



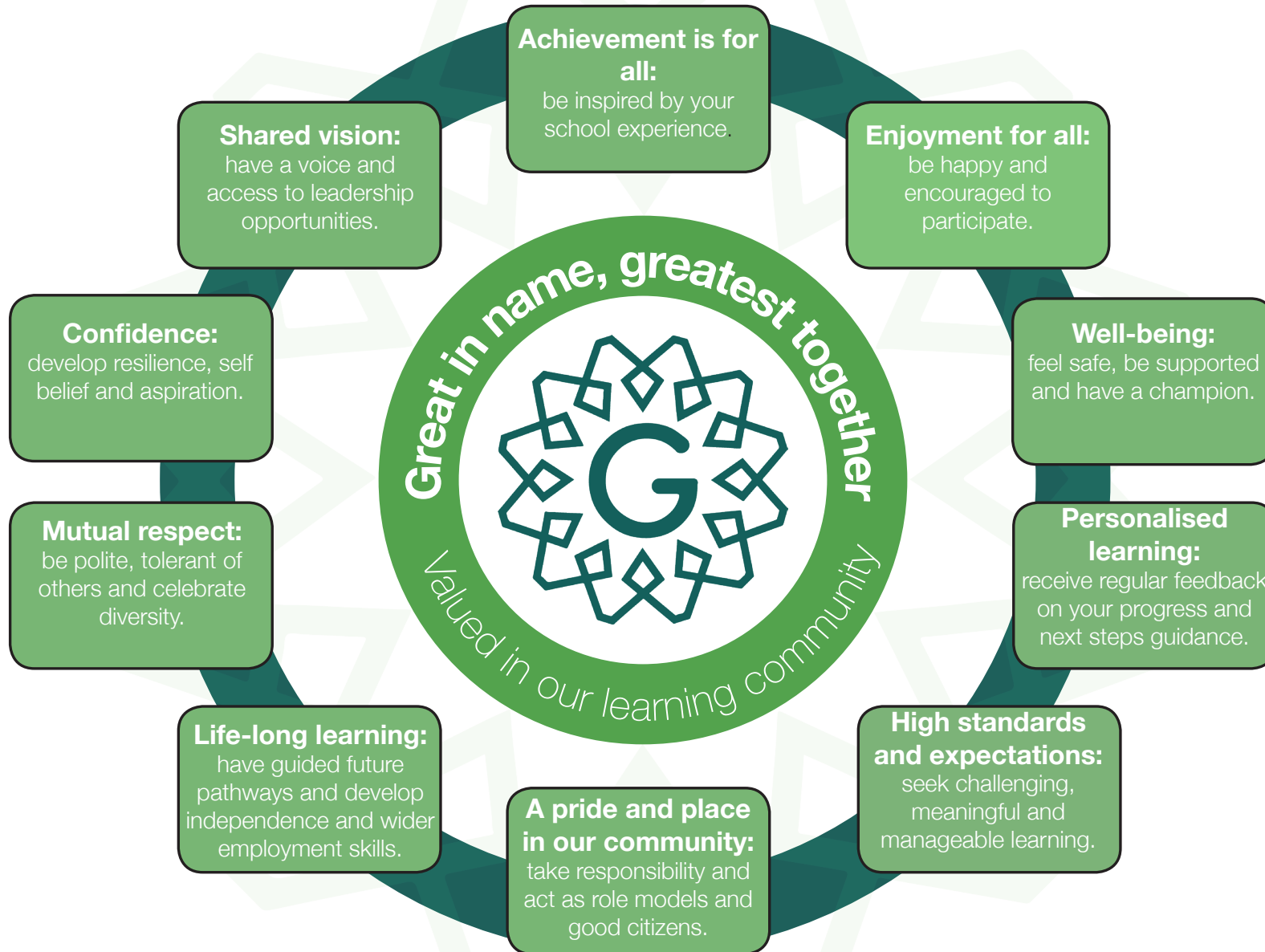
Great in name, greatest together

# Great Sankey

High School

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**.

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## **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, two languages, French & Spanish, 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 option 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. For example, an assessment completed in the summer term of year 9 could assess any of the curriculum content covered in year 7, 8 or 9. 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?**

#### **Top Tips**

1. Encourage students to use their Knowledge organisers and to regularly review knowledge using techniques such as read, cover, write, check.

2. Encourage your child to read regularly at home, each year 8 student should have an accelerated reader book with them each day at school and home.
3. Attendance and punctuality directly relate to student attainment, avoid non-emergency medical appointments during the school day for example.
4. Talk to your child about what they have been learning at school, this helps reinforce understanding.
5. Download the SIMS app so you can monitor attitude to learning scores in lessons and homework deadline.
6. 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](mailto: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 our four Golden Threads during each project, these threads will be revisited through years 9 to 13. Golden thread 1- Researching, 2-experimenting with materials, 3- Drawing and photography, 4- Final presentation. 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. Natural forms 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 Natural forms, 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 Natural forms. Starting a series of workshops focused on knowledge, quality, and control.	This term will begin with producing their final outcomes from their Natural Forms projects. 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.

**Computing Curriculum Vision:**

To prepare all learners at Great Sankey High School for the changing world of work through developing an 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 pupils to new concepts across the strands of Computing which encompasses Computer Science, Information Technology and Digital Literacy. This reinforces our golden threads of programming, computer skills, finance, economic awareness, ethical and legal impacts, marketing and branding.

Year 9 Computing Curriculum	Topics	Content
Term 1	Website 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 and development, creating their own wearable technology website using Notepad++. Pupils will code with HTML and CSS code to control the content of their website. They will create multiple pages and design a house style across the website. Pupils will also explore the world of cyber security learning about the different threats posed to computers and networks and how best to prevent these threats. Pupils will also look at the ethical and legal aspects to hacking and the consequence of this.
Term 2	Networks Spreadsheets	Pupils will apply what they have learnt in the previous term about threats to a network and building on knowledge from Year 8 to investigate how networks are set up and the benefits to using a client server or peer to peer based network. Pupils will then look at the protocols a network has to follow which provides a solid foundation for GCSE IT or Computer Science. In the final part of this term, pupils will build on knowledge from previous years and look at developing their spreadsheet knowledge tackling complex formulae, macros and spinners. Pupils will be given a scenario where they will have to use the spreadsheet skills learnt to apply to a business setting.
Term 3	Python Programming Digital Imaging	During term 3, pupils will be taught about text based programming by understanding the features needed to program a text adventure game in Python. Pupils will learn about programming techniques including sequencing, selection, iteration, functions and procedures. They will also learn robust testing techniques. This will mirror the skills required for GCSE Computer Science when pupils complete a programming project during Year 10. At the end of this term, the digital imaging unit of work will teach pupils about how digital images are pictures that are stored on computers. Pupils will learn that images are digitised, which means it has been changed into a sequence of numbers that computers can understand. Pupils will create, edit and manipulate digital images using design software including Adobe Fireworks and Photoshop.

**What resources can my child access for support?**

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

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

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

**Acting Heads of Department:**

Daniel Kerr (Head of Computer Science)

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Mark Casey (Head of IT)

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### Year 9 - Design and Technology Curriculum Vision

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

### Year 9 Curriculum aims:

At Great Sankey High School students have four lessons per fortnight on a nine-week rotation. In Design Technology, Electronics and Graphics we use Year 7 to introduce rules and routines of the workshops. Each project will introduce pupils to an assortment of hand-tools, electrical equipment and understanding of different materials. In Food Technology we aim to educate on healthy eating and making balanced choices as well as 'inspiring a love of cooking' in Food Technology the format is one theory lesson closely linked to a practical lesson each week. Students will have an introduction to the food room and its facilities. They will be taught how to work safely and hygienically. They will investigate the importance of weighing and measuring and how to use different parts of the cooker. They will apply the principles of healthy eating, based on the Eatwell Guide. There will be a ratio of one sweet to two savoury dishes across the rotation.

We seek to consolidate prior knowledge gained from primary school and have based our golden threads on the KS2 and KS3 National Curriculum core components. Across Design & Technology pupils need to be able to demonstrate the following skills:

Technical Knowledge

Design & Modelling

Making

Evaluating

	Design Technology (Steady Hand Game – box component)	Electronics (Steady Hand Game – circuit component)	Food Technology	Graphics (Packaging project)
<b>Topics</b>	In Year 9 the Steady Hand Game project is taught across two rotations to provide pupils with an extensive experience into Design & Technology and Electronics by combining two mediums. Pupils will learn: <ul style="list-style-type: none"> <li>How to write a specification</li> <li>Measuring</li> <li>Marking out tools</li> <li>Repeat the use of hand tools accurately, safely and independently</li> <li>Research different types of construction methods for timber</li> <li>Practice construction of a 1/2 lap joint</li> <li>Electronics components for a latching circuit</li> </ul>		<ul style="list-style-type: none"> <li>Functional properties of ingredients in baked products.</li> <li>Nutrients and their role in the body.</li> <li>Factors affecting food choice.</li> <li>Multicultural influences on eating habits.</li> <li>Food safety.</li> <li>High level presentation techniques.</li> <li>Revisit knife skills and the different cuts.</li> </ul>	<ul style="list-style-type: none"> <li>CAD/CAM</li> <li>Google sketch up</li> <li>Packaging</li> <li>Branding</li> <li>Logos</li> <li>Sustainability</li> <li>Nets</li> </ul>
<b>Content</b>	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.		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.	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.



	<p>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.</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 adapted dishes based on rice and pasta. Students will also carry out a technical challenge with an unseen recipe to test their ability to follow instructions and retrieve previous knowledge. Accuracy and consistency will be key to success.</p>	<p>QMA's will be done on logos, the purpose of packaging, the product.</p>
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#### **What enrichment opportunities are available and how do these support learning?**

Within Design & Technology 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. These activities encourage teamwork and inspire students to continue with DT at Key stage four and beyond. In Food Technology we conduct an Interhouse competition where pupils are challenged to produce a technical dish. The purpose of the activity is to encourage teamwork and instil a 'love of cooking'. We also run competitions over the course of the year – some will be in-house whilst others will be national competitions. There will also be house challenges, where students can choose a mild, medium or hot recipe to make at home. Photo entries are then submitted and displayed outside the Food Technology rooms to inspire students to cook a home and would love to photographs of the dishes they produce.

#### **What resources can my child access to support?**

Your child will be provided with a Year 9 cookbook, with all the recipes to be produced during the course. Pupils are encouraged to practice their skills and we love to hear that students have made the recipes again at home! There are lots of fantastic cookbooks in the LRC and a reliable website is [www.bbcgoodfood.com](http://www.bbcgoodfood.com). In design technology we recommend the following websites: [www.technologystudent.com](http://www.technologystudent.com) is an excellent resource and there are many books in the LRC that can help. <https://www.bbc.co.uk/teach/ks3-design-and-technology/z6y96v4> which provides supportive material into the design process. We encourage pupils to be inventive and creative even watching shows like the Apprentice showcases the design process in action.

#### **Head of Department:**

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Vickie Knight (Head of Food Technology)

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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	<b>Script based Unit with an assessment focus of Performing.</b> 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	<b>Genre based unit with an assessment focus of Making.</b> 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	<b>Process based unit with an assessment focus of Making.</b> 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.

<b>Unit 4</b>	Interpreting Theatre – FACE the Play	<b>Genre based unit with an assessment focus of Responding</b> 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.
<b>Unit 5</b>	Performing from a Text	<b>Genre based unit with an assessment focus of Performing.</b> 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.
<b>Unit 6</b>	Theatre Analysis and Review	<b>Genre based unit with an assessment focus of Responding.</b> Students will learn about the technical elements of theatre production. They will then apply this knowledge and their knowledge of performance skills to present a theatre review of a professional (streamed) or live production they have watched.

### **What resources can my child access for support?**

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

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

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

Our weekly extra-curricular Drama club is popular and offers further development of performance skills, through this there are performance opportunities. In addition, as part of the Performing Arts faculty we present a large-scale production, usually a musical, which we encourage pupils across all key stages to get involved with either as a performer, musician, backstage, technical or front of house team. In February 2023 we will be staging “The Addam’s Family” the Musical.

**Head of Performing Arts Faculty:**

**Exam board: Eduqas**

Joanne Foster

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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	The Art of Rhetoric  <i>Great Expectations</i>	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.  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 <sup>th</sup> 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.
Term 2	Critical interpretations  In search of Justice 19 <sup>th</sup> and 21 <sup>st</sup> century Non-fiction texts and Transactional writing	This unit of work provides students with the opportunity to begin to view aspects of <i>Great Expectations</i> through a range of critical lenses.  Students will be exposed to a range of texts from the 19th and 21st 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.
Term 3	William Shakespeare's <i>Julius Caesar</i>  Narrative writing	The purpose of this unit of work is to continue to develop students' understanding of the genre of tragedy and to begin to look beyond characterisation and analyse aspects of tragedy in relation to the theme of ambition. This unit of work secures the critical knowledge for GCSE, understanding and analysis of language and structure and how these are used by writers to achieve effects, including use of vocabulary.  In this unit of work, students will build on their knowledge from year 7 and year 8 of how to plan and consciously craft compelling pieces of narrative writing, with increasingly complex structural features.

### What resources can my child access for support?

Your child will have access to GCSE pod online.

[www.bbcbitese.com](http://www.bbcbitese.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:**

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**Y9 English Curriculum Leader:**

Helen Neill

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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 21<sup>st</sup> 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	Tectonics Development	We start year 9 by focusing on Tectonics in South America. We focus on a range of tectonic hazards such as earthquakes and tsunamis. We focus on Chile as a tectonically active region. The second part of the term, we focus on development. We look at Brazil with regards to the favelas. We look at the opportunities and challenges of living in a favela. We also look at the World cup in Brazil and the effects that this placed on the poorer communities.
Term 2	Migration/Population Extreme Weather	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 look at why people migrate and the impacts of migration. We use the case study of Mexico to USA migration. The second half of this term is focused on extreme weather in North America. We look at the recent tornado disaster in tornado alley. We also look at Hurricanes in the Gulf of Mexico and their devastating impacts such as Hurricane Katrina. We also look at snow storms in New York.
Term 3	Glaciation in Antarctica UK Coasts	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. We study the characteristics of a glaciers, in terms of the formation, transportation and erosion of glacial landforms. Finally, we come back to the UK to focus on Coasts. We look at coastal erosion, transport and deposition. We also look at coastal management schemes around the UK.

### What resources can my child access for support?

[www.bbcbitessize.com](http://www.bbcbitessize.com) [www.teachitgeography.co.uk/ks3](http://www.teachitgeography.co.uk/ks3) [www.geography.learnontheinternet.co.uk/ks3/index.html](http://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 R5. GCSE Pod is also available in year 9.

**Head of Department:** Mr S Elliott [shaun.elliott@greatsankey.org](mailto:shaun.elliott@greatsankey.org)

### History Curriculum Vision:

To provide an education that allows students to develop a greater understanding of the world we live in and why it is the way it is. It will give students the skills and confidence necessary to challenge what they see and are told in the wider world. By studying history students are able to understand their place in the story of not just Britain but the wider world view. In an ever-changing 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 20<sup>th</sup> 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	<b>Why was the First World War known as the 'Great War'?</b> <ul style="list-style-type: none"><li>• Britain in 1901</li><li>• The Titanic</li><li>• The Suffragettes</li><li>• The causes of the First World War</li><li>• Key battles of the First World War</li><li>• The end of the First World War</li></ul>	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	<b>What was life like during the Inter-War years?</b> <ul style="list-style-type: none"><li>• The economic boom</li><li>• Women in the 1920s</li><li>• Prohibition</li><li>• Britain in the 30s</li><li>• Germany in the 20s</li><li>• The rise of Hitler</li><li>• Life in Nazi Germany</li><li>• Causes of the 2<sup>nd</sup> World War</li></ul>	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	<b>What was the impact of the Second World War?</b> <ul style="list-style-type: none"><li>• Nazi's persecution</li><li>• Jewish persecution</li><li>• The Holocaust.</li><li>• Key events of the 2<sup>nd</sup> World War</li><li>• Dunkirk</li><li>• The Battle of Britain</li><li>• Pearl Harbour</li><li>• D-Day</li><li>• The end of the War.</li><li>• Post War Britain</li></ul>	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 <sup>nd</sup> 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

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**Mathematics Curriculum Vision:**

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

Building upon the 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 <b>bold</b> are part of the extension scheme for Year 9	Content
Term 1	<p>Number - Calculating with integers, decimals and negative numbers, <b>surds, terminating, recurring decimals, standard form, index laws</b>            Converting between fractions, decimals and percentages            Calculating fractions and percentages of amounts, <b>increases decreases and reverse</b>            Rounding and using a calculator, <b>Error intervals, Upper and Lower Bounds</b>            Types of number incl. squares, cubes, multiples, reciprocals, factors and primes            Highest Common Factor and Lowest Common Multiple (HCF and LCM)            Product of prime numbers, <b>including their link with Venn Diagrams for LCM and HCF, order of operations (BIDMAS)</b></p> <p><b>Geometry -</b>            Properties of 2D shapes and 3D solids            Plans and elevations            Area and Perimeter incl. circles <b>and in terms of pi, Arc length, perimeters and sector areas</b></p> <p><b>Assessment review – review of learning so far in term 1</b></p> <p>Volume and Surface area of basic shapes, <b>cones, pyramids, spheres</b></p> <p>Algebra – rearrange, substitution</p>	<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. It starts by developing the key skills required for numeracy across the curriculum. This starts with calculations using the four main operations with integers, decimals and negative numbers then moves onto calculations involving fractions and percentages.</p> <p>The development of these core elements of number continues with rounding, recurring decimals and error intervals, UB/LB then looks at ensuring all students can use their calculator efficiently for their mathematics and other subjects that they use a calculator for. After looking at types of number, the lowest common multiple, highest common factor and the ability to write a number as a product of its prime factors, the focus on number finishes by looking at the order of operations in calculations with extension tasks focussing on Index Laws, standard form and surds, which are important areas to develop for students looking to be an A-Level Mathematician.</p> <p>Next, we look at 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 volume and surface area of spheres, pyramids etc</p> <p><b>Assessment review</b> – focuses on knowledge from Term 1</p>
Term 2	<p>Algebra – function machines, set up and solve linear equations, introduction to inequalities, linear sequences, <b>rearranging complex formula</b></p> <p>Algebra – coordinates, plotting linear graphs, equations of straight lines, including understanding <math>y = mx + c</math>  <b>Properties of parallel and perpendicular lines</b></p> <p>Geometry – Angle properties, <b>including the angle properties of polygons, in parallel lines and bearings</b></p> <p><b>Assessment review – review learning so far in term 2 with some retrieval</b></p> <p>Ratio and proportion – simplify, share ratio, direct, indirect proportion, scale maps and drawings, recipes</p>	<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 function machines, setting up and solving of linear equations, to ensure that students have the option to focus on being completely competent at that topic area. This extends into a focus on inequalities, which are an important part of algorithms. We also look at the rearrangement and substitution of values into formulae as it is a key element required for Physics, Chemistry, Biology, higher parts of Geography, Computing and Business Studies.</p> <p>It then moves onto 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 (<math>y = mx + c</math>) which is a key part of things such as linear regression at GCSE Statistics, Level 3 Mathematical Studies (Core Maths) and A-Level Statistics alongside the equations of tangents to circles and curves in coordinate geometry and in calculus at A-Level.</p> <p>We move then into Geometry where we review and extend knowledge for the properties of angles, including an extension on angles in parallel lines, polygons and bearings.</p> <p><b>Assessment review</b> – focuses on knowledge from Term 2 with some retrieval from previous Terms</p> <p>Next, we focus on ratio and 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><b>Term 3</b></p>	<p><b>Statistics</b> - Types of Data, averages and displaying data, <b>Sampling and Displaying data incl. scatter graphs, histograms, IQR, cumulative frequencies and box plots</b></p> <p><b>Algebra</b> - Simplifying expressions, <b>including working with quadratics</b> Expanding single brackets and factorising an expression to a single bracket and two single brackets <b>Expanding, factorising and solving quadratics, using the quadratic formula and completing the square, algebraic fractions, quadratic graphs, quadratic sequences</b></p> <p>Real life skills, timetables, bank statements</p> <p><b>Assessment review – assessment for whole of year 9 learning with some retrieval</b></p> <p><b>Pythagoras and Trigonometry, circle theorems</b></p>	<p>The final term starts by allowing students to become data rich in our forever-evolving statistical Society. 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. Extension of this unit includes histograms, IQR, cumulative frequencies and box plots.</p> <p>We then move towards algebra where students will simplify expressions, expand and factorise an expression, this extends onto expanding, factorising and solving quadratics. This is a key element required in the solution of projectile equations in Mechanics in the Applied elements of A-level Mathematics which is also covered in Physics. Further extension for students is to look at areas such as the quadratic formula and completing the square which are topics that students at Grades 6-9 should be looking to be competent at.</p> <p>Real life skills – is new to the scheme and allows students to develop key skills for every day life. They will deepen their understanding for finances in the way of interpreting bank statements then will look at timetables for everyday journeys.</p> <p><b>Assessment review – review learning in year 9 with some retrieval from previous Terms and Years</b></p> <p>Extension – students can look at how to find missing lengths using Pythagoras and Trigonometry and link in circle theorems which is imperative as students can 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>

#### 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 and the Level 3 Edexcel Award in Algebra moving onto the AQA Level 2 Further Mathematics Qualification in Year 11. In addition, they also are invited to sit the UKMT Intermediate Mathematics Challenge in February.

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#### Exam board

[AQA 8300](#)

## MFL Vision

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

### 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
<b>Term 1</b>	Me, my family and friends: physical description and character, positive and negative relationships. Home, town, neighbourhood and region: house, furniture, facilities. Reinforcement of present tense in all 3 languages. <b>Grammar:</b> être and avoir, adjectival endings, s'entendre (reflexive verbs), on peut + inf.	By consolidating their use of regular and irregular verbs in the present tense, pupils will be able to give extended descriptions in speaking and in writing about family members, relationships, friendships. They will be able to describe both the appearance and character of other individual(s) as well as the relationship they have with them. They will be able to describe where they live, the facilities available and give positive and negative viewpoints of their local area. They will re-inforce skills required to translate to and from the target language which are required for further study.
<b>Term 2</b>	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. <b>Grammar:</b> Adjectival agreement, verbs of obligation ( il faut + inf.), simple future, recognition of second conditional, revisit perfect tense	Pupils will be able to speak and write in detail about what they study and what they think about it. They will be able to discuss school life and express opinions about uniform and school rules. They will be able to talk about their future plans and possible career choices. They will reinforce and extend their knowledge about hobbies and sport and be able to talk and write about TV programmes and different film genres. They will be able to understand different viewpoints relating to TV and film and express their personal preferences. They will reinforce skills for the 40 word question which are required for the GCSE exam. They will learn new structures to add complexity to their speaking and writing.
<b>Term 3</b>	Free-time activities: food and eating out, buying food. End of year assessment. <b>Grammar:</b> 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 <sup>st</sup> 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.bcbitesize.com](http://www.bcbitesize.com)

[www.linguascope.com](http://www.linguascope.com)

[www.quizlet.com](http://www.quizlet.com)

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**Exam board:** [www.aqa.org.uk](http://www.aqa.org.uk)

## MFL Vision

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

### 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
<b>Term 1</b>	<p>Free-time activities: hobbies, sports, cinema and TV, music genre food and eating out, buying food, ordering at a restaurant</p> <p>Customs and festivals: family life and routines in Spanish-speaking countries, Festivals Spanish-speaking countries, Individual research.</p> <p><b>Grammar:</b> 'si' clauses (1<sup>st</sup> conditional), revision of preterite tense of regular verbs and 'ir' 'ser</p>	<p>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.</p> <p>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.</p>
<b>Term 2</b>	<p>Me, my family and friends: physical description and character, positive and negative relationships, problems facing relationships.</p> <p>Reinforcement of present tense.</p> <p>Home, town, neighbourhood and region: house, furniture, facilities, shops and shopping, environmental problems, solutions to problems.</p> <p><b>Grammar:</b> ser and tener in the present tense, adjectival endings, se puede + inf.</p>	<p>Pupils will consolidate their use of regular and irregular verbs in the present tense, pupils will be able to give extended descriptions in speaking and in writing about family members, relationships, friendships. They will be able to describe both the appearance and character of other individual(s) as well as the relationship they have with them. They will re-enforce skills required to translate to and from the target language which are required at GCSE.</p> <p>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.</p>
<b>Term 3</b>	<p>Current and future study: opinions of subjects, school day, school facilities, re-visit time, school rules, future careers</p> <p><b>Grammar:</b> Se puede + inf., más/ menos que, adjectival agreement, verbs of obligation ( tener que), simple future tense, conditional structures + inf.</p> <p>All students will study a film project at the end of the year.</p>	<p>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.</p> <p>They will re-inforce skills for the photo card question which are required for the GCSE exam.</p> <p>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<sup>st</sup> 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 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.</p>

**What resources can my child access for support?**

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

[www.bcbitesize.com](http://www.bcbitesize.com)

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

Year 9 Music Curriculum	Topics	Content
<b>Unit 1</b> (HT1)	Solo Performance	Students will prepare a solo performance on either the keyboard, an instrument of their choice, or vocals. This builds on performance and keyboard skills they have developed in previous years, and gives them the chance to showcase their building confidence as performers. This is a strong preparation for the 30% performance component for GCSE Music.
<b>Unit 2</b> (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.
<b>Unit 3</b> (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.
<b>Unit 4</b> (e.g. HT4)	British Music	Students will study the history of British music from the 1950s to the present day (including the Beatles, Queen, Fleetwood Mac, Oasis, Blur, Spice Girls, Adele and Dave), 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.
<b>Unit 5</b> (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.
<b>Unit 6</b> (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 "The Addam's Family" in February 2023. In addition to this, extra-curricular groups and concerts will run throughout the year including vocal and instrumental ensembles. Students can also choose to have private instrumental/ vocal lessons delivered on a one to one basis.

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## KS3 Curriculum Lead:

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## Exam board AQA

<https://filestore.aqa.org.uk/resources/music/specifications/AQA-8271-SP-2016.PDF>

**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)	
	Dodgeball	Key values of friendship, courage, inspiration, determination, equality, respect and excellence will be promoted through PE and sport.
	Fitness	Lessons are structured to ensure pupils are physically active for sustained periods of time.
	Football	
	Handball	

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

Students also have the opportunity to sign up to our sports scholarship programme. Within this student have the opportunity to further develop physical skills, whilst also developing leadership and officiating skills.

**Head of Department: Stuart Garry** [stuart.garry@greatsankey.org](mailto:stuart.garry@greatsankey.org)

**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.

	<b>Topics</b>	<b>Content</b>
<b>Term 1</b>	Peer pressure, assertiveness and risk, gang crime and substance abuse  Understanding careers and future aspirations Identifying learning strengths and setting goals as part of the GCSE options process	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.  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.
<b>Term 2</b>	Managing conflict at home and the dangers of running away from home Tackling homophobia, transphobia and sexism	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>Managing peer pressure in relation to illicit substances Assessing the risks of drug and alcohol abuse and addiction</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>
<p><b>Term 3</b></p>	<p>Relationships and sex education including healthy relationships and consent The risks of STIs, sexting and pornography</p> <p>Reflecting on learning skills development in key stage 3 Personal finance and financial decision making</p>	<p>The work done in years 7 and 8 is furthered at a more mature level to further develop an understanding of the importance of healthy, respectful relationships with sexual or romantic partners. They will discuss the thoughts and feelings young people may have about starting sexual activity, learn how to manage the pressures to start sexual activity and further explore what it means to be 'ready' for sexual activity. Students will learn about the meaning and importance in all sexual encounters, the legal age of consent and why this exists and how to seek, recognise, given, not give and withdraw consent. Students will develop knowledge of sexually transmitted disease and the consequences of unprotected sex and will evaluate the media's influence on sexual relationships. Students revisit online safety whilst considering the dangers of grooming and how to recognise the warning signs and will learn about the legal, emotional and social consequences of sharing of explicit images.</p> <p>Students will reflect how their enterprise and employability skills have developed through key stage 3, learn about the different aspects of personal finance, including financial dilemmas and financial fraud</p>

**Lead Teacher**

Lewis Twist  
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## RS Curriculum Vision

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

### 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
<b>Term 1</b>	<b>Crime and Punishment (Paper 2)</b>  <b>Christian Beliefs (Paper 1)</b>	Students will begin their GCSE in Year 9 by exploring the issues of <b>crime and punishment</b> 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.  <b>Christianity</b> 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.
<b>Term 2</b>	<b>Religion and Life (Paper 2)</b>  <b>Islam Beliefs (Paper 1)</b>	Students will begin the spring term by studying the <b>Religion and Life</b> 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 <b>Islam Beliefs</b> 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.
<b>Term 3</b>	<b>Islam Beliefs cont. (Paper 1)</b>  <b>Peace and Conflict (Paper 2)</b>	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 <b>Peace and Conflict</b> 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.bbc.com/bitesize](http://www.bbc.com/bitesize), 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>

### Science Curriculum Vision:

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

### Year 9 Biology Curriculum Aims:

The year 9 curriculum builds on content from year 7 and 8 and lays the foundations for further study in year 10 and 11. The curriculum is designed as a spiral and to build on threshold concepts from Year 7 and 8 as well as develop their practical, problem solving, planning, analysis and evaluative skills further, deepening understanding and strengthening the links between key concepts, leading on to larger overarching topics and helping to instil a love of Science and develop their curiosity and questioning of the world they live in. The course is delivered as 2 lessons fortnightly with a Biology specialist teacher. Students will deepen their understanding on the basic principles of cells and organisation developed in year 7 and year 8 will begin these foundations which leads into a specific focus on particular organisation systems across animals and plants.

Year 9 Biology Curriculum	Topics	Content
<b>Term 1</b>	Cell Structure and Transport  Cell Division	Cell structure and transport recap the knowledge and understanding that learners have on basic cell structure from year 7, this unit develops this understanding 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 focusing on growth and reproduction. Students will then look at evaluating the issues of stem cells.
<b>Term 2</b>	Organisation and the Digestive System	Students take concepts learnt in term 1 about transport in cells alongside their understanding of the digestive system from year 8 one and apply these to grasp concepts about the process of digestion and the principles of physical and chemical digestion.
<b>Term 3</b>	Organising animals and plants	This term will see the completion of the organising animals and plants, which involves other organisation systems such as the circulatory and respiratory system in animals, with the latter part concentrating on the organisation in plants. Learners will apply the concepts of cell, tissue and organs that have built up through KS3 to fully understand the movement of water and sugars in the plant.

### What resources can my child access for support?

Their classroom teacher will provide guidance and support throughout the year, also your child will have access to online resources including text books, podcasts and exercises through [www.kerboodle.com](http://www.kerboodle.com) and their knowledge organiser. They can also access national curriculum revision materials at [www.bcbitesize.com](http://www.bcbitesize.com) and [www.thenational.academy](http://www.thenational.academy)

### 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.



**Head of Science:**

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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> (Trilogy)

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

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### Year 9 Chemistry Curriculum Aims:

The year 9 curriculum builds on content from year 7 and 8 and lays the foundations for further study in year 10 and 11. The curriculum is designed as a spiral and to build on threshold concepts from Year 7 and 8 as well as develop their practical, problem solving, planning, analysis and evaluative skills further, deepening understanding and strengthening the links between key concepts, leading on to larger overarching topics and helping to instil a love of science and develop their curiosity and questioning of the world they live in. The course is delivered as 2 lessons fortnightly with a Chemistry specialist teacher. 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. Students will deepen their understanding of elements, compounds and mixtures and how to separate them and the Periodic Table by divulging into the development of the structure of the atom whilst understanding magnitude of scale. The idea of atoms taught first by Chemistry is then extended in Physics as the basis for radiation. Alongside these students will gain increased knowledge on different types chemical reactions linking to what happens in a reaction on an atomic level. Finally looking at our ever-changing climate and evaluating the impacts natural and human activities have on the environment. Students will appreciate the significance of sustainable living in how we obtain and use natural resources from our earth and the importance of how and why we should reuse and recycle these resources.

Year 9 Chemistry Curriculum	Topics	Content
Term 1	Atoms, elements, compounds and mixtures	Atoms, elements, compounds and mixtures are the fundamentals to understanding chemistry and is first introduced in year 7, and year 8, where separating mixtures is studied. In this unit a range of separation techniques and the idea that scientific theories can be revised or replaced by newer ones in the light of new evidence.
	Chemical measurements	Atoms are the chemical building blocks of our world and it is important to understand what happens to them when chemical reactions take place. This unit expands on previous knowledge and looks at when elements react together, what happens to the mass linking to the atoms involved. These concepts start to build the foundations of balanced symbol equations.
Term 2	Introduction to reactions	In chemistry pupils start to look at reactions in year 7 and 8, in terms of energy changes (exothermic and endothermic reactions), metal and acids. This unit will explore and look at how energy changes play an important part of chemical reactions, looking at the heating or cooling effects of reactions and how they are used in a range of everyday applications. Alongside looking at what effects how fast chemicals react by experimenting with chemical reactions in a systematic way and organising results logically, this allows scientists to predict exactly what new substances will be formed and the knowledge can then be used to develop a wide range of different materials and processes.
Term 3	Atomic Structure and Periodic Table	Chemists have evidence that atoms themselves are made up of a nucleus with electrons surrounding it in energy levels. An in-depth look at the history of the atom and periodic table shows how the periodic table organises these atoms and the elements they make into a structure that helps us make sense of our chemical world. This chemistry unit builds upon several units from year 7 and 8 and these core ideas are the cornerstone of all chemistry and are built on in year 10 and 11.
	Earth and resources	Scientists and engineers are trying to solve the problems caused by increased levels of air pollutants. In order to operate sustainably, chemists seek to minimise the use of limited resources, the use of energy, waste produced and environmental impact. Earth and resources unit looks at pollutant gases present in the atmosphere, the effects of these and how they can be reduced taking knowledge from the year 8 Earth unit.

**What resources can my child access for support?**

Their classroom teacher will provide guidance and support throughout the year, also your child will have access to online resources including text books, podcasts and exercises through [www.kerboodle.com](http://www.kerboodle.com) and their knowledge organiser. They can also access national curriculum revision materials at [www.bcbitesize.com](http://www.bcbitesize.com) and [www.thenational.academy](http://www.thenational.academy)

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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.

**Head of Science:**

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**Exam board AQA**

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

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## Year 9 Physics Curriculum Aims:

The year 9 curriculum builds on content from year 7 and 8 and lays the foundations for further study in year 10 and 11.. The curriculum is designed as a spiral and to build on threshold concepts from Year 7 and 8 as well as develop their practical, problem solving, planning, analysis and evaluative skills further, deepening understanding and strengthening the links between key concepts, leading on to larger overarching topics and helping to instil a love of science and develop their curiosity and questioning of the world they live in. The course is delivered as 2 lessons fortnightly with a Physics specialist teacher. Students will deepen their understanding of energy stores and resources which are used throughout Biology, Chemistry and Physics to explain everyday observations. The particle model of matter is also used to describe properties of materials in Physics, but is also used in Chemistry to explain rates of reactions and in Biology to explain phenomena such as osmosis.

Year 9 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.
	Forces in balance	This unit will develop and refer to the fundamental laws of Physics first described by Sir Isaac Newton. In year 7 students covered the basics of forces, this unit brings in ideas to discuss how resultant forces affect the motion of an object and the effect forces have when they interact with objects, this forces unit will also make links to how forces produce energy transfers.
Term 2	Forces and Motion	This unit will further develop and refer to the fundamental laws of Physics first described by Sir Isaac Newton, as students use the ideas studied in term 1 to describe the effects of balanced and unbalanced forces affect the motion of an object, paying particular attention to falling objects. All of which bring ideas of energy transfers and stores seen throughout year 8 and 9.
	Waves	In year 7 students studied the basics of waves, this unit takes the understanding of transverse and longitudinal waves from year 7 and expands on it to look at how waves are used as a method of transferring energy by various different means.
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 this module they will go further and describe changes in state in terms of particle behaviour and the forces between them. The unit will also start to introduce some of the key investigative skills required going forward through years 10 and 11. It also start to develop key concepts of gas pressure which was first seen in year 7.
	Energy resources	Using ideas of the energy stores unit and taking knowledge from year 8 units on energy, Earth and electricity, the energy resources unit focuses on current and future energy needs by evaluating 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.

What resources can my child access for support?

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