Great Sankey High School
Curriculum Guide
Year 9

Achieving Greatness Together
GreatSankey High School

Our Vision

Great Sankey is a safe, inclusive community providing an environment where excellent teaching and pastoral care empowers all students to be active learners, to celebrate diversity and to realise their potential.

We understand that the way to achieve our mission is to ensure that students are in receipt of knowledge-rich curriculum, structured in such a way that they are able to build strong knowledge bases in each subject. We also recognise the importance of regular formal and informal assessment to ensure that students are learning what we expect them to learn throughout their time with us at Great Sankey High School.

We also recognise the huge impact that learning beyond the classroom can have but appreciate we don't know which moment at school will inspire a child or resonate with them later in their life. It could be the inspirational careers speaker, a museum or gallery visit, the Duke of Edinburgh's Award expedition, a science experiment, or be on the sports field or theatre stage. What we do know is that if we ensure children seize as many opportunities as they can something has more chance to stick and act as a catalyst.

Furthermore, we understand that those extra important details such as careers guidance, RSE, PHSE, British Values and enrichment should not just be bolted on but play an integral part of 'what we do' as a school community. Every subject has mapped out opportunities for students to explore these areas in a meaningful manner and our extra-curricular provision supports developing the whole child.

In short, our ambition is to create a dynamic learning culture and deliver a bold curriculum and personal development programme that ensures that both students and staff can **achieve greatness together.**

Achieving Greatness Together
Great Sankey High School

English

Curriculum Vision:

English has a pre-eminent place in Great Sankey High School and in the wider community. Our curriculum has been designed to ensure that all students have a chance to succeed, regardless of their starting points. Our seven curriculum threads are intertwined throughout the study of English Language and English Literature. In English, students will study a wide range of socially diverse texts to emphasise the reality of modernday society and the world around them. All students will study canonical Literature texts, reflecting the rigorous and academic excellence of our subjects. All students have the right to study the discipline of English Literature: to consider how humans have found expression through rebellion; to understand the complexities of relationships and to interpret social inequalities through relevant contextual lenses. A 'Great Sankey English student' will develop a passion for reading for pleasure. They will appreciate a wide variety of fictional genres and explore the conventions of each, developing a clear understanding of how narrative, characters and themes are constructed, and why reader empathy is evoked in different contexts through authorial intent. All students will explore how the discipline of English Language creates a relationship between readers and writers. Students will actively seek to edit and improve, understanding that skilled writers will always reflect in a constructively critical manner on their work. They will strive to use ambitious and precise vocabulary in all areas of written and verbal communication. We understand that the curriculum is integral to determining the life chances, choices, and opportunities for our students. Therefore, we will never compromise on our high expectations in the pursuit of greatness!

Year 9 English Curriculum Aims:

Throughout year 9, students will continue to build on their knowledge of literary devices, language techniques and writer's craft.

Year 9	What will pupils study?	Where and why?
Term 1	Rebellion, Revolution and Romantic Poetry Conscious Crafting: Setting and Atmosphere	This unit of work will teach students about the concept of power and how power can be abused. Students will explore how the misuse of power often leads to rebellion and chaos. Students will be introduced to the Age of Enlightenment and explore how a range of writers used Romantic ideals to create distinct voices. In this unit of work students will build on their introduction of descriptive and narrative writing from Year 7. Students will explore how writers can develop setting and atmosphere through genre. Students will be able to build on their understanding of a range of literary devices and how these can be used to consciously craft their own writing. Students will also have opportunities to edit and redraft their writing focusing on how writers use language choices for particular effects.
Term 2	*Great Expectations* by Charles Dickens Art of Rhetoric (non-fiction)	This unit of work will build the foundations for studying GCSE English Literature by exploring the canonical text. Students will analyse authorial intent and begin to empathise with characters in the 19th century. Students will understand the personal influence a text can have on a reader, understanding their place in the world and its various cultures. Students will analyse how individuals mature and develop in life; how decisions affect your future.

		This unit of work will expose students to the power of language and how spoken language can be constructed to create a persuasive argument. Students will explore Aristotelian rhetoric and how language can be used to manipulate a listener. Students will also analyse a range of texts from the 19th-21st century, including some of the most famous speeches in society, to explore the Aristotelian appeals of Pathos, Ethos and communicate relevant knowledge. Students will compare viewpoints and perspectives on the same topic from different centuries. Students will consolidate their understanding of how writers use their voice to convey political messages to their audience.
Term 3	William Shakespeare's Julius Caesar Narrative Writing	The purpose of this unit of work is to continue to develop students' understanding of the genre of tragedy and to begin to look beyond characterisation and analyse aspects of tragedy in relation to the theme of ambition. This unit of work secures the critical knowledge for GCSE, understanding and analysis of language and structure and how these are used by writers to achieve effects, including use of vocabulary

What resources can my child access for support?
Students will have access to Educake for additional support and resources will be shared via Bromcom.
www.bbcbitesize.com
What enrichment opportunities are available and how do these support learning?
There are a multitude of reading and writing competitions running each term in the LRC to encourage students to actively read widely.

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Mathematics

Curriculum Vision:

Mathematics is a universal language and one that our department is completely passionate about at all levels. It is a fundamental skill that is needed for everyday life and for understanding the world around us. Key to areas such as finance, science, technology and engineering, it is vitally important that a learner has the best possible grounding in mathematics from their education. They need to understand the mathematics they learn in order to approach problems that need to be solved creatively, whilst showing a level of confidence and fluency in using and enhancing the mathematical skills that are valued highly in industry and higher education.

Building upon the core values that are at the heart of our school, the department are tasked with delivering Quality First Teaching across all Key Stages utilising methods based on research. Regardless of the ability they are teaching, they encourage learners to develop their potential to the fullest. This is coupled with showcasing their enthusiasm and knowledge of our phenomenal subject to engage and engross all stakeholders in our learning community.

Year 9 Mathematics Curriculum Aims:

Mathematics in Year 9 builds upon the skills developed in the previous year to continue the extension in the understanding of the core strands of Number, Algebra, Geometry and Measure, Ratio, Proportion and Probability and Statistics.

Year 9 Mathematics Curriculum	**Topics** Those in **bold** are part of the extension scheme for Year 9	**Content**
Term 1	Number 1-3 Calculating with integers, decimals and negative numbers, real life skills, timetables, bank statements, **surds, terminating, recurring decimals, standard form, index laws.** Converting between fractions, decimals and percentages. Calculating fractions and percentages of amounts**, increases, decreases, reverse, simple interest and compound interest.** Rounding and using a calculator, **Error intervals, Upper and Lower Bounds** Types of number including squares, cubes, multiples, reciprocals, factors and primes, Highest Common Factor and Lowest Common Multiple (HCF and LCM) Product of prime factors, **including their link with Venn Diagrams for LCM and HCF,** order of operations (BIDMAS). Geometry 1 Area and Perimeter incl. circles **and in terms of pi,**	The start of Year 9 looks to review the key concepts that students will need to be a successful student at GCSE. It starts by developing the key skills required for numeracy across the curriculum. This starts with calculations using the four main operations with integers, decimals and negative numbers, real life skills, timetables, bank statements then onto calculations involving fractions and percentages. The development of these core elements of number continues with rounding, recurring decimals and error intervals (including upper and lower bounds). We then look at ensuring all students can use their calculator efficiently for not just their mathematics but in other subjects too. After looking at types of number, the lowest common multiple, highest common factor and the ability to write a number as a product of its prime factors, the focus on number finishes by looking at the order of operations in calculations with extension tasks focusing on the laws of indices, standard form and surds, all of which are important areas to develop for students looking to become A-Level Mathematicians. We then start to look at geometry and finding the area and perimeters of 2D shapes. This is to include area and circumference of circles including in terms of pi and extension onto sector area and arc lengths.

	Arc length, perimeters and sector areas **Assessment review – review of learning so far in term 1** Properties of 2D shapes and 3D solids. Plans and elevations. Volume and Surface area of basic shapes, **cones, pyramids, spheres**	**Assessment review** – this will assess student's knowledge so far in this term. The next geometry unit then starts to look at elements such as properties of 2D, 3D shapes, plans and elevations, which are an important part of design and especially graphical design. The term concludes by looking at volume and surface area which are a key part of being successful at GCSE mathematics alongside the applications in the real world for this topic when looking at things such as construction and interior design. As extension, students can look at volume and surface area of spheres, pyramids and cones.
Term 2	<u>Algebra 1-2</u> Function machines, forming and solving linear equations, introduction to inequalities, linear sequences, rearranging formulae, substitution, **rearranging complex formula.** Co-ordinates, plotting linear graphs, equations of straight lines, including understanding y = mx + c. **Properties of parallel and perpendicular lines** <u>Ratio and proportion 1</u> Simplify, dividing into a given ratio, using ratio to find missing values, direct and indirect proportion, **direct and inverse proportionality (k)**, scale maps and drawings, recipes. <u>Statistics 1</u> Types of Data, averages and displaying data, **Sampling and Displaying data incl. scatter graphs, histograms, IQR, cumulative frequencies and box plots** <u>Algebra</u> **3** Simplifying expressions, **including working with quadratics**	Term 2 begins with a focus on algebra and developing the skills required to be competent in the topic. We start by looking at function machines, then setting up and solving linear equations with the aim being students become competent in this vital topic area. We then move on to a focus on inequalities, which are an important part of algorithms. We also look at the rearrangement and substitution of values into formulae as it is a key element required for Physics, Chemistry, Biology, higher parts of Geography, Computing and Business Studies. We continue with algebra and look at linear graphs and their key features, including finding the midpoint and gradient of lines which are important when looking at rates of change in Chemistry and Physics. This then leads onto understanding of the equation of a straight line (y = mx + c) which is a key part of areas such as linear regression at GCSE Statistics, Level 3 Mathematical Studies (Core Maths) and A-Level Statistics alongside the equations of tangents to circles and curves in co-ordinate geometry and in calculus at A-Level. Next, we move onto ratio and proportion which is an important part of the GCSE syllabus. The understanding of ratio and how it links with proportion and fractions is vital. Cross-curricular, it is needed in areas such as food technology, engineering and understanding elements such as growth rates in populations in Biology and Geography. We then turn to statistics and allow students to become data rich in our forever-evolving statistical Society. We begin by looking at the types of data and the calculations and

	Expanding single brackets and factorising an expression to a single bracket and two single brackets **Expanding, factorising and solving quadratics, using the quadratic formula and completing the square, algebraic fractions, quadratic graphs, quadratic sequences**	nterpretations of statistical values such as the mean, median, mode and range. This follows on to understanding and interpreting diagrams such as frequency polygons, scatter diagrams and pie charts. Extension of this unit includes histograms, IQR, cumulative frequencies and box plots. Lastly, we move towards algebra where students will simplify expressions, expand and factorise an expression, including expanding, factorising and solving quadratics. This is a key element required in the solution of projectile equations in Mechanics in the Applied elements of A-level Mathematics which is also covered in Physics. Further extension for students is to look at areas such as the quadratic formula and completing the square which are topics that students at Grades 6-9 should aim to be competent with.
Term 3	Geometry 4-6 Angle properties, including the angle properties of polygons, parallel lines and bearings. Using Pythagoras' theorem to find missing lengths. **Can link in finding lengths using surds from prior unit. Exact trigonometric values and finding lengths and angles using SOHCAHTOA.** Statistics 2 Basic probabilities and looking at the probability scale and equally likely outcomes. Frequency diagrams, **relative frequencies and probability trees.** **Assessment review – assessment for whole of year 9 learning with some retrieval**	We start term three on Geometry where we review and extend knowledge for the properties of angles, including those in parallel lines, polygons and finally the real-life application of bearings. This then moves onto using Pythagoras' theorem to find missing lengths with an extension for students to work on exact trig values then finding lengths and angles using trigonometry. We finish term three with an introduction into probability and looking at basic probabilities, language used for probability scales, equally likely outcomes, frequency diagrams, relative frequencies and probability trees. This will help student prepare for KS4 probability. **Assessment review – review learning in year 9 with some retrieval from previous Terms and Years.**

What resources can my child access for support?

The department subscribes to SPARX and students are provided with logins for this. It encourages students to work independently, and it is used for homework each week. Students also have access to Kerboodle where the textbook that links to our programme of study is located. The excellent resources on Corbett Maths, including the 5-a-day questions, worksheets and exam-style questions are also an excellent resource to use, along with BBC Bitesize and Seneca Learning provide additional support for students.

What enrichment opportunities are available and how do these support learning?

Year 9 students have the opportunity to attend support sessions in the Mathematics Department that allow them to develop and enrich their mathematics skills. High-achieving students can start on a pathway where in Year 10 they look at the components of GCSE Statistics and the Level 3 Edexcel Award in Algebra moving onto the AQA Level 2 Further Mathematics Qualification in Year 11. In addition, they also are invited to sit the UKMT Intermediate Mathematics Challenge in February.

Head of Department	**Head of Key Stage 3**	**Head of Key Stage 4**	**Exam board**
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Science

Curriculum Vision:

A 'Great Sankey Scientist' is a curious individual with an inquisitive and enquiring mind. They strive for answers about how or why something behaves or acts the way it does. They investigate, considering all the factors that can affect their results and then evaluate their methods and strive to improve what they have done. They can make an open-minded attempt to explain the world around them using evidence and facts. They understand the value of evidence over opinion, can spot trends in data, make conclusions, and link them with explanations and understands the need for peer review. Students are not afraid to challenge ideas (in a positive way.) They have the self-motivation to read around the subject and continue their learning beyond the classroom. They think in a logical, systematic, and rational way. They are also able to use abstract thinking to link ideas and concepts together. They are problem solvers (solution focussed) with good numeracy, scientific literacy, and oracy skills. They can look at the complex systems within Biology, Chemistry and Physics and explain how they work in terms that anyone can understand. Science solves problems that affect everybody, and it enhances life where problems are not there anyway. Science provides the economic growth this country depends on. Science help pupils understand the world around them and 'how they fit.' Science provides knowledge and understanding that allows pupils to better engage in wider society. For example, pupils will have a more informed viewpoint on climate change, medical techniques, natural conservation, recycling of different materials, or nuclear power……. the list is endless! It may even lead them to become experts and leaders in these current issues; they could in turn influence future culture.

Year 9 Science Curriculum Aims:

The year 9 curriculum is designed as a spiral and to build on threshold concepts from Year 7 and lay the foundations in preparation for KS4 study. Alongside these students will continue to develop their practical, problem solving, planning, analysis and evaluative skills further, deepening understanding and strengthening the links between key concepts, leading on to larger overarching topics and helping to instil a love of Science and develop their curiosity and questioning of the world they live in. The course is delivered as 6 lessons fortnightly, split amongst 2 teachers. In Biology students will deepen their understanding on the basic principles of cells and organisation developed in year 7 and year 8 will begin these foundations which leads into a specific focus on organisation systems across animals and plants. In Chemistry, students will deepen their understanding of elements, compounds and mixtures and how to separate them and the Periodic Table by divulging into the development of the structure of the atom whilst understanding magnitude of scale. The idea of atoms taught first by Chemistry is then extended in Physics as the basis for radiation. Alongside these students will gain increased knowledge on different types of chemical reactions linking to what happens in a reaction on an atomic level. Finally, students will look at our ever-changing climate and evaluating the impacts natural and human activities have on the environment. Students will appreciate the significance of sustainable living in how we obtain and use natural resources from our earth and the importance of how and why we should reuse and recycle these resources. Whilst in Physics students will deepen their understanding of energy stores and resources which are used throughout Biology, Chemistry and Physics to explain everyday observations. The particle model of matter is also used to describe properties of materials in Physics but is also used in Chemistry to explain rates of reactions and in Biology to explain phenomena such as osmosis.

Year 9 Curriculum	**Topics**	**Content**

Term 1	Biology: Cell Structure and Division	Cell structure and division recap the knowledge and understanding that learners have on basic cell structure from year 7, this unit develops this understanding to include all the organelles and their functions. Cell division introduces the concepts of the two different types of cell division and their uses focusing on growth and reproduction. Students will then look at evaluating the issues of stem cells.
	Chemistry: Atoms, elements, compounds and mixtures	Atoms, elements, compounds and mixtures are the fundamentals to understanding Chemistry and is first introduced in year 7, and year 8, where separating mixtures is studied. In this unit a range of separation techniques and the idea that scientific theories can be revised or replaced by newer ones in the light of new evidence.
	Physics: Energy Stores and the law of energy conservation	The law of energy conservation of energy is a core concept that runs throughout Physics, through Key Stage 3, 4 and 5. The students will learn about the store and transfer model of energy, using this to explain everyday day phenomena. The topic also provides opportunity to use and manipulate standard equations, a key skill that forms a significant part of both GCSE and A level exams
	Biology: Cell Transport	To build on topic 1 students then dive deeper into the movement of substance in and out of cells, introducing the key GCSE concepts of diffusion, osmosis and active transport.
	Chemistry: Chemical measurements	Atoms are the chemical building blocks of our world, and it is important to understand what happens to them when chemical reactions take place. This unit expands on previous knowledge and looks at when elements react together, what happens to the mass linking to the atoms involved. These concepts start to build the foundations of balanced symbol equations.

Term 2	Biology: Organisation and the Digestive System Chemistry: Introduction to reactions Physics: Forces and Motion Chemistry: Earth and resources Physics: Waves	Students take concepts learnt in term 1 about transport in cells alongside their understanding of the digestive system from year 8 one and apply these to grasp concepts about the process of digestion and the principles of physical and chemical digestion. In Chemistry pupils start to look at reactions in year 7 and 8, in terms of energy changes (exothermic and endothermic reactions), metal and acids. This unit will explore and look at how energy changes play an important part of chemical reactions, looking at the heating or cooling effects of reactions and how they are used in a range of everyday applications. Alongside looking at what effects how fast chemicals react by experimenting with chemical reactions in a systematic way and organising results logically, this allows scientists to predict exactly what new substances will be formed and the knowledge can then be used to develop a wide range of different materials and processes. This unit will develop and refer to the fundamental laws of Physics first described by Sir Isaac Newton. In year 7 students covered the basics of forces, this unit brings in ideas to discuss how resultant forces affect the motion of an object and the effect forces have when they interact with objects, this forces unit will also make links to how forces produce energy transfers. Scientists and engineers are trying to solve the problems caused by increased levels of air pollutants. To operate sustainably, chemists seek to minimise the use of limited resources, the use of energy, waste produced and environmental impact. Earth and resources unit looks at pollutant gases present in the atmosphere, the effects of these and how they can be reduced taking knowledge from the year 8 Earth unit In year 7 students studied the basics of waves, this unit takes the understanding of transverse and longitudinal waves from year 7 and expands on it to look at how waves are used as a method of transferring energy by various means.
Term 3	Biology: Organising animals and plants Chemistry: Atomic Structure and Periodic Table	This term will see the completion of the organising animals and plants, which involves other organisation systems such as the circulatory and respiratory system in animals, with the latter part concentrating on the organisation in plants. Learners will apply the concepts of cell, tissue and organs that have built up through KS3 to fully understand the movement of water and sugars in the plant. Chemists have evidence that atoms themselves are made up of a nucleus with electrons surrounding it in energy levels. An in-depth look at the history of the atom and periodic table shows how the periodic table organises these atoms and the elements they make into a structure that helps us make sense of our chemical world. This Chemistry unit builds upon several units from year 7 and 8 and these core ideas are the cornerstone of all Chemistry and are built on in year 10 and 11.

	Physics: Particle model of matter	In year 7 students used the particle model of matter to explain some physical properties of solids liquids and gases. In this module they will go further and describe changes in state in terms of particle behaviour and the forces between them. The unit will also start to introduce some of the key investigative skills required going forward through years 10 and 11. It also start to develop key concepts of gas pressure which was first seen in year 7.

What resources can my child access for support?
Their classroom teacher will provide guidance and support throughout the year, also your child will have access to online resources including text books, podcasts, exercises and questions through www.kerboodle.com . Students may also find the following resources useful to access the national curriculum and revision materials.
SENECA- Free Homework & Revision for A Level, GCSE, KS3 & KS2 (senecalearning.com)
BBC bitesize - www.bbcbitesize.com

What enrichment opportunities are available and how do these support learning?
Throughout the year students will be invited to take part in trips, attend talks and presentations with inspirational scientists linking to course content and future aspirations. In house, we have a very successful STEM club and we have now reached a stage now where we cater for a range of abilities across all year groups. STEM club, at KS3, is designed to get students used to working safely in a laboratory environment with equipment that they may not normally get to use until KS4 (for example flame testing). We strive to peak pupils' interest in science and the scientific process through experimentation, independent design and working well as a team, and its incredibly good fun! Alongside this we run projects throughout the year using knowledge and skills gained in Science making strong links with our ever change world.

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Exam board AQA AQA | GCSE | Combined Science: Trilogy | Specification at a glance

Geography

Curriculum Vision:

A 'Great Sankey Geographer' is an informed citizen of the world with an understanding of how their lives are connected to others and shaped by the environment that we live in. A Geographer is someone that is curious about the world and thinks responsibly about how the world affects us all. Our job at Great Sankey is to create a Geographer with the knowledge of places within every continent and the physical and human features that comprise each place. For all young Geographers, it is important to have a good understanding of the social, political, economic, and environmental factors that affect places from a local to a global scale.

Geography is a fascinating subject that is always changing. Geography is classed as a science whereby 'Geo' means earth and 'graphy' means description. A Geographer is someone that studies the Earth. In the words of my hero David Attenborough:

"It seems to me that the natural world is the greatest source of excitement; the greatest source of visual beauty; the greatest source of intellectual interest. It is the greatest source of so much in life that makes life worth living."

— **David Attenborough**

Geography is separated into 'Human' and 'Physical'. The Human geography is a branch of geography that deals with the study of people and their communities, cultures, economies, and interactions with the environment by studying their relations with and across space and place. The Physical Geography is the study of natural processes and patterns. These include the atmosphere, hydrosphere, biosphere, and geosphere. We live in a world of amazing beauty, infinite complexity, and rigorous challenges. Geography is the subject which opens the door to this dynamic world and prepares each one of us for the role of global citizen in the 21st century. Through studying geography, people of all ages begin to appreciate how places and landscapes are formed, how people and environments interact, what consequences arise from our everyday decisions and what a diverse range of cultures and societies exist and interconnect. Geography is a subject which builds on young people's own experiences, helping them to formulate questions about the Earth.

Year 9 Geography Curriculum Aims:

Year 9 pupils will be taught how to:

- Explore different cultures around the world.
- Investigate case studies by looking at social, economic, environmental opportunities and challenges, as well as, looking at the development of different countries.
- Local – National – Global scale aspects of human and physical geography.

Year 9 Geography Curriculum	**Topics**	**Content**
Term 1	Globalisation and Extreme Weather.	We start year 9 by focusing on Globalisation. We look at large TNC's and where clothes are made. We focus on case studies of top brands such as Disney and Nike and the effects on people. We look at the costs and benefits of Globalisation as a Global brand. The second half of the term, we look at Extreme Weather. We focus on Hurricanes/Tornadoes and Snowstorms. We look at the structure of storms and the effects on people, economy, and the environment.

Term 2	Regeneration and Ecosystems.	We start term two by looking at regeneration. We look at local and national regeneration schemes. We look at urban and rural regeneration schemes. We also focus on new terms such as gentrification and its effect on people. We use the Olympic games site as a case study. The second half of the term, we focus on Ecosystems. We focus on Hot Deserts and Tropical Rainforests. We look at how animals and plants adapt to these conditions. We focus on the Sahara Desert and Amazonia.
Term 3	Glaciation and Global Issues.	The final term, we look at Glaciers around the World. We look at glacial processes and landscapes. The case studies will be Greenland and Antarctica and the effect on sea level due to melting. We look at past glaciated landscapes such as Snowdonia. The second half of the term focuses on Global issues such as the dispute over the South China Sea, the Ukraine and Russia war and disputes over Oil in the Arctic among other examples.

What resources can my child access for support?

www.bbcbitesize.com www.teachitgeography.co.uk/ks3 www.geography.learnontheinternet.co.uk/ks3/index.html

What enrichment opportunities are available and how do these support learning?

Intervention after school with the geography teacher if needed and a Geography Eco Club weekly.

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History

Curriculum Vision:

To provide an education that allows students to develop a greater understanding of the world we live in and why it is the way it is. It will give students the skills and confidence necessary to challenge what they see and are told in the wider world. By studying history students are able to understand their place in the story of not just Britain but the wider world view. In an ever-changing word it is important for students to have the skills to be able to identify fact from fiction, why someone may want to mislead or manipulate an event and how to identify and learn from lessons in the past.

Year 9 History Aims:

Year 9 history looks at the changes and challenges caused by war in the 20th century. We study the rise of new political ideas and the impact of world economics in a changing world order. We study the end of the British empire, the growth of the USA, the rise of the far right in Europe and its eventual defeat.

Year 9 History Curriculum	**Topics**	**Content**
Term 1	**Why was the First World War known as the 'Great War'?** • Britain in 1901 • The Suffragettes **How did the First World War Impact the world?** • The causes of the First World War • Key battles of the First World War • The end of the First World War	In the autumn term we start with the challenges that Britain faced in a pre-war Britan. We will look at the causes of the Womens suffrage movement, the sinking of the Titanic and how we can study British society from its consequences. We then go on to study the causes, events and consequences of the First World War. We study the complex nature of how Britain was brought into a war and how all sides used propaganda to gain popular support. We study key battles and technologies of the war and the impact this had domestically. We investigate the changes Britain went through and how this can be interpreted. The core of our skills focuses on change and continuity, causation, source and analysis and interpretations.
Term 2	**What was life like during the Inter-War years?** • The economic boom • Women in the 1920s • Prohibition • Britain in the 30s • Germany in the 20s • The rise of Hitler • Life in Nazi Germany • Causes of the 2nd World War	In the spring term we study how the USA experienced and economic boom and a Great Depression. We study the causes and consequences of the boom and how this changes US society. We study how America recovered from an economic depression and what impact this had on the rest of the world. We then study how the same economic crisis effected Germany and the rise of the Nazi party. We study the social and political impact that the Nazis were able to enforce on Germany. The core of our skills focuses on change and continuity, causation, source and analysis and interpretations

Term 3	**Why should we remember the Holocaust?** • Nazi's persecution • Jewish persecution • The Holocaust. **What was the impact of the Second World War?** • Key events of the 2nd World War • Dunkirk • The Battle of Britain • Pearl Harbour • D-Day • The end of the War. • Post War Britain	In the summer term we look at how the rise of the far right and left led to European conflict. We look at the changing nature of warfare, the home front and the Holocaust. In the final part the year we study how Britain changed post 2nd World War, we study the impact of the cold war and what this meant for British society. The core of our skills focuses on change and continuity, causation, source and analysis and interpretations

What resources can my child access for support?

Students can access core information within their knowledge organisers, the ILC has a broad range of reference books and BBC bitesize is an excellent source of additional knowledge.

What enrichment opportunities are available and how do these support learning?

The is a ks3 debate club that runs once a half term these look at key historical questions across outside of the curriculum.

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RS

Curriculum Vision

In RS our intention is to provide a curriculum that ensures varied and enriching lessons that prepare students for life in a culturally diverse modern world. RS allows students to understand the beliefs and practices of the religions and world views that not only shape their history but their world today and to appreciate how religion, philosophy and ethics form the basis of our culture. The RS curriculum encourages enthusiasm in the study of other people's beliefs and ensures students have an understanding and respect for different cultures and communities by exploring what it means to be a part of that faith. The RS curriculum widens a student's awareness of their own surroundings, reflecting on our ever-changing world and society and a wide range of issues and big questions that affects millions of people around the world e.g. abortion and euthanasia. The RS curriculum allows students to understand and unravel the concepts they encounter, encouraging them always to be challenged in their thinking. RS allows each student to express their own beliefs and values, giving students the opportunity to think about what they believe and reflect on their own choices, allowing them to develop their own ideas and opinions, whilst understanding why some hold viewpoints and beliefs that are different to their own. Studying RS will allow pupils to adopt an enquiring, critical and reflective approach to the world in which they live. It will encourage a critical mind set and allows the development of skills such as textual analysis, critical analysis, synthesis, evaluation and empathy. RS promotes mutual respect in a diverse society.

Year 9 RS Curriculum Aims

At KS3 we consult the agreed syllabus to ensure the main themes are covered. The Lancashire Field of Enquiry model investigates the central question is **'What does it mean to be human?'** In order to explore and investigate the question there are four key themes to study throughout Years 7, 8 and 9:

1. Shared human experience
2. Living religious traditions
3. Beliefs and values
4. Search for personal meaning

Year 9 RS Curriculum	Topics	Content
Term 1	Students study the **impact of the media on religion** and **what it means to be a human**	Students begin the year by studying **religion and the media**. Students will examine what the media is and the different forms of it. Students will consider how religion and God are portrayed in the media and evaluate whether this leads to harmful stereotypes. Students will investigate the impact of religion on the media and examine key issues such as censorship and blasphemy. In the second half term students will study **what it means to be a human**. Students will examine the concept of personhood and consider what makes a human being a person. Students will examine the sanctity of life and quality of life, considering which they feel is most important. Students will investigate the rights of animals and whether it is acceptable to test on animals for medicine. Students will also consider the morality of war and capital punishment considering whether there is ever an acceptable time for either. Students will examine the concept of freewill, considering opposing viewpoints such as determinism. Students will conclude the unit by investigating the issues that humanity might face in the future such as designer babies and artificial intelligence.

Term 2	Student's study '**How does the Holocaust challenge belief in God?**' and **'Are religion and science compatible?'**	Students begin the spring term by investigating what the **holocaust** was, reflecting on whether it is still possible to believe in God after this event. Students will investigate why the holocaust happened, exploring what anti-Semitism is and the history of it. Students will examine how the holocaust happened, looking specifically at the Nuremberg laws, ghettos and 'final solution.' Students will investigate the life of Ann Frank, being given the opportunity to study parts of her diary. Students will finish the unit evaluating why it is important to never forget the holocaust and reflecting on whether it is possible to believe in God after such an overwhelming example of evil and suffering. In the second half term students investigate **how compatible religion and science are**. Students consider what the differences are between science and religion, specifically looking at the different answers to how the world began and the origins of human life. Students will also look at evidence for possible life on other planets, considering how compatible this is with religion. Students will look at examples of supposed miracles and evaluate the evidence to support them being true. To conclude students will consider how compatible religion and science are.
Term 3	Students study **new religious movements** and **'Are humans equal?'**	Students begin the term studying **new religious movements**. Students will examine the key beliefs and practices in the Amish, Scientology, Rastafarianism, Church of the Latter Day Saints and Jehovah's Witnesses. Students will conclude the unit by investigating whether football is a religion. In the second half of the term students will examine the key question **'Are humans equal?'** Students will study human rights and social justice. Students will examine key issues such as prejudice and discrimination and will examine key issues such as the causes of poverty, the exploitation of the poor and the refugee crisis. Students will conclude the unit by considering what can be done to ensure equality for all.

What resources can my child access for support?

Your child has a knowledge organiser that gives a summary of the key knowledge and vocabulary for all of the units of work covered. Some useful websites to support your child's learning further are

www.bbcbitesize.com

What enrichment opportunities are available and how do these support learning?

To ensure students are as engaged and as enthusiastic with their learning as can be the department has offered a range of learning opportunities outside of the classroom including trips to Auschwitz, Rome and places of worship. The department has also held deeper learning days such as Holocaust Memorial Day and World Religion's Day.

Head of Department:

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Exam board AQA https://www.aqa.org.uk/subjects/religious-studies/gcse/religious-studies-a-8062

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MFL

A 'Great Sankey Linguist' will have a strong desire to be able to communicate in another language. They will appreciate the concept that 'English is not enough' and they will have a deep interest in broadening their knowledge of the cultures of the people who speak the language they study. They will be open-minded and have a desire to learn about the customs, traditions and daily routines in countries around the world. They will be risk-takers and be willing to take on the challenge of communicating in a language other than their own native tongue. They will develop the ability to express themselves in a different language through an increasingly growing vocabulary and a deepening knowledge of grammar. They will become more confident as their fluency and spontaneity increase and will develop the linguistic skills which could enable them to pursue the study of further foreign languages. In our global society, where there is a strong likelihood that future employment will transport today's young people to distant horizons, the ability to speak a foreign language is and will continue to be, a much sought-after skill.

French Curriculum Aims:

The aim in year 9 is for the pupils to continue to develop their communication skills through language acquisition and the understanding of a wider range of grammatical skills but with a particular focus on preparing for a smooth transition from KS3 to GCSE. Pupils will continue to develop competence in speaking, listening, reading and writing but the type of exercises they do and strategies required will reflect those skills which will be reinforced at GCSE level. They will re-visit topic areas from years 7 and 8 in greater depth and breadth and will be able to understand personal and factual information. By the end of year 9 they will be confident linguists and be ready to take on the next level of challenge at GCSE.

Year 9 French Curriculum	**Topics**	**Content**
Term 1	Me, my family and friends: physical description and character, positive and negative relationships. Home, town, neighbourhood and region: house, furniture, facilities. Reinforcement of present tense in all 3 languages. **Grammar:** être and avoir, adjectival endings, s'entendre (reflexive verbs), on peut + inf.	By consolidating their use of regular and irregular verbs in the present tense, pupils will be able to give extended descriptions in speaking and in writing about family members, relationships, friendships. They will be able to describe both the appearance and character of other individual(s) as well as the relationship they have with them. They will be able to describe where they live, the facilities available and give positive and negative viewpoints of their local area. They will reinforce skills required to translate to and from the target language which are required for further study.
Term 2	Current and future study: opinions of subjects, school day, school facilities, re-visit time, school rules, future plans and careers. Free-time activities: hobbies, sports, cinema and TV, music genres. **Grammar:** Adjectival agreement, verbs of obligation (il faut + inf.), simple future, recognition of second conditional, revisit perfect tense	Pupils will be able to speak and write in detail about what they study and what they think about it. They will be able to discuss school life and express opinions about uniform and school rules. They will be able to talk about their future plans and possible career choices. They will reinforce and extend their knowledge about hobbies and sport and be able to talk and write about TV programmes and different film genres. They will be able to understand different viewpoints relating to TV and film and express their personal preferences. They will reinforce skills for the 40 word question which are required for the GCSE exam. They will learn new structures to add complexity to their speaking and writing.
Term 3	Free-time activities: food and eating out, buying food. End of year assessment. **Grammar:** revision of perfect tense with être verbs All students will study a film project at the end of the year.	Students will now be able to identify and use 3 time frames confidently. In their writing they will be able to use a range of expressions to express positive and negative opinions and will be able to give reasons for these viewpoints. All students will be able to use the 1st person verb endings of regular and key irregular verbs. They will know how to distinguish between gender of singular and plural nouns and the need to apply the grammatical rule of adjectival agreements. The film project explores a French film. The students complete a study of the film and will write a review in French. The study of film is a component of the A level exam in MFL.

What resources can my child access for support?
Your child will have access to online resources through Kerboodle and their knowledge organiser.
www.bbcbitesize.com www.languagenut.com

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Exam board: **www.aqa.org.uk**

Spanish

Curriculum Aims:

The aim in year 9 is for the pupils to continue to develop their communication skills through language acquisition and the understanding of a wider range of grammatical skills but with a particular focus on preparing for a smooth transition from KS3 to GCSE. Pupils will continue to develop competence in speaking, listening, reading and writing but the type of exercises they do and strategies required will reflect those skills which will be reinforced at GCSE level. They will re-visit topic areas from years 7 and 8 in greater depth and breadth and will be able to understand personal and factual information. By the end of year 9 they will be confident linguists and be ready to take on the next level of challenge at GCSE.

Year 9 Spanish Curriculum	**Topics**	**Content**
Term 1	Free-time activities: hobbies, sports, cinema and TV, music genre food and eating out, buying food, ordering at a restaurant Customs and festivals: family life and routines in Spanish-speaking countries, Festivals in Spanish-speaking countries, Individual research. **Grammar:** 'si' clauses (1st conditional), revision of preterite tense of regular verbs and 'ir' 'ser	Pupils will reinforce and extend their knowledge about hobbies and sport and be able to talk and write about TV programmes and different film genres. They will be able to understand different viewpoints relating to TV and film and express their personal preferences. They will learn new structures to add complexity to their speaking and writing and they will learn how to form the simple future tenses and use 'if' clauses. The knowledge of cultural celebrations and traditions is an exciting part of learning a language but also this topic is now part of the GCSE specification so exposure to different cultural traditions is vital.
Term 2	Me, my family and friends: physical description and character, positive and negative relationships, problems facing relationships. Reinforcement of present tense. Home, town, neighbourhood and region: house, furniture, facilities, shops and shopping, environmental problems, solutions to problems. **Grammar:** ser and tener in the present tense, adjectival endings, se puede + inf.	Pupils will consolidate their use of regular and irregular verbs in the present tense, pupils will be able to give extended descriptions in speaking and in writing about family members, relationships, friendships. They will be able to describe both the appearance and character of other individual(s) as well as the relationship they have with them. They will re-enforce skills required to translate to and from the target language which are required at GCSE. Pupils will be able to describe where they live, the facilities available and give positive and negative viewpoints of their local area. They will be able to talk about problems affecting the environment in Spanish and explore ways to solve/ prevent these problems.
Term 3	Current and future study: opinions of subjects, school day, school facilities, re-visit time, school rules, future careers **Grammar:** Se puede + inf.**,** más/ menos que, adjectival agreement, verbs of obligation (tener que), simple future tense, conditional structures + inf. All students will study a film project at the end of the year.	They will be able to speak and write in detail about what they study and what they think about it. They will be able to discuss school life and express opinions about uniform and school rules. They will revisit the future and conditional tenses to be able to talk about what they will/ would like to do in the future. They will reinforce skills for the photo card question which are required for the GCSE exam. Students will now be able to identify and use 3 time frames confidently. In their writing they will be able to use a range of expressions to express positive and negative opinions and will be able to give reasons for these viewpoints. All students will be able to use the 1st person verb endings of regular and key irregular verbs. They will know how to distinguish between gender of singular and plural nouns and the need to apply the grammatical rule of adjectival agreements. The film project explores a Spanish film. The students complete a study of the film and will write a review in Spanish. The study of film is a component of the A level exam in MFL.

What resources can my child access for support?

Your child will have access to online resources through Kerboodle and their knowledge organiser.

www.bbcbitesize.com www.languagenut.com

Head of Department: **Second in Department:**

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Computer Science

Curriculum Vision:

In Computer Science, we strive to prepare all pupils at Great Sankey High School to be workplace ready and digitally literate through sequencing a relevant and knowledge rich curriculum that enthuses, engages and challenges all. We will enable our computer scientists to become autonomous and ambitious learners. We aspire for each of our pupils to be resilient, independent and creative. Pupils will develop their skills in Computer Science, Information Technology, Digital Literacy and Business and Enterprise for the present, and for the future, so that they can thrive in a digitally changing world.

Year 9 Computer Science Curriculum Aims:

The Year 9 curriculum in Computer Science aims to ensure all pupils are confident in using a range of software packages such, presentation software, word processing software and spreadsheet software. We seek to consolidate prior knowledge of using a range of devices at home or at primary school whilst embedding the Key Stage 3 concepts of the Computing national curriculum. This reinforces our golden threads of Computer Science, Information Technology, Digital Literacy and Business and Enterprise.

Year 9 Computer Science Curriculum	**Topics**	**Content**
Term 1	Web Design Python Programming	Building on prior knowledge of HTML, CSS and website architecture from Year 8, pupils will be introduced to new aspects of web design and development, creating their own wearable technology website using Notepad++. Pupils will code with HTML and CSS code to control the content of their website. They will create multiple pages and design a house style across the website. In half term 2, pupils will be taught about text-based programming by understanding the features needed to program a text adventure game in Python. Pupils will learn about programming techniques including sequencing, selection, iteration, functions and procedures. They will also learn robust testing techniques. This will mirror the skills required for GCSE Computer Science when pupils complete a programming project during Year 10.
Term 2	Augmented Reality Spreadsheets	Pupils will embark term 2 by exploring Augmented Reality where they will learn the purpose, use and types of augmented reality (AR) in different contexts and how they are used on different digital devices. They will develop the skills to be able to design and create an AR model prototype, using a range of tools and techniques. This process is thoroughly embedded within the Cambridge Nationals IT course offered in Year 10 and 11. In the final part of this term, pupils will build on knowledge from previous years and look at developing their spreadsheet knowledge tacking complex formulae, macros and spinners. Pupils will be given a scenario where they will have to use the spreadsheet skills learnt to apply to a business setting.

Term 3	Cyber Security Digital Imaging	During term 3, pupils will explore the world of cyber security learning about the different threats posed to computers and networks and how best to prevent these threats. Pupils will also look at the ethical and legal aspects to hacking and the consequence of this. At the end of this term, the digital imaging unit of work will teach pupils about how digital images are pictures that are stored on computers. Pupils will learn that images are digitised, which means it has been changed into a sequence of numbers that computers can understand. Pupils will create, edit and manipulate digital images alongside animations and video using design software including Canva Desktop.

What resources can my child access for support?
All lesson resources will be made available via Microsoft Teams and OneNote which pupils can access from home. Pupils can download Microsoft Office for free via office.com using their GSHS login details.

What enrichment opportunities are available and how do these support learning?
We have a very successful coding club which runs weekly after school where pupils have the opportunity to learn new programming languages and work on different projects such as BBC micro:bits, games development and robotics. This allows pupils to learn through creative projects of their own choice and interests. Year 9 girls have the opportunity to take part in the Barclays Girls Allowed IT trip. This is a fantastic opportunity for young women to see the opportunities in different STEM roles. From Year 9 upwards, we offer the Cyber Discovery competition, where pupils are able to put their in-class knowledge of cyber threats to the test and complete different challenges against other pupils across the UK. Pupils who progress through each round will continue to develop new skills but also have the opportunity to take part in a live simulation in London. We strive to peak pupils' interest in all areas of Computer Science through experimentation, independent design and working well as a team.

Subject Lead:
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Design & Technology

Curriculum Vision:

Design and technology is an inspiring, rigorous, and practical subject where pupils experience a 9-week rotation in Design Technology, Electronics, Food Technology and Graphics. Our curriculum uses creativity and imagination, where pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. Pupils acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing, and art and as stated in the National Curriculum. Within Food Technology 'pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the greatest expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now, and later in life'. Across the subject areas, pupils learn how to take risks, becoming resourceful, innovative, enterprising, and capable citizens to make an essential contribution to the creativity, culture, wealth, health and well-being of the nation.

Curriculum aims:

At Great Sankey High School students have four lessons per fortnight on a 9-week rotation. In Year 8 rules and routines of the workshop are embedded from Year 7 and students repeat these processes. The materials focus for year Eight is Acrylic, students will work on three projects an acrylic clock, an electronic night light and a graphics project. In Food Technology we aim to educate on healthy eating and making balanced choices as well as 'inspiring a love of cooking' in Food Technology the format is one theory lesson followed by a linked practical each week. Students will develop their practical skills further and work on timekeeping and organisational skills. They will look at the role of convenience foods in modern life and be able to identify healthy options that link in with the Eatwell Guide. They will look at different raising agents and how they work in a variety of baked products. Food safety will be another focus of the course. There will be a ratio of one sweet to two savoury dishes across the rotation. We seek to consolidate prior knowledge gained from primary school and have based our golden threads on the KS2 and KS3 National Curriculum core components. Across Design & Technology pupils need to be able to demonstrate the following skills:

- Technical Knowledge
- Design & Modelling
- Making
- Evaluating

	Design & Technology (Money Box)	**Electronics** (USB Fan)	**Food Technology**	**Graphics** (Technical Drawing CAD)
Topics	• Health and safety and routines within the department. • Woods (MDF & Pine)	• Health and safety and routines within the department. • Use of soldering iron	• Functional properties of ingredients in baked products. • Nutrients and their role in the body.	• Expectations and routines in the computer room. • How to use 2D Design

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	• Repeat the use of hand tools accurately, safely, and independently. • Pupils will understand how to accurately produce a comb joint. • Pupils use prior learning to help select appropriate hand tools and equipment and identify the stages. • They further develop skills in the use of the Coping Saw, Junior hacksaw, different file profiles and the buffing machine. • Adhesives and safety • Evaluation methods	• Use of electrical components • Understanding and use of PCBs • Alternative energy	• Factors affecting food choice. • Multicultural influences on eating habits. • Food safety. • High level presentation techniques. • Revisit knife skills and the different cuts.	• How to use Google Sketchup • How to carry out Vector Design • Orthographic drawing using digital software • Isometric drawing using digital software.
Content	Health and Safety is always a priority, and students will continue to work safety in all lessons. Pupils will investigate different types of materials and existing products to help influence their design ideas. Students will be re-introduced to pine MDF and acrylic. They will complete a focused practical task on wood joints. Pupils will gain information on how to minimise	Health and Safety is always a priority, and students will continue to work safety in all lessons. Students will be re-introduced to working with electronics and asked to re call what they learnt from making the warning sign and what the components did. They will complete a focused practical task to solder a shape from wire to re-introduce soldering safely.	Functional properties of ingredients will be the initial focus of the unit. Students will use technical terms to describe and explain how ingredients work in a baked product. Nutrition and health will be revisited as students produce a multicultural dish that links in with the Eatwell Guide model. Factors affecting food choices will then be explored – this will involve the impact of	Pupils will be taught drawing skills using CAD. they will be introduced to 2D design and Google sketch-up. The skills used in technical drawing in year 8 will be enhanced by these new skills. 2D design drawings, Isometric drawing, Circles in isometric using geometry sets and Orthographic drawings as well as hidden details, can all be created using CAD.

	material wastage and demonstrate sustainability. Pupils' retrieval knowledge using hand tool (coping saw, files) and the pillar drill from Year 7 and Year 8 will be demonstrated within this project. This project should develop the use of accuracy when using hand tools. They learn to select and use the different file profiles to shape acrylic. They will use various tools and equipment accurately and safely to create a successful outcome. Pupils learn about methods of joining materials. They are taught how to safely use PVA glue to assemble the product. Prior skills are used to independently select the correct drill piece to fit the pillar drill so the money box can function correctly. Pupils are re-introduced to the evaluation process so they can reflect on the skills they have learnt	Pupils will generate Design Ideas and peer survey resulting in a completion of a Final Idea reintroducing the design process taught in Year 7 and Year 8. Pupils will make a stand for their USB fan, they will measure, and draw accurately and cut out acrylic or MDF pieces which will be filed smooth using the appropriate files. Pupils will evaluate the effectiveness of their USB Fan and will critique the effectiveness of their project against their fellow competitors.	religious and moral influences as well as ethical considerations. Multicultural influences on eating habits will be another focus. Students will identify staple foods and traditional international dishes. They will look at the traditional British diet and identify factors that have driven changes over recent years. Hygiene and safety routines will be revisited with more technical detail introduced as we identify food poisoning bacteria and the role of temperature during storage, preparation and cooking. The role of the senses will play an important role as we look at presentation techniques and identify 'tricks of the trade'. Students will then be given a range of ingredients to demonstrate their creativity, as they go head-to-head! This knowledge will then be applied to an individual dessert product, where students will be encouraged to create an outstanding finish. Knife skills will be refined to produce adapted dishes based on	Pupils will work through the various skills and look at how to render images to improve presentation and communication of ideas. These skills will be an asset to them if they choose to pursue DT and Graphics in Year 10 and Year 11.

			rice and pasta. Students will also carry out a technical challenge with an unseen recipe to test their ability to follow instructions and retrieve previous knowledge. Accuracy and consistency will be key to success.	

What enrichment opportunities are available and how do these support learning?
Within Design & Technology students can take part in DT Club and Comic Club. In Food Technology we conduct an Interhouse competition where pupils are challenged to produce a technical dish. The purpose of the activity is to encourage teamwork and instil a 'love of cooking'. We also run competitions over the course of the year – some will be in-house whilst others may be national competitions. There will also be seasonal challenges, where students can choose a mild, medium, or hot recipe to make at home. Photo entries are then submitted and displayed outside the Food Technology rooms to inspire students to cook a home and further develop their practical skills. We are always eager to see student creations outside the curriculum, as we enjoy seeing the passion and enthusiasm of our subject shine through.

What resources can my child access to support?
Your child will be provided with a Year 9 cookbook, with all the recipes to be produced during the course. Pupils are encouraged to practice their skills and we love to hear that students' have made the recipes again at home! There are lots of fantastic cookbooks in the LRC and a reliable website is www.bbcgoodfood.com. In design technology we recommend the following website https://www.bbc.co.uk/teach/ks3-design-andtechnology/z6y96v4 which provides supportive material into the design process. We encourage pupils to be inventive and creative even watching shows like the Apprentice showcases the design process in action.

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2nd of Department
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Drama

Curriculum Vision:

Great Sankey Drama Department holds the shared vision that is; for all students to experience drama as a powerful means to explore and question the world around them by placing themselves in others' shoes. This is the over-arching intent and will always be at the core of our subject beliefs. Through this we hope to instil a passion for Drama and Theatre. We aim to develop pupils' language register through work in role - using language in a greater variety of situations, for a variety of audiences and purposes, including presentations and debate. Our lessons develop an ethos of respect where all feel able to take risks, raise questions and challenge their own and peers' thinking and in turn experience, and thus develop empathy. Drama students will develop through our issue-based units' compassion, patience, understanding, generosity resilience, to become life-long learners.

Our curriculum is designed to enable students to understand how drama as an art form can communicate to an audience, be able to select and use performance skills and techniques independently and with purpose and to become a reflective practitioner as a result.

Our students will experience the cultural capital of drama through studying practitioners, playwrights, staging, history, styles, and genres. In addition, the ability to analyse and evaluate work is explored both practically and in written form which prepares them for further study at GCSE and provides pupils with a firm grounding in the subject.

Year 9 Drama Curriculum Aims:

The Drama curriculum has three main areas of focus, these are Making, Performing and Responding. Skills and knowledge in these are assessed both formatively and summatively throughout our KS3 curriculum and are the key skill areas for examination at GCSE. Our curriculum is split into half-termly units. Each unit encompasses key knowledge and skill development tasks delivered as starter activities, in addition to the main task of either performing, making or responding to practical work. Units cover process-based drama, a variety of genres/styles of drama and script-based work.

In Year 9 the curriculum is intended to build on skills and knowledge developed in years 7 and 8 with some introduction to the GCSE Drama components. Students are taught performance skills and techniques in more depth, learn about analysing scripts and will study practitioners and styles of Drama.

Year 9 Drama Curriculum	**Topics**	**Content**
Unit 1	Blood Brothers	**Script based Unit with an assessment focus of Performing.** Students study: key scenes, characterisation, staging, rehearsal techniques and are required to learn dialogue for a group/paired performance. A written evaluation of their own performance will also be set.
Unit 2	Techniques, Styles & Practitioners	**Genre based unit with an assessment focus of Making.** From a range of visual stimuli, students develop knowledge and the effective use of Dramatic techniques – Cross-Cutting, Narration, Flashback, Thought Tracking/Still Images etc Students are introduced to theatre practitioners and styles of performance also.
Unit 3	Devising from a stimulus	**Process based unit with an assessment focus of Making.** Devised Performance from a Stimulus. Students may also include the style of a practitioner/genre from previous unit Students will learn how to respond to a given stimulus and create performances. They will include techniques learned in Unit 2. In addition, students will create a mini portfolio using a set template.

Unit 4	Interpreting Theatre – FACE the Play	**Genre based unit with an assessment focus of Responding** Exploring the issue-based text FACE practically and develop writing skills through exam style questions. Students will experience an insight of Component 3 at GCSE.
Unit 5	Performing from a Text	**Genre based unit with an assessment focus of Performing.** Students will explore extracts from a variety of playwrights and select one for an assessed performance. Students will be able to demonstrate their knowledge of how to approach a text for performance, including rehearsal techniques learned in Unit 1.
Unit 6	Theatre Analysis and Review	**Genre based unit with an assessment focus of Responding.** Students will learn about the technical elements of theatre production. They will then apply this knowledge and their knowledge of performance skills to present a theatre review of a professional (streamed) or live production they have watched.

What resources can my child access for support?

Your child will have access to resources through their online classrooms. Online platforms such as GCSE POD and BBC Bitesize have a fantastic range of resources covering the three areas of assessment focus,

What enrichment opportunities are available and how do these support learning?

We aim to organise at least one theatre trip per year, we believe accessing live theatre productions enhances students experience of the Arts and helps develop an appreciation for a variety performance styles.

Our weekly extra-curricular Drama club is popular and offers further development of performance skills, through this there are performance opportunities. In addition, as part of the Performing Arts faculty we present a large-scale production, usually a musical, which we encourage pupils across all key stages to get involved with either as a performer, musician, backstage, technical or front of house team. In February 2025 we will be staging “High School Musical 2”.

Head of Performing Arts Faculty: **Exam board: Eduqas**

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Music

Curriculum Vision:

A 'Great Sankey Musician' is committed, creative individual with increasing confidence; they are role models and ambassadors for our Great Sankey musical family. A Great Sankey Musician will become an effective communicator, whilst also developing skills to listen with a critical ear, nurturing a platform to celebrate success and reflection for further improvement (both for themselves and also for others). Our musicians naturally become leaders, developing their teamwork skills to fruition, enhancing values such as inclusiveness, respect, and fairness. Our musicians are tenacious, resilient and disciplined; they are dedicated to both independent and collaborative learning, understanding the importance of private practice and also the vitality of commitment to an ensemble. Above all, our musicians develop human values such as learning to love, show empathy and compassion, enthusiasm, passion, emotional intelligence, beauty and good humour.

Music is a universal language that embodies one of the highest forms of creativity. Our music curriculum is certainly broad and balanced as it encompasses Science, Maths, Literacy, MFL, History, P.E., research skills and above all, Art. Our carefully crafted curriculum will engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon. Above all, our curriculum will ensure a development of "family ethos"; our students will have a home where they feel safe, happy, valued, loved, trusted as they will naturally be provided with opportunities to lead and perform on a platform for sustained progress. Our students are individuals, and our spiral curriculum will nurture and develop "the whole child". We are a local lead Ambassador Music School "Accent" (Warrington/ Halton); exemplified by our curriculum and extra-curricular offer.

Year 9 Music Curriculum Aims:

Our curriculum is split into half-termly units, which are covered on a carousel. Each unit encompasses reading and listening tasks, delivered as starter activities, in addition to the main assessment task of either a performance, composition or listening test; these are the three areas of skill for GCSE Music. Students will complete "do now" tasks related to different units on the carousel to assist with the development of long-term memory concerning key musical vocabulary in preparation for the to the KS4 musical courses. Throughout Year 9, students will cover the following topics, but not necessarily in this order.

Year 9 Music Curriculum	**Topics**	**Content**
Unit 1 (HT1)	Solo Performance	Students will prepare a solo performance on either the keyboard, an instrument of their choice, or vocals. This builds on performance and keyboard skills they have developed in previous years and gives them the chance to showcase their building confidence as performers. This is a strong preparation for the 30% performance component for GCSE Music.
Unit 2 (e.g. HT2)	BandLab Remix	Students will create a remix of Adele's song "Rolling in the Deep", taking the vocal part and adding new music to it. This allows them to learn and develop skills in music technology such as sampling and re-pitching, as well as reinforcing their understanding of structure and song sections learnt in previous years. This unit links to both the KS4 GCSE Music Course (AoS2 for GCSE Music Component 1) and also the KS4 NCFE Music Technology Course.
Unit 3 (e.g. HT3)	Musical Theatre	Students will study the history of Musicals from the 1940's to the present day (including Richard Rodgers, Stephen Sondheim, Claude-Michel Schonberg) and also more modern composers. Students will explore how the musical elements exemplify the action on stage. They will also perform some of the numbers. At the end of the half term, students will be assessed with a performance

		and some students will be able to verbally introduce their performance using musical vocabulary including Italian terms and tier 3 GCSE music vocabulary.
Unit 4 (e.g. HT4)	British Music	Students will study the history of British music from the 1950s to the present day (including the Beatles, Queen, Fleetwood Mac, Oasis, Blur, Spice Girls, Adele, Dave and Ed Sheeran), exploring the cultural significance of different musical movements and analysing key pieces using musical vocabulary. At the end of the half term, students will be assessed with a listening test where students describe unfamiliar music using musical vocabulary.
Unit 5 (e.g. HT5)	Podcast/Album Review	Students will write, record and edit their own podcast in small groups. As part of this, they will learn to plan and structure a podcast and to record and edit audio. Students will also use the music vocabulary they have learnt to write and record a review of an album of their choice, using as much musical vocabulary as they can. This will help prepare students for self-employment within the media sector/streaming/YouTubing.
Unit 6 (e.g. HT6)	Dance Music	Students will learn about the development of electronic dance music, from the late 70s to the present day. They will learn about disco, house and trance music, exploring the cultural development and musical features and producing mini performances as they go. This helps to prepare students for Unit 2 of the NCFE Music Technology course.

What resources can my child access for support?
Your child will have access to online resources through Microsoft Teams. We will also be showcasing of performances through the school YouTube Channel.

What enrichment opportunities are available and how do these support learning?
We offer an extensive programme with several extra-curricular groups and performance opportunities. As a performing arts faculty, we will be staging a production of "High School Musical 2" in February 2025. In addition to this, extra-curricular groups and concerts will run throughout the year including vocal and instrumental ensembles. Students can also choose to have private instrumental/ vocal lessons delivered on a one-to-one basis.

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Physical Education

Curriculum Vision:

The intent of the Physical Education programme at Great Sankey High school is for students to enjoy and engage in physical activity, with the ambition to develop the skills and knowledge required to allow all learners, regardless of background and ability, to access a range of sports and physical activities both in school, during curricular and extra-curricular activities, as well as outside of the school environment. This could include an interest in sport both as a performer or spectator.

If learners have these skills and knowledge and enjoy physical activity, they will confidently adopt a physical healthy lifestyle that they will maintain into later life. They will be aware of the impact that sport and physical activity has on overall wellbeing.

Year 9 Physical Education Curriculum Aims:

Students should build on and embed the physical development and skills learned in year 7 and 8, becoming more competent, confident and expert in their knowledge and techniques, and apply them across different sports and physical activities.

Students will be assessed using the concept of Head, Heart and Hands, to promote students all round development, promoting physical, social and mental well-being.

Head- Knowledge and understanding of the activity, Analysis and feedback, Rules and regulations, Knowledge of fitness components
Hands- Physical ability and fitness levels, Apply skills to competition, Application of tactics, Problem solving
Heart- 100% effort, Respect to peers and staff, Resilience when things get tough, Confidence in my ability
Year 9 will focus on students' ability to analyse and apply skills to match/competition.

Year 9 Curriculum Plan:

Students' complete activities on a rotation basis. The broad and balanced curriculum builds upon the students' experience in year 7 & 8. Further developing knowledge, skills and tactics of a range of games and other physical activities.

	Activities Include	**Content**
Term 1&2	Badminton	Throughout each activity students, will be challenged to further develop knowledge and understanding alongside the practical performance of skills and techniques. Key values of friendship, courage, inspiration, determination, equality, respect and excellence will be promoted through PE and sport. Lessons are structured to ensure pupils are physically active for sustained periods of time.
	Basketball	
	Creative Movement (Gym and Dance)	
	OAA	
	Football	
	Handball	
	Leadership	

	Netball	In Year 9 within practical lessons students will also focus on: Linking Physical activity and sport to health, fitness and mental well being. Types of guidance and feedback to improve performance. Reviewing Performance and targets for improvement How can we analyse performance and set targets for improvement?
	Rugby	
	Tennis	
Term 3	Athletics	
	Cricket	

What resources can my child access for support?
Information and resources for different sports can be found in the relevant National Governing Body websites. The BBC Sports Academy website is also a useful resource: http://news.bbc.co.uk/sport1/hi/academy/default.stm

What enrichment opportunities are available and how do these support learning?
There is an extensive extra-curricular programme run by the PE department. Clubs are open to all students and (where applicable) competitive teams are selected from those students who attend the clubs. The department also runs a regular internal competition, giving all students the opportunity to play competitively.
Students also have the opportunity to sign up to our sports scholarship programme. Within this student have the opportunity to further develop physical skills, whilst also developing leadership and officiating skills.
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