul style="list-style-type: none"> - <i>Referring to three time frames using a combination of different tenses</i> ● Strategies <ul style="list-style-type: none"> - <i>Booking accommodation</i> - <i>Dealing with problems</i> - <i>Understanding higher numbers</i> - <i>Using 'usted'</i>

Spring Term	
Half term 1	Half term 2
<p>Students study 'Theme 3, Topics 1 and 2: My studies and life at school'.</p> <ul style="list-style-type: none"> ● Grammar <ul style="list-style-type: none"> - <i>Adjectives</i> - <i>Negatives</i> - <i>Difference between present and imperfect</i> - <i>Infinitive verb phrases</i> ● Strategies <ul style="list-style-type: none"> - <i>Tackling harder listening situations</i> 	<p>Students continue with the study 'Theme 3, Topics 1 and 2: My studies and life at school'.</p> <ul style="list-style-type: none"> ● Grammar <ul style="list-style-type: none"> - <i>Object pronouns</i> - <i>Near future</i> ● Strategies <ul style="list-style-type: none"> - <i>Asking and answering questions</i>

Summer Term	
Half term 1	Half term 2
<p>Students study 'Theme 1, Topic 1: Me, my family and friends and Topic 2: Technology'.</p> <ul style="list-style-type: none"> ● Grammar <ul style="list-style-type: none"> - <i>Adjectival agreement</i> - <i>Verbs in the present tense</i> - <i>'Para' + infinitive</i> ● Strategies <ul style="list-style-type: none"> - <i>Speaking spontaneously</i> - <i>Extending responses</i> 	<p>Students continue with 'Theme 1, Topic 1: Me, my family and friends' and also cover 'Topic 3: Free time activities.'</p> <ul style="list-style-type: none"> ● Grammar <ul style="list-style-type: none"> - <i>Present continuous</i> - <i>'ser' (to be) and 'estar' (to be)</i> ● Strategies <ul style="list-style-type: none"> - <i>Recognising similar ideas expressed differently</i> - <i>Using a range of connectives</i> - <i>Understanding more detailed descriptions</i>

French Curriculum Content

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Autumn Term	
Half term 1	Half term 2
<p>Students study 'Theme 1, Topic 1: Me, my family and friends and Topic 2: Technology'.</p> <ul style="list-style-type: none"> ● Grammar <ul style="list-style-type: none"> - <i>Adjectival agreement</i> - <i>The present tense: 'avoir' (to have) and 'être' (to be)</i> ● Strategies <ul style="list-style-type: none"> - <i>Narrating events in detail</i> - <i>Understanding complex texts</i> - <i>Identifying positive and negative opinions</i> 	<p>Students study 'Theme 1, Topic 1: Me, my family and friends and Topic 2: Technology'.</p> <ul style="list-style-type: none"> ● Grammar <ul style="list-style-type: none"> - <i>The present tense: regular '-er' verbs</i> - <i>Adjectival agreement: irregular adjectives</i> - <i>Introduction to the perfect tense</i> ● Strategies <ul style="list-style-type: none"> - <i>Asking questions</i> - <i>Understanding a text with a range of tenses</i>

Spring Term	
Half term 1	Half term 2
<p>Students study 'Theme 1, Topic 1: Me, my family and friends and Topic 2: Technology'.</p> <ul style="list-style-type: none"> ● Grammar <ul style="list-style-type: none"> - <i>Consolidation of the perfect tense</i> ● Strategies <ul style="list-style-type: none"> - <i>Using a combination of tenses</i> 	<p>Students study 'Theme 1, Topic 1: Me, my family and friends and Topic 2: Technology'.</p> <ul style="list-style-type: none"> ● Grammar <ul style="list-style-type: none"> - <i>Using 'jouer à' and 'jouer de'</i> - <i>Using 'aimer', 'adorer', 'préférer' and 'détester'</i> ● Strategies <ul style="list-style-type: none"> - <i>Expressing different opinions</i> - <i>Beginning to talk more spontaneously</i>

Summer Term	
Half term 1	Half term 2
<p>Students study 'Theme 1, Topic 1: Me, my family and friends and Topic 2: Technology'.</p> <ul style="list-style-type: none"> ● Grammar <ul style="list-style-type: none"> - <i>The verb 'faire' and other key irregular verbs</i> ● Strategies <ul style="list-style-type: none"> - <i>Understanding more complex texts</i> - <i>Understanding francophone culture</i> 	<p>Students study 'Theme 1, Topic 1: Me, my family and friends and Topic 2: Technology'.</p> <ul style="list-style-type: none"> ● Grammar <ul style="list-style-type: none"> - <i>Less common irregular verbs in the present tense</i> - <i>Further consolidation on the perfect tense</i> ● Strategies <ul style="list-style-type: none"> - <i>Revision tips and exam preparation</i>

Latin Curriculum Content

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Autumn Term	
Half term 1	Half term 2
Students learn basic Latin grammar during the first half term: <ul style="list-style-type: none">• Present, imperfect, perfect, pluperfect and future tenses• Noun endings of all cases, gender, singular/plural.• Adjectives and adjectival agreement	Students continue to learn basic Latin grammar: <ul style="list-style-type: none">• Imperatives• Personal Pronouns Students then sit an assessment in 'Language' at the end of the half term.

Spring Term	
Half term 1	Half term 2
Students build upon basic grammar by learning more complex constructions: <ul style="list-style-type: none">• Relative clauses• Time expressions	Students continue to learn about more complex constructions in Latin during this half term: <ul style="list-style-type: none">• Comparative and superlative adjectives Students then sit an assessment in 'Language' at the end of the half term.

Summer Term	
Half term 1	Half term 2
Students start the GCSE 'Verse Literature' set text. Through learning and studying the set text, they develop the following skills: <ul style="list-style-type: none">• Analysis of Latin using subject terminology• How to approach GCSE Latin essay questions	Students continue the GCSE 'Verse Literature' set text. Through learning and studying the set text, they develop the following skills: <ul style="list-style-type: none">• How to approach GCSE Latin essay questions• The context of Roman history

Japanese Curriculum Content

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Autumn Term	
Half term 1	Half term 2
<p>Students learn the basic language needed to read and write Japanese during this half term.</p> <ul style="list-style-type: none"> • Grammar: <ul style="list-style-type: none"> - Hiragana - Katakana - Kanji (intro) - Numbers • Strategies: <ul style="list-style-type: none"> - Comprehension at word level and short phrases of the various scripts. 	<ul style="list-style-type: none"> • Grammar: <ul style="list-style-type: none"> - Self-introduction language - Sentence structure (present tense) - Key verbs - Key adjectives - Negatives • Strategies: <ul style="list-style-type: none"> - Introducing yourself - Asking and answering questions - Describing family and friends as well as yourself

Spring Term	
Half term 1	Half term 2
<p>Students will learn to access and produce more complex texts, including:</p> <ul style="list-style-type: none"> • Grammar: <ul style="list-style-type: none"> - Past tense - Extending sentences • Strategies: <ul style="list-style-type: none"> - Talking about what you want and want to do, including future aspirations - Describing others (family and friends) in more detail 	<p>Narrate what they do with family and friends in detail, including</p> <ul style="list-style-type: none"> • Grammar: <ul style="list-style-type: none"> - Key verbs and adjectives - Linking phrases or clauses • Strategies: <ul style="list-style-type: none"> - Giving opinions - Reading longer, more complex texts <p>Students also sit a GCSE listening paper, which develops their listening skills and they practise learning large amounts of vocabulary for recognition.</p>

Summer Term	
Half term 1	Half term 2
<p>Students learn how to further develop the complexity of their language, including:</p> <ul style="list-style-type: none"> • Grammar: <ul style="list-style-type: none"> - Describing where you live - Talk about food and eating habits - Narrate events in detail - Describing your week • Strategies: <ul style="list-style-type: none"> - Using three tenses together 	<p>Students prepare for and sit their first GCSE paper, and so practise:</p> <ul style="list-style-type: none"> • Grammar: <ul style="list-style-type: none"> - Recognising the kanji for all key verbs - Using the kanji for certain terms • Strategies: <ul style="list-style-type: none"> - Presenting on a chosen topic - Writing in detail, including using kanji - Listening to and reading very complex texts

Fine Art Curriculum Content

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Autumn Term	
Half term 1	Half term 2
<p>Students conduct a Foundation skills project over the course of the Autumn Term that ends in the Spring Term.</p> <p>Year 9 students build on their knowledge and skills from Year 8 Art, and they explore new materials and subjects as well as developing their drawing skills. Students gain experience in painting, drawing, sculpture, printmaking.</p> <p>Skills covered:</p> <ul style="list-style-type: none"> • Drawing: <ul style="list-style-type: none"> - <i>observational drawing from primary and secondary sources; using tone and mark-making</i> • Painting: <ul style="list-style-type: none"> - <i>mixing and applying colour to surface; using watercolours, gouache and acrylic paint</i> • Printing: <ul style="list-style-type: none"> - <i>creating prints from natural form objects - mono-printing, lino-printing, and surface-printing</i> 	<p>The Foundation skills project from Half Term 1 continues with a more in depth focus on looking at the work of others to inform their own work and develop their own ideas.</p> <p>Skills covered:</p> <ul style="list-style-type: none"> • Photography: <ul style="list-style-type: none"> - <i>capturing high quality portraiture photos; focusing on lighting and composition</i> • Artist/contextual research: <ul style="list-style-type: none"> - <i>creating artist pages, analysis, page layouts</i> • Annotation skills: <ul style="list-style-type: none"> - <i>how to annotate for 'recording'</i> • Responses: <ul style="list-style-type: none"> - <i>creating own responses to the work of artists</i>

Spring Term	
Half term 1	Half term 2
<p>Students continue with the Foundation skills project from the Autumn Term.</p> <p>Skills covered:</p> <ul style="list-style-type: none"> • Grid-drawing: <ul style="list-style-type: none"> - <i>using grid-drawing method and pencil to focus on accuracy</i> • Collage: <ul style="list-style-type: none"> - <i>creating collages from own photography</i> • Clay - 3D modelling: <ul style="list-style-type: none"> - <i>creating sculptors from paper then producing maquettes using clay</i> 	<p>Students begin a GCSE coursework mock project in the theme of 'truth' through which they apply their skills in the context of the GCSE Art & Design objectives: research, development, refinement, and final outcome.</p> <p>Focus:</p> <ul style="list-style-type: none"> • Artist/contextual research: <ul style="list-style-type: none"> - <i>selecting, analysing, transcribing, and responding to two artists</i> • Development of ideas: <ul style="list-style-type: none"> - <i>area of focus, visual brainstorm</i>

Summer Term	
Half term 1	Half term 2
<p>Students continue their GCSE coursework mock project.</p> <p>Focus:</p> <ul style="list-style-type: none"> • Experimentation: <ul style="list-style-type: none"> - <i>observational drawing, media/colour experiments as well as compositions</i> • Design: <ul style="list-style-type: none"> - <i>initial ideas, final idea</i> 	<p>Students continue and conclude their GCSE coursework mock project.</p> <p>Focus:</p> <ul style="list-style-type: none"> • Final outcome: <ul style="list-style-type: none"> - <i>trials and preparation for final outcome</i> - <i>evaluation</i>

Textile Design Curriculum Content

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Autumn Term	
Half term 1	Half term 2
<p>Students conduct a Foundation skills project over the course of the Autumn Term that ends in the Spring Term. Students build on skills and knowledge from Key Stage 3. They learn through a range of workshops on different materials, techniques and processes, interleaving those learned at Key Stage 3 with the introduction of additional ones.</p> <p>Skills covered:</p> <ul style="list-style-type: none"> • Drawing: <ul style="list-style-type: none"> - <i>mark making and value scales; observational drawing-mixed media</i> • Transfer printing: <ul style="list-style-type: none"> - <i>mixing and diluting, layering colours</i> • Stitching: <ul style="list-style-type: none"> - <i>hand embroidery, machine stitching and free machine embroidery</i> 	<p>Students continue with the Foundation skills project from Half term 1.</p> <p>Skills covered</p> <ul style="list-style-type: none"> • Dyeing methods: <ul style="list-style-type: none"> - <i>resist dye, wax resist and shibori/tie dye</i> • Applique: <ul style="list-style-type: none"> - <i>stitch based applique with machine and hand</i> • Artist/contextual research: <ul style="list-style-type: none"> - <i>creating artist pages, analysis, page layouts</i> • Annotation skills: <ul style="list-style-type: none"> - <i>how to annotate for 'recording'</i> • Responses: <ul style="list-style-type: none"> - <i>creating personal responses to the work of artists/designers</i>

Spring Term	
Half term 1	Half term 2
<p>Students continue with the Foundation skills project from the Autumn Term.</p> <p>Skills covered:</p> <ul style="list-style-type: none"> • Clothes construction: <ul style="list-style-type: none"> - <i>basics of pattern marking, cutting and measuring fabric, using sewing machines safely, sewing seams and necklines</i> • CAD (Photoshop): <ul style="list-style-type: none"> - <i>creating digital collages, sourcing high quality internet imagery</i> • Digital photography: <ul style="list-style-type: none"> - <i>composing high quality shots looking at focus, lighting and composition</i> • Printing: <ul style="list-style-type: none"> - <i>mono-printing; dye sublimation printing</i> 	<p>Students carry out a GCSE Coursework mock project. They begin a project in the theme of 'truth' through which they apply their skills in the context of the GCSE Art & Design objectives: research, development, refinement, and final outcome.</p> <p>Focus:</p> <ul style="list-style-type: none"> • Artist/contextual research: <ul style="list-style-type: none"> - <i>selecting, analysing, transcribing, and responding to two artists/designers</i> • Development of ideas: <ul style="list-style-type: none"> - <i>area of focus, visual brainstorm</i>

Summer Term	
Half term 1	Half term 2
<p>Students continue with the GCSE Coursework mock project from Half term 2 of the Spring Term.</p> <p>Focus:</p> <ul style="list-style-type: none"> • Experimentation: <ul style="list-style-type: none"> - <i>observational drawing, media exploration samples</i> • Design: <ul style="list-style-type: none"> - <i>initial design ideas, final design idea</i> 	<p>Students continue with the GCSE Coursework mock project from Half term 2 of the Spring Term.</p> <p>Focus:</p> <ul style="list-style-type: none"> • Final outcome: <ul style="list-style-type: none"> - <i>Prototype and preparation for final outcome</i> - <i>evaluation</i>

Food Curriculum Content

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Autumn Term	
Half term 1	Half term 2
Building on the skills and knowledge from Key Stage 3, students develop their understanding of balanced diets. They learn how to maintain a balanced diet and the energy needs during different life stages. In Year 9, students cook once a fortnight to develop: <ul style="list-style-type: none">• Knife skills and learning French cuts• Water based methods of cooking using the hob to boil and simmer	Students continue to develop their understanding of balanced diets, learning the link between diet and health and how to carryout nutritional analysis on food. The students: <ul style="list-style-type: none">• Continue to develop knife skills• Use reduction method to make sauce• Use steam as a raising agent• Use gelatinisation when making a sauce

Spring Term	
Half term 1	Half term 2
In the Spring Term, students learn about the factors that can influence food choices, the role that food labelling has on people's food choices and foods from different cultures. Students: <ul style="list-style-type: none">• Implement the skills that they learnt in the Autumn Term, using gelatinisation to make white sauces in a dish• Develop skills from Key Stage 3, making shortcrust pastry, to make a pastry with a filling• Develop pastry skills and laminating to make rough puff pastry• Make a bread using chemical raising agents	

Summer Term	
Half term 1	Half term 2
In the Summer Term students learn how to prevent food spoilage and how pathogenic bacterial contamination makes food unsafe to eat. They also learn how some bacteria can be used during food production and about the function of sugar when baking. The students: <ul style="list-style-type: none">• Develop their shortcrust pastry skill, and use proteins as a setting agent• Aerate a mixture	

Hospitality and Catering Curriculum Content

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Autumn Term	
Half term 1	Half term 2
<p>The students learn about food related causes of ill health.</p> <p>Knowledge covered:</p> <ul style="list-style-type: none"> • Food safety and hygiene • Visible and non-visible symptoms of food allergies and intolerances • Food safety legislations that keep consumers and food establishments safe • The role of the environmental health officer <p>Students cook a range of sweet and savoury sauces in relevant dishes and develop the following skills:</p> <p>French cuts</p> <ul style="list-style-type: none"> • Cake-making: using chemical raising agents and using the creaming method • Bread-making: using biological raising agents, kneading, and shaping 	<p>The students learn about the different aspects of the Hospitality and catering industry with a focus on different types of establishments.</p> <p>Knowledge covered:</p> <ul style="list-style-type: none"> • The different types of hospitality and catering establishments • How different catering establishments serve food to their customers • Factors that influence hotel ratings <p>Students develop the following skills:</p> <ul style="list-style-type: none"> • Developing bread-making: making an enriched dough and making bread as a side dish • Rice dish

Spring Term	
Half term 1	Half term 2
<p>In the Spring Term students in Year 9 gain an insight into the workflow used in the hospitality and catering industry.</p> <p>Knowledge covered:</p> <ul style="list-style-type: none"> • The workflow in a catering kitchen • The workflow used in the front of house • The equipment used in a catering kitchen • Students develop the following skills: • Stuffing a chicken • Shaping: frying, grilling, boiling, and simmering to create a cottage pie • Poaching 	<p>Students learn how hospitality and catering establishments meet customers' needs.</p> <p>Students develop the following skills:</p> <ul style="list-style-type: none"> • Soup making with scones • Pasta making

Summer Term	
Half term 1 and Half term 2	
<p>In the Summer Term students learn how chefs can meet the needs of their customers.</p> <p>Knowledge covered:</p> <ul style="list-style-type: none"> • Understanding the differences between macronutrients and micronutrients • The function of protein in the diet • The function of carbohydrates the diet • The function of fats in the diet • The function of vitamins in the diet • The functions of minerals in the diet • Gaining an understanding of how nutritional needs change at different life stages. 	

Students develop the following skills:

- White sauce making
- Using protein to set a mixture

Electronics Curriculum Content

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Autumn Term	
Half term 1	Half term 2
<p>Students start their learning by studying the fundamental circuit concepts of potential difference, current and resistance. These topics overlap with GCSE Physics. They are also introduced to new practical skills needed for the design and building of electronics throughout this course.</p> <p>Topics Covered:</p> <ul style="list-style-type: none">• Circuit Concepts• Introduction to Practical Skills• Using Resistors	<p>In this half term the students develop their understanding of the basic circuit concepts and start to use these to analyse electronic circuits. They also continue to practise and improve their practical skills as well as how to use these to produce prototype circuits.</p> <p>Topics Covered:</p> <ul style="list-style-type: none">• Analysing Circuits• Developing Prototypes

Spring Term	
Half term 1	Half term 2
<p>In the Spring Term, the students start to learn electronic system design and how to choose inputs, processors, and outputs to solve design problems. They also delve further into types of resistors and how to practically use resistors in circuits to create key features such as voltage dividers.</p> <p>Topics Covered:</p> <ul style="list-style-type: none">• Electronic Systems• Resistors	<p>In this half term, the students learn more about two types of resistors, LDR's (Light Dependent Resistors) and thermistors, that can be used to create sensing circuits. They also learn about a new component, transistors, and how to use them in switching circuits. They look at NPN transistors as well as MOSFET's.</p> <p>Topics Covered:</p> <ul style="list-style-type: none">• Sensing Circuits• Transistors

Summer Term	
Half term 1	Half term 2
<p>In the Summer Term, the students look at their last new component, a diode. They learn the features and uses of diodes and when to use them in their circuits.</p> <p>Topics Covered:</p> <ul style="list-style-type: none">• Diodes <p>Students learn strategies to cope with challenging listening comprehension activities.</p>	<p>In the final half term students will revise their Year 9 Electronics topics and prepare for their end of year exam.</p> <p>Topics Covered:</p> <ul style="list-style-type: none">• All Year 9 content (revision)

Physical Education Curriculum Content

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Autumn Term	
Half term 1	Half term 2
<p>Year 9 places focus on the physical factors affecting performance in sport. Students begin the academic year looking at components of fitness and fitness testing, knowledge that they developed in Years 7 and 8 in core PE. Students not only learn the importance of different components in different sports but also how to accurately conduct different fitness test for each component of fitness. Students also look at the skeletal system, learning the names and locations of different bones as well as their functions. They learn different joints that exist in the body, movements that can occur at these joints and the make-up of joints. Students finish the half term learning about the different muscles in the body, learning their importance in creating different sporting movements.</p>	<p>Students focus on both the respiratory and cardiovascular system. They learn how the heart and lungs function in relation to sporting performance. Students learn the pathway of blood through the heart and the body and the route that air flows through the body. They also look at the difference between aerobic and anaerobic exercise, applying all their knowledge to sporting examples.</p>

Spring Term	
Half term 1	Half term 2
<p>Having learnt about the four different body systems during the Autumn term, students look at the short- and long-term effect that exercise has on these systems. Students then recap components of fitness before learning about optimising their training. Focusing on different methods of training such as interval, continuous and weight training as well as learning how to develop training programmes using the principles of training. When looking at developing training programmes students also learn about the different elements of a warm-up and cool down, as well as the different physical benefits associated with warming up and cooling down.</p>	<p>Students look at different ways to prevent injury in sport, looking at methods such as personal protective equipment and appropriate levels of competition. They apply their knowledge to different sporting contexts. Students then conclude the term by focusing on movement analysis. Students learn about the different lever systems in the body, the different planes of movement and axes of rotation. Students are able to identify a number of different sporting examples for all the new content they have learnt.</p>

Summer Term	
Half term 1	Half term 2
<p>At the start of the half term, students create a five-week training programme that they then carry out in lessons as preparation for the GCSE coursework. The focus is to aid students in developing their understanding of an effective training programme and how the types and principles can be applied to improve different components of fitness.</p>	<p>In the final half term, lessons are tailored to revising content that students have learnt throughout the year. Students recap all topics to ensure that they understand how to apply their knowledge to different sporting examples.</p>

Sport Curriculum Content

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Autumn Term	
Half term 1	Half term 2
Students start Year 9 looking at the eleven different skill and physical components of fitness, being able to apply them to different activities and positions. The focus then transitions to fitness testing with students learning how to conduct tests for different components of fitness. Students learn why fitness tests are conducted, the different pre-test procedures, how to interpret data and how to ensure that tests are reliable. Students also look at the different advantages and disadvantages of each fitness test.	Students conclude fitness testing, having compared their results to normative data, and analyse strengths and weaknesses in performance. Each student then learns about a variety of different training methods that can improve these components of fitness such as continuous training, PNF (Proprioceptive Neuromuscular Facilitation) and weight training. Within this unit, students also look at determining exercise intensity, learning the importance of training zone and how to measure exercise intensity.

Spring Term	
Half term 1	Half term 2
Students start the half term looking at the different provision that exists for taking part in fitness training, assessing the strengths and weaknesses of public, private, and voluntary provisions. Students then look at the long-term effects of training on different body systems. Students also begin to look at creating a fitness testing programme to improve fitness, with a particular focus upon the importance of the programme design.	At the start of the half term students conclude their learning on fitness programme design, focusing on different motivational techniques and the benefits target setting can have on the performer. Students then recap on the importance of different components of fitness in a variety of different sporting scenarios.

Summer Term	
Half term 1	Half term 2
Students begin to look at the role of the official in sport, gaining knowledge about the different officials in different sports and the responsibilities these officials hold. Students look at the different rules and regulations that exist within a number of different sports settings. Gaining an understanding of the role NGBs (National Governing Bodies) and IGBs (International Governing Bodies) play in rulemaking and how different rules are applied. Students place focus on scoring systems, time of play, rule breakages and more. Within this term students get an opportunity to act as an official in different sports as well.	Students conclude the year looking at planning drills and conditioned practices in order to develop particular skills in sports. Students learn about the importance of training and build knowledge on the steps required in creating and running a variety of different progressive drills. There is also the opportunity for students to take on a coaching role as they focus on delivering instruction and providing feedback within these drills.

Music Curriculum Content

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Autumn Term	
Half term 1	Half term 2
<p>Students start Music GCSE with a song writing project in ensembles, which covers the practical components of the GCSE course (composition and ensemble performance).</p> <p>They then study 'Popular Music 1990s-2000s' (understanding, ensemble performing and composing) and 'Rock Music from the 1960s and 1970s' (understanding, ensemble performing and composing).</p> <p>Students also have time to prepare their solo performances during this half term.</p>	<p>Students have one solo performance lesson in which they all perform and are marked using the AQA assessment criteria.</p> <p>Students are then introduced to the Orchestral Music of Haydn, Mozart and Beethoven (understanding and performing).</p> <p>Finally, students study 'Coronation Anthems' (understanding and performing).</p>

Spring Term	
Half term 1	Half term 2
<p>Students learn the first of the two study pieces: Mozart's 'Clarinet Concerto, movement 3' (understanding). Students are expected to write short essays, worth 8 marks, commenting on the musical elements of the piece.</p> <p>They then study the 'Romantic Piano' music of Schumann and Chopin (understanding and solo performing).</p>	<p>Students have one solo performance lesson in which they all perform and are marked using the AQA assessment criteria.</p> <p>Students then study 'Romantic Requiem' (understanding, solo performing and composing) and the 'Music of Broadway' (understanding and ensemble performing).</p> <p>Students learn the second of the two study pieces: three songs from 'Little Shop of Horrors: Prologue, Mushnik and son, Feed me' (understanding). Students are expected to write short essays, worth 8 marks, commenting on the musical elements of the piece as well as answering the question posed.</p>

Summer Term	
Half term 1	Half term 2
<p>Students do a composition using Logic Pro on Mac computers. The compositions follow the criteria of the AQA composition mark scheme. This is a practice for their 'Free Composition' which they will do in Year 11.</p> <p>Students also have revision lessons fitted into the 'Composition' scheme of learning.</p>	<p>Students have one solo performance lesson in which they all perform and are marked using the AQA marking criteria and assessment.</p> <p>Students have three revision lessons on the topics learnt during the year ahead of the end of year exams.</p>

Drama Curriculum Content

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Autumn Term	
Half term 1	Half term 2
Students focus on developing improvisation and devising techniques. Students understand the rules of improvisation and explore this practically each lesson. Students are provided with different techniques to create dialogue, characters, and scenarios as a steppingstone to the devising process. Students analyse and evaluate the use of these techniques. Students will be assessed by improvising and devising through different genres/styles.	Students explore the concept of naturalism this half term. There is an introduction to Naturalism and the concepts of 'practitioner' and 'genre'. Students also develop solo acting skills, confidence and rehearsal techniques using exercises and script extracts through the practitioner Stanislavski. Students are assessed using the Component 2 performance criteria. Students do some preparatory work towards 'Live Theatre Review' by watching Naturalistic Performances from the Drama Online Library.

Spring Term	
Half term 1	Half term 2
Students focus on physical theatre and are introduced to the genre of physical theatre using Othello as a backbone text. Students conduct workshops using various frantic assembly techniques and create a scripted performance using this genre, further developing understanding of Components 1 and 2.	Students learn about the Genre of 'TIE' (Theatre in Education) and create a devised performance assessed using the Component 1 assessment criteria. They also create accompanying coursework reflecting upon and evaluating their work.

Summer Term	
Half term 1	Half term 2
The focus is on the Component 3 set text 'Find Me'. Students study the set text from the perspective of director, designer and actor. They have assessments for both Component 2 and Component 3 over the course of this term.	Students continue their focus upon Component 3 this half term. Students explore the role of director, designer and actor through practical and theory-based tasks.

Bourne Scholar Curriculum Content

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Overview
<p>The Bourne Scholar Programme is a co-curricular course that students undertake from Year 7 through to the end of Year 9. Students have one lesson of Bourne Scholar each week. The course consists of a number of different mini-courses, or strands. Each strand lasts seven lessons. Each strand contains content that students would not normally learn in their mainstream curriculum provision. In addition, there is a great emphasis on developing the oracy skills for students; as such, much of the activities in the lessons are centred around student voice and oracy. Some of the content delivered is related to PSHCERSE and ICT content that all students are required to learn during their time at the academy (i.e. statutory content). The detail of the content in each strand is found below.</p>
<p>Strand 1: When will I speak up? Local history and social justice.</p>
<p>This strand follows on from the 'Hackney- Celebrating Diversity' strand in Year 7 and the 'When will I speak up? - Student advocacy skills' strand in Year 8. This is a project-based strand in which students will learn about local protest history and a variety of different forms of advocacy and social justice issues important to them. Students will then plan an advocacy campaign for the social justice issue of their choice.</p>
<p>Strand 2: How can computers work for others? Creative technology and charitable action.</p>
<p>In this strand students will build on their knowledge from the charity and advocacy strand to create a charitable campaign using ICT programmes such as Microsoft Publisher and PowerPoint. Students will choose their own cause to help and create their own success criteria for their campaign.</p>
<p>Strand 3: Has sex changed? Sex and gender, ancient and modern.</p>
<p>Students will develop their understanding of key figures throughout history and gain an understanding of how different societal changes affect them. This could be on account of their gender or sexuality or age in which they grew up.</p>
<p>Strand 4: Why should I be governed? Political philosophy.</p>
<p>In this strand, students will be building on their previous philosophical discussion and political debates to look at three concepts of political organisation, comparing, contrasting and evaluating Marxism, anarchism and Liberalism.</p>