

<b>Subject:</b>	<b>English Language</b>
<b>Year:</b>	9
<b>Overview</b>	<i>An introduction to the topics and marking criteria used for GCSE English Language. Understanding reading and writing skills and exploring unseen English texts from the 19<sup>th</sup>, 20<sup>th</sup> and 21<sup>st</sup> century. Understanding oral communication skills through presentations and debates.</i>
<b>For KS4</b>	AQA Specification 8700 <a href="http://www.aqa.org.uk/subjects/english/gcse/english-language-8700">http://www.aqa.org.uk/subjects/english/gcse/english-language-8700</a>
<b>Number of lessons over 2 weeks</b>	4
<b>Break down by term</b>	<i>Autumn 1 &amp; 2 Dare to Scare – Exploring language and structure in Gothic Literature.</i>
	<i>Spring 1 &amp; 2 Fight for Freedom - Exploring language and structure in text exploring human rights and emancipation.</i>
	<i>Summer 1 &amp; 2 Trapped – Exploring language and structure in texts exploring themes of entrapment</i>
<b>How will students be assessed</b>	Continuous ongoing assessment through red zone tasks and formal end of year examinations.
<b>How can parents support their child in their learning</b>	Encouraging children to read widely, both fiction and non-fiction. Encourage them to take an interest in current affairs through watching news programmes, reading newspapers and discussing relevant issues of the day. <a href="https://www.firstnews.co.uk/">https://www.firstnews.co.uk/</a> <a href="https://www.suffolklibraries.co.uk/">https://www.suffolklibraries.co.uk/</a> <a href="http://www.bbc.co.uk/newsround">http://www.bbc.co.uk/newsround</a>

<b>Subject:</b>	English Literature
<b>Year:</b>	9
<b>Overview</b>	<i>An introduction to the texts and marking criteria used for GCSE English Literature. Understanding and beginning to analyse English literary texts from the 19<sup>th</sup>, 20<sup>th</sup> and 21<sup>st</sup> century.</i>
<b>For KS4</b>	AQA 8702 <a href="http://www.aqa.org.uk/subjects/english/gcse/english-literature-8702">http://www.aqa.org.uk/subjects/english/gcse/english-literature-8702</a>
<b>Number of lessons over 2 weeks</b>	5
<b>Break down by term</b>	<i>Autumn 1 &amp; 2 Poetry</i>
	<i>Spring 1 &amp; 2 Introduction to Shakespeare</i>
	<i>Summer 1 &amp; 2 Romeo and Juliet</i>
<b>How will students be assessed</b>	Continuous ongoing assessment, red zone tasks, home learning and end of year examination
<b>How can parents support their child in their learning</b>	Invest in copies of set texts that can be annotated. Encouraging children to read and analyse the set texts. Watching theatre, film and TV adaptations of set texts. Visiting museums to explore the context of the set texts. <a href="https://www.bbc.co.uk/education/topics/zs43ycw">https://www.bbc.co.uk/education/topics/zs43ycw</a> <a href="https://www.bbc.co.uk/education/topics/zykncwx">https://www.bbc.co.uk/education/topics/zykncwx</a> <a href="http://www.shakespearesglobe.com/">http://www.shakespearesglobe.com/</a> <a href="https://www.shakespeare.org.uk/visit/shakespeares-birthplace/">https://www.shakespeare.org.uk/visit/shakespeares-birthplace/</a>

<b>Subject:</b>	<b>Science</b>
<b>Year:</b>	9
<b>Overview</b>	Year 9 students study separate Physics, Biology and Chemistry in their GCSE Science lessons. There is a mixture of practical work, including Core Practicals that will be examined and theory lessons. Pupils are required to learn a number of equations during their course as these will not be provided in the exam paper
<b>For KS4</b>	<i>Edexcel (Separate sciences for set 1, combined for sets 2,3 and 4)</i>
<b>Number of lessons over 2 weeks</b>	9 (3 Biology, 3 Chemistry and 3 Physics)
<b>Break down by term</b>	Autumn 1 & 2 CB1: Key concepts in Biology CB2: Cells and control CC1 and CC2: States of matter CC3 and CC4: Atomic structure and the periodic table CP1 and CP2: Motion and Forces
	Spring 1 and 2 CB3: Genetics CB4: Natural selection CC5, CC6 and CC7: Chemical bonding CP3: Energy CP4: waves
	Summer 1 and 2 CB5: Health, disease and the development of medicines CC8: Acids and alkalis CP5: Light and the EM spectrum
<b>How will students be assessed</b>	End of unit tests, core practical assessments and mock exams.
<b>How can parents support their child in their learning</b>	By consolidating work using BBC KS4 Bitesize or the SAM learning website. Also by listening to or reading about developments in Science in the media e.g. Newsround/ New Scientist.

<b>Subject:</b>	<b>Maths</b>
<b>Year:</b>	9
<b>Overview</b>	<i>In Year 9 students start the studying GCSE mathematics, they build on the core skills developed over the last 3 years and learn to apply these to formal exam questions.</i>
<b>For KS4</b>	AQA 8300
<b>Number of lessons over 2 weeks</b>	8
<b>Break down by term</b>	<p><i>Autumn 1 &amp; 2</i></p> <ul style="list-style-type: none"> <li><i>Basic Number</i></li> <li><i>Factors and Multiples</i></li> <li><i>Angles</i></li> <li><i>Scale Diagrams and Bearings</i></li> <li><i>Basic Algebra Review</i></li> <li><i>Basic Fractions</i></li> <li><i>Basic Decimals</i></li> <li><i>Coordinates and Linear Graphs</i></li> <li><i>Rounding</i></li> <li><i>Collecting and representing data</i></li> <li><i>Sequences</i></li> </ul>
	<p><i>Spring 1 &amp; 2</i></p> <ul style="list-style-type: none"> <li><i>Basic Percentages</i></li> <li><i>Perimeter and Area</i></li> <li><i>Real Life Graphs</i></li> <li><i>Circumference and Area</i></li> <li><i>Ratio and Proportion</i></li> <li><i>Equations</i></li> </ul>
	<p><i>Summer 1 &amp; 2</i></p> <ul style="list-style-type: none"> <li><i>Basic Probability</i></li> <li><i>Scatter Graphs</i></li> <li><i>Standard Form</i></li> <li><i>Transformations</i></li> <li><i>Constructions and Loci</i></li> <li><i>2D Representations</i></li> </ul>
<b>How will students be assessed</b>	End of topic tests and formal mock exam at the end of year.
<b>How can parents support their child in their learning</b>	Supporting students with completion of homework and encouraging use of the PiXL Maths App

<b>Subject:</b>	<b>Computing</b>
<b>Year:</b>	Year 9
<b>Overview</b>	<p>A Computer Science qualification will, above all else, be relevant to the modern and changing world of computer science. Computer Science is a practical subject where learners can apply the knowledge and skills learned in the classroom to real-world problems. It is an intensely creative subject that involves invention and excitement. It will give an understanding of how computer technology works and looks at what goes on "behind the scenes". Through study of computer programming the course will help develop critical thinking, analysis and problem solving skills.</p> <p>GCSE (9-1) Computer Science has been improved and reformed to meet the demands of a modern and evolving computer science industry and educational sphere.</p>
<b>For KS4</b>	9-1 Computer Science J276
<b>Number of lessons over 2 weeks</b>	4
<b>Break down by term</b>	<p><i>Autumn 1 &amp; 2</i></p> <p><i>Python Basics:</i></p> <p><i>Output to the screen</i></p> <p><i>Storing data in variables</i></p> <p><i>Inputting data</i></p> <p><i>Calculations</i></p> <p><i>Data Types</i></p> <p><i>Selection with If</i></p> <p><i>Alan Turing Project</i></p>
	<p><i>Spring 1 &amp; 2</i></p> <p><i>Making programs easier to read</i></p> <p><i>Iteration – count controlled loops</i></p> <p><i>Iteration – condition controlled loops</i></p> <p><i>Subroutines – procedures and functions</i></p> <p><i>Lists</i></p>
	<p><i>Summer 1 &amp; 2</i></p> <p><i>String handling</i></p> <p><i>Reading and writing to files</i></p> <p><i>Consolidation - Python worked challenges</i></p>
<b>How will students be assessed</b>	Students will be assessed regularly by means of practical based tasks which assess them on techniques learnt.
<b>How can parents support their child in their learning</b>	Ensure home learning tasks are completed. Programming software is open source and readily available to download so students are encouraged to carry out independent learning in their own environment wherever possible.

<b>Subject:</b>	<b>ICT</b>
<b>Year:</b>	Year 9
<b>Overview</b>	This qualification aims to: • equip young people with the knowledge, understanding and skills they need to design and make digital products for others to use • enable young people to use digital tools as a means of expression to inform, persuade and entertain • foster young people's creativity and develop their independent learning skills • challenge young people to reflect on what they produce and strive for improvement • increase young people's awareness of their responsibilities in the digital world and their respect of other people's rights • equip young people with real-world skills in planning and communication • give young people the knowledge, understanding and skills they need to support future learning
<b>For KS4</b>	Pearson Edexcel Level 1 Certificate in Digital Applications Qualification Number (QN) 601/3256/5
<b>Number of lessons over 2 weeks</b>	3
<b>Break down by term</b>	<i>Autumn 1 &amp; 2</i> Delivering Unit 1: Developing Web Products This unit gives students an introduction to web authoring. Most students will already have considerable experience of websites and other web products as users, however, they may not have given much thought to what makes a good website. They should be encouraged to look critically at a variety of web products for different audiences and purposes. It is important that students investigate aspects of successful design, including content, structure, navigation and interactivity.
	<i>Spring 1 &amp; 2</i> Delivering Unit 2: Creative Multimedia Most students will already have experienced lots of multimedia products but may not have given much thought to their features. Students should be encouraged to explore a range of multimedia products, for example websites, presentations, e-books, information points and games. Resources are available at the library, in shops, on the internet and on games machines. It is important that students investigate aspects of successful design, including content, structure, navigation, screen and interactivity and discuss possible alternatives to the components used. They should try to establish the purpose and intended audience for each product investigated and judge whether it is fit for purpose. Students will probably need guidance when planning their multimedia products and on sourcing assets. It is important that they are given a range of sources for assets. While collecting materials they must be reminded about the laws of copyright and the importance of acknowledging sources. They should be encouraged to keep an ongoing record of all sources of the assets they collect. The design process is crucial to the success of a multimedia product. Students should be encouraged to make all the important decisions before developing a product. They must be able to use storyboards and structure charts for this purpose. Students should be encouraged to regularly test their products during development and to respond to test user feedback. Students need to gain experience of using a range of software applications before embarking on the Summative Project Brief. It may be useful to give them a series of small projects to carry out to help them acquire the skills they need to edit ready-made components and to create their own. It is important that students observe standard ways of working, even when they are not explicitly assessed.
	<i>Summer 1 &amp; 2</i> Delivering Unit 3: Artwork and Imaging

	<p>There are real opportunities here to work collaboratively with colleagues teaching art and design or graphic products. However, it is also perfectly possible for students to be taught in discrete lessons. What is important is that whoever teaches this unit has a good grasp of graphics technical concepts such as file size, image size and colour models. Students should be encouraged to evaluate a variety of images in terms of how well they serve the purpose for which they are intended. It may be useful to use group work. Asking a group of students to judge the success of a graphic product and present ideas to the wider group will be helpful in exploring a range of ideas and sources. Students will work with images they have created themselves from primary sources and will need to gain experience in methods of image capture. It is vital that they are given access to a range of secondary sources, including photographs, image libraries, maps, etc. It is important that students have access to a range of graphic software, including vector based and bitmap. They should be aware of the most suitable uses for each graphic type. They need opportunities to explore the tools and techniques of the software available to them. The developmental process of producing artwork and images is crucial in ensuring its success. It would be useful for students to be introduced to a suitable design methodology. This approach will ensure that students store the stages in the development of their design accurately. Keeping a record of all their experiments is important for the final evidence. Students should be encouraged to allow others to feed back on their work. It is important that students appreciate the need to prepare the graphics they produce for the intended medium, whether digital or print. In preparing artwork and images for the screen and print, students need to be aware of factors such as resolution, colour, file format and size, and how they might impede the ability of the audience to view the graphic. When producing a graphic for a particular purpose and audience, it is important that students continually test the product. It will be difficult for them to make extensive changes at the end of a project, as they have invested much time and energy in the idea. It is essential to build in periods of reflection at different stages during the development of the graphic. Peer support and feedback will be a useful strategy as it will help students to build their evaluative skills, while helping someone else. There must be a thorough period of testing once the graphic has been produced. Students need to use a clear method of documentation to record the testing and correction cycle. It is vital that suitable file formats are used for images and documents so that people can view or read them, even if they do not have the software that was used to create them installed on their computers.</p>
<p><b>How will students be assessed</b></p>	<p>Summative Project Briefs  All units will be assessed through a Summative Project Brief. The Summative Project Brief is the means by which students bring together the knowledge, skills and understanding they have acquired throughout the unit into a synoptic piece of work. There is a Summative Project Brief for each unit. Summative Project Briefs are set by Pearson, administered and marked by the centre, and moderated by Pearson</p>
<p><b>How can parents support their child in their learning</b></p>	<p>Encourage creative endeavours and encourage home learning.</p>

<b>Subject:</b>	<b>Ethics, Philosophy and Religion</b>
<b>Year:</b>	9
<b>Overview</b>	<i>Yr 9 Ethics, Philosophy and Religious studies is the first year of GCSE where students will be working towards the first of their two GCSE exams papers. This year will be focused on Paper 1 key content needed for Paper 1 and further developing the GCSE style skills taught in KS3. This will all be assessed at the end of Year 11 in their Paper 1 exam.</i>
<b>For KS4</b>	AQA Religious Studies A <a href="http://www.aqa.org.uk/subjects/religious-studies/gcse/religious-studies-a-8062">http://www.aqa.org.uk/subjects/religious-studies/gcse/religious-studies-a-8062</a>
<b>Number of lessons over 2 weeks</b>	3
<b>Break down by term</b>	<i>Autumn 1 &amp; 2 Beliefs and Teachings: The nature and beliefs about God in Christianity and Islam The importance of Jesus to Christians Consider how having a faith can influence peoples' beliefs about life and death.</i>
	<i>Spring 1 &amp; 2 Exam Study Skills Religious Practices Worship, Prayer and Daily life for Christians and Muslims. Festivals and Rites of Passage</i>
	<i>Summer 1 &amp; 2 Religious persecution, prejudice, discrimination. Religious responses to poverty. The role of the Church in the local and worldwide community</i>
<b>How will students be assessed</b>	Students will be assessed through a range of GCSE style exam questions. These will range from 1, 2, 4, 5 and 12 mark questions. There will be a minimum of 6 assessments across the academic year.
<b>How can parents support their child in their learning</b>	Encourage your child to engage in a mature and thoughtful discussion about belief and spirituality as a way of giving meaning to life. They should aim to develop their reasoning and judgements at the same time as recognising there are different points of view.  Students must learn the key subject specific vocabulary for each topic and be able to explain the meaning of the term.  Revision websites are a useful tool to check understanding for example, BBC and SAMLearning.

<b>Subject:</b>	<b>Geography</b>
<b>Year:</b>	9
<b>Overview</b>	The first year of the GCSE course- Physical Geography and fieldwork
<b>For KS4</b>	
<b>Number of lessons over 2 weeks</b>	3/4
<b>Break down by term</b>	<i>Autumn 1 &amp; 2</i> Climate Change Sustaining Ecosystems
	<i>Spring 1 &amp; 2</i> Sustaining Ecosystems Distinctive Landscapes Optional residential field trip to the south coast
	<i>Summer 1 &amp; 2</i> Distinctive Landscapes Local Fieldwork project
<b>How will students be assessed</b>	GCSE Exam-style end of unit tests
<b>How can parents support their child in their learning</b>	Ensure that home learning is completed on time and to the expected standard. Encourage them to watch documentaries about geographical topics.

<b>Subject:</b>	<b>History</b>
<b>Year:</b>	9
<b>Overview</b>	Being the first year of GCSE, students will be working towards the first of their 3 GCSE exams. This year will be focussed on key content needed for Paper 1 and further developing the GCSE style skills taught in KS3. This will all be assessed at the end of Year 11 in their Paper 1 exam.
<b>For KS4</b>	<i>Edexcel History A Paper 1: Medicine Through Time and Surgery on the Western Front/</i> <a href="https://qualifications.pearson.com/en/qualifications/edexcel-gcses/history-2016.html">https://qualifications.pearson.com/en/qualifications/edexcel-gcses/history-2016.html</a>
<b>Number of lessons over 2 weeks</b>	3
<b>Break down by term</b>	<i>Autumn 1 &amp; 2</i> <i>Medicine Through Time – Medieval and Renaissance medicine.</i>
	<i>Spring 1 &amp; 2</i> <i>Medicine Through Time – 18<sup>th</sup>, 19<sup>th</sup>, 20<sup>th</sup> and 21<sup>st</sup> Century medicine.</i>
	<i>Summer 1 &amp; 2</i> <i>Surgery on the Western Front</i>
<b>How will students be assessed</b>	Students will be assessed through a range of GCSE style exam questions. These will range from 4, 8, 12 and 16 mark questions. There will be a minimum of 6 assessments across the academic year.
<b>How can parents support their child in their learning</b>	<p>Speak to students and ask them questions about the time periods they are studying. Keep an eye out for any suitable and age appropriate TV, Film or documentaries about the topics. When home learning is set, encourage them to discuss their work and show that you are interested – as this will impact on their interests!</p> <p>It might also be useful for students to have their own copies of both the exam textbook and the revision guide. These would cost no more than £25 and would be of incredible amounts of use.</p> <p><a href="https://www.amazon.co.uk/Edexcel-History-Medicine-through-c1250-present/dp/1292127376/ref=sr_1_3?ie=UTF8&amp;qid=1505223291&amp;sr=8-3&amp;keywords=pearson+medicine+through+time">https://www.amazon.co.uk/Edexcel-History-Medicine-through-c1250-present/dp/1292127376/ref=sr_1_3?ie=UTF8&amp;qid=1505223291&amp;sr=8-3&amp;keywords=pearson+medicine+through+time</a></p> <p><a href="https://www.amazon.co.uk/gp/product/1292169729/ref=oh_aui_detailpage_o06_s00?ie=UTF8&amp;psc=1">https://www.amazon.co.uk/gp/product/1292169729/ref=oh_aui_detailpage_o06_s00?ie=UTF8&amp;psc=1</a></p>

<b>Subject:</b>	<b>Physical Education</b>
<b>Year: 9</b>	
<b>Overview</b>	<i>Pupils in Year 9 participate and explore a broad and balanced curriculum. Pupils take knowledge and levels of ability explored in year 7 and 8 into Year 9.</i>
<b>Number of lessons over 2 weeks</b>	4
<b>Break down by term</b>	<i>Pupils in Autumn 1 and 2 will participate in Aesthetics, Rugby, Football and Netball.</i>
	<i>Pupils in Spring 1 and 2 will participate in Handball and Aesthetics</i>
	<i>Pupils in Summer 1 and 2 will participate in Cricket, Tennis and Athletics.</i>
<b>How will students be assessed</b>	Pupils are assessed in PE's 'WORLD CLASS' values. Pupils will either be Exceeding, Meeting or Below expectation based on these core values.
<b>How can parents support their child in their learning</b>	Pupils can support their child by encouraging them to attend after-school clubs, participate in fixture and ensure Home Learning is completed.

<b>Subject:</b>	<b>Art</b>
<b>Year:</b>	9
<b>Overview</b>	<i>Portraits</i>
<b>For KS4</b>	<i>Working towards AQA Art &amp; Design</i>
<b>Number of lessons over 2 weeks</b>	4
<b>Break down by term</b>	<i>Autumn 1 &amp; 2 Understanding how to develop drawings from symbols to clearly observed images A focused study in the style of Chuck Close</i>
	<i>Spring 1 &amp; 2 A detailed study of the Hockney JOINER technique A detailed study of Patricia Ariel dream like images</i>
	<i>Summer 1 &amp; 2 Using collage and photo montage to create opportunities to develop art work A focused study of a contemporary portrait artist – Annie Terrazzo</i>
<b>How will students be assessed</b>	twice a term via feed back sheet
<b>How can parents support their child in their learning</b>	Arteacher41.weebly.co.uk has been set up with in depth information links and HLT information

<b>Subject:</b>	<b>Photography</b>
<b>Year:</b>	9
<b>Overview</b>	<i>Message + Issues</i>
<b>For KS4</b>	<i>Working towards AQA Art &amp; Design</i>
<b>Number of lessons over 2 weeks</b>	4
<b>Break down by term</b>	<p><i>Autumn 1 &amp; 2</i>  <i>A focused study of a photographer and making use of photo collage and photo montage</i>  <i>Developing basic double exposure skills and image manipulation</i>  <i>Making use of primary images of Hands, Faces and back grounds</i></p>
	<p><i>Spring 1 &amp; 2</i>  <i>Making use of Hockney's JOINER technique to create cubist style visuals</i>  <i>Making use of projected light and painted pattern (graffiti bombing) and colours directly to faces or images to emphasise any messages</i></p>
	<p><i>Summer 1 &amp; 2</i>  <i>Focus on the theme of Bullying – through text n Image through the studies of:</i>  Analyse others work  Work in the style of... 'Walker Evans  Gillian Wearing  David Shrigley</p> <p>A focused personal response to the theme of HOMELESS influenced by the work of Barbara Kruger</p>
<b>How will students be assessed</b>	twice a term via feed back sheet
<b>How can parents support their child in their learning</b>	Artteacher41.weebly.co.uk has been set up with in depth information links and HLT information

<b>Subject:</b>	<b>Music and Performing Arts</b>
<b>Year:</b>	<b>9</b>
<b>Overview</b>	<i>Year 9 represents the chance for students to develop key skills essential for success in the BTEC Performing Arts course. Students are introduced to aspects of the music industry, recording, performing in ensemble and solo performance. Students will develop the ability to assess their own skills and set targets for improvement. They will begin to specialise and develop their own repertoire.</i>
<b>For KS4</b>	<i>Exam board/unit descriptor/website for reference and resources</i>
<b>Number of lessons over 2 weeks</b>	4
<b>Break down by term</b>	<i>Autumn 1 &amp; 2 Musicianship 1. The music industry 1. Musicianship 2.</i>
	<i>Spring 1 &amp; 2 The music industry 2. Protest Songs. The solo performer.</i>
	<i>Summer 1 &amp; 2 Making and selling a charity CD. Performing to a brief.</i>
<b>How will students be assessed</b>	Students are assessed through a series of performance challenges which examine their instrumental skills, composing and their abilities to respond to music by listening. Each unit includes a practical challenge that builds these skills and confidence.
<b>How can parents support their child in their learning</b>	Parents should encourage their children to listen to a wide variety of music and to be involved in music for the simple fun and pleasure of playing. Children should be encouraged to attend and participate in a range of musical events.