

# St Mary's CE High School Year 9 OVERVIEW Curriculum Map 2023-2024



## Year 9 Autumn Term 2023

As a Church school, our Christian values are central to our curriculum intent:

- A passion for learning where knowledge is appreciated and valued for its intrinsic value
- Strong, confident and happy individuals who are able to live safe, healthy, fulfilling lives and be resilient when challenged with adversity
- To create citizens of the future who make a positive contribution to society and are equipped for the world of work by achieving nationally recognised qualifications that develop career progression
- A strong understanding of social justice which seeks to embed the values of inclusion, equality and human rights so that students can confidently recognise and challenge injustice

Individual Subject Curriculum Maps can be found on the School website using this link: [Curriculum Maps](#)

Christian themes and values	The St Mary's Way, Telling the Truth, Supporting each other, Friendship, Harvest, Black History Month, Second Chances, Creation, Remembrance, Peace, Making Good Decisions, Reverence, Preparing for Christmas /Advent, Christmas/Eucharist,	SMSC across the curriculum
Tutorial programme	Form Reading: The Hate You Give – Angie Thomas	Making informed choices
PSHE / RSE / citizenship/ British values	<p>The theme for Personal Development this term is physical well-being and Looking after our health. The scheme of learning aims to cultivate a holistic approach to Personal Development, nurturing students' growth, resilience, and well-being.</p> <p>Key Topic: Illness Prevention Health Key Concept: Physical Health Big Question: How can we promote and prioritize mental well-being in ourselves and others to make informed choices?</p> <p>The Enquiry Questions include:</p> <ul style="list-style-type: none"> <li>• What does health mean and how can we prevent illness?</li> <li>• Why do we need immunization and regular health checks, and how do they contribute to illness prevention?</li> <li>• What sets Antibiotics and pain killers apart, and how should we use them to prevent illness?</li> <li>• How can we distinguish between allergies and intolerances, and what strategies can we use to manage and prevent them?</li> <li>• What are the potential health risks of tattoos and piercings, and how can we take preventative measures to avoid them?</li> <li>• How does our diet affect illness prevention, and what dietary choices can contribute to maintaining good health?</li> <li>• How can we apply the knowledge we've gained about illness prevention in practical situations?</li> </ul> <p>The connection between these additional enquiry questions and the five British values:</p> <p>What does health mean and how can we prevent illness? Democracy: This question relates to democracy as it emphasizes the importance of individuals having access to information about health and illness prevention, allowing them to make informed choices for their well-being.</p>	<p>Keeping healthy</p> <p>Race</p> <p>Disability</p> <p>Loneliness</p> <p>Isolation</p> <p>Nature vs nurture</p> <p>Appreciation of other religions</p> <p>Good and evil</p> <p>Suffering</p>

	<p>Why do we need immunization and regular health checks, and how do they contribute to illness prevention? Democracy and Individual Liberty: This question connects to democracy and individual liberty as it addresses the necessity of healthcare practices like immunization and regular health checks. It implies that individuals should have access to these services and the freedom to make decisions about their health.</p> <p>What sets Antibiotics and pain killers apart, and how should we use them to prevent illness? Rule of Law and Individual Liberty: This question touches on the rule of law by discussing the proper use of medications. It also relates to individual liberty as it involves individuals making informed decisions about their healthcare and medication use.</p> <p>How can we distinguish between allergies and intolerances, and what strategies can we use to manage and prevent them? Mutual Respect and Tolerance of Different Faiths and Beliefs: This question encourages understanding and tolerance of differences in individuals' reactions to foods. People may have different beliefs and experiences related to allergies and intolerances, and it's important to respect these differences.</p> <p>What are the potential health risks of tattoos and piercings, and how can we take preventative measures to avoid them? Respect for British Institutions: This question indirectly respects the institutions involved in regulating health and safety standards for tattoo parlours and piercing studios. It promotes awareness of potential risks and the importance of following guidelines set by these institutions.</p> <p>How does our diet affect illness prevention, and what dietary choices can contribute to maintaining good health? Democracy and Individual Liberty: This question is connected to democracy and individual liberty as it encourages individuals to make informed dietary choices for illness prevention and emphasizes access to information and personal agency in making these choices.</p> <p>How can we apply the knowledge we've gained about illness prevention in practical situations? Individual Liberty: This question promotes individual liberty by encouraging the practical application of knowledge gained about illness prevention. It implies that individuals have the freedom to use their knowledge to make practical decisions about their health.</p>	<p>Muliculturalism</p> <p>Race and love</p> <p>Modernism – an appreciation of art and its influence</p> <p>Conflict and impacts</p> <p>Cultural awareness</p> <p>Appreciating different societies</p> <p>Global development</p> <p>First aid</p>	
Core Subjects	<p><b>English</b></p> <p>In the first term of Year 9 students explore the theme of identity through the medium of poetry and extracts from a variety of texts. Students use this theme to question how different authors present humanity as universal and how writers celebrate the theme of identify. Students continue to study the techniques used by poets and authors such as the careful analysis of language and structure; the comparison of ideas; writing to present a viewpoint and summary skills.</p> <p>As students are analysing a range of English mediums, teachers also incorporate the explicit teaching of Language techniques in order to develop student's language skills.</p>	<p><b>Maths</b></p> <p>Students start the term, revisiting algebra as it is the language of maths and will be revisited in Years 10-11. students study Algebra: Expanding and Factorising. The key questions that students answer are:</p> <ul style="list-style-type: none"><li>• Can any quadratic be factorised?</li><li>• What's the difference between factorised and fully factorised?</li></ul> <p>Therefore, in order to achieve this, they will learn and practice how to expand triple brackets, solve quadratic equations by factorising, expand, and factorise linear equations and quadratics seamless</p>	<p>Healthy lifestyles</p> <p>Migration</p> <p>Integration Climate change</p> <p>Global accountability</p> <p>Appreciation of art, design and music</p>

		<p>In the second term, students learn about <b>Number: Indices and Fractional Powers</b></p> <p>Students will encounter negative indices to assist when it features in standard form. This will also prepare students for when they encounter the final rules of indices next year. Students will practice and be taught mathematical skills and problem solving so they can how to:</p> <ul style="list-style-type: none"> <li>• Understand why a negative index is the reciprocal of the number</li> <li>• Use the laws of negative indices</li> <li>• Use the laws of fractional powers</li> <li>• Simplify expressions of a complex nature</li> <li>• Simplify indices with different bases.</li> <li>• Convert into standard form and vice versa</li> </ul>	<p>Peer culture</p> <p>Team work</p> <p>Creating</p> <p>Designing</p> <p>Genocide and learning from the past</p> <p>Challenging hate</p>
	<p><b>Science</b></p> <p>In Year 9 the topics that student's study are closely aligned with the GCSE AQA course and builds on the knowledge consolidated in Years 7-8.</p> <ul style="list-style-type: none"> <li>• In the autumn term students, investigate the topics: <b>Atomic Structure and the Periodic Table (Chemistry) and Cell Biology (Biology).</b></li> <li>• In the <b>Atomic Structure unit</b> students consider the:</li> <li>• Structure of an atom</li> <li>• Writing chemical formulae</li> <li>• Mixtures</li> <li>• Models of the atom</li> <li>• Electronic configuration</li> <li>• Development and interpretation of the Periodic Table.</li> </ul> <p>In the latter term, the focus is on <b>Cell Biology</b>. Students consider and will be able to explain:</p> <ul style="list-style-type: none"> <li>• Differences between prokaryotes and eukaryotes</li> <li>• Structure of animal and plant cells</li> <li>• Specialised cells</li> <li>• The use of microscopy in Scientific advancements</li> <li>• Cell division.</li> </ul> <p>Students will broaden their skills across the curriculum using maths skills to balance chemical equations as well as displaying their evaluative results through drawing and interpreting graphs.</p>	<p><b>Religious Studies</b></p> <p>The final major religion that students study in Year 9 is Buddhism: Again, students reaffirm the knowledge they gained in Year 7 and identify the seven dimensions of this religion. This religion is unique as it godless. Students will study the <b>major beliefs</b> of Buddhism such as:</p> <ul style="list-style-type: none"> <li>• The Enlightenment.</li> <li>• The Four sights.</li> <li>• The Four noble truths.</li> <li>• The Middle Way.</li> <li>• The Eightfold Path.</li> <li>• The Three Signs of Being.</li> </ul> <p>They will explore the live, values and role of the <b>Founder</b>:</p> <ul style="list-style-type: none"> <li>• Buddha.</li> </ul> <p>How belief is put into <b>practices</b>:</p> <ul style="list-style-type: none"> <li>• Worship.</li> <li>• Meditation.</li> </ul> <p>They will then consider elements of Buddhism and Ethical Issues such as:</p> <p>Festivals</p> <ul style="list-style-type: none"> <li>• Wesak</li> <li>• Life</li> </ul>	<p>Problem solving</p> <p>Personal responsibility</p> <p>Resilience</p> <p>Equality</p> <p>Understanding identify</p> <p>Reflection</p> <p>Peer culture</p> <p>Performance; Confidence Preparation Practice</p> <p>Empathy</p>

	Students develop key skills in this unit such as understanding how scientific theories and methods develop over time, the consideration of ethical issues in Science and identifying and explaining correlation.		<ul style="list-style-type: none"><li>• Dhamma.</li><li>• Samsara.</li></ul> Nirvana.  In the second half term, students grapple with the big questions about suffering and evil. To try and answer why there is suffering and evil, students consider what philosophers and religious leaders have argued are the properties of God, the problems of evil and creation of the world. Students will consider these questions from a Christian, Muslims, and Buddhist perspective.	Imagination  Safety  Effects of extremism Knife crime Gangs Radicalisation Grooming CSE
Foundation Subjects	<b>Art</b> Students look at the work of artists: Georgia O’Keefe and Gainor E Roberts to explore modernism and create their own wok in this style Students will develop skills in: <ul style="list-style-type: none"><li>• Critical understanding</li><li>• Critical thinking Annotation</li><li>• Contextual studies</li><li>• Mono print</li></ul> to name a few.	<b>Business Studies</b> In the introduction to Business Studies students start the term with the subway challenge. This provides an overview to a: <ul style="list-style-type: none"><li>• Target market</li><li>• Competition and Unique Selling Point</li><li>• Market research</li><li>• Costs and selling price</li><li>• Marketing mix 4P’s</li><li>• Presentation skills</li></ul> With the challenge students recognise: <ul style="list-style-type: none"><li>• What is an enterprise what is the purpose of enterprise?</li><li>• What is an entrepreneur?</li><li>• Why new business ideas come about?</li><li>• How new business ideas come about?</li><li>• What is the impact of risk and reward?</li></ul> Therefore, in order to achieve this, students' develop knowledge of concepts such as: <ul style="list-style-type: none"><li>• Goods and services and meeting customers need</li><li>• Adding value</li><li>• The role of Entrepreneurship</li></ul>	<b>Drama</b> Students study the acclaimed and commended modern play Noughts and Crosses inspired by Malorie Blackman. The play explores contemporary issues of race and love.  Students explore key questions such as the importance of the social, historical, political context and the origins of this story. Students also think outside of the box and consider if they performed the play in a different country, what would it sound and look like? Students answer these questions by using their knowledge of the Playwright’s intentions Role of the actor Role of the director Genre & Style In order to fully critique and engage with the play.	Safety  Financial security  Equality  Injustice  Social justice  Awareness of our community and global issues  Awareness of how our actions affect others  Personal responsibility Collaboration Self reflection

		<p>In term 2, students explore the options for start-ups and small businesses by building knowledge on:</p> <ul style="list-style-type: none"> <li>• Trends in business</li> <li>• Business Ownership –Sole traders, Partnerships, Private limited company and Franchises</li> <li>• The concept of limited liability</li> </ul> <p>Within this unit students will further their skills in decision making, investigating and research, critical thinking, and literacy.</p>		
	<p><b>Engineering</b> Design and Technology is an inspiring, rigorous and practical subject. Technology encourages students to learn to think innovatively to solve problems both as individuals and as members of a team. At SMHS, we encourage students to use their creativity and imagination, to design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values.</p> <p>Students will be manufacturing a pine box, with a specific focus on manufacturing finger/comb joints and a lap joint. All students will be developing their accuracy and maths skills during this project, as well as problem solving.</p>	<p><b>French</b> In year 9 students are both consolidating their learning of Year 8 and also prepare them for their GCSE. In the first term, students will revisit aspects of grammar, phonics and vocabulary such as: Grammar:</p> <ul style="list-style-type: none"> <li>• Il faut / il ne faut pas + infinitive</li> <li>• Use of à with masculine countries</li> <li>• ne... jamais in single-verb structures in the present tense</li> <li>• Possessive adjectives (votre, vos, leur, leurs)</li> </ul> <p>Phonics:</p> <ul style="list-style-type: none"> <li>• SFC and SFe with m/f adjectives</li> <li>• é / er / ez and SFe with -er verb endings</li> <li>• en / an vs on / om</li> </ul> <p>Vocabulary:</p> <ul style="list-style-type: none"> <li>• Building the verb lexicon</li> <li>• Regular revisiting of Y7 and Y8 vocabulary for consolidation</li> <li>• Mixed word sets</li> <li>• Cognates – English words +e</li> <li>• Suffixes – English -ly and French -ment</li> </ul>	<p><b>Geography</b> In this term students grapple with the big question: Is a world without conflict impossible? Students consider the global conflicts in Yemen and more local conflicts to do with tourism. The unit draws together ideas and concepts from many of the previous units of study but applies it to the topic of conflict. Students are encouraged to break down the big questions with smaller but no less important questions such as the impact of global development, tourism and water on conflict and identification of the conflicts themselves.</p> <p>Link to the department Website: <a href="https://smhsgeographydept.weebly.com/">https://smhsgeographydept.weebly.com/</a></p>	

		<p>In the second term students continue building on their grammar, phonics and vocabulary.</p> <p>Grammar:</p> <ul style="list-style-type: none"> <li>• Impersonal verb <i>il est</i> + time</li> <li>• The negation <i>ne... jamais</i> in the perfect tense</li> <li>• -er verbs in the perfect tense with <i>je / tu / il / elle / on</i> with both <i>avoir</i> and <i>être</i></li> </ul> <p>Phonics:</p> <ul style="list-style-type: none"> <li>• eu / oeu</li> <li>• s-liaison</li> <li>• en / an vs in / ain</li> <li>• tion</li> <li>• e / è/ê / a</li> </ul> <p>Vocabulary:</p> <ul style="list-style-type: none"> <li>• Building the verb lexicon</li> <li>• Text exploitation to extend vocabulary</li> <li>• Cognates – English -c, -ck, -k or -ical and French -que</li> </ul>		
	<p><b>Health Studies</b></p> <p>In the introductory of Health and Social Care students learn about:</p> <p><b>1.1 Life stages and development:</b></p> <p>In this unit students will learn about key milestones of growth and development through the life stages. Students will also learn about factors affecting growth and development (PIES) across the life stages. The skills that students develop are:</p> <ul style="list-style-type: none"> <li>• To Identify life stages of an individual.</li> <li>• To give generic examples of milestones at each life stage and begin to recognise that everyone is different</li> <li>• To explain factors that affect the growth and development of an individual.</li> </ul> <p>In the latter term, students explore the topic of <b>Life events and their impacts:</b></p>	<p><b>History</b></p> <p>Students examine the history of some key African empires pre-colonialism. Students investigate the great empires of Kush, Benin and Songhai and consider:</p> <ul style="list-style-type: none"> <li>• Mansa Musa</li> <li>• Islam in Africa</li> </ul> <p>In the second term, students look at India from British rule to independence. Students answer enquiry questions such as:</p> <ul style="list-style-type: none"> <li>• What caused the mutiny in 1857?</li> <li>• How did India gain independence in 1947?</li> <li>• What was the legacy of the partition of India?</li> </ul>	<p><b>Hospitality and Catering</b></p> <p><b>Nutrition</b></p> <p>Students will learn about the importance of nutrition and how it links to the different Life stages. They will prepare balanced meals for these specific groups using the knowledge they gained.</p> <p><b>Multicultural Foods</b></p> <p>Students show understanding of the multiculturalism within Britain by exploring foods of their own and their peer's culture.</p>	

	<p>In this unit students will learn about how the needs of individuals have been affected by life events.</p> <p>The skills that students develop are</p> <ul style="list-style-type: none"> <li>To be able to explain the impact of physical events on PIES with examples.</li> </ul> <p>To be able to explain the impact of Relationship changes on PIES with examples.</p>			
	<p><b>ICT</b></p> <p>In the autumn term students further their knowledge of Cyber Security: this unit takes students on journey of discovery of the techniques that cybercriminals use to steal data, disrupt systems and infiltrate systems. Students will explain the difference between data and information and identify what happens to data entered online. Students will explain the need for the Data Protection Act and recognise how human error pose security risks to data. Students will consider how Implement strategies are used to minimise the risk of data being compromised through human error. Students will define hacking in the context of cybersecurity and identify strategies to reduce brute force attacks. They will explain how a DDOS attack can impact users of online services and explain the need for the Computer Misuse Act.</p> <p>In the second term, students will study Representations: Students will focus on making digital media such as sound and images. They will discover how media is stored in binary code. Some of the knowledge and skills students will develop are: to describe how digital images are composed out of individual elements and define key terms such as pixels, resolution and colour depth. Students will describe how colour can be represented as a mixture of red, green and blue and how an</p>	<p><b>Music</b></p> <p>Music in Year 9: Builds upon Key Stage 3 fundamentals and students gain technical skills. This pathway recalls traditional musical learning balanced with contemporary, industry practises.</p> <p>In term 1, students study the Theory of Music to develop key skills in traditional music notation. Students build on their knowledge of transcription so that they are able to write down they melody, chords and structures of their own homophonic compositions. This includes a knowledge of commonly used clefs, phrasing, articulation and dynamic markings.</p> <p>Students seek to improve their dexterity by studying an individual solo piece on the keyboard- options include: Beethoven's Fur Elise and/or the Moonlight Sonata with the intention to perform with two hands simultaneously on a keyboard/piano, developing phrasing and expression/musicality</p> <p>Students will revisit basic music notation and the treble clef, bass clef and time signatures so they can apply treble and bass clef knowledge to a familiar melody.</p>	<p><b>Spanish</b></p> <p>In the Autumn term, students will be able to talk about what you do with others/ places and locations. They will also describe people and possessions and say when and where people go as well as future plans. They will practice present tense AR verbs in the 1<sup>st</sup> and 3<sup>rd</sup> person plural, ESTAR/SER verbs in the 1<sup>st</sup> and 3<sup>rd</sup> person plural and present tense HACER, AR, ER and IR. Students will also extend their vocabulary extending the verb lexicon with a number of -ER and -IR verbs and developing verb knowledge with a focus on plural forms.</p> <p>In the latter term, students will focus on the present tense QUERER/ DAR, PONDER, DEBER and ER &amp; IR. They will work on their phonics for v and b; contrast r and rr and practice the silent h. They will use these skills to describe different family members at a party and describe celebrating different occasions. They will highlight their learning by organising a New Year party.</p>	

	<p>image can be represented as a sequence of bits. Students will calculate the size of a digital image and how the manipulation of digital images amounts to arithmetic operations.</p>			
	<p><b>Sport</b> Students have the opportunity to partake in a range of sporting activities such as: Dance to include styles and basic principles Gymnastics to include basic skills and sequences of movement Invasion Games to include skills, tactics and strategies OAA to include collaboration, problem solving, performance observation, communication The skills that students develop are numerous such as learning how to communicate effectively with team members and built teamwork and trust. Students will learn to communicate effectively and become confident to observe and analysis each other's performance as well as becoming leaders but also learning how to be lead.</p>	<p><b>Sport Science</b> Over this term and into the Spring term students will explore: <b>Factors which impact the risk of injuries occurring in sport</b> <b>Understanding the principles of training</b> <b>Discovering how principles of training can be used to target specific fitness component</b> Students will learn about reducing the risks of sports injury and understand different factors which influence the risk of injury They will then explore the principles of training so that they have an understanding the key principles of training and know how can key principles be used in training to target specific fitness components and their impact on performance</p>	<p><b>Textiles</b> This year, the themes is Amazing Structures and students start their Cushion project. Students will research various structures and sculptures from around the world looking into the history and culture of the source. They will produce a range of cushion cover designs. The knowledge and skills that students will develop is the understanding the properties of different textiles, understanding and practising the manufacture of different seams and the ability to understand and provide feedback to others. In the second part of the term students will conduct experiments and develop textiles skills and knowledge with a range of teacher lead decorative skills. They will gain the skills to work independently to develop decorative textiles skills and identify where problems may occur in order to avoid them as well as become involved in a number of problem-solving tasks.</p>	
<b>CEIAG</b>	<p>The focus for careers in Year 9 is for students to assess their own aspirations and career goals and know the pathway to achieve them as they prepare for GCSE's students will be able to recognise skills and qualities and how to record them. In the first term students will use UNIFROG to record information about the careers they are researching and the qualifications, skills and experience needed to embark on that career; they will have evidence of skills and qualities they have developed over the year and they will know the purpose of LMI. Students will go on a university visit.</p>			

## Year 9 Spring Term 2024

As a Church school, our Christian values are central to our curriculum intent:

- A passion for learning where knowledge is appreciated and valued for its intrinsic value
- Strong, confident and happy individuals who are able to live safe, healthy, fulfilling lives and be resilient when challenged with adversity
- To create citizens of the future who make a positive contribution to society and are equipped for the world of work by achieving nationally recognised qualifications that develop career progression
- A strong understanding of social justice which seeks to embed the values of inclusion, equality and human rights so that students can confidently recognise and challenge injustice

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Christian themes and values	New Beginnings, Forgiveness, Holocaust Memorial Week, RESPECTFULNESS, Compassion., Following the rules, Hope, Faithfulness, Thankfulness, Dignity, Lent/Eucharist		SMSC across the curriculum
Tutorial programme	Form Reading: The Hate You Give – Angie Thomas Students will then read: The Woman in Black by Susan Hill		Making informed choices
PSHE / RSE citizenship British values	<p>In this term, students engage in questions relating to Sex and Relationships Education. In the first term, students analyse <b>Respectful relationships and friendships</b>. In line with the school ethos and motto, students consider the following big questions:</p> <ul style="list-style-type: none"> <li>• Why is violence against women and sexual harassment such a concern?</li> <li>• How are LGBT+ rights protected by law? Students also explore gender identity so that they have an understanding of how different people identify and can be knowledgeable and tolerant citizens.</li> <li>• Why is the equality act of 2010 significant?</li> </ul> <p>Students also learn about forced marriage, honour-based violence and FGM and how this violates civil rights as well as being taught about grooming and cohesive behaviour so that they can recognise the signs to keep themselves safe.</p> <p>Students in the latter term identify what it means to be responsible online. Students explore questions such as:</p> <ul style="list-style-type: none"> <li>• Why is sexting not a laughing matter?</li> <li>• What are the risks associated with pornography?</li> <li>• How can you spot fake news online?</li> </ul>		Keeping healthy Race Disability Loneliness Isolation
Core Subjects	<b>English</b> The primary focus of the Gothic is to welcome students into a world of wild and remote landscapes, vulnerable heroines, supernatural happenings and uncanny events. Gothic fiction has become a staple of the academic study of literature: the very question of humanity and the human condition, as well as suffering and romance are all key themes brought up and reflected in this dark and mysterious fiction.	<b>Maths</b> In the first term, students' progress to <b>Similarity and Pythagoras</b> Students will extend their knowledge of proportion in the context of shape. This will prepare students for using proportionality in area and volume situation. Students be able to answer key questions such as: showing if two shapes are similar or not and exploring whether Pythagoras' theorem works for any triangle. By being able to answer these questions students will have practiced how to:	Nature vs nurture Appreciation of other religions Good and evil Suffering

	<p>Students not only study a range of authors considered 'Gothic', but there is dedicated time spent to the development of the genre itself; moving from the introduction of the Gothic, Romanticism &amp; the Sublime, to the Victorian and American Gothic and the transformation into modern day Gothic symbolism.</p> <p>Students will gain a clear understanding of the critical literary movements and how different writers exploited the fears of the time focusing on Wuthering Heights as the primary novel but using a range of other texts and authors such as the Brontës, Toni Morrison, Mary Shelley and Edgar Allan Poe to present the development of Gothic literature through the centuries.</p>	<ul style="list-style-type: none"> <li>Find missing lengths on similar shapes</li> <li>Enlarge shapes on a grid</li> <li>Use Pythagoras theorem to find missing sides of a right-angled triangle</li> <li>Find the areas of sectors</li> <li>Find the arc lengths of a sector</li> </ul> <p>In the second half of the term, students are taught more about <b>sequences</b>, in particular students will practice sequences and drawing linear graphs appear together to allow them to compare and contrast the similarities and differences between rules of sequences and equations of lines. Therefore, the following skills will be broken down:</p> <ul style="list-style-type: none"> <li>Solve problems with pictorial sequences</li> <li>Solve problems of numerical linear sequences</li> <li>Plot linear graphs</li> <li>Use equations of linear graphs in simple cases</li> <li>Solve simultaneous equations in simple cases.</li> </ul>	<p>Multiculturalism</p> <p>Race and love</p> <p>Modernism – an appreciation of art and its influence</p> <p>Conflict and impacts</p> <p>Cultural awareness</p> <p>Appreciating different societies</p>
	<p><b>Science</b></p> <p>In the Spring term, students focus on two key areas of the curriculum: <b>Energy (Physics) and Bioenergetics (Biology)</b>. In the <b>Energy unit</b> students consider:</p> <ul style="list-style-type: none"> <li>Energy stores and transfers</li> <li>Efficiency</li> <li>Use of formulae and equations to calculate energy quantities</li> <li>Sources of energy (renewable and non-renewable)</li> </ul> <p>In the latter term, the focus is on the <b>organisation of the Human Body</b>. Students consider and will be able to explain:</p> <ul style="list-style-type: none"> <li>The workings of the digestive system</li> <li>Qualitative testing for biological molecules</li> <li>Structure and function of the circulatory system</li> <li>Communicable heart disease and health issues</li> <li>The impact of lifestyle choices on health</li> <li>Cancer diagnosis and treatment</li> </ul> <p>Students complete the unit by looking at the organisation of plants at a cellular, tissue and organ level.</p>	<p><b>Religious Studies</b></p> <p>Before starting the GCSE course in Spring term two, students consider whether Jesus was radical. In order to achieve this, students will investigate the historical person of Jesus and focus on:</p> <ul style="list-style-type: none"> <li>Was Jesus just an influential teaching?</li> <li>The Transfiguration</li> <li>Calling of the disciples</li> <li>Miracles</li> <li>Parables</li> <li>Caesarea Philippi</li> <li>The temptation</li> <li>Titles for Jesus</li> </ul> <p>In the latter term, students will start preparing for their GCSE course, initially studying <b>the existence of God and revelation</b>. In the latter term, students use their knowledge in RS over the three years to apply it to philosophical questions about the existence of God. Students follow the AQA syllabus on the Nature of God. They will be taught and they will grapple with the following topics:</p> <ul style="list-style-type: none"> <li>The existence of God and revelation and human rights, religion and justice</li> </ul>	<p>Global development</p> <p>First aid</p> <p>Healthy lifestyles</p> <p>Migration</p> <p>Integration</p> <p>Climate change</p> <p>Global accountability</p> <p>Appreciation of art, design and music</p>

	<p>Students will broaden their skills across the curriculum using maths skills to select, substitute and rearrange formulae as well as displaying their evaluative results through drawing and interpreting graphs. This term is very ‘hands on’ with a number of required practical lessons for students to complete.</p>			<ul style="list-style-type: none"><li>• The existence of God and revelation:</li></ul> <p>This will require students to explain contrasting beliefs on the following three issues with reference to the main religious tradition in Britain (Christianity) and non-religious beliefs such as atheism and humanism:</p> <p>Students will also explore the belief in:</p> <ul style="list-style-type: none"><li>• Visions.</li><li>• Miracles.</li><li>• Nature as general revelation.</li></ul> <p>Students will then study philosophical arguments for and against the existence of God, such as:</p> <ul style="list-style-type: none"><li>• The Design,</li><li>• The First Cause argument,</li><li>• The argument from miracles,</li><li>• Evil and suffering as an argument against the existence of God and arguments based on science against the existence of God.</li></ul> <p>Students will then consider the nature of the divine and revelation such as:</p> <ul style="list-style-type: none"><li>• Special revelation as a source of knowledge about the divine, Enlightenment as a source of knowledge about the divine,</li><li>• General revelation.</li></ul> <p>Once students have considered the above philosophical and religious beliefs, students will apply them to big themes such as Human rights, religion and justice as well as exploring the:</p> <ul style="list-style-type: none"><li>• Status of women in religion.</li><li>• The uses of wealth.</li><li>• Freedom of religious expression.</li></ul>	Peer culture  Team work  Creating  Designing  Genocide and learning from the past  Challenging hate  Problem solving  Personal responsibility  Resilience  Equality  Understanding identify  Reflection
Foundation Subjects	<p><b>Art</b></p> <p>Students look at the work of artists: Chuck Close and Sarah Graham to explore the creation of photorealism and create their own work in this style.</p> <p>Students will become competent in:</p> <ul style="list-style-type: none"><li>• Spray paint</li><li>• Mono print</li><li>• String print</li></ul>	<p><b>Business Studies</b></p> <p>In the Spring term, students familiarise themselves with the Marketing mix. They will be able to use their knowledge to explain:</p> <ul style="list-style-type: none"><li>• What is the marketing mix? What are the features of a product?</li><li>• What are the different pricing strategies? Why is pricing important?</li></ul> <p>In the latter term, the focus for the unit is:</p>	<p><b>Drama</b></p> <p>In the Spring term students are introduced to the playwright Bertolt Brecht. Students will be assessed through a practical performance where they are required to devise a piece using Brechtian techniques.</p> <p>In order to achieve this, students will learn about the historical and political context behind Brecht’s work and also explore the genre of epic theatre; theories &amp; techniques and techniques in practice</p>	Peer culture  Performance; Confidence Preparation Practice  Empathy	

	<ul style="list-style-type: none"> <li>Photography Photoshop</li> <li>Oil pastels</li> </ul> Chalk and charcoal	<p>Enterprise and Entrepreneurship. Within this unit students will learn about:</p> <ul style="list-style-type: none"> <li>Goods and services and meeting customer needs</li> <li>Adding value</li> <li>The role of Entrepreneurship</li> <li>The Dynamic nature of business</li> <li>How new ideas come about</li> <li>Risk and reward</li> <li>Again, student will develop their skills in decision making, investigating and research, critical thinking, and literacy</li> </ul>	<p>so that they can apply Brecht's techniques in order to convey a meaning.</p>	<p>Imagination</p> <p>Safety</p> <p>Effects of extremism</p> <p>Knife crime</p> <p>Gangs</p> <p>Radicalisation</p> <p>Grooming</p> <p>CSE</p> <p>Safety</p>
	<p><b>Engineering</b></p> <p>Students will be manufacturing a pine wooden box, with a specific focus on manufacturing finger/comb joints and a lap joint. All students will be developing their accuracy and maths skills during this project, as well as problem solving.</p>	<p><b>French</b></p> <p>In the Spring term, students continue to develop their grammar, phonics and vocabulary. Grammatically, students focus on the -er verbs in the imperfect tense (to mean 'used to') with je / il / elle / on and verbs such as prendre / venir / sortir / entendre / lire / choisir / écrire in both the imperfect and present tenses (to mean 'used to'). Students will also be comparing regular verbs in the imperfect (used to) vs perfect tenses with je / tu / il / elle / on. (This is not an exhaustive list) Phonetically, students focus on: y / i / oy, au / aux, oi, x and s before a vowel and ou / u. An example of the vocabulary that students will learn are:</p> <ul style="list-style-type: none"> <li>Cognates – tion French words are feminine, plus cross-linguistic pronunciation difference (e.g. revolution – la revolution)</li> <li>Cognates – words with a circumflex in French and an 's' in English (e.g. la forêt – forest)</li> <li>Text exploitation to extend vocabulary</li> </ul>	<p><b>Geography</b></p> <p>In the spring term, students <b>evaluate what the future of our planet is</b>. Again, students break down this big question and grapple with smaller enquiries such as:</p> <ul style="list-style-type: none"> <li>What is the evidence for climate change?</li> <li>What are the causes of climate change?</li> <li>What are the consequences of climate change for our planet?</li> <li>What are the consequences of climate change for the UK?</li> </ul> <p>Antarctica – a frozen planet</p> <p>Students are encouraged to use all they have learnt in key stage 3 to think about the future of the globe and consider their impacts as well as solutions.</p> <p>Link to the department Website:  <a href="https://smhsgeographydept.weebly.com/">https://smhsgeographydept.weebly.com/</a></p>	<p>Financial security</p> <p>Equality</p> <p>Injustice</p> <p>Social justice</p> <p>Awareness of our community and global issues</p> <p>Awareness of how our actions affect others</p> <p>Personal responsibility</p> <p>Collaboration</p> <p>Self reflection</p>

		<p>In the latter spring term, the focus of the grammatical teaching is:</p> <ul style="list-style-type: none"> <li>• Impersonal verbs in phrases il est difficile / facile / interdit de + infinitive</li> <li>• Past participle formation in verbs like sortir and choisir</li> <li>• Past participle formation in verbs like venir and attendre</li> <li>• Reflexive verbs in the present tense with je / tu</li> </ul> <p>Phonetically students focus on:</p> <ul style="list-style-type: none"> <li>• ill / ille, ail / aille, eil / eille, euil / euille, ouil / ouille</li> <li>• SFC and SFe</li> <li>• h (in contraction with pronouns)</li> <li>• th</li> <li>• ç / soft c</li> <li>• a / au</li> <li>• tion</li> </ul> <p>The vocabulary that students will be practicing for consolidation are:</p> <ul style="list-style-type: none"> <li>• Suffixes – cardinal number + ième</li> <li>• English -el and French -al</li> <li>• • Text exploitation to extend vocabulary</li> </ul>		
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<p><b>Health Studies</b></p> <p>In the spring term students learn about <b>Sources of support that meet individual needs:</b></p> <p>In this unit students will learn about how to recommend support to meet an individual's needs.</p> <p>They will develop skills and they will be able to explain different sources of support giving examples of each. They will use the local area, to research online at the local hospital / health centre / day care centre / surgeries and so on. Finally they will be able to identify different practitioners and explain what individuals might benefit from their support and why.</p> <p>In the latter part of the term, students Study <b>Sources of support that meet individual needs.</b></p> <p>Students will start working on an NEA Task in order to give them experience of completing coursework assessments.</p> <p>Students will explore <b>Life stages</b> in this unit, students will be able to explain what support family, friends, culture and religion is given to an individual. They will also explain what various sources of support they would suggest for a specific individual to ensure person centred care is upheld.</p> <p>Students can use their own information gathered from previous lessons to start researching their NEA assignment for Task 1.</p>	<p><b>History</b></p> <p>The History curriculum then focuses on <b>20<sup>th</sup> Century Warfare</b> by examining:</p> <ul style="list-style-type: none"> <li>• The First World War through enquiry questions such as who was to blame for the failure of the Battle of the Somme?</li> <li>• London and the Second World War and evaluating whether the Blitz spirit was a myth</li> <li>• The experience of troops from the Commonwealth to explore whether Britain really stood alone</li> </ul> <p>Students then focus on the latter part of the century and focus on:</p> <ul style="list-style-type: none"> <li>• Nuclear War</li> <li>• Vietnam</li> </ul> <p>Iraq</p>	<p><b>Hospitality and Catering</b></p> <p><b>Cake making</b></p> <p>Students will be taught the functions of ingredients used in cake making. This will be linked the different methods of cake making. At the end they will be given a theme to create their own cakes for a mini competition.</p> <p><b>Dough Making</b></p> <p>Students will be taught about dough making (pastry and yeast doughs). They will create products based on the different types e.g. shortcrust pastry, choux pastry etc.</p>	
<p><b>ICT</b></p> <p>In the Spring term, students will study Python Sequences: This unit introduces students to how data can be represented and processed in sequences, such as lists and strings. Students will be able to:</p>	<p><b>Music</b></p> <p>In term 2, students refine their technical skills by performing to an audience. They revisit compositional devices also.</p>	<p><b>Spanish</b></p> <p>In the Spring term, students learning how to introduce family members or role playing with their peers asking and answering questions related to things they do, their achievements and foods from different countries. Grammatically,</p>	

	<ul style="list-style-type: none"> <li>• Describe what lists are</li> <li>• Describe what strings are</li> <li>• Trace through programs that manipulate lists</li> <li>• Create lists and access individual elements</li> <li>• Access individual string elements (characters)</li> <li>• Perform common operations on lists</li> <li>• Use variables to keep track of counts</li> <li>• Use variables to keep track of sums</li> <li>• Combine features to develop solutions to meaningful problems</li> <li>• Trace through programs that iterate over sequences using for</li> <li>• Use iteration (for) to iterate over strings</li> </ul> <p>In the second term, students are introduced to animations. Within this unit students will be able to:</p> <p>Make media products consumed in everyday life. Lessons will take students through the basics of modelling, texturing and animating</p> <p>Students will develop skills to:</p> <ul style="list-style-type: none"> <li>• Use Blender to add, move and delete objects</li> <li>• Use Blender to scale and rotate objects</li> <li>• Use Blender to use a material to add colour to an object</li> </ul>	<p>In Spring term two, they develop their Technical Skills by writing an evaluative journal (diaries) that focuses on improving group performance skills and the sequencing of underscore.</p> <p>Student will develop the following skills and knowledge:</p> <ul style="list-style-type: none"> <li>• Performing solo</li> <li>• Ensemble skills continued (performing to an audience)</li> <li>• Re- visit compositional techniques and texture</li> <li>• Composing</li> <li>• Song writing: verse/chorus.</li> </ul> <p>They will evaluate:</p> <ul style="list-style-type: none"> <li>• What makes a good performer?</li> <li>• How to be good band member</li> </ul>	<p>students will also be using the verb TENER in idiomatic expressions and will compare past and present tense. They will also be able to explain their future plans using the IR + infinitive.</p> <p>In the latter term, students revisit present tense with cultural lessons about different cities and festivals. They will revisit subject pronouns, possessive adjectives in the plural and introduce comparatives.</p>	
	<p><b>Sport</b></p> <p>During this term students will be engaged in learning and participating in invasion Games. Students will develop techniques of key skills such passing receiving, control, shooting, tackling/defending and marking. Students will also learn how to apply basic</p>	<p><b>Sport Science</b></p> <p>Continuing into the Spring term students will explore:</p> <p><b>Understanding the principles of training</b></p> <p><b>Discovering how principles of training can be used to target specific fitness component</b></p>	<p><b>Textiles</b></p> <p>Students will produce a high quality cushion cover that is highly decorative and reflects on the experimentations and research of their chosen structure.</p> <p>The skills that students will develop in the making of their cushion. These include the:</p>	

	<p>tactics and strategies to competition and students will make observations and analysis of performance</p> <p>Students will also partake in net/wall Games. Students will develop techniques of key skills such as throwing, catching, batting, retrieving and fielding. They will learn how to apply basic tactics and strategies to competition and make observations and analysis of performance</p>	<p>Students will learn about reducing the risks of sports injury and understand different factors which influence the risk of injury</p> <p>They will then explore the principles of training so that they have an understanding the key principles of training and know how can key principles be used in training to target specific fitness components and their impact on performance</p> <p>In the latter term and continuing into the Summer term students will explore:</p> <ul style="list-style-type: none"> <li>• <b>How the body reacts to exercise</b></li> </ul> <p>Students will explore how bodies response to physical activity and develop their understanding of how the body reacts in the short and long term to physical activity</p>	<ul style="list-style-type: none"> <li>• Measuring and accuracy skills</li> <li>• The importance of conducting research and how this can influence the design ideas.</li> <li>• The importance of scaled drawing and developing patterns and templates for manufacturing.</li> </ul>	
<b>CEIAG</b>	<p>In this term students are introduced to CV writing and therefore they need to assess the purpose, skill and qualities needed for the career of interest. Students will also partake in a Career carousel and be able to engage in a question and answer session with employers.</p>			

## Year 9 Summer Term 2024

As a Church school, our Christian values are central to our curriculum intent:

- A passion for learning where knowledge is appreciated and valued for its intrinsic value
- Strong, confident and happy individuals who are able to live safe, healthy, fulfilling lives and be resilient when challenged with adversity
- To create citizens of the future who make a positive contribution to society and are equipped for the world of work by achieving nationally recognised qualifications that develop career progression
- A strong understanding of social justice which seeks to embed the values of inclusion, equality and human rights so that students can confidently recognise and challenge injustice

Individual Subject Curriculum Maps can be found on the School website using this link: [Curriculum Maps](#)

Christian themes and values	Keeping Promises, Acceptance, Empathy, Justice, Leadership, Eucharist, The Ten Commandments, Well-being/Pride, Loyalty, Well-Being, Global Citizenship, Courage, Celebrations		SMSC across the curriculum
Tutorial programme	Form Reading: The Woman in Black by Susan Hill		Making informed choices
PSHE / RSE / citizenship/ British values	In the final term of Year 9 students explore the law relating to: <ul style="list-style-type: none"> <li>• Extremism and radicalisation and how to recognise the signs of being groomed.</li> <li>• Hate crime</li> <li>• Gang and knife crime</li> </ul>		Keeping healthy Race Disability
Core Subjects	<b>English</b> Students start their GCSE course in the latter term by being introduced to the play 'An Inspector Calls' by – J B Priestley as the post 19 <sup>th</sup> Century British play. The play focuses on a story of how a policeman interrupts a rich family's dinner to question them about the suicide of a young working-class girl. As their guilty secrets are gradually revealed over the course of the evening, 'An Inspector Calls', J. B. Priestley's most famous play, shows us the terrible consequences of poverty and inequality.  In the latter term, students complete their Speaking Endorsement. Students are taught about the dangers of Knife Crime and they are asked to complete a speech about an issue of social injustice.	<b>Maths</b> Students start the summer term by studying <b>probability</b> by investigating multi-event probability. By showing the models for mutually exclusive and non-mutually exclusive events together allows students to compare and contrast these ideas. Students will be able to explain how a counting strategy can help find the probability of an event or identify which diagram is most helpful to solve a multi-event probability problem. Therefore, in order to do this, students will be able to: <ul style="list-style-type: none"> <li>• Use counting strategies and systematic listing</li> <li>• Use two way tables</li> <li>• Use venn diagrams</li> <li>• Use Set notation for venn diagrams</li> </ul> Find the probability of multiple events	Loneliness Isolation Nature vs nurture Appreciation of other religions Good and evil Suffering

		<p><b>In the latter term, students will study statistics.</b> Students will build on their basic diagrams from year 7 and their proportional reasoning from year 8 to learn about new ways to represent data. This will prepare them for either their GCSE foundation tier paper or for working with more advanced diagrams in higher tier GCSE. By the end of the unit, students will be able to:</p> <ul style="list-style-type: none"> <li>• Draw and interpret pie charts</li> <li>• Draw and interpret time-series graphs and frequency polygons</li> <li>• Draw and interpret scatter graphs</li> <li>• Know the limits and pitfalls of interpolating or extrapolating</li> <li>• Draw and interpret stem and leaf diagrams</li> </ul>	<p>Multiculturalism</p> <p>Race and love</p> <p>Modernism – an appreciation of art and its influence</p> <p>Conflict and impacts</p> <p>Cultural awareness</p> <p>Appreciating different societies</p> <p>Global development</p> <p>First aid</p> <p>Healthy lifestyles</p> <p>Migration</p> <p>Integration</p> <p>Climate change</p> <p>Global accountability</p> <p>Appreciation of art, design and music</p>
	<p><b>Science</b></p> <p>In the final term of year 9 students explore: <b>Chemistry of the Atmosphere and The Particle Model of Matter.</b></p> <p>Students start the term by studying Chemistry which demands that they use past knowledge to be able to understand and explain:</p> <ul style="list-style-type: none"> <li>• Composition of the atmosphere</li> <li>• The Earth’s early atmosphere</li> <li>• Greenhouse gases</li> <li>• Global warming</li> <li>• Climate change</li> <li>• Reducing our carbon footprint</li> <li>• Atmospheric pollutants</li> <li>• Using the Earth’s resources sustainably and potable water.</li> </ul> <p>Studying the <b>Particle Model of Matter</b> students will find out:</p> <ul style="list-style-type: none"> <li>• The density of materials</li> <li>• Changes of state</li> <li>• Internal energy and temperature changes</li> <li>• Specific heat capacity and specific latent heat</li> <li>• Particle model and pressure.</li> </ul> <p>The Chemistry of the Atmosphere topic complements the GCSE Geography unit on Sustainability.</p>	<p><b>Religious Studies</b></p> <p>In the first half of the term, students will continue to explore the existence of God. Students follow the AQA syllabus on the Nature of God.</p> <p>Students will consider:</p> <ul style="list-style-type: none"> <li>• <b>The nature of the Divine</b></li> <li>• Special revelation as a source of knowledge about the divine, Enlightenment as a source of knowledge about the divine,</li> <li>• General revelation.</li> </ul> <p>Once students have considered the above philosophical and religious beliefs, students will apply them to big themes such as <b>Human rights, religion and justice</b> including:</p> <ul style="list-style-type: none"> <li>• Status of women in religion.</li> <li>• The uses of wealth.</li> <li>• Freedom of religious expression.</li> </ul> <p><b>Prejudice and discrimination</b> in religion and belief, with predominant focus on race and gender.</p> <p><b>Wealth and exploitation</b> focusing on; the right attitude to wealth, the uses of wealth and people-trafficking.</p>	

		<b>In the latter term, students start their formal GCSE course and will study Christian Beliefs and Practices</b>		Peer culture
<b>Foundation Subjects</b>	<b>Art</b> Students look at the work of artists: Nielly Francoise , Agnes Cecil and Kahinde Wiley to create their own work in this style. Students use their skills and knowledge of: <ul style="list-style-type: none"> <li>• Life drawing</li> <li>• Colour work</li> <li>• Colour theory</li> </ul> In order to convey emotion and empathy through their art.	<b>Business Studies</b> In the final term prior to starting Level 2 course, students explore the importance of finance and how finance works. Students will use their knowledge to explain the answers to questions such as: What is revenue? How can this be calculated? What are fixed and variable costs? How can these be calculated? What is profit and loss? How can this be calculated? In the latter term, students will start with their GCSE or BTEC course. <b>GCSE</b> At GCSE students start the unit: Spotting a business opportunity. Students will study the Dynamic Nature of Business by considering: <ul style="list-style-type: none"> <li>• Risk and Reward</li> <li>• The role of business enterprise</li> <li>• Customer Needs</li> <li>• Market Research</li> </ul> <b>BTEC</b> Students start component 1 entitled: <b>Exploring Enterprises by exploring successful enterprises and enterprises that failed.</b> Students will explore three core questions: <ul style="list-style-type: none"> <li>• A1 What is an Enterprise?</li> <li>• A2 Types and characteristics of SMEs</li> <li>• A3 The purpose of enterprises</li> </ul>	<b>Drama</b> In the last term before the start of GCSE, students question whether there a place in society for <b>theatre in education</b> and the role theatre plays in exploring relevant issues in society. Students draw on their work from Noughts and Crosses, Brecht, Boal and the Verbatim within their reasoning. Students will be assessed through a practical assessment on devising a Theatre In Education commission.  In the latter term, students formally start their GCSE.	Team work  Creating  Designing  Genocide and learning from the past  Challenging hate  Problem solving  Personal responsibility  Resilience  Equality  Understanding identify  Reflection  Peer culture
	<b>Engineering</b> Design and Technology is an inspiring, rigorous and practical subject. Technology encourages students to learn to think innovatively to solve problems both as individuals and as members of a team. At SMHS, we encourage students to use their creativity and imagination, to design and make products that solve real and relevant	<b>French</b> In the last term of year 9, prior to the start of GCSE's students focus on the grammar of: <ul style="list-style-type: none"> <li>• Être in the imperfect tense (to mean 'was')</li> <li>• Avoir in the imperfect tense (to mean 'have' and 'was' equivalents)</li> </ul>	<b>Geography</b> In the first half of the summer term students will look at the question: <b>Are we prisoners of Geography?</b> In this unit students will look at a range of locations and consider whether the physical geography will affect how a country develops. Students will also look at	Performance; Confidence Preparation Practice  Empathy  Imagination

	<p>problems within a variety of contexts, considering their own and others' needs, wants and values.</p> <p>Students will be manufacturing a pine box, with a specific focus on manufacturing finger/comb joints and a lap joint. All students will be developing their accuracy and maths skills during this project, as well as problem solving.</p>	<ul style="list-style-type: none"> <li>• Imperfect vs perfect tense (referring to ongoing events and specific one off events)</li> <li>• The verbs aller and faire in the imperfect tense with je / tu / il / elle</li> <li>• Revisiting the relative pronoun qui in subordinate clauses</li> <li>• Revisiting the verb faire with all subject pronouns</li> <li>• Revisiting verbs with direct objects</li> <li>• Revisiting demonstrative adjectives ce / cet / cette / ces</li> </ul> <p>The phonics that students focus on are:</p> <ul style="list-style-type: none"> <li>• j / soft g</li> <li>• um / un</li> <li>• ch</li> <li>• closed o / ô vs open o</li> <li>• open eu / oeu vs closed eu / oeu</li> <li>• r</li> <li>• gn</li> <li>• oin / oi</li> </ul> <p>In the final term, students who have chosen French will start the GCSE course.</p>	<p>topical issues such as migration and consider the impacts.</p> <p>In the final part of year 9 students will start the GCSE course. GCSE Dynamic Development is the first of the GCSE units. We build on from the Key Stage 3 knowledge with this unit about global levels of development. Students build a detailed case study on Zambia linking theory to real world knowledge giving them a visual representation of all they have learnt.</p> <p>Link to the department Website:  <a href="https://smhsgeographydept.weebly.com/">https://smhsgeographydept.weebly.com/</a></p>	<p>Safety</p> <p>Effects of extremism</p> <p>Knife crime</p> <p>Gangs</p> <p>Radicalisation</p> <p>Grooming</p> <p>CSE</p> <p>Safety</p> <p>Financial security</p> <p>Equality</p> <p>Injustice</p> <p>Social justice</p>
	<p><b>Health Studies</b></p> <p>In this term, students study <b>Sources of support that meet individual needs.</b></p> <p>Students will start working on an NEA Task in order to give them experience of completing coursework assessments. Students will explore <b>Life stages</b></p> <p>In this unit, students will be able to explain what support family, friends, culture and religion is given to an individual. They will also explain what various sources of support they would suggest for a specific individual to ensure person centred care is upheld. Students can use their own information</p>	<p><b>History</b></p> <p>The last term, prior to starting the GCSE course in June, focuses on Genocide. It is imperative that students have an understanding of Genocide and how such atrocities continue to happen over time. students focus on the:</p> <ul style="list-style-type: none"> <li>• The Holocaust</li> <li>• Namibia</li> <li>• Cambodia</li> </ul> <p>They will grapple with big questions such as:</p> <ul style="list-style-type: none"> <li>• What is genocide?</li> <li>• What caused the Holocaust?</li> <li>• Why is the United Nations an important organisation?</li> </ul>	<p><b>Hospitality and Catering</b></p> <p><b>Dough Making</b></p> <p>Students will be taught about dough making (pastry and yeast doughs). They will create products based on the different types e.g. shortcrust pastry, choux pastry etc.</p>	

	<p>gathered from previous lessons to start researching their NEA assignment for Task 1.</p> <p>Students will actively research and complete their assessment with teacher support and students will continually assess and rework their work.</p>	<p>Students who have opted to study History at GCSE will start the GCSE course in June starting with Unit 1 – The Saxons and Normans</p>		
	<p><b>ICT</b></p> <p>In the final term, students will learn about <b>Physical Computing</b>: this unit applies and enhances students programming skills, it uses micro:bits to show students what their code can do to physical devices. Students will describe what micro:bits are and list the built-in components for output and input. Students will select hardware components that are fit for purpose and use an IDE to write python programs for the micro:bit. Students will write programs that use the micro:bits built-in output devices and write programs that use the micro:bits built-in input devices.</p> <p>In the last term students pursue their option choices. For students that continue their study of ICT they will continue to either study Computer Science or DIT</p> <p><b>COMPUTER SCIENCE PATHWAY:</b> students start the course by looking at Networking and the Internet, exploring questions such as:</p> <ul style="list-style-type: none"> <li>• How data is sent across a network</li> <li>• The role of basic hardware involved in networking, such as switches</li> </ul> <p><b>DIT</b></p> <p>Students explore user Interfaces by studying:</p> <ul style="list-style-type: none"> <li>• The different types of user interfaces, their uses and who might use them</li> </ul>	<p><b>Music</b></p> <p>In the final term students, inspired by the listening to examples of Minimalism, will compose to a brief: planning, composing and recording their work.</p> <p>Students will recall from a bank of previously practised devices such as sequence, drone, suspension, ostinato and pedal notes/inversions when creating a homophonic response to the brief.</p> <p>Students will identify the different approaches to composition and musical devices in a variety of dedicated pieces including underscore.</p> <p><b>In the latter term, students study Pearson Edexcel BTEC LEVEL 1/LEVEL 2 TECH AWARD in Music Practice</b></p>	<p><b>Spanish</b></p> <p>Student's end the school term by consolidating the knowledge and skill they have learnt over the course. They develop their grammar by exploring the preterite of HACER in singular and plural forms. They will also be confident in the use of IR in the preterite with questions and answers. Students will be able to discuss their future plans (Ir + infinitive) and they will revisit essential verbs SER, ESTAR, HACER, TENER and modal verbs.</p> <p>Students will use their grammar in order to describe a holiday in the past and to talk about possessions and describe what other people have.</p> <p>In the final term, students will officially start their GCSE course.</p>	

	<ul style="list-style-type: none"> <li>• Different design aspects of the different user interfaces</li> </ul>			
	<p><b>Sport</b></p> <p>Physical Education aims to create rounded students who find a passion in leading a well-balanced and healthy lifestyle through lifelong participation in sport and physical activity. In the final term, students take part in athletics and learn about track events techniques, field event techniques and how to apply basic tactics and strategies to competition. Students will also partake in striking and fielding by practicing techniques of key skills such as throwing, catching, batting, retrieving, fielding. Students will learn and practice how to apply basic tactics and strategies to competition.</p>	<p><b>Sports Science</b></p> <p>Students continue the unit from the previous term: Bodies Response to physical activity and then move onto the topic of Sports Nutrition. Within this topic students explore the nutrients needed to aid performance in sport and physical activity and discover the impact of poor nutrition on performance.</p> <p>In the latter term students will either continue their learning of Sports Science or they will start the GCSE's and vocation courses that they opted for.</p>	<p><b>Textiles</b></p> <p>In the final term, students will demonstrate an understanding of joints, range of seams and insert a fastening into their cushions. Students shall evaluate their product against their original brief and specification. The final skills that students will develop before they move onto GCSE or they complete their experience of Textiles is:</p> <ul style="list-style-type: none"> <li>• Revisiting existing knowledge of seam construction</li> <li>• Understanding how to correctly construct a range of seams</li> <li>• Measuring and accuracy</li> <li>• Problem solving</li> <li>• Developmental skills and analysis of developments</li> <li>• Demonstrate a range of decorative skills</li> <li>• Use of an Overlocker to finish seams</li> </ul>	
<b>CEIAG</b>	In the final term students will have Pathway Talks look at work beyond school. These include talks on sixth form education, higher education, apprenticeships, university and ITP's and employment. Students will do some reflect and recording work on UNIFROG.			