

# **Y9**

# **Curriculum Booklet**

# **2017-2018**



Last updated September 2017

# Table of contents

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Art	2
Computer Science	4
Drama	5
Design Technology	6
English	9
Geography	11
History	12
Mathematics	13
Modern Foreign Languages	15
Music	18
Physical Education	19
PSHE	20
Religious Education	22
Science	23

# Art

## Overview:

The KAA Art department will prepare you for future success, whether this be academic, economic or in your personal and social lives. You will have a deep understand of how to become an artist. Our students will feel prepared to enjoy challenging real life situations, and be able to meet them calmly, creativity and confidently. In the Art department we are proud to be able to offer you a broad curriculum with a strong emphasis placed upon contemporary art. You will be given the opportunity to study Fine Art, 3D, Photography and Printing. It will be challenging, inspiring, and will enable everyone to achieve their full potential and much more. We believe learning is a collaborative process, and that we all learn best when we learn together; teachers included!

The endorsements you will be learning during Key Stage 3 are;

Year	Autumn Term	Spring	Summer
7	Fine art and sketchbook (Colour)	3D (clay)	Printing
8	Fine art (Portraits)	3D Clay	Fine art (architecture)
9	Printmaking (textile design)	Fine art (still life drawing)	3D (clay) and Fine art (mini GCSE projects)

\*Each term will also include an element of Critical and Contextual Studies, and Fine Art if not specified

## Fertile questions will lead each unit of work and ensure every student ‘thinks like an artist.’

Students will learn and understand how to record, explore, refine and present. Students will build on existing skills to support their learning towards GCSE and A level, and prepare for real life situations. At KAA we believe every student will be proud to always be creative, to keep questioning long after the lesson has taken place and gain a passion for the Arts. The fertile questions you will be considering in Year 9 are;

Year	Term	Fertile Question
9	Autumn	Is sewing women’s work?
9	Spring	Is a picture really worth a thousand words?
9	Summer	Can art really speak to you?

## Assessment:

Students will sit a 55 minute practical assessment during assessment week, to create a realisation (final piece) on a chosen theme (the fertile question). This final piece will demonstrate the skills and knowledge they have gained over the term.

## Homework:

Year 9 Art students will produce one thirty minute homework per week. During the autumn term students will be issued with an A4 sketchbook, they must complete their homework in this sketchbook unless otherwise instructed. Remember homework is your time to show off all the skills and knowledge that you now know. It gives your Art teacher a chance to ensure you have understood the topic currently being studied, and also gives you an opportunity to get feedback on work that you have completed independently. Homework is always uploaded to the Art section of KAA Online.

Just a reminder of some handy tips to consider when completing homework;

- If you have looked at an artist, always add the artist’s name and if possible a title of their work and the date. It can be displayed for example as; Artist Name, 'Title of artwork,' (date it was made)
- Avoid too much white paper, unless this is part of your composition and has been considered.
- Name your work, it can be informative and give an insight into your thoughts.
- Be careful when using felt tip pens, ensure you use them carefully and sensitively. Avoid highlighter pens, colouring pencils are generally far more effective.

- Where possible fill the page.
- Before submitting, always check your work thoroughly and ensure it has been completed to the highest standard.

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**Useful Art Resources:**

London gallery websites and visits, including:

- [tate.org.uk](http://tate.org.uk)
- [saatchigallery.com](http://saatchigallery.com)
- [npg.org.uk](http://npg.org.uk)
- [thephotographersgallery.org.uk](http://thephotographersgallery.org.uk)
- [vam.ac.uk](http://vam.ac.uk)
- [wellcomecollection.org](http://wellcomecollection.org)
- [wallacecollection.org](http://wallacecollection.org)

*The Art Book*, a reference book that contains thousands of examples of art work. Copies of this resource are available from the academy library.

# Computer Science

## Overview:

The computer science scheme of work has been carefully created by working back from the key content that students need to be able to achieve the highest grade at A Level and in turn the key content that students need to achieve the highest grade at GCSE.

The content that students need to cover within each unit is framed using an over-arching 'fertile question', each of which will incorporate different skill strands. For example, while investigating the fertile question 'Can being S.M.A.R.T. keep you safe online?' students will learn the concepts of safety and security while using the Internet.

The six main topics which are covered in the computer science curriculum are Communication Networks, Algorithms, Programming and Development, Hardware and Processing, Data and Data Representation and Finally Information Technology. Through these, students will develop computational thinking skills needed for GCSE and A-Level, such as, algorithmic thinking, evaluation, decomposition, abstraction, and generalisation, the building block so of computational thinking.

Term	Focus
Autumn 1	<b>Computer Hardware Basics</b> Fertile Question: Is a hard drive heavier when it is empty or full?
Autumn 2	<b>Computer Hardware and Software</b> Fertile Question: Is a hard drive heavier when it is empty or full?
Spring 1	<b>Coding, programming languages, in Python, Logo or Scratch</b> Fertile Question: How can scratching a snake control a computer?
Spring 2	<b>Coding, programming languages, in Python, Logo or Scratch</b> part 2 Fertile Question: How can scratching a snake control a computer?
Summer 1	<b>Data and Data Representation</b> Fertile Question: How can you paint and play music with ones and zeros?
Summer 2	<b>Data and Data Representation</b> Fertile Question: How can you paint and play music with ones and zeros?

## Assessments:

All assessment will be based on work around the fertile question of the term and be set in GCSE style examination formats, involving shorter answer questions, leading onto longer responses. The assessments will be done on computer, so computer proficiency is vital. Main assessments will be termly and the results of these will be reported. However, mini, half termly assessments will still occur, to check that students are on track.

## Homework:

Students have one thirty minute homework each week. These are set on different (but fixed) days depending on which teaching group a child is in.

All homework should be done on computer, and should not be printed out unless specifically stated. This is so a culture of appropriate computer use is developed among all students. All details of homework will be available on their computer science workbooks for which every student will have a login – this allows all students access to the homework regardless of whether they miss a lesson or lose their planner.

## Useful Resources:

- The science area at **KAA Online**
- **KS3 BBC Bitesize** - Science ([www.bbc.co.uk/bitesize/ks3/science/](http://www.bbc.co.uk/bitesize/ks3/science/)) – KS3 Science learning resources for children & parents organised by topic
- **CGP KS3 Science Study Guide** (ISBN: 978 1 84146 230 1) - Every topic is explained with clear, friendly notes, diagrams and examples, and there are practice questions on most pages to test the crucial skills

# Drama

## Overview:

The Drama Department at KAA provides every student with a consistently outstanding education in drama. We give every student the opportunity to develop as an actor, director, stage manager and stage designer to such a level as to have the genuine option to study the arts at University or follow a career in television, film or theatre.

The skills that were explored in Year 7 and 8 will be built upon in Year 9 and a higher standard of performance and evaluation will be at the core of the Year 9 curriculum. This will continue to ensure that they are able to achieve excellence in GCSE and A Level Drama.

We believe that our programme of study will develop confident and enthusiastic drama students, with a passion for the subject. The aim is for all students to have the self-esteem and confidence to perform.

Term	Focus
Autumn 1 & 2	Would you prefer to be inaudible or invisible? A study of the play '100'.
Spring 1 & 2	How much distance is too much distance? An exploration of Brecht and his theories.
Summer 1	Does absolute power corrupt? Shakespeare explored.
Summer 2	Does a performance require a performance An exploration of Stanislavsky and his method.

## Useful Resources:

BBC Bitesize and Edexcel Drama revision guides. The best way to research and improve in theatre education is to attend drama workshops, read scripts, see the school library about texts on Stanislavski and of course watch plenty of plays – either live or online.

# Design and Technology

## Overview:

Design is a fundamental and essential part of every day and wider society. It has never been more current and valuable to 21<sup>st</sup> Century Learners. The D&T KAA department is committed to teaching students the value and importance of quality design, and the impact of their decisions as designers and consumers.

We are passionate about developing and encouraging creativity, teamwork, determination and resilience in all our students. All students should be risk takers and problem solvers. Students should always be encouraged to have a go, and not to be afraid of making mistakes.

Students study a variety of different types of Design and Technology on a rotation each term. We will be studying the following areas:



## Rotations Week by Week:

### Textile Design

Term	Fertile Question	Focus
Week 1	Does where we live and what we do affect what we wear?	The purpose and value of a design specification, design briefs, the role of the design and the impact of design proposals on society.
Week 2	Does the past matter?	Past and present textile designs, suitability and safety of manufactured components in design.
Week 3	Can we predict the future?	Developments in technologies, social and cultural ideas, fashion trends and economic factors that influence consumer choice and product design.
Week 4	Can textile products save lives?	The industries that textiles play a part in (medical, retails, sports, leisure, engineering etc.), quality assurance and appropriate textile tools and equipment.
Week 5	Can a fabric be smart?	'SMART' finishes to fabrics, emerging technologies, nano materials and integrated electronics within textile designs.
Week 6	Does it matter who makes our products?	The influence of ethical trading and the use of appropriate tools, machinery and equipment.
Week 7	Does it matter where our products are made?	Using machinery, tools and equipment accurately and safely to produce quality products.

Week 8	Are all fabrics the same?	Textile finishes for improving performance (including stain resistance, water resistance, flame retardancy and crease resistance).
Week 9	How can we improve the performance of our bag?	Textile finishes applied to fabrics to improve performance, producing a manufacturing specification and cost of production, budgeting and time scales.
Week 10	How can textiles improve lives?	'SMART' finishes and emerging technologies
Week 11	Assessment Week	
Week 12	Review Week	

## Product Design

Term	Fertile Question	Focus
Week 1	What is the best metal?	Ferrous and non-ferrous metals, heat treatments and alloys
Week 2	Do we need to research?	ICT to research, record, gather
Week 3	Does size matter?	Ergonomics and anthropometric data, properties, working characteristics and combinations of metal.
Week 4	Can you cut all metals?	Design and manufacture of resistant materials products produced in school or commercially.
Week 5	Is the customer always right?	Evaluating and modifying design ideas, legal requirements concerning consumer rights and codes of practice, and quality checks during the making of a product.
Week 6	How can a product be offensive?	Aesthetic and functional requirements in relation to cultural diversity.
Week 7	Do we know which metal is best yet?	Solutions to problems in the design and manufacturing process.
Week 8	Does jewellery have a gender?	Modification and evaluation to ensure a product is suitable for the intended users.
Week 9	Do new technologies change us?	Market-pull and technology-push, selecting suitable components, pre-manufactured components, adhesives and finishes.
Week 10	What is the best metal?	Form, function, colour, shape, materials, texture, component parts, decoration and aesthetic appeal in relation to suitability for purpose.
Week 11	Assessment Week	
Week 12	Review Week	



## Food & Nutrition

Term	Fertile Question	Focus	Practical
Week 1	Why do we cook with heat?	Types of applications of heat used in cooking (radiation). Identification of oily fish types.	Grilled mackerel on toast
Week 2	Leftovers? What leftovers?	Types of applications of heat used in cooking (conduction and convection). How to make cheap nutritious meals.	Soup
Week 3	Why would I want to eat rotten food?	Food spoilage, use of micro-organisms in food production (fermentation) and cultural identities in food (fermented food).	Fresh cheese
Week 4	What ingredient can I get for free anywhere, anytime?	Use of raising agents (mechanical, chemical and biological).	Bread rolls
Week 5	Assessment Week		
Week 6	Review Week		

### Homework:

Students receive one 30 minute homework per week. It can be found on the Design Technology area of KAA Online or via edmodo.com (for Food & Nutrition rotation).

### Useful Resources:

- Recipe books, design books and revision books can be borrowed from the academy library
- Use of edmodo.com for independent learning and revision
- Visiting museums, galleries and exhibitions in London to inspire and engage students with design

# English

## Overview:

The English Department has designed its curriculum on the premise that students should be taught to ‘play the whole game’ of English from Year 7. As far as possible they should carry out processes that mirror the work of professionals who read, write and orate for a living. The interesting thing about this is that *no one* is exempt from these processes or skills! A master of English does not become an ‘Englishian’ or an ‘Englicist’; masters of English are at the top of their chosen field whatever that may be. Lawyers read and dispute contracts; plumbers use and create manuals; estate agents cajole and persuade; the list goes on with parents perhaps having the greatest need of all to infer and negotiate. In short, we believe that a secure grounding in English extends far beyond the discreet academic subject – it prepares the way for our students’ success in adult life.

THE WHOLE GAME OF ENGLISH		
Reading	Writing	Oracy
Understand the writer at work; interpret meaning from the writing of others’	Be able to write convincingly for a range of audiences / purposes; communicate meaning effectively	Be able to speak articulately, adapting language as appropriate for audience/purpose.

TERM	FERTILE QUESTION	GENRE	SUMMARY	FORMATIVE ASSESSMENT	SUMMATIVE ASSESSMENT
Autumn 1	Does power corrupt?	Literature Animal Farm	Students will read the ‘Animal Farm’ and consider how Orwell uses the novel as a form of protest. They will look in detail at characterisation, structure and symbolism/allegory	Essay: How does Orwell use the different animals to explore ideas of control after the rebellion?	Essay: How does Orwell use the character of Napoleon to explore ideas about power and control in Animal Farm
Autumn 2	Does writing have the power to transport?	Language	Students will read a range of extracts from texts that explore locations and cultures around the world.  They will write a descriptive piece based on a landscape/country of their choice.	An original piece of writing describing a specific landscape	An original piece of writing describing a landscape/scene of their choice.
Spring 1	Is it possible to define what love is?	Literature Poetry LAMDA group discussion	Students will work through all 15 poems from the love and relationship cluster of AQA poems.  Some students will discuss key themes and ideas in a session for their LAMDA award.	A comparative essay about two key poems.	A comparative essay about two key poems
Spring 1	Who deserves to vote?	Language Reading viewpoints Writing a viewpoint LAMDA individual speech	Students will look at a range of non-fiction texts that discuss the idea of suffrage for a different groups of people.  They will write an argument about lowering	An original piece of writing arguing for suffrage for women.	An original piece of writing arguing for the voting age to be lowered.

			the voting age. Some students will perform their speech as part of the LAMDA scheme.		
Summer 1	What happens when everyone wants to be in charge?	Literature - Shakespeare The Tempest	Students will study 'The Tempest' with a focus on power and the lengths that different characters go to take control.	Starting with this speech, explain how far you think Shakespeare presents Prospero as a good father	Starting with this speech, explain how far you think Shakespeare presents Caliban as a wronged character.

### Homework:

There are two, 30 minute pieces of English homework set each week, the resources for which will be uploaded onto KAA Online. One homework is set in the last lesson of a week and is a 'pre-reading' task. Students are asked to read the key text being studied the following week (this might be an article, an extract, or a poem) and complete comprehension questions based on the text. This is designed to prepare them for study and help them maximise the opportunities they have in lessons. The second homework is set in advance of the final, marked piece of work of the week which takes place in their 4<sup>th</sup> lesson. This is a piece of preparation work designed to help prepare students for the challenge of this piece of marked work.

### How can I support my child?

Ensuring they are organised with the correct equipment, homework completed and a reading book in their bag is the first step. The following will also help:

- Encourage them to read over their work aloud and make corrections before submitting work to be marked. We are teaching them how to proof-read with precision in English and students have green pens to help them do this.
- Never throw away an old English book or piece of work. Encourage them to look back over targets and check what they need to do to improve.
- Read newspapers, websites, books, and leaflets with them and discuss:
  - 1) *What is the purpose of the text?*
  - 2) *What are the main points the text is trying to make?*
  - 3) *What methods does the writer use to communicate their points? Are they effective and convincing?*
- The following websites are particularly useful:
- For reading and writing use <http://www.bbc.co.uk/schools/ks3bitesize/>
- Brush up on grammar and punctuation using <http://www.bbc.co.uk/skillswise/> or <http://www.grammar-monster.com/>

# Geography

## Overview:

The aim of geography at KAA is to inspire in students a fascination of the world around them which will stay with them throughout their lives. Geographical learning at KAA is framed around a fertile question or problem to be solved. By exploring these fertile questions together, students and teachers will embark upon a learning journey that unlocks the mysteries of a variety of the world's landscapes and cultures.

Our Year 9 geography curriculum builds upon the key concepts that students have addressed throughout year 7 and 8, such as locational knowledge, physical and human processes, connections between places, landscape change over time, and the complexity of human-environment relationships. They will also be incorporating case study exemplars and ideas about sustainable management in their written responses much more extensively than they did in previous years. Fieldwork skills and map interpretation are also central to becoming excellent geographers and these skills will be developed further to ensure year 9 KAA students are confident geographers as they progress towards their GCSEs.

The core geographical concepts and skills outlined above will be will be explored through the topics shown in the table below. A topical, relevant and exciting curriculum will help students develop a passion for learning that equips them with the skills they need to be successful in our increasingly globalised and complex world.

Term	Focus
Autumn 1	Who puts the super into superpower?
Autumn 2	Is living on a plate boundary a crazy choice?
Spring 1	Should Mr. Benson be worried about climate change?
Spring 2	Should the Middle East be its own continent?
Summer 1	Is tourism a blessing or a curse?
Summer 2	Can sporting events be truly sustainable?

## Assessments:

All assessment will be based on work around the fertile question of the term and be set in GCSE style examination formats, involving shorter answer questions/data responses, leading onto longer responses which increasingly require the use of case studies and higher levels of explanation and evaluation. Fieldwork skills will also be assessed and students will analyse, conclude and evaluate results that they collect in the field.

## Homework:

Students have one thirty minute homework each week. These are set on different (but fixed) days depending on which teaching group a student is in. The homework will vary and may involve preparation for a future lesson, revision for mini tests or activities which will consolidate the learning students have enjoyed in the classroom. Homework will be uploaded to the geography section of KAA online and there will be differentiated resources available if students need extra support or have lost worksheets.

## Useful Resources:

- The geography area on KAA Online should be your first stop for any links to support resources and skills practice for each fertile question which is being investigated
- Excellent geographers are informed about what is happening in the world around them and therefore should regularly read newspapers or visit [bbc.co.uk](http://bbc.co.uk) to keep up with global current affairs
- Students could consult atlases and maps to improve their locational knowledge
- Documentaries such as Planet Earth that cover a range of exciting human and physical geographical issues
- BBC Bitesize is an excellent website that has useful revision materials, video clips and test resources

# History

## Overview:

The History curriculum is designed to encompass the “whole game” of History as a discipline. This means the curriculum has been constructed to develop students’ skills and knowledge to achieve the very best grades expected at GCSE and A level, but to also give them an understanding of the importance of learning from the past.

Learning at KAA is always framed around a series of ‘fertile questions’. These fertile questions allow students to develop a deep understanding of the subject and how to think and act like an historian.

The year 9 history curriculum explores the fundamental skills required to succeed: recall, select and communicate their knowledge; using historical terminology; demonstrating their understanding through explanations; using historical sources to understand different interpretations in history; and demonstrating excellent spelling, punctuation and grammar in their work. The programme of study will ensure all students have a breadth of understanding on the key features that have formed the British society we live in and developments in the world. The students will have the confidence to shape the future by having an understanding of the past.

Term	Focus
Autumn 1	Did society become fairer after the First World War? <i>Votes for women</i>
Autumn 2	Why did the world say "never again" in 1918? <i>The First World War</i>
Spring 1	Is there such thing as a “Just War”? <i>The Second World War</i>
Spring 2	Does evil happen when good men do nothing? <i>The Holocaust</i>
Summer 1	Did the world get colder after 1945? <i>The Cold War</i>
Summer 2	Revision

## Homework:

The aim of the homework set in history is to extend and consolidate students’ understanding and develop essential independent learning skills and is designed to be accessible to all students. Students have one thirty minute homework each week. The homework is planned in advance for each half term and is always uploaded to the history section of KAA Online so students can complete it even if they have lost a worksheet. The regular homework set will be supplemented by a stretch project that consists of all students producing a project based piece of work that they will present to others. The project will be set in the holidays and related curriculum subjects will combine to produce the project theme.

## Useful Resources:

- The history area at KAA Online should be your first stop for any links to support resources for each fertile question / unit taught in history.
- The library is stocked with relevant books and periodicals to extend the students’ learning.

# Mathematics

## Overview:

Learning at KAA is always posed as a question or problem to be solved. Mathematics is no exception and the entire curriculum is structured around a series of 'fertile questions'. These fertile questions each frame a unit of mathematical work, adding meaning and real-life application to ideas which may otherwise appear quite abstract. Mathematics at KAA is studied in a challenging, yet rewarding way. The department offers a disciplined, caring learning environment in which each student can develop his/her particular strengths.

Mathematics at KAA will:

- Offer support and encouragement to students for whom mathematics sometimes proves challenging
- Encourage students to think and reason confidently, logically and independently
- Foster good work methods, efficiency, organisation and presentation
- Develop students' ability to articulate and express themselves well, both orally and on paper
- Make mathematics relevant, but also encourage the enjoyment of it for its own sake
- Enable all students to reach their potential, be it at GCSE or Cambridge entrance levels, through a positive and satisfying mathematical experience
- Develop students' ability to tackle problems in unfamiliar contexts and to evaluate data in order to make informed decisions
- Make every student a confident and capable mathematician, for whom mathematical education does not end when their KAA education does

Term	Focus	Assessment
Autumn 1	<b>Shape:</b> Pythagoras' Theorem, Similarity & congruence and enlargement	Two 55 minute papers based on this half term's learning statement. One assesses the fluency in mathematical skills and the other assesses the application of these skills
Autumn 2	<b>Algebra:</b> Factorising and expanding linear and quadratic expressions, Solving equations and substituting into equations of motion	Two 55 minute papers based on this half term's learning statement. One assesses the fluency in mathematical skills and the other assesses the application of these skills
Spring 1	<b>Number:</b> Upper & Lower Bounds, Standard form, Index Laws and Surds	Two 55 minute papers based on this half term's learning statement. One assesses the fluency in mathematical skills and the other assesses the application of these skills
Spring 2	Shape: Circle theorems, loci and constructions	Two 55 minute papers based on this half term's learning statement. One assesses the fluency in mathematical skills and the other assesses the application of these skills
Summer 1	<b>Statistics:</b> Tree diagrams, scatter graphs, box-plots and cumulative frequency	Two 55 minute papers based on this half term's learning statement. One assesses the

		fluency in mathematical skills and the other assesses the application of these skills
Summer 2	<b>Synoptic revision</b>	Two 55 minute (non-calculator and calculator papers) based on this year 9 learning statements.

All KAA students will be challenged and stretched preferably by doing more rigorous questions on current topics, rather than covering syllabus content very rapidly. This encourages KAA students to think like mathematicians rather than merely prioritising speed.

Half term assessments enable both teachers and students to see how they are progressing. It encourages revision and consolidation and trains students to perform well under exam conditions.

**Homework:**

Students have two 30 minute homeworks each week. These are set on different (but fixed) days depending on which teaching group a child is in. One of the homeworks will be a more traditional written task, one of the homeworks will be electronic and completed through internet based software such as MyMaths or hegartymaths.com.

**Useful Resources:**

- The mathematics area at KAA Online should be your first stop for any links to support resources and skills practice for each fertile question / unit taught in maths
- Each student in year 9 uses hegartymaths.com to complete some of their homeworks and to enhance their learning experience. The videos are very good and allow students to learn outside of the classroom.
- There are also a whole host of textbooks and mathematics books available for students in the library or the department

# Modern Foreign Languages

## Overview:

In year 9, students will continue to study the language they learnt in year 7 and 8 (French or German) to allow them to build on their knowledge and improve their language skills, working towards GCSE. Learning at KAA is always framed around a question or problem to be solved and the fertile questions in MFL are essential to each unit of work. They add meaning and purpose to the language use and often investigate a cultural theme alongside the language learning.

The Year 9 MFL curriculum will extend each student's knowledge of a range of vocabulary and grammar concepts to allow them to use the language independently and purposefully to confidently express their own ideas and opinions. They will also develop their cultural understanding of the world around them. We will focus equally on the four key skills (listening, reading, speaking and writing) and use authentic sources where possible to enable students to both understand and use the language successfully. These skills are essential in order to achieve excellence in GCSE and A Level Languages. We believe that our programme of study will develop confident and passionate linguists, with a desire to use their skills to communicate and explore the wider world.

In addition to their main language of study, a number of students will continue to study French as a second language during morning reading. This is an optional class and will not be assessed or include homework.

## French Term by Term:

	Fertile Question & Content	Assessment
<b>Autumn 1</b>	<b>Is meaning lost in translation?</b> Students learn the importance of accurate translation through using key vocabulary and grammar connected to TV, film, music and books to describe their past-times. Practise of the past tense in French.	2 x 30 minute papers (listening & writing) based on content learnt in Autumn 1.
<b>Autumn 2</b>	<b>Can you predict the future?</b> Students learn both forms of the future tense in French and use this to describe their future plans, both personally about themselves but also more widely in the world. Learn to use key vocabulary and grammar connected to careers and aspirations.	1 x 30 minute reading assessment and short speaking assessment based on content learnt in Autumn 2.
<b>Spring 1</b>	<b>Is there a perfect lifestyle?</b> Learn to use key vocabulary and grammar connected to illnesses and health, as well as giving advice to others on how to lead a fit and healthy lifestyle.	2 x 30 minute papers (listening & writing) based on content learnt in Spring 1.
<b>Spring 2</b>	<b>Should young people have the same rights as older people?</b> Students will be introduced to the idea of persuasive writing in French on the topic of world issues. Learn to use key vocabulary and grammar connected to world issues	1 x 30 minute reading assessment and short speaking assessment based on content learnt in Spring 1.



	such as hunger, religion, and young people in the work place.	
<b>Summer 1</b>	<b>Has technology made the world smaller?</b> Students learn to use and understand key vocabulary and grammar connected to technology, and will consider how they currently use technology and its merits and dangers.	Informal assessments.
<b>Summer 2</b>	<b>Can art be translated?</b> Students study a French-language film or literary text in a junior version of an A-level topic. This will demonstrate the language skills needed to understand art in a foreign language, as well as an insight into French-speaking culture.	3 x 30 minute papers (listening, reading & writing) and short speaking assessment based <b>ALL</b> year 9 work.

#### German Term by Term:

	<b>Fertile Question &amp; Content</b>	<b>Assessment</b>
<b>Autumn 1</b>	<b>Has technology made the world smaller?</b> Students learn to use and understand key vocabulary connected to technology, including social media, film, music and TV and its merits and dangers. Students will revise using the past and present tense and subordinate clauses.	2 x 30 minute papers (listening & writing) based on content learnt in Autumn 1.
<b>Autumn 2</b>	<b>Can you predict the future?</b> Students will learn to understand and use the future tense. They will focus on vocabulary connect to describing their future plans for study, working and life.	1 x 30 minute reading assessment and short speaking assessment based on content learnt in Autumn 2.
<b>Spring 1</b>	<b>Does it matter where you are born?</b> Students study social issues and poverty in German speaking countries and some of the reasons for this. They will further embed their knowledge and use of different tenses.	1 x 30 minute reading assessment and short speaking assessment based on content learnt in Spring 1. 2 x 30 minute papers (listening & writing) based on content learnt in Spring 1.
<b>Spring 2</b>	<b>Do actions speak louder than words?</b> Students learn to use and understand key vocabulary connected to the environment. They will be able to describe environmental issues and ideas to help	1 x 30 minute reading assessment and short speaking assessment based on content learnt in Spring 1
<b>Summer 1</b>	<b>How can I help?</b> Students learn to use and understanding vocabulary connected to forming positive relationships with others dealing with social problems.	

<b>Summer 2</b>	<b>Can art be translated?</b> Students study a German-language film or literary text in a junior version of an A-level topic. This will demonstrate the language skills needed to understand art in a foreign language, as well as an insight into German-speaking culture.	3 x 30 minute papers (listening, reading & writing) and short speaking assessment based <b>ALL</b> year 9 work.
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**Homework:**

Students have one thirty minute piece of homework each week. This is set on a fixed day depending on which teaching group a student is in. The homework may include reading, writing, learning vocabulary or preparing for a presentation/spoken piece of work.

Homework is always uploaded to the MFL section of KAA Online so students can complete it even if they have lost a worksheet. The MFL KAA Online pages also include links to internet based languages resources that will help your child develop their languages skills at home. Even if you have not learnt the language yourself, it is still very helpful for you to listen to your child speaking in French or German and you can assist them in learning vocabulary which is vital to success in languages.

**Useful Resources:**

- The Languages page on KAA Online has full details of the curriculum, homework and support resources to practice and improve your child’s language skills.
- From Autumn 2, students will have access to Vocab Express, an online website which enables students to practice and learn French/German vocabulary to help support their language learning. Vocab Express combines text, images and audio to create an engaging environment. Students have been issued with their individual log on details and can access the site using the link below:
  - [www.vocabexpress.com](http://www.vocabexpress.com)
- Bi-lingual dictionaries or the following websites should be used to check and look-up new words:
  - French [www.wordreference.com](http://www.wordreference.com)
  - German <https://dict.leo.org/>

# Music

## Overview:

In Year 9, pupils build on the knowledge and skills they developed in year 7 and 8 and start to undertake more challenging and thought-provoking fertile questions. This includes a blues project on the keyboards, an African drumming project using djembes and a Minimalism project in the Summer Term.

Students continue studying the key concepts of music through the skills of performing, composing and listening, but at a more advanced level than the previous year.

Term	Focus	Assessment
<b>Autumn</b>	This term focuses on further developing piano and keyboard technique, learning to play Pachelbel's Canon.	Pupils will undertake a practical keyboard assessment.
<b>Spring</b>	This term focuses on developing composition skills.	Pupils will undertake a practical assessment task focusing on composing for Film.
<b>Summer</b>	This term develops composition skills, using music technology to enhance this process. Pupils also explore more complex strands of the key concepts listed above.	Pupils will be assessed on a practical composition based project using music technology.

## Instrumental Tuition

Pupils can apply to undertake instrumental tuition on the instrument of their choice at three points within the school year, at the beginning of each term.

If you interested in instrumental lessons please contact our Head of Music, Mr Fisher.

# Physical Education

## Overview:

Within the PE curriculum pupils are required to develop their physical skills and theoretical understanding. The learning is presented around a key question which encourages deep thinking and exploration of ideas. In relation to all KAA subjects, the PE curriculum incorporates the concept of 'fertile questions' which ensures pupils can apply their knowledge and produce their own informed opinions.

The purpose of the Year 9 PE curriculum is to ensure students are fully prepared for potentially following the KS4 pathway. Students focus on establishing a specialism within a particular activity and ensuring they are able to competently perform in a variety of team and individual sports. Junior versions of GCSE content is embedded within practical lessons which builds upon previously learned topics and introduces higher level content. Students have the opportunity to supplement their PE classes within the extensive extra-curricular programme offered within the department.

The curriculum has been carefully planned to ensure that all pupils are prepared for the level of skill required for practical performances at GCSE and A Level. Also, that they are accustomed to the academic language and key concepts essential for exam success in the subject. We hope that all pupils will enjoy learning in our subject and develop a healthy, active lifestyle which incorporates lifelong participation in physical activities.

Term	Activity (Boys)	Activity (Girls)	Theory Content
Autumn 1	Football	Netball	Anatomy and Physiology
Autumn 2	Trampolining	Rugby	Learning skills
Spring 1	Rugby	Trampolining	Goal setting
Spring 2	Basketball	Volleyball	Factors affecting performance
Summer 1	Athletics	Rounders	Fitness Testing
Summer 2	Badminton/TT	Gymnastics	Hazards in sport

Please note that the curriculum plans are subject to change depending on availability of external providers.

## Assessment:

All units will be assessed in a 'GCSE style moderation'. This will include a practical review of the previous learned skills and extended performance time. Some performances may be recorded as evidence. Each half-term pupils will be required to complete a written assessment paper which helps to consolidate their understanding and use of academic language.

## Homework:

Each half-term they will be required to complete a revision pack in preparation for their assessment.

## Useful Resources:

BBC Bitesize – Physical Education	BBC Sport Academy website
OCR GCSE PE website area	Revision World - Physical Education

# PSHE

## Overview:

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 and responsible citizens who make a positive contribution to society.

There are two elements to the PSHE Curriculum; Personal Wellbeing and Economic Wellbeing and Financial Capability. Personal wellbeing draws together personal, social and health education, including sex education, the social and emotional aspects of learning, whilst economic wellbeing draws together economic understanding, careers education, enterprise, financial capability and work-related learning.

Term	Topic	NC areas covered
Autumn 1	Relationships	<ul style="list-style-type: none"> <li>• The importance of marriage / civil partnerships / other stable long term relationships for family life and bringing up children.</li> <li>• The roles and responsibilities of parents, carers and children in families.</li> <li>• How to deal with a breakdown in a relationship and the effects of change. Including loss, separation, divorce and bereavement.</li> <li>• The importance of friendship. Beginning to consider love and sexual relationships in this context.</li> <li>• To consider different levels of intimacy and their consequences, to acknowledge the right not to have intimate relationships until ready.</li> <li>• To understand the expectations of having a boyfriend / girlfriend and the difference between sex, gender, sexuality and sexual orientation.</li> <li>• To recognise that there is diversity in sexual attraction and developing sexuality,</li> <li>• To understand accepted terminology.</li> <li>• That consent is freely given and being pressurized, persuaded or coerced to agree to something is not consent. Laws that exist to protect their right to withhold their consent (including legal age of consent for sexual activity).</li> <li>• To recognise when others are using inappropriate persuasion and coercion and how to respond. readiness for sex and the benefits of delaying sex (or any level of intimacy beyond that with which the individual feels comfortable) about contraception, including the condom and pill (more about this in Health MTP)</li> <li>• to understand the feelings and pressure that they need for peer approval (including in relation to the use of tobacco, alcohol, drugs and other risky behaviours) can generate, to recognise peer pressure and have strategies to manage both laws relating to the carrying of offensive weapons (including what might motivate someone to carry one and the range of consequences)</li> <li>• about the difference between friendship groups and gangs (including the risks posed by membership of gangs on individuals, families and communities) to recognise bullying and abuse in all its forms, (including homophobia, exploitation, trafficking and culture specific abuse e.g. female genital mutilation, forced marriage) and to have the skills and strategies to manage being targeted or witnessing others being targeted</li> </ul>

Autumn 2	Bullying	<ul style="list-style-type: none"> <li>to recognise bullying and abuse in all its forms, (including homophobia, exploitation, trafficking and culture specific abuse e.g. female genital mutilation, forced marriage) and to have the skills and strategies to manage being targeted or witnessing others being targeted.</li> </ul>
Spring 1 & 2	Careers & Options	<ul style="list-style-type: none"> <li>GCSE options</li> <li>Taking responsibility for your learning</li> <li>Future choices for qualifications and careers.</li> </ul>
Summer 1	Health	
Summer 2	Keeping Safe	

**Assessment:**

Students will not be formally assessed in PSHE but questionnaires and presentations will be used to assess student understanding at the end of each unit of work.

**Homework:**

There will be no formal homework set for PSHE.

**Useful Resources:**

To read more about PSHE topics and the reason it is taught in schools, please use the following website:  
<https://www.pshe-association.org.uk/>

For further information on the PSHE curriculum, please see our Sex and Relationships Education Policy.

# Religious Education

## Overview:

As with all other subjects at KAA, the R.E. curriculum is structured around a series of 'fertile questions'. These fertile questions each open up a new line of philosophical enquiry, adding meaning and real-life application to new knowledge gained.

Our year 9 curriculum is tailored to best prepare students for the possibility of taking RE at GCSE including both philosophy and the social, moral and ethical issues that society faces today. Students will also study Christianity in year 9, again to prepare them for this at GCSE. The curriculum has been designed for students to be able to hone the skills learnt in year 7 and 8 whilst applying them to a more philosophical and ethical curriculum. In year 9 there is also a greater emphasis on analysis of religious texts from the Bible and the Quran and the ability to be able to apply these teachings to issues within the world today. We believe that our bespoke program of study will allow students to develop into independent, enthusiastic, critical thinkers who are able to challenge truth claims, hold debate and have an appreciation for the world around them.

Term	Fertile Question	Assessment
Autumn 1	Is revenge ever morally justifiable?	55 Minute GCSE style assessment.
Autumn 2	Is there any such thing as family?	55 Minute GCSE style assessment.
Spring 1	Can there be an omnibenevolent and omnipotent God with evil in the world?	55 Minute GCSE style assessment.
Spring 2	Do Christians have three Gods?	55 Minute GCSE style assessment.
Summer 1	Is Religion necessary for the human condition?	55 Minute GCSE style assessment.
Summer 2	What does a successful philosopher do differently?	2 hour GCSE style assessment from two different topics.

## Homework:

Students have one thirty minute homework per week on a fixed day depending what teaching group they are in. Homework will vary between preparation for the next lesson, extended writing, structured research or consolidation of learning.

Homework is always uploaded into the RE section of KAA Online, so students are able to complete it even if they have not recorded it in their planner or have lost the resources needed. At KAA Online you will also find a wealth of internet based RE resources that will help your child develop their skills and knowledge at home. KAA Online is also a valuable resource when it comes to assessment preparation.

## Extra support:

- KAA Online should be the first area in which students or parents should look for additional support.
- The library is a useful resource when researching different religions and cultures as there are a variety of books available for student use.
- Parents are welcome to email [g.hitchcock@kaa.org.uk](mailto:g.hitchcock@kaa.org.uk) for more information on RE.

# Science

## Overview:

The science scheme of work has been devised by working back from the key content that students need to be able to achieve the highest grade at A Level and in turn the key content that students need to achieve the highest grade at GCSE.

The content that students need to cover within each unit is framed using an over-arching 'fertile question', each of which will incorporate different skill strands. For example, while investigating the fertile question 'Should we be allowed to genetically modify organisms?' students will be expected to 'appreciate the applications of science' & 'the risks & the ethical issues that arise'.

Through year 9 students will build on their understanding of the concepts they learnt during years 7 & 8 before beginning to further deepen their understanding of the specific concepts required for GCSE science. The fertile questions for year 9 are outlined below:

Term	Fertile Question
Autumn 1	Should we be allowed to genetically modify organisms?
Autumn 2	Do we need to recycle metals?
Spring 1	Are there any other planets like Earth in the Universe?
Spring 2	How can we classify different types of organism? (GCSE)
Summer 1	How does the periodic table help us to understand the properties of different substances? (GCSE)
Summer 2	Preparation for the end of Year 9 Examinations

## Homework:

Students have one thirty minute homework each week. These are set on different (but fixed) days depending on which teaching group a child is in.

All homework will be available on KAA Online for which every student will have a login – this allows all students access to the homework regardless of whether they miss a lesson or lose their planner.

Students will be expected to complete their homework in their books where applicable – this requires students to be responsible for taking their books home & returning them to class when required.

## Useful Resources:

- The science area at **KAA Online**
- **KS3 BBC Bitesize** - Science ([www.bbc.co.uk/bitesize/ks3/science/](http://www.bbc.co.uk/bitesize/ks3/science/)) – KS3 Science learning resources for children & parents organised by topic
- **CGP KS3 Science Study Guide** (ISBN: 978 1 84146 230 1) - Every topic is explained with clear, friendly notes, diagrams and examples, and there are practice questions on most pages to test the crucial skills