



Curriculum Guide Year 9

Vision and Values



Curriculum Vision

Our mission is to ensure every student leaves Great Sankey articulate, resilient, compassionate and culturally aware. That they are inspired to contribute to society, are able to pursue careers they are passionate about and live, healthy, happy and fulfilled lives.

Our ten school values fall into **three pillars of community, learning and self** and these thread their way throughout our curriculum. We believe that if children understand the purpose of what they are learning and why they are learning it; not only will they be more engaged but they are much more likely to remember what they have learnt and be able to use it again in the future.

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.

To achieve all of the above we have designed a knowledge based, word rich curriculum and we evaluate what knowledge and skills pupils have gained (at each stage) against expectations. The impact of innovations such as knowledge organisers and student self-selected KS4 target grades, will be reviewed regularly and remodelled to help all pupils perform well. We also won't be shy about investing in our staff to ensure they are using the most effective techniques to help students secure what they learn in class is committed to their long term memory, regardless of their starting point. 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. We are already the largest provider of the Duke of Edinburgh's Award in the North West and the largest provider of the John Muir environmental award nationally and are planning to create a bespoke approach to encouraging and recording participation in extra-curricular provision.

All of these plans and actions are evidence-based and research-driven.

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 have the courage and determination to **dare for greatness**.

Curriculum overview – Year 9

What will my child study?

Our curriculum is broad and balanced; we place great value on academic, creative and technical subjects. Therefore, all students study English, Maths, Science, a language, History, Geography, RS, PE and ICT/Computing but, in addition, we provide a broad performing arts offer for all students that includes Drama and Music as well as lessons in Art, Food and Design Technology. The following pages provide an overview of what students will be studying each term.

Students take their options in Year 9 and begin to study these in Year 10. In addition to the core subjects of English, maths, science, PE and PSHE students are able to select from a large range of options subjects. There is a comprehensive programme of guidance available to support students and parents through the options process.

How is the curriculum sequenced?

Research around memory and how children best learn has been used to inform our curriculum planning. Subject specialist staff have thought carefully about the curriculum we deliver. Knowledge and skills are sequenced so that these are taught in a sensible order allowing for regular revisiting of knowledge and retrieval as complexity and depth build.

How will my child be assessed?

Regular assessment and high quality feedback are essential for students to learn effectively. Students are given clear, regular feedback following each assessment they complete which consists of what went well, and areas that could be even better. Students then address the areas that could be better through Dedicated Improvement and Reflect Time (DIRT) opportunities. This information should be clearly identified on green paper in student's books. At the end of each term, all students in year 9 complete the same assessments. Crucially, these assess all of the knowledge and skills taught to students up to that point. In practical subjects, students will be assessed and placed in one of four knowledge levels from Mastering to Emerging. In academic subjects, results are recorded as a percentage and a knowledge level; indicating subject knowledge and understanding.

Homework

In Ebacc subjects; English, maths, science, MFL, geography, history and RS students will be set one homework activity per week. This will either be based around the knowledge organisers or work set by the class teacher. All knowledge organiser homework is set on a week A. Week B homework is to be set by class teacher. In all other subject's students will be set one homework per fortnight.

How can I support my child?

5 Top Tips

1. Encourage students to regularly review knowledge using techniques such as read, cover, write, check.
2. Attendance and punctuality directly relate to student attainment, avoid non-emergency medical appointments during the school day for example.
3. Talk to your child about what they have been learning at school, this helps reinforce understanding.
4. Download the SIMS app so you can monitor attitude to learning scores in lessons and homework deadline.
5. Support us and your child by attending parent consultation evenings.

If you would like to know more about our curriculum please contact Mrs C Kane, Deputy Head, christina.kane@greatsankey.org

Art Curriculum Vision

In the Art department we aim to create an environment in which every child can feel confident and succeed. To encourage individual creativity and nurture a passion for the subject. We aim to enable our learners to develop an understanding and appreciation of the diversities of life, be it cultural, geographical, social, economic or skill. Our schemes of learning cover a vast array of inspirational starting points allowing our learners to critically reflect and gain knowledge & understanding not only from those around them but from those who have gone before. Students are encouraged to take this knowledge forward whilst problem solving, skilfully creating, experimenting, and finally producing their personal outcome.

Underpinning the practical element of our teaching and learning is a focus on building self-confidence. When our learners participate in individual, group activities or critical reviews, the feedback they give builds self-respect by teaching them to accept constructive criticism and praise from others. This in turn develops character, acceptance, resilience and supports good mental health; invaluable life skills our learners will take forward into adulthood. The Rt Hon Jeremy Wright MP addressed the need to teach these life skills to ALL in his 'Value of Culture' speech in January 2019.

"Skills of self-confidence, teamwork and dedication are eminently transferable, and they are learned through the opportunities arts and culture can offer"

(The Rt Hon Jeremy Wright's speech Jan 2019.

Year 9 Art Curriculum Aims

During year 9 pupils will be working through a series of GCSE workshops, pupils will work through the four assessment objectives during each project, these objectives will be revisited through years 9 to 13. Assessment objective 1- Artist analysis, AO2-experimenting with materials, AO3- Drawing, ideas, and images, AO4- Final outcomes and evaluation. Year 9 is about strengthening the understanding of the techniques, while gaining more control of the materials and producing higher quality work.

Year 9 Art Curriculum	Topics	Content
Term 1	Setting up independently. Careers in the Arts research. Landscape GCSE project.	Pupils begin with a research presentation task focused on a career in the Arts. As they are making big decisions about their options it is important that they research the facts first. Our first project has been inspired by Landscapes, we focus on mixed media, layering and adding maturity to their designs. This GCSE project can be added to their portfolio should they opt for Art or Textiles.
Term 2	Completing their final outcomes for Landscape. Starting a series of workshops focused on knowledge, quality, and control.	This term will begin with producing their final outcomes from their Landscape project. Pupils will consolidate their learning and highlight their skills, evaluating the piece against the assessment objects and discussing their progress. Personalised targets will then be set to ensure greater progress as we start our series of GCSE workshops. These will focus on AO2, pupils will spend more time on the practical side of our course improving control, quality and understanding ready for GCSE. During these workshops we will be covering a range of Textiles techniques to expand our learners' range and help guide them to making an informed choice ready for their options.
Term 3	Final workshops and evaluations. End of year exam covering our 4 AO's	Pupils will complete their final workshops, evaluating and setting personalised targets ready for our final assessment piece. Our end of year exam covers all 4 assessment objectives, pupils will highlight the progress they have made in research, drawing, composition, and tone.

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

Art club is available after school; pupils need to speak to their teacher for further details. Drawing challenges are set during the year to encourage pupils to practice their skills and earn extra house points.

Careers task: <https://www.unifrog.org/> and <https://www.ucas.com/>

Where can I visit to help with my learning?

<https://wmag.culturewarrington.org/whats-on/>

<https://www.tate.org.uk/visit/tate-liverpool>

<https://www.liverpoolmuseums.org.uk/walker/>

<https://www.whitworth.manchester.ac.uk/>

<http://manchesterartgallery.org/>

Head of Department: Mrs Lorna Philcock.

BEICT Curriculum Vision:

To prepare all learners at Great Sankey High School for the changing world of work through developing engaging curriculum and outstanding teaching.

Year 9 Computing Curriculum Aims:

The year 9 curriculum in Computing 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 introducing students to new concepts across the strands of Computing; Programming, Digital Literacy, Computer Skills, Finance, Economic awareness, Ethical and Legal, Marketing and Branding. The year 9 topics have been chosen as to best represent the range of courses offered with the faculty allowing pupils to make an informed decision about their future.

Year 9 Computing Curriculum	What will pupils study?	Where and why?
Term 1	Web design and architecture Cyber Security	Building on prior knowledge of HTML, CSS and Website architecture from year 8 pupils will be introduced to new aspects of Web design, creating their own website using Adobe Dreamweaver and incorporating image editing software for buttons an animation to be placed on their website. Students will explorer the world of Cyber security learning about the different threats posed to a computer and network and how best to prevent these treats. Students will also look at the ethical and legal side to hacking and the consequence of this.
Term 2	Networks Spreadsheets	Students will use what they have learnt in the previous term about threats to a network and building on knowledge from year 8 look at how networks are set up in and the benefits to using a client server or peer to peer based network. Students will then look at the protocols a network has to follow which sets them up nicely for GCSE IT or Computer Science. In the final part of this terms students will build on knowledge from previous years and look at developing their spreadsheet knowledge, tacking, complex formulae, macros and spinners. Students will be given a scenario where they will have to use the spreadsheet skills learnt to apply to a business setting.
Term 3	Database MIT app inventor	In previous year students will have learnt what a flat file database is and who uses them. In this term students will use Microsoft Access to create a relational database linking multiple tables together, creating queries, forms and reports. The final term allows the students to use their programming skills to create an app for a given scenario. Students will use the software app inventor to design, develop and test the app for a given scenario.

What resources can my child access for support?

Your child will have access to online resources through Teach-ICT <https://www.teach-ict.com/> for which pupils are provided with logins for and BBC Bitesize www.bbc.com/bitesize

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

We have a very successful Computing club run on a Thursdays afterschool where students have the opportunity to learn new programming languages and work on different projects such as MicroBits, Games development and Robotics. This allows the students 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 students are able to put their in class knowledge of cyber threats to the test and complete different challenges against other students across the UK. Students who progress through each round will continue to develop new skills but also have the opportunity to take part in a live simulation down in London. We strive to peak pupils interest in all areas of the BEICT department through experimentation, independent design and working well as a team. And it's incredibly good fun!

Head of Department: Julie Binks email: Julie.Binks@greatsankey.org

Exam board OCR <https://www.ocr.org.uk/qualifications/gcse/computer-science-j277-from-2020/>

Year 9 - Design and Technology Curriculum Vision

Design and technology is an inspiring, rigorous and practical subject. Using creativity and imagination, 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. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.

The Key Stage Three National Curriculum for Design and Technology aims to ensure that all pupils:

develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users
critique, evaluate and test their ideas and products and the work of others

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of domestic and local contexts [for example, the home, health, leisure and culture] and industrial contexts [for example, engineering, manufacturing, construction, food, energy, agriculture (including horticulture) and fashion].

When designing and making, pupils should be taught to:

Design -use research and exploration, such as the study of different cultures, to identify and understand user need. Identify and solve their own design problems and understand how to reformulate problems given to them. Develop specifications to inform the design of innovative, functional, appealing products that respond to needs in a variety of situations. Use a variety of approaches to generate creative ideas and avoid stereotypical responses. Develop and communicate design ideas using annotated sketches, detailed plans, 3-D and mathematical modelling, oral and digital presentations.

Make - Select from and use specialist tools, techniques, processes, equipment and machinery precisely, including computer-aided manufacture. Select from and use a wider, more complex range of materials, components and ingredients, taking into account their properties

Evaluate - Analyse the work of past and present professionals and others to develop and broaden their understanding. Investigate new and emerging technologies, test, evaluate and refine their ideas and products against a specification, taking into account the views of intended users and other interested groups. Understand developments in design and technology, its impact on individuals, society and the environment, and the responsibilities of designers, engineers and technologists.

Subject Content - At Great Sankey High School students have 4 lessons per fortnight in Design and Technology. In Year Nine rules and routines of the workshop are embedded from Year seven and students repeat these processes. The materials focus for year Nine is construction methods of boxes/ frames, Mechanisms, electronics and Graphics with a focus on branding, logos and sustainability. Students will produce three projects, a steady hand game, a mechanical scene and a graphics project. The projects will be marked at each stage using the Quality Marked Assessment sheets. (QMA)

Your child will be provided with all of the materials and components they need to complete each project.

Year 9 DT	Topics	Content
Term 1	Recap Health and Safety and routines within the department Introduction to mechanisms and movement Simple construction of a frame using butt joint Cams and how they work. Presentation of ideas in Isometric	Mechanical Scene At the start of the term students are reminded of the expectations within the Design and Technology department. Health and Safety is always a priority and students will continue to work safety in all lessons. Pupils will research mechanisms and types of motion with a focus on Cams to produce a moving mechanical scene. They will look at cams and followers and how to use them to make a moving scene. They will produce the final idea in isometric. QMA's will be based on the design ideas, Final idea in isometric, construction of the product and an end of unit test.
Term 2	How to write a specification Measuring Marking out tools Repeat the use of hand tools accurately, safely and independently Research different types of construction methods for timber Practice construction of a 1/2 lap joint Electronics components for a latching circuit	Steady Hand Game Students will be re-introduced to Timbers and electronics to complete a steady hand game. They will construct the base using a half lap joint and they will research construction methods to understand and evaluate how effective each method is. They will develop their design skills to communicate their ideas and use Production plan drawings for the final design. They will continue to develop practical skills focussing on accuracy of marking out and cutting skills to construct the base as well as further development of electronics knowledge and ways of joining dissimilar materials together using adhesives and mechanical fixings. QMA's will be done on making, electronic components as well as research on a charity of their choice bringing in the SMSC link. They will use evaluation methods to reflect on the work they have produced to inform further progress and an end of unit of test.
Term 3	CAD/CAM Google sketch up Packaging Branding Logos Sustainability Nets	Pupils will complete a graphics project on packaging of a product. They will learning about branding, look at, and develop their own logo, look at the impact packaging has on the environment and sustainability as well as nets. They will learn to use google sketch up and CAD 2 D design. They will use evaluation methods to reflect on the work they have produced to inform further progress. QMA's will be done on logos, the purpose of packaging, the product. An end of year exam will assess what they have learnt at the end.

What resources can my child access for support?

When completing homework and research tasks www.technologystudent.com is an excellent resource and there are many books in the LRC that can help.

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

Students can take part in many after school clubs within the Design and Technology Department, DT Club, Young Engineers Club, Lego Club and Vex Robotics Club. All Year seven students take part in a National Competition Race for the Line, these activities encourage teamwork and inspire students to continue with DT at Key stage four and beyond.

Head of Design and Technology – Julie Attwood

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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.

Head of Department:

Exam board: Eduqas

Hollie Robertson

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English Curriculum Vision:

Year 9 English Curriculum Aims:

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 modern-day 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!

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

Year 9 English Curriculum	Topics	Content
Term 1	<i>Great Expectations</i>	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 19 th 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.
	Gothic Genre	This unit of work will continue to develop students' understanding of the writing process by exploring extracts from the gothic genre as creative stimuli. Students will use the conventions of the gothic genre to create imaginative pieces of creative writing that include a range of vocabulary and sentence structures for clarity, purpose, and effect. Persona and viewpoint will also be explored by students, and they will have opportunities to develop their own narrative and descriptive voice.
Term 2	The art of rhetoric	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 famous speeches to explore the Aristotelian appeals of Pathos, Ethos and communicate relevant knowledge.
	Short stories	This unit involves reading three texts that deal with complex moral issues, loosely based around the themes of justice, change and action. As well as engaging with important aspects of critical literacy, the unit also presents opportunities to explore narrative, the development of plot and the representation of character.
Term 3	William Shakespeare's <i>Julius Caesar</i>	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.
	In search of Justice 9 th and 21 st century Non-fiction texts Transactional writing	This unit of work will act as the transition point from Key Stage 3 into Key Stage 4, preparing for GCSE English AQA English Language. Students will be exposed to a range of texts from the 19 th and 21 st century. Students will compare viewpoints and perspectives on the same topic from different centuries. Students will engage with extracts on the themes of Capital Punishment, homelessness, child exploitation and animal rights. Students will consolidate their understanding of how writers' use their voice to convey political messages to their audience.

What resources can my child access for support?

Your child will have access to GCSE pod online.

www.bbcbitessize.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.

Head of Department:

Laura Douglas

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Curriculum Leader 7-11:

Nicki Fellows

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Food Technology Curriculum vision:

The National Curriculum states that 'As part of their work with food, 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 great 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 in later life.'

As a consequence of this mission statement the decision has been made to focus in the main on practical skills. All assessments will be of a practical nature across the key stage. We aim to add value to everyday life too. In relation to food choice behaviour, the advantage would be good health. Therefore, we aim to educate on healthy eating and making balanced choices, as well as introducing 'go to' recipes and inspiring a love of cooking. These processes then become the resources an individual possesses and employs to make a healthy choice and get ahead in life.

Year 9 Curriculum Aims:

Students have a 9 week rotation in Food Technology. The format is one theory lesson and one practical lesson per week. Students will develop their practical skills and work on timekeeping and organisational skills. Students are encouraged to adapt recipes to give them an original twist and show more skill. Within the practicals, functional properties of ingredients will be explored, along with the role of sensory appeal. Group challenges will also be included to highlight the importance of consistency and presentation skills, linked to quality and ultimately achieving excellence.

Subject content:

All recipes will aim to develop the 12 key practical skills. Multicultural influences play a big part in the Year 9 recipes as we try to develop a wide repertoire of predominately savoury dishes so that they are able to feed themselves and others a healthy and varied diet. Seasonality, animal welfare, environmental impact and individual dietary needs are also considered across the course.

Year 9 Food Technology Curriculum	Topics	Content
	<p>Functional properties of ingredients in baked products.</p> <p>Nutrients and their role in the body.</p> <p>Factors affecting food choice.</p> <p>Multicultural influences on eating habits.</p> <p>Food safety.</p> <p>High level presentation techniques.</p> <p>Revisit knife skills and the different cuts.</p>	<p>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 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.</p> <p>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.</p> <p>Knife skills will be refined to produce an adapted Risotto and Pasta dish. 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.</p>

What resources can my child access for support?

Your child will be provided with a Year 9 cookbook, with all the recipes to be produced during the course. A digital copy will be posted on Teams at the start of their rotation. Pupils are encouraged to cook or support cooking at home. There are lots of fantastic cookbooks in the LRC and a reliable website is www.bbcgoodfood.com

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

We conduct an Interhouse competition where pupils are challenged to produce a technical dish. The purpose of this activity is to encourage teamwork and instil a ‘love of cooking’. Another opportunity is to cook as part of the Duke of Edinburgh Award scheme – this will count towards the skills section. In the final term we run a higher level skills course after school for selected pupils. This gives an insight into the practical skills needed at GCSE.

Head of Food:

V Knight

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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 challenge. 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:

Apply map reading skills to real-life examples

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	Development Tectonics	We start the year with Development and our focus is in South America. We investigate inequality, sport and poverty in Brazil. We continue to focus in South America but turn to physical geography, exploring natural hazards such as earthquakes, volcanoes and tsunamis in Chile.
Term 2	Migration/Population Coasts	Our continent for this term is North America. We start term 2 by looking at why people migrate and we focus on case studies in Mexico and the USA. We then look at physical features of the coast, exploring the theory of erosion, weathering and how this shapes the North American coast.
Term 3	Cold Environments - Antarctica Glaciation	The final term, we look at Cold Environments in general. We focus on polar characteristics, economic and environmental impacts on Antarctica and how the continent can be managed sustainably. Finally, we study the characteristics of a glaciers, in terms of the formation, transportation and erosion of glacial landforms.

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 on a Thursday night in H10. GCSE Pod is also available in year 9.

Head of Department: Mr S Elliott shaun.elliott@greatsankey.org

History Curriculum Vision:

To provide an education that allows students to develop a greater understanding of the world we live 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 world 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	What issues faced British society before the First World War? Students will understand the social consequences of the Industrial Revolution and the lasting impact that has had on Britain and it's place in the world. In what ways did the First World War change the world? Students will understand MAIN and how the growth of Empire led to the Great War.	In the autumn term we start with the challenges that Britain faced in a pre-war Britain. 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	How 'roaring' were the 1920s in America? Students will identify how the USA were able to benefit from the First World War and grow economically. Why were the 1930s known as the 'Hungry 30s' in Britain? Students will be able to identify how the cost of the Great War began the start of the collapse of the British Empire. Why did so many dictators come to power in the years between the wars? Students will understand how the economic collapse led to the rise of the Nazi party and how a dictatorship developed.	In the spring term we study how the USA experienced an 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	What lessons can be learned from the Holocaust? Students will understand the historical significance of the Holocaust, its causes, events and consequences. What was the most significant event of the Second World War? Students will understand how the Second World War was caused by the world depression and how new technology changed the way war was fought. Why is our world the way it is today? Students will understand how Britain's Empire began to collapse after the Second World War and what that meant	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 2 nd 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?

There is a KS3 debate club that runs once a half term these look at key historical questions across outside of the curriculum.

Head of Department: Mark Farrer

Mark.farrer@greatsankey.org

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 ten 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. As part of the Recovery Curriculum, we will continue to revisit key skills that students need to be successful in the subject as retrieval activities or recaps.

Year 9 Mathematics Curriculum	Topics Those topics in bold are part of the extension scheme for Year 9	Content
Term 1	Calculating with integers, decimals and fractions. Converting between fractions, decimals and percentages Calculating fractions and percentages of amounts Working with negative numbers Rounding and using a calculator, Error intervals, Upper and Lower Bounds Types of number incl. squares, cubes, multiples, factors and primes Highest Common Factor and Lowest Common Multiple (HCF and LCM) Product of prime numbers, including their link with Venn Diagrams for LCM and HCF Order of operations (BIDMAS), Index Laws and surds Properties of 2D shapes and 3D solids Plans and elevations Area and Perimeter incl. circles Arc length and sector areas Volume, surface area, Pythagoras and Trigonometry	<p>The start of Year 9 looks to review the key concepts that students will need in order to be a successful student at GCSE by looking to address any core elements that may have been impacted by closure and disruption in the 2019-20 and 2020-21 academic years. It starts by developing the key skills require for numeracy across the curriculum. This starts with calculations using the four main operations with integers, decimals and fractions and then onto calculations involving percentages.</p> <p>The development of these core elements of number continues with ensuring that students can work effectively with directed numbers and moves onto looking at rounding and error intervals alongside working with students to ensure that they can use their calculator efficiently for their mathematics and other subjects they can use a calculator for. After looking at types of number and 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 focussing on Index Laws and surds, which are important areas to develop for students looking to be an A-Level Mathematician.</p> <p>Progression through this first term takes us to geometry, developing properties of shapes in the first instance. It then starts to look at elements such as plans and elevations, which are an important part of design and especially graphical design. The term concludes by looking at area, perimeter, surface area and volume which are a key part of being successful at GCSE mathematics alongside the applications in the real world for this area when looking at things such as construction and interior design. As extension, students can look at Pythagoras and trigonometry in order to calculate missing sides and angles in right-angled triangles.</p>
Term 2	Rearranging and substituting into formulae Simplifying expressions, including working with quadratics Expanding single brackets and factorising an expression to a single bracket Expanding, factorising and solving quadratics, using the Quadratic formula and completing the square Algebraic Fractions Quadratic Graphs Ratio and Proportion Types of Data, averages and displaying data Sampling and Displaying data incl. scatter graphs, histograms and box plots	<p>Term 2 begins with a focus on algebra and developing the skills required to be algebraically competent in the subject. We start by looking at the rearrangement and substitution of values into formulae. This is a key element required for Physics, Chemistry and Biology, higher parts of Geography, Computing and Business Studies. The ability to work with quadratics and equations of this form 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. As extension students can look at areas such as the quadratic formula and completing the square which are topics that students at Grades 6-9 should be looking to be competent at.</p> <p>There is no change of focus to look at racial proportion which is an important part of the GCSE syllabus. The understanding of ratio will be good for areas such as food technology, engineering and understanding elements such as growth rates in populations in Biology and Geography.</p> <p>Continued development of students to become data rich in our forever-evolving statistical Society completes the second term. We begin by looking at the types of data and the calculations and interpretations 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.</p>
Term 3	Function Machines, solving linear equations and introducing inequalities Angle properties, including the angle properties of polygons, bearings and circle theorems Equations of straight lines, including understanding $y = mx + c$ Properties of parallel and perpendicular lines	<p>The final term looks at the solving of linear equations, to ensure that students have the option to focus on being completely competent at the topic area. This extends into a focus on inequalities, which are an important part of algorithms.</p> <p>We move into Geometry next by reviewing and extending the properties of angles, including an extension on angles in polygons, bearings and circle theorems. In the use of these theorems, it is imperative that students also focus on their communication of their solution in a logical and clear manner and the topic aims to keep this as a focus throughout.</p>

		<p>The topics for the year complete with looking 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 things such as linear regression at GCSE Statistics, Level 3 Mathematical studies and A-Level Statistics alongside the finding of equations of tangents to circles and curves in coordinate geometry and in calculus at A-Level.</p>
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What resources can my child access for support?

The department subscribes to [MathsWatch](#) and encourages the use of [GCSEPod](#) for which students are provided with logins for both. Students also have access to [Kerboodle](#) where our textbook that links to our programme of study are 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 weekly 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 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

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Exam board

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Year 9 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, problems facing teenagers, comparing life before with the present day 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), introduction to imperfect tense, imperatives, 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 identify issues which young people face and compare the past with the present. They will be able to describe where they live, the facilities available and give positive and negative viewpoints of their local area. They will re-inforce 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, festivals and traditions Grammar: plus/ moins ...que, adjectival agreement, verbs of obligation (il faut + inf.), simple future tense, 'si' clauses (1 st conditional), 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. 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. They will re-inforce skills for the photo card question which are required for the GCSE exam. They will learn new structures to add complexity to their speaking and writing. They will learn how to form the simple future tenses and use 'if' clauses.
Term 3	Free-time activities: food and eating out, buying food, ordering at a restaurant , understanding menus, understanding recipes and quantities. 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 1 st 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.bbcbitessize.com

www.linguascope.com

www.quizlet.com

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Year 9 German 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 German Curriculum	Topics	Content
Term 1	<p>Current and future study: opinions of subjects, school day, school facilities, re-visit time, school rules. Future plans – post 16 study. Future career.</p> <p>Me, my family and friends: physical description and character, positive and negative relationships, Reinforcement of present tense in all 3 languages.</p> <p>Grammar: sein and haben, adjectival endings, future tense</p>	<p>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.</p> <p>By consolidating their use of regular and irregular verbs in the present tense, pupils in all languages 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 learn how to form the future tense.</p> <p>They will re-inforce skills required to translate to and from the target language which are required at GCSE.</p>
Term 2	<p>Home, town, neighbourhood and region: house, furniture, facilities, shops and shopping</p> <p>Holidays and shopping for clothes.</p> <p>Grammar: mann kann + inf., adjectival agreement, modal verbs, perfect tense</p>	<p>They will be able to describe where they live, the facilities available and give positive and negative viewpoints of their local area.</p> <p>They will re-inforce skills for the photo card question which are required for the GCSE exam.</p> <p>They will learn new structures to add complexity to their speaking and writing.</p>
Term 3	<p>Free-time activities: hobbies, sports, cinema and TV, music genres, food and eating out, buying food, ordering at a restaurant</p> <p>Grammar: prepositions seit and vor, reflexive verbs, revision of perfect tense with 'haben' and 'sein'</p> <p>All students will study a film project at the end of the year.</p>	<p>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.</p> <p>In all three languages, 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.</p> <p>The film project explores a German film. The students complete a study of the film and will write a review in German. The study of film is a component of the A level exam in MFL.</p>

What resources can my child access for support?

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

www.bbcbitessize.com

www.linguascope.com

www.quizlet.com

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Year 9 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	Exploring Spanish and Hispanic culture and discovering information about places in Spanish and Latin America. Me, my family and friends: physical description and character, positive and negative relationships, problems facing relationships. Reinforcement of present tense. Grammar: Perfect tenses of regular and irregular verbs, imperfect tenses, ser and tener in the present tense, adjectival endings, se puede + inf.	The Spanish-speaking world is vast and has a rich and varied culture. Pupils will learn about cities such as Madrid and Barcelona as well as the Latin-American countries of Mexico, Perú, Venezuela and Colombia. They will develop their language whilst gaining an insight into the culture of these places. They will also be able to identify 3 different past tenses. In addition, 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 re-inforce skills required to translate to and from the target language which are required at GCSE.
Term 2	Home, town, neighbourhood and region: house, furniture, facilities, shops and shopping, environmental problems, solutions to problems. 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.	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. 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 re-inforce skills for the photo card question which are required for the GCSE exam.
Term 3	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 Spanish-speaking countries, Individual research. Grammar: 'si' clauses (1 st conditional), revision of preterite tense of regular verbs and 'ir' 'ser' All students will study a film project at the end of the year.	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. 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 1 st 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.bbcbitessize.com

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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 in 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 7, 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 also links to AoS1-4 for GCSE Music Component 1.
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)	Ensemble Performance	Students will put together a performance of a song in small groups. This gives them to chance to develop their team/ensemble skills, as they learn to fit different musical parts together and keep in time with each other. This builds on the small group work in Year 7 and the focused paired work in Year 8 by placing groups in 'bands' of 4-5. An excellent preparation for the ensemble performance at KS4.
Unit 4 (e.g. HT4)	British Music	Students will study the history of British music from the 1950s to the present day, 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 'Once On This Island' in January. In addition to this, extra-curricular groups and concerts will run throughout the year. In addition to this, students can choose to have private instrumental lessons.

Head of Department:

Joanne Foster

KS3 Curriculum Lead:

Paul Bryan

Exam board AQA

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- This concept refers to knowledge and understanding of the benefits of taking part in physical activity. It assesses understanding of the body and body systems and how they are used within PE.

Heart- This concept refers to effort within PE lessons, looking at students' ability to always try their best showing respect to staff and peers. It assesses the ability to show resilience in challenging situations. It also involves developing your confidence, communication and leadership skills.

Hands- This concept looks at technical ability to perform skills, techniques and tactics within activities. It assesses the ability to perform these in isolated practices, conditioned practices and game situations. It also involves you developing personal fitness levels.

Students also have the opportunity to work towards the Physical and Skills section of their Duke of Edinburgh Bronze Award. Students will complete blocks of work focusing on these elements, providing the platform to complete.

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.
	Basketball	
	Creative Movement (Gym and Dance)	Key values of friendship, courage, inspiration, determination, equality, respect and excellence will be promoted through PE and sport.
	Fitness (DoFE)	
	Football	
	Handball	Lessons are structured to ensure pupils are physically active for sustained periods of time.
	Leadership (DoFE)	

Term 3	Netball	<p>In Year 9 within practical lessons students will also focus on:</p> <p>Components of an activity session- What should an activity session include?</p> <p>Components of fitness & Tests- What are the COF and the test for each?</p> <p>Linking Physical activity and sport to health, fitness and mental well being. The positive impacts exercise can have on PSE well being.</p>
	Rugby	
	Tennis	
	Athletics	
	Striking and fielding games	

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>

For the Duke of Edinburgh award scheme information can be found on the student's personal eDofE account as well as at: <https://www.dofe.org/>

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.

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KS3 Curriculum Lead: n/a

Exam board n/a

PSHE Curriculum Vision:

PSHE will enable students to feel positive about who they are and to enjoy healthy, safe, responsible and fulfilled lives. Through active learning opportunities students will learn to recognise and manage risk, take increasing responsibility for themselves, their choices and behaviours and make positive contributions to their families, schools and communities.

Students will learn to recognise, develop and communicate their qualities, skills and attitudes. They build knowledge, confidence and self-esteem and make the most of their abilities. Students will learn to identify and articulate feelings and emotions, learn to manage new or difficult situations positively and form and maintain effective relationships with a wide range of people.

Our aim therefore for PSHE is to provide students with:

- Accurate and relevant knowledge
- Opportunities to turn that knowledge into personal understanding
- Opportunities to explore, clarify and if necessary challenge, their own and others' values, attitudes, beliefs, rights and responsibilities
- The skills and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives.
- At GSHS we know that learning and undertaking activities in PSHE education contribute to achievement of the curriculum aims for all young people to become:
 - Successful learners who enjoy learning, make progress and achieve
 - Confident individuals who are able to live safe, healthy and fulfilling lives
 - Responsible citizens who make a positive contribution to society.

At GSHS we will create a comfortable class room climate where students are confident and discuss their hopes, fears and sensitive issues; develop a set of ground rules for the PSHE class room; model good practice in the way we talk to students; provide enrichment opportunities that support and develop our students emotional and physical wellbeing; work with external providers to provide the best possible experience and expertise for our students; remain flexible with our Curriculum and respond to issues as and when they arise. Students will revisit content throughout the key stages developing knowledge and understanding which is age appropriate.

All students will receive one hour of PSHE each week, delivered by their form tutor.

	Topics	Content
Term 1	<p>Peer pressure, assertiveness and risk, gang crime and substance abuse</p> <p>Understanding careers and future aspirations Identifying learning strengths and setting goals as part of the GCSE options process</p>	<p>It is common for friendship groups to change throughout our student's time at school. Sessions will develop learning from years 7 and 8 on managing relationships and will focus on managing changing relationships, whilst considering safe and risky or unsafe social groups, how to recognise and manage 'group-think'. They will learn about assertiveness and how and when it is appropriate to behave assertively. Students will also consider the risks associated with being part of a gang and will learn about the legal and physical risks of carrying a knife. Students will also learn about the legal aspects of drug use, including specific sessions on the effects of alcohol and cannabis.</p> <p>Students will continue their personal review of their strengths, interests, qualities and ambitions and make links between these and employability. They will investigate the nature of careers and develop aspirations for career choice and will be supported to develop an understanding the range of post 16 options to inform KS4 option choices.</p>
Term 2	<p>Managing conflict at home and the dangers of running away from home Tackling homophobia, transphobia and sexism</p>	<p>Building upon work in year 7 and 8 on managing relationships and family life, students will be supported in developing strategies for managing conflict with parents and family members and explore the common causes of conflict between young people and their parents. They will also learn of the risks associated with running away from home and how to access support services. The students work on identity will be revisited to develop a more mature understanding of identify, what makes someone who they are, including their protected characteristics. They will learn about gender identity and how this may differ from gender expression or sex assigned at birth as well as gender stereotyping and transphobia. They will analyse the effects of homophobia and biphobia on individuals and how society has challenged them.</p> <p>This topic will be revisited in order to rehearse learned strategies for managing peer influence, and in order to learn how to manage the risks and minimise the harm associated with drug or alcohol use. Students will explore the stereotype of 'addict' and its accuracy and learn more about services that provide support for those addicted to drugs or alcohol.</p>

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.

PAPER ONE: The study of Religions

Christian Beliefs
Christian Practices
Islam Beliefs
Islam Practices

PAPER TWO: Thematic Studies

Crime and Punishment
Peace and Conflict
Religion and Life
Relationships and the Family

Year 9 RS Curriculum Aims

In Year 9 students begin their GCSE in RS studying Specification A with AQA. The course consists of two papers.

Year 9 RS Curriculum	Topics	Content
Term 1	Crime and Punishment (Paper 2) Christian Beliefs (Paper 1)	Students will begin their GCSE in Year 9 by exploring the issues of crime and punishment from religious and non-religious perspectives. Students will investigate why people commit crimes and examine the aims and types of punishment focussing in particular on corporal punishment, prison, community service and capital punishment. Students will also consider attitudes to lawbreakers and those who cause suffering, focussing in particular on forgiveness. Christianity is still the most followed religion with approximately 2.4. billion Christians in the world today. Students build on their previous learning in RS by examining who God is for Christians, focussing in particular on the belief in God's omnipotence, omnibenevolence and justice. Students will explore key Christian beliefs in the Trinity, Creation, Incarnation, crucifixion, resurrection, life after death, sin and salvation.
Term 2	Religion and Life (Paper 2) Islam Beliefs (Paper 1)	Students will begin the spring term by studying the Religion and Life unit. Students will explore how the universe and world began, considering both religious and scientific perspectives. Students will examine the damage that is being caused to the world through the abuse of natural resources and pollution and consider a Christian belief in stewardship and their special role in caretaking the earth. Students will investigate the controversial issues of abortion and euthanasia, considering the arguments for and against and reflecting on their own viewpoints. Students will also consider the evidence for and against an afterlife. In the second half of the spring term students will begin the Islam Beliefs unit. Islam is the second largest religion in the world with approximately 1.9 billion followers. It is also the fastest growing religion. Students investigate some of the key beliefs in Islam. Students will examine who God is for Muslims, looking in particular at the key attributes of God and the belief in Tawhid. Students will investigate the reason for the Sunni and Shi'a divide in Islam and will examine the key Muslim beliefs of angels, predestination and holy books. Students will also explore the key belief in prophets, focussing in particular on Adam, Ibrahim and Muhammad.
Term 3	Islam Beliefs cont. (Paper 1) Peace and Conflict (Paper 2)	Students will spend the first part of the summer term continuing their study of Islam Beliefs (see content above in term 2. Students will then start the Peace and Conflict unit. In this unit students will examine protest, violent protest and terrorism looking in particular at the example of Martin Luther King and Nelson Mandela. Students will explore different reasons for war, investigating real examples of war. Students will consider the morality of war, considering whether it is ever okay to go to war, use weapons of mass destruction or fight in a holy war. Students will learn about pacifism, focussing on examples of pacifism such as conscientious objectors. Students will finish the unit by investigating how religious people help victims of war,

What resources can my child access for support?

Some useful websites to support your child's learning further are:
www.bbcbitesize.com, SAM learning, Seneca learning and GCSE Pod

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>

Year 9 Biology Curriculum Aims:

The year 9 curriculum builds on units of work previously studied in year 8. By the end of year 9 pupils will have studied 4 units which will underpin their knowledge as they progress onto year 10 and year 11. 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 particular organisation systems across animals and plants.

Year 9 Biology Curriculum	Topics	Content
Term 1	Cell Structure and Transport Cell Division	Cell structure and transport recap the knowledge and understanding that learners have on basic cell structure and develops to include all of the organelles and their functions. Cell Division introduces the concepts of the two different types of cell division and their uses.
Term 2	Cell Division Organisation and the Digestive System Organising animals and plants	At the start of term two learners complete the cell division content by evaluating the issue of stem cells. They then take the concepts learnt in term one and apply these to understanding the digestive system and the principles of physical and chemical digestion. Towards the end of term two these concepts are applied to organisation in animals and plants which involves other organisation systems such as the circulatory and respiratory system in animals.
Term 3	Organising animals and plants	This term will see the completion of the organising animals and plants unit 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.

What resources can my child access for support?

Your child has a kerboodle log in where they can access the digital textbook and checklists of content. www.kerboodle.com

They can also purchase a revision guide from school which covers the above content and is specific to the exam board.

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

Learners can attend the STEM club which is a weekly club organised by members of the science department.

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Head of Biology

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Exam board AQA <https://www.aqa.org.uk/subjects/science/gcse/combined-science-trilogy-8464>

Year 9 Chemistry Curriculum Aims:

All areas of the key stage 3 national curriculum are covered in years 7 and 8. The aim of the year 9 curriculum is to extend some of the core concepts and build upon them in preparation for years 10 and 11. These include atomic structure, the periodic table and Structure and Bonding. The idea of atoms taught first by Chemistry but is extended in Physics as the basis for radiation. The use of symbol equations is also used in Biology.

Year 9 Chemistry Curriculum	Topics	Content
Term 1	Atomic Structure and the Periodic Table.	Atoms are the chemical building blocks of our world. The periodic table organises these atoms and the elements they make into a structure that helps us make sense of our chemical world. Chemists have evidence that the atoms themselves are made up of a nucleus with electrons surrounding it in energy levels. These are core ideas that are the cornerstone of all chemistry and are built on in year 10 and 11. This topic introduces balancing equations, 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.
Term 2	Groups and Trends of the Periodic Table Structure and Bonding.	The periodic table is organised the elements into periods (rows) and groups. Understanding this organisation can be used to explain atomic structure and to explain how elements react relative to each other. This builds on Atomic Structure and extends into how atoms can bond together which is taught in year 10. The theories of bonding explain how atoms are held together to make millions of different materials. Ionic bonding explains how metals and nonmetals bond.
Term 3	Structure and Bonding	Scientists use the knowledge of structure and bonding to engineer new materials with desirable properties. Covalent bonding explains how nonmetals bond and how simple molecules are formed. The final bonding type is metallic which explains how metals bond and why they have their characteristic properties.

What resources can my child access for support?

Your child will have access to online resources, including text books, podcasts and exercises through www.kerboodle.com. They can also access national curriculum revision materials at www.bbcbitese.com.

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

In year 9 pupils can attend the STEM club which across the year includes aspects of all three sciences

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Exam board AQA <https://www.aqa.org.uk/subjects/science/gcse/combined-science-trilogy-8464>

Year 9 Physics Curriculum Aims:

All areas of the key stage 3 national curriculum are covered in years 7 and 8. The aim of the year 9 curriculum is to use some of the core concepts and build upon them in preparation for years 10 and 11. Energy and energy transfers 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 Physics Curriculum	Topics	Content
Term 1	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.
Term 2	Thermal transfer Energy Resources	Building upon the store and transfer model of energy, students will investigate the ways in which heat is transferred. The ideas build upon previous work done in year 7 and 8, incorporating ideas about waves and the particle model of matter. The idea of energy transfers is then used to evaluate methods of energy production for use in our everyday lives. With the world's resources under increasing pressure, citizens of the future will be required to make some tough choices. This unit aims to provide some of the factual knowledge they will need to make informed decisions.
Term 3	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 term 2, they again use this model to describe some thermal transfers. 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.

What resources can my child access for support?

Your child will have access to online resources, including text books, podcasts and exercises through www.kerboodle.com.

They can also access national curriculum revision materials at www.bbcbitessize.com.

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

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.

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Exam board AQA

<https://www.aqa.org.uk/subjects/science/gcse/combined-science-trilogy-8464> (Trilogy)

<https://www.aqa.org.uk/subjects/science/gcse/physics-8463> (Separate Science)