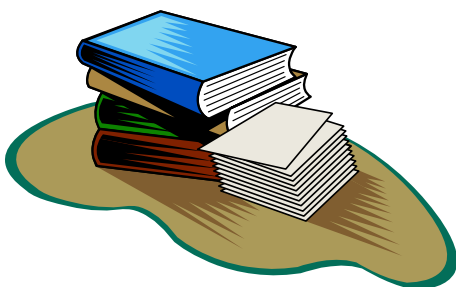




# BRANSTON COMMUNITY ACADEMY

YEAR 9  
2014/15

## CURRICULUM & ASSESSMENT GUIDE



$$E=MC^2$$

# **INTRODUCTION**

Welcome to the Branston Community Academy Year 9 Curriculum Guide. This is intended to have two main purposes.

- To help students understand how your courses will develop over the year so that you can be “ahead of the game” by learning how to spell and use the Key Words that are a vital part of every subject.
- To help parents understand more about what your children will be learning and how it will be assessed. Parents can make a major contribution to successful secondary education by helping to organise library books and supporting the learning of Key Words:- both the meanings and the spellings.

## **Using the Guide**

You will see that the Curriculum Guide is divided up into Subjects. In each subject section you will be given an outline of the course for the school year – in some cases this is actually broken down into what will be covered each term. This allows parents and students to plan for the type of work that they will be doing by organising books from the library and discussing what they already know about particular topics.

In particular, students will benefit from being familiar with key words in advance. Certainly it helps significantly if all students can spell the words and terms given in this booklet, and there will be times in the year when teachers will test knowledge of them parents can help here by checking on spelling and understanding at regular intervals as the courses progress.

Each subject has also detailed how it assesses the students during the year. At Key Stage 3 National Curriculum subjects are assessed using sub-divided National Curriculum levels and are reported on the student’s report. At the end of year 9 all students receive final National Curriculum levels assessed by the teacher.

We also hope that the Curriculum Guide will give parents the opportunity of discussing with their children what has been learnt. By talking about school work with your son or daughter, you can help them to review what they have understood and to identify any weaknesses in their progress.

Please let me know if you find it helpful or have any comments that would help us to improve on the Curriculum Guide in the future.

**J TURNER**  
Vice-Principal

# ART



Throughout Year 9 the pupils will cover a wide range of subject areas, drawings, paintings etc. and all pupils will be taught in all these areas by the end of the year.

Pupils look at the work of other Artists and Craftspeople and will develop ideas through to a conclusion in the area they are working in.

NB: The key words and phrases will become part of the pupils vocabulary and they will be expected to use them in their lessons.

## PRINT MAKING AND TEXTILES

Students will look at observational drawing, line linked to shape and pattern, colour, pattern rotations, image enlargement and develop their ideas towards a conclusion.

The outcome could be; one or a combination of the following:- Screen print, Lino print or an engraved print on paper.

KEY WORDS	DEFINITION
<b>LINE</b>	Mark made by an instrument when drawn across a surface
<b>PATTERN</b>	A shape which is repeated in an equal way
<b>ROTATION</b>	Turning the shape around while creating pattern
<b>ENLARGEMENT</b>	Making image or shape bigger
<b>SCREEN PRINT</b>	Print made from cut stencil using mesh screen and ink
<b>LINO PRINT</b>	Print made by image cut out of a lino block

## PHOTOGRAPHY

Pupils continue to look at classroom photography using a digital camera with their own, or the Departments, computers and printers.

KEY WORDS	DEFINITION
<b>DIGITAL PHOTOGRAPHY</b>	Images taken using digital camera that can then be changed using the computer
<b>CAMERA</b>	Equipment used to capture a photographic image
<b>TRYPD</b>	Stand used to keep a camera still when taking a photograph

## **DRAWING AND PAINTING**

Drawing is evident in all areas throughout the development of work and ideas. In this instance pupils' knowledge is developed through to painting, via observational drawing and expressive work using a wide range of media.

<b>KEY WORDS</b>	<b>DEFINITION</b>
<b>PERSPECTIVE</b>	Drawing technique for suggesting depth on a flat surface
<b>ANALYTICAL DRAWING</b>	Detailed study of parts or all of subject in drawing.
<b>COLOUR ASSOCIATION</b>	Colours used to express, imply certain ideas & emotions
<b>MEDIA</b>	Different materials used for creating images when drawing and using colour
<b>COMPOSITION/ BALANCE</b>	Placement of objects/subjects within picture

## **THREE DIMENSIONAL WORK**

There are a number of areas to cover and pupils usually cover one or two. Pupils look at simple structure, creation of textures, drawing and 3D form. Pupils will show understanding of texture, volume, line and form. The outcome could be in clay (double thumb pot or tile) plaster casting, wire structures or the use of found objects

<b>KEY WORDS</b>	<b>DEFINITION</b>
<b>PROPORTION</b>	Correct size of subject or part of subject
<b>PLASTER BANDAGE</b>	Plaster coated cotton bandage used for casting objects
<b>GLAZE</b>	Coloured liquid applied to biscuit fired clay to decorate it or make it non porous, forms hard glasslike finish
<b>SLAB POT</b>	Pot or box structure made from flat slabs of clay
<b>PLASTER OF PARIS</b>	Fine setting plaster used to make moulds for copying objects or construction work using chicken wire
<b>ARMITURE</b>	Wire or wooden frame used to support clay or plaster

## **STUDENT ASSESSMENT**

In Year 9 the following skills are assessed:

1. Development of ideas
2. Ability to record from direct observation
3. The use of both 2D and 3D Media
4. The students ability to review, modify and evaluate their work.
5. Their knowledge and understanding related to the subject
6. The students ability to evaluate their own and other peoples work
7. The students use of appropriate language, literacy skills.

Presentation of work is also assessed as it is the student's homework record.

Assessment is continuous throughout the year and each teacher keeps a record of marks for classwork and homework.

The marks, as well as the National Curriculum level achieved for each piece of work, are recorded onto a sheet which is updated at the end of each completed project so the student can monitor their own progress throughout the year.

Target setting is part of on-going teaching in class and is part of all subject report writing.

Learning targets at KS3 include:

- Improving observational drawing skills
- Developing hand, eye co-ordination skills
- Learning and using appropriate language, terminology
- Increasing knowledge of other artists, craftsmen’s work
- To develop skills, use of processes using a wide range of materials and equipment.

<b>ASSESSMENT FRAMEWORK</b>	<b>COMMON LEARNING TARGETS IN YEAR 9</b>
<p>All pupils are given the opportunity during the year to carry out work in the following specialist areas:</p> <p>Drawing and Painting            Print-making and Textiles            Photography            3D Design            Graphic Design            ICT</p>	<ul style="list-style-type: none"> <li>• To improve drawing skills</li> <li>• To develop hand, eye co-ordination</li> <li>• Increase literacy skills, use of correct vocabulary</li> <li>• Increase knowledge of other artists work</li> <li>• Develop skills, using different materials or equipment</li> </ul>

# DESIGN TECHNOLOGY



## TOPIC: GRAPHICS 3 D MODELLING/ELECTRONICS 1 ½ Terms approximately

### Outline of Work

Students will design and model and entrance for a theme park ride using a range of modelling materials. As part of the process students will undertake some research into the aspects of a successful ride entrances. Some students may add an electronic circuit to their design to create a flashing light output (Astable) to improve their design

### MODELLING

KEY WORDS	DEFINITION
<b>SCALE MODELLING</b>	The reduction or increase in size of a model compared to the real object. Usually expressed as a ratio. E.g. 20 to 1, or 1 to 20 (20:1 or 1:20)
<b>FORM</b>	The style, shape and or appearance of an object
<b>STYROFOAM</b>	Available in blocks and used for product-modelling. Can easily be cut using hand tools and hot wire cutter
<b>POLYMORPH</b>	A plastic that becomes mouldable at 62°C. It is used for product-modelling, 3d shapes.
<b>MODROCK</b>	A trade name for Plaster of Paris bandage that can be laid onto a supporting framework (wire net) to create 3D shapes E.g. Landscapes,

### ELECTRONICS

KEY WORDS	DEFINITION
<b>INTERGRATED CIRCUIT</b>	(ICs) are self-contained circuits with many separate components such as transistors, diodes, resistors and capacitors etched into a tiny silicon chip.
<b>RESISTOR</b>	Resistors restrict or limit the flow of current in a circuit. The ability of a material or component to resist current flow is measured in ohms.
<b>CAPACITOR</b>	A capacitor is a discrete component that can store an electrical charge. The larger the capacitance the more charge it can store. The unit of measurement of capacitance is the farad.
<b>POLARITY</b>	A term to describe the positive and negative 'poles' in an electrical circuit. Current (measured in Amps) flows from one pole to another. Some components are 'Polarised' and have to be connected the right way round.
<b>ASTABLE</b>	A term to describe a circuit which produces a repeating on/off output

**TOPIC: PRODUCT DESIGN-RESISTANT MATERIALS 1 ½ Terms approximately**

**Outline of Work**

Students will design a storage product and manufacture this product. OR Design a storage product and manufacture a number of set practical task(s), depending on their ability. The processes will include hand manipulation of materials and the use of machinery. Students will be expected to cut, form, join, finish and apply finishes to a range of materials from woods, metals and plastics to achieve a quality product.

KEY WORDS	DEFINITION
<b>FABRICATION</b>	Where materials are joined using a variety of processes either permanently or temporarily
<b>WASTING</b>	The shaping of materials by the removal of waste using cutting, abrading tools
<b>FORMING</b>	The shaping of materials to achieve a shape by pressing, hammering or casting.
<b>FINISHING</b>	The process where a material surface is improved usually by abrading
<b>FINISHES</b>	The 'layer' of material which is put onto the surface of a material. E.g. Painting, plastic coating.

**TOPIC: EXTENDED TASK- Complete at home in a approx. 6 weeks or ½ term**

**Outline of Work**

Students research into a famous designer or inventor. They produce a booklet which describes their career, descriptions of what they created and examples of their work.

ASSESSMENT FRAMEWORK	COMMON LEARNING TARGETS IN YEAR 9
Formative/summative assessment of short term tasks for: <ul style="list-style-type: none"> <li>Theoretical Knowledge</li> <li>Design skills</li> <li>Practical skills</li> <li>Storage Design (Resistant Materials)</li> <li>Theme park ride entrance. (Graphics, Electronics)</li> </ul> Based on levels 4-7	<ul style="list-style-type: none"> <li>Pupils draw upon a range of resources</li> <li>Can plan their activities.</li> <li>Check work as it develops</li> <li>Pupils can create products of quality using various materials.</li> <li>Evaluate existing products and their own work and suggest improvements.</li> </ul>

# ENGLISH

The Department runs courses in English and Drama in Year 9.

In English, the course seeks to build on the achievements in Years 7 and 8 and in addition, prepare students for the transition to GCSE. It is designed to enhance the students' performance in speaking and listening, reading and writing. This involves a study of a full Shakespeare play, before the end of Key Stage 3 Teacher Assessment.

In Drama, students continue to develop movement and speech skills as they explore style, dramatic shaping and the process involved in staging scripted and improvised drama.

KEY WORDS	DEFINITION
<b>CHRONOLOGICAL</b>	Writing where events follow each other in time
<b>NON-CHRONOLOGICAL</b>	Writing about feelings or ideas etc, that does not follow a strict time sequence
<b>BIOGRAPHY</b>	Someone's life story
<b>AUTO BIOGRAPHY</b>	One's own life story
<b>GENRE</b>	Kind of writing, e.g. drama, poetry. Sub-Genre eg. gothic, romance
<b>ATMOSPHERE</b>	The mood created by a writer
<b>PROSE</b>	Resembles everyday speech; used in newspapers, magazines, novels etc.
<b>VERSE/POETRY</b>	Imaginative text usually, but not always, set with rhyme, rhythm, stanzas (verses) often using detailed images.
<b>DRAMA</b>	Writing in script form; performance
<b>CHARACTER</b>	A person; what they are like
<b>SETTING</b>	Where events take place
<b>ACT</b>	A large division in a play
<b>SCENE</b>	A small division in an Act
<b>PHRASE</b>	Part of a sentence
<b>PREFIX</b>	A meaningful section of a word added to the beginning
<b>SUFFIX</b>	A meaningful section of a word added to the end of work
<b>PRONOUN</b>	A word standing in for a noun
<b>DEBATE</b>	Organised discussion exploring both sides of an issue
<b>NON-LITERARY</b>	Text which is neither poetry nor used in a novel or a play
<b>AMBIGUITY</b>	Where true meaning is unclear, sometimes deliberately so
<b>CLAUSE</b>	A sub-unit of a sentence, including a finite verb
<b>CONJUNCTION</b>	A word which joins clauses in a sentence
<b>DISCUSS</b>	Consider the arguments for and against
<b>ARGUE</b>	To forcefully discuss. Promoting one's own opinion over others



<b>PERSUADE</b>	To present an opinion which could benefit others
<b>ADVISE</b>	To support, encourage and guide others
<b>EXPLAIN</b>	Give reasons for your ideas. Aim for 2-3 sentences per point
<b>EXPLORE</b>	Give reasons and evidence for your ideas
<b>DESCRIBE</b>	Present details of a setting, character, experience using detailed imagery possibly including sights, sounds, smells
<b>ANALYSE</b>	Develop explanation referring closely to how the writer uses language, presents characters. Use regular evidence
<b>INFORM</b>	Use facts to explain an event or process to an audience
<b>REVIEW</b>	Evaluate a text or performance. Explain strengths/weaknesses
<b>P.E.E.</b>	Point. Evidence. Explain. A point is a statement/idea. The evidence is a quotation that supports that idea. Explanation <u>should</u> be detailed- approximately two per point/quote
<b>INFER</b>	What ideas are implied/suggested by the text? Usually the second or third sentence of explanation in a P.E.E. paragraph.

<b>ASSESSMENT FRAMEWORK</b>	<b>COMMON LEARNING TARGETS IN YEAR 9</b>
<p>Units of work follow the objectives in the Key Stage 3 Strategy. Assessments in Speaking and Listening, Reading and Writing are made throughout the year. Students are actively involved in both self-review and target setting. Formal assessments in Reading, writing and the Shakespeare text will take place during the year. In the Summer term Students receive an introduction to their GCSE English course and produce a piece of written work under controlled conditions</p>	<ul style="list-style-type: none"> <li>• In reading – synthesise information from a range of sources, shaping material and using comparisons</li> <li>• Developing analytical and interpretative skills when reading</li> <li>• Study one Shakespeare play for the end of Key Stage 3 Assessment</li> <li>• Explore different themes in drama using script and props</li> </ul>

# FOOD TECHNOLOGY



During this year students will participate in the following activities in Food and Textile Technology.

1. Investigate cook chill products with particular reference to foods from other cultures, food hygiene, packaging and labelling regulations are studied. Product analysis and methods of determining customer preferences are also included.
2. Explore ways of promoting healthy eating to children in primary schools. The work will include the designing and production of a resource to help children make sensible food choices and design and make suitable dishes.
3. Complete a Design and Make Activity promoting Enterprise using food ingredients to raise money for student nominated charities.
4. Students will investigate and make a range of hot/cold desserts. The function of ingredients, adaptation of recipes and high quality finishing techniques will be a focus of this module.
5. A further module of work covering topical Food issues is covered.

## **ENTERPRISE ACTIVITY**

- Research the work of a Local or National Charity for which to raise money.
- Design and make a range of suitable products for selling at a Charity Fayre.
- Identify costs which need to be considered when producing goods for sale.
- Show an awareness of food packaging and the effect it has on the environment.

<b>KEY WORDS</b>	<b>DEFINITION</b>
<b>CULTURE</b>	The way of life of a particular group including the foods they eat
<b>COOK-CHILL</b>	A process of preparing, cooking and rapidly chilling food for sale
<b>BACTERIA</b>	Micro organisms which grow quickly given the correct conditions
<b>OPTIMUM TEMPERATURE</b>	The most suitable temperature for a particular process
<b>RE-HEAT</b>	To bring ready cooked food up to the correct temperature required for safe eating.
<b>NUTRITION</b>	The study of food and the substances they contain and their functions in the body
<b>PRODUCTION COSTS</b>	Costs which need to be considered when producing products for sale
<b>QUALITY CONTROL</b>	Steps taken to ensure consistent products
<b>ORGANOLEPTIC</b>	Sensory Attributes of a Food Product
<b>SUSTAINABILITY</b>	Environmental issues relating to Food Production

## **ASSESSMENT**

Work is assessed on a weekly basis with marks awarded for attainment and effort. Overall levels are awarded termly culminating in an end of Key Stage level for designing and making according to National Curriculum criteria. Extended homework task based on Healthy Eating for Children and completed over a period of 5 weeks.

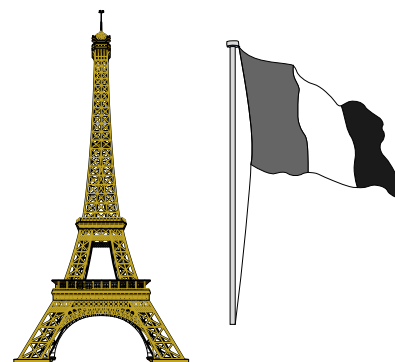
### Typical Learning Target:

At the end of Key Stage 3 students should be able to work independently and should competently use a broad range of processes, materials and equipment.

This is achieved by:

1. Written comments on work and oral comments at the end of practicals, students are encouraged to improve the scope and quality of their work.
2. Comments and targets on annual reports give focussed areas for development.

# FRENCH



This course of study topics is based on the areas of experience as required by the National Curriculum. It is also considered to be the first year of a 3 – year approach to GCSE

## AUTUMN TERM

Students learn e.g. how to discuss clothes and fashion, then go on to concentrate on television and cinema.

## SPRING TERM

During the second term, students learn how to give and justify opinions and how to talk about what has happened in the past. This gives them potential access to level 5 (and above) of the National Curriculum.

## SUMMER TERM

In the final term students learn to talk about special occasions and find out about different modes of transport.

KEY WORDS	DEFINITION
<b>COMPARATIVE</b>	Compares two things – bigger than etc
<b>ADVERB</b>	Describes a verb
<b>AGREEMENT</b>	Making words agree in number or gender
<b>PRONOUN</b>	Stands in place of a noun e.g. he/she/it
<b>POSSESSIVE ADJECTIVE</b>	Shows that something belongs to something/someone else. e.g. his/her
<b>NEGATIVE</b>	Talking about not/never etc doing something
<b>PERFECT TENSE</b>	A past tense equivalent to I did/I have done .....
<b>REFLEXIVE VERBS</b>	Verbs which show an action done to oneself, e.g. I wash <u>myself</u> .
<b>IMPERATIVE</b>	The command form of a verb, e.g. Go!
<b>PREPOSITION</b>	A word which shows position. e.g. on, under, behind.
<b>MODAL VERB</b>	A verb whose sense is incomplete in itself, e.g. I must, I can, I want

## **ASSESSMENT AND TARGET SETTING**

Students are regularly assessed against National Curriculum level descriptors throughout the year. They are continually informed of their current level, and of what they need to do in order to progress further.

<b>ASSESSMENT FRAMEWORK</b>	<b>COMMON LEARNING TARGETS</b>
Students are regularly assessed against National Curriculum level descriptors. Expected progress: All = Levels 3/4 Most = Levels 5/6 Occasionally = Level 7	To move into work on other tenses (eg. Perfect Tense) To continue to build vocabulary To continue to develop accent

# GEOGRAPHY



Students begin the year with the unit RICH and POOR Nations. The idea behind this module is to create an understanding of the different problems and prospects of Developed and Developing Nations. Kenya is the first country studied. It is an example of a less Economically Developed Country and students learn the methodology of studying a country. Using their new skills, students study Italy independently as a research topic – Italy being an example of a more Economically Developed country. China is then studied as an example of an emerging economic giant.

## UNIT 1 – DEVELOPMENT

KEY WORDS	DEFINITION
<b>BIRTH RATE</b>	The number of people being born for each 1000 of the population
<b>DEATH RATE</b>	The number of people dying per 1000 of the population
<b>DEVELOPMENT</b>	The level at which a country can provide services and a certain standard of living for its population
<b>GROSS DOMESTIC PRODUCT</b>	The wealth of a country, its total income divided by its total population
<b>INFANT MORTALITY</b>	The number of children out of every 1000 born alive that die before they reach the age of 1
<b>LITERACY RATE</b>	The number of people who can read and write
<b>PRIMARY GOODS</b>	Collecting and using natural resources, farming, fishing, forestry and mining
<b>SECONDARY ACTIVITIES</b>	Where natural resources are turned into goods
<b>TERTIARY GOODS</b>	Services – jobs which provide a service, e.g. banking, teaching etc
<b>RESOURCES</b>	Things which can be useful to people. They may be natural like coal or oil, or of other value like skilled workers or money.
<b>MANUFACTURING</b>	Process of raw material into finished industrial products

## UNIT 2 – KENYA

KEY WORDS	DEFINITION
<b>CASH CROP</b>	A crop that is grown for profit and usually exported
<b>COMMERCIAL FARMING</b>	When farm produce is sold for a profit
<b>RIFT VALLEY</b>	A steep sided valley formed by the sinking of land between two faults or cracks caused by plate movement
<b>NATIONAL PARK</b>	An area of countryside where spectacular scenery and wildlife are protected by law
<b>SAFARI</b>	A type of holiday where wild animals are viewed in their natural habitat

<b>CORAL REEF</b>	A band of coral lying off the coast which forms a fragile environment and protects the coast
<b>SHANTY SETTLEMENT</b>	Spontaneous settlements built illegally by the very poor
<b>NOMADIC</b>	Farmers who move from place to place following their animals
<b>PASTORALISTS</b>	Farmers who look after herds of animals

### UNIT 3 – ITALY

KEY WORDS	DEFINITION
<b>ECONOMIC UNION</b>	A group of European countries working together for the benefit of everyone.
<b>MULTINATIONALS</b>	Large companies with offices and factories throughout the world
<b>INTERDEPENDENT</b>	When countries work together and rely on each other for wealth

### UNIT 4 – CHINA

KEY WORDS	DEFINITION
<b>SUBSISTENCE FARMING</b>	Growing just enough food for your own needs with nothing left to sell
<b>PADI FIELDS</b>	Where rice is grown. They are flooded for part of the year
<b>HUTONGS</b>	Traditional housing in Beijing
<b>SUSTAINABLE DEVELOPMENT</b>	A method of progress that does not waste resources. It looks after the needs of today without damaging resources for the future

ASSESSMENT FRAMEWORK	COMMON LEARNING TARGETS IN YEAR 9
<ul style="list-style-type: none"> <li>The Development, Kenya and China Modules are assessed through Enquiries, Formal Tests and Thinking Skills Activities. Italy is delivered as an independent project.</li> <li>These assist in identifying National Curriculum attainment</li> <li>Knowledge understanding and skills are tested</li> <li>Merit certificates are issued for high effort and/or achievement in certain pieces of work throughout the year</li> </ul>	<ul style="list-style-type: none"> <li>To gain and use an extensive geographical vocabulary and use it appropriately in extended writing</li> <li>To research data independent (both primary and secondary)</li> <li>To appreciate the protocol for influencing planning and environmental decisions</li> <li>To extend revision skills</li> </ul>

# GERMAN



## YEAR 9

### KEY STAGE 3 GERMAN IN TWO YEARS

The Year 9 course continues to follow the National Curriculum, but is also considered to be a lead-in to GCSE.

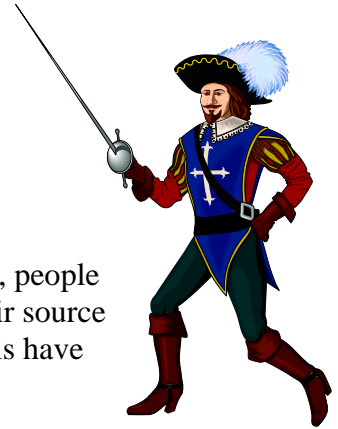
Students cover topics such as fashion, celebrations, town, future plans, environment and healthy lifestyles.

KEY WORDS	DEFINITION
<b>TENSE</b>	The form of the verb which tell you <u>when</u> something happens
<b>PERFECT TENSE</b>	A past completed action e.g. I have done/I did etc
<b>FUTURE</b>	A future action e.g. I will do
<b>NEAR FUTURE</b>	A future action, e.g. I am going to do
<b>INFINITIVE</b>	The name of a verb e.g. <b>to</b> make, <b>to</b> do etc
<b>REGULAR VERB</b>	A verb which follows a set pattern
<b>IRREGULAR VERB</b>	A verb which does not follow a set pattern

ASSESSMENT FRAMEWORK	COMMON LEARNING TARGETS IN YEAR 9
<p>Students are assessed frequently against National Curriculum descriptors with all students completing a minimum of 8 Common Tasks.</p> <p>Expected progress:</p> <p>All = level 3</p> <p>Most = levels 5/6</p> <p>Some = level 6</p> <p>Occasionally = level 7</p>	<p>To continue to build vocabulary</p> <p>To embed the Perfect and Future tenses</p>



# HISTORY



In Year 9 students will develop knowledge and understanding of the events, people and changes in the three units studied this year. They will also develop their source evaluation skills and examine how and why historical events and individuals have been interpreted in different ways

## AUTUMN TERM

### MODULE 1: DYING FOR THE VOTE 1870 – 1928. WHY DID IT TAKE SO LONG FOR WOMEN TO GET THE VOTE?

Students will investigate the development of the democratic system in Britain.

This will include the following.

- How does democracy work?
- What was wrong with the voting system in the 1800's?
- What were attitudes to women in the nineteenth century?
- How did different groups struggle to gain the vote? This will involve a study of the Suffragettes. Students will consider the extent to which violent protest was effective.

KEY WORDS	DEFINITION
<b>DEMOCRACY</b>	A system of government where the whole population has the right to vote for their governments in regular elections
<b>CONSTITUENCY</b>	An area of the country represented in by an elected Member of Parliament
<b>BALLOT</b>	A vote in an election, usually made in secret, which is put into a 'ballot box'
<b>FRANCHISE</b>	The right to vote
<b>SUFFRAGETTES</b>	A member of the Women's Social and Political Union (WSPU), a group which sometimes used violence to further its aims
<b>SUFFRAGISTS</b>	A member of the national Union of Women's Suffrage (NUWSS), a group which campaigned using peaceful methods

## **MODULE 2: HOW ‘GREAT’ WAS THE BRITISH EMPIRE?**

In this Unit students will investigate the following questions:

- How was it by 1900, Britain controlled nearly a quarter of the world?
- Did everyone benefit from the British Empire?
- How successfully did local people resist British rule?

<b>KEY WORDS</b>	<b>DEFINITION</b>
<b>EMPIRE</b>	A large area of the world, usually containing several countries, ruled by one government
<b>IMPERIALISM</b>	The desire to build up an Empire by taking over/conquering other countries
<b>MISSIONARY</b>	Person of a certain religion who goes to another country to try to make converts
<b>RACISM</b>	The hatred/criticism of another group of people solely because of their race or the colour of their skin
<b>RAW MATERIALS</b>	The materials from which things are made. e.g. wheat and wool
<b>PASSIVE RESISTANCE</b>	Non-violent protest, e.g. peaceful demonstration or non co-operation with the law

## **SPRING AND SUMMER TERMS**

### **MODULE 3: WHAT WERE THE MAIN CAUSES, EVENTS AND EFFECTS OF THE WORLD WARS IN THE TWENTIETH CENTURY?**

Students will investigate the main conflicts of the Twentieth Century. They will also study key individuals in the century.

Enquiry questions will include:

- How did a murder lead to the First World War?
- Why was the First World War called the ‘War to end all Wars?’
- Why is it so important to remember the Holocaust?
- What was the impact of the Second World War on civilians?

### **MODULE 4: WHAT HAVE BEEN THE KEY POLITICAL DEVELOPMENTS IN THE WORLD SINCE 1945?**

Students will study the events of the Cold War to the collapse of the Berlin Wall. They will also investigate the Bosnian conflict and the consequences of the 9/11 attack on New York.

KEY WORDS	DEFINITION
<b>ALLIANCE</b>	An agreement between countries
<b>THE LEAGUE OF NATIONS</b>	A union of nations formed in 1919 to try to maintain world peace
<b>APPEASEMENT</b>	The policy adopted by Britain and France in the 1930's to try to avoid war with Germany by granting concessions to Hitler
<b>COMMUNISM</b>	Ideology based on the ideas of Karl Marx and other writers, concerning the rights of the working class in a nation to an equal share in its wealth
<b>FASCISM</b>	An ideology originated in Italy during and after World War 1, based on patriotism and anti-communism
<b>ANTI-SEMITISM</b>	Against the Jewish race
<b>HOLOCAUST</b>	The destruction of the Jewish race by the Nazis
<b>THE COLD WAR</b>	The period of hostility between the communist and democratic states after World War II, especially between the U.S.S.R and the U.S.A.
<b>WESTERN FRONT</b>	The area of fighting in Belgium and France in the First World War
<b>TRENCHES</b>	The protective ditches dug for soldiers fighting in battle
<b>PROPOGANDA</b>	Information used to persuade people to believe a particular point of view
<b>HOME FRONT</b>	The contribution of civilians to the war effort
<b>ATOMIC BOMB</b>	A bomb in which atoms are split releasing tremendous energy

ASSESSMENT FRAMEWORK	COMMON LEARNING TARGETS IN YEAR 9
<ul style="list-style-type: none"> <li>• Tests on key words</li> <li>• End of module tests covering National Curriculum skills in chronology, knowledge and understanding, source evaluation and interpretation</li> <li>• A significant piece of class/homework from each module will be assessed against National Curriculum Levels</li> <li>• Evidence from 1-3 used to report on their NC level at the end of the year.</li> <li>• Homework exercises are assessed throughout the year using the Department mark scheme. Students are awarded A-E for effort and 1-10 for the work. A copy of this can be found in the front of student exercise books.</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge and understanding of key terms and concepts</li> <li>• Show understanding that there were different types of causes for an event</li> <li>• Suggest the most important cause with reasons</li> <li>• Use sources of information to reach and support a conclusion</li> <li>• Suggest who some sources are more reliable or useful than others</li> <li>• Describe and begin to explain different historical interpretations of events, people and changes</li> </ul>

# ICT



In Year 9, Computing is built around a core of teaching objectives organised by four themes:

- Finding information
- Developing ideas
- Communicating Information
- Reviewing, evaluating and modifying work as it progresses.

Students will experience the use of Computing as a tool to aid them in their studies of all subject areas. Importantly, Students will also learn to recognise where and when it is appropriate to apply Computing with a main objective of becoming Computing capable in an ever changing digital world.

Year 9, students will follow a new program to develop their learning in the digital world. Students will complete units called ‘Web App, project management with 3D Games programming and a Social Media Campaign. The program of study has been designed to support students learning and transition into Key Stage 4.

Topics to be covered:

Autumn	Module 1	Project Management (Mindview) & 3D Games programming (Missionmaker)
	Module 2	
Spring	Module 3	Mobile Web App Development
	Module 4	Mobile App Development
Summer	Module 5	Ekko Social Media Campaign
	Module 6	Ekko Social Media Campaign

In **Modules 1 – 2**, students will learn how to use Project Management tools (Mindview) and 3D Games programming (Missionmaker) Students will use project management software (Mindview) to help them plan a computer game and use the computer program Missionmaker to create a computer game. Students will be able to gain knowledge of project management that can be confidently used in other subjects.

Key Word	Definition
Splash Screen	<u>A splash screen is a page usually with some kind of Flash animation that you see before entering the main site.</u>
Web app	<u>A website application that is interactive within a web browser. which enables you to perform a range of useful tasks.</u>

Template	<u>A template defines the basic structure and settings of a document and includes; formatting, page formatting, inserting text and graphics</u>
Wireframe	<u>A wireframe is a prototyping technique that shows how the links on a web site will work (once it is built)</u>

**In Modules 3 & 4** Students will design and create a web app for the use of browser-based Internet services, from a handheld mobile device, such as a smartphone, a feature phone or a tablet computer, connected to a mobile network. Students will design a web app for a particular audience which will include navigation, house style and wireframe layouts with a range of screens using templates. They will create icon sets for this topic.

<b>Key Word</b>	<b>Definition</b>
Programming Language	<u>A programming language is not a spoken language. It is a way of describing what the programmer wants the computer to do.</u>
Games Console	<u>A games console contains a very powerful computer that can make billions of graphic calculations per second. This results in very realistic and smooth action.</u>
Project Management	<u>Project management is the of planning, organising, securing, managing, leading, and controlling resources to achieve specific goals</u>

**In Module 6 & 7** students complete a social media campaign using a range of different software, Mindview, Microsoft suite, Makewaves a social network website. Students will work in groups to prepare a social media campaign to help to prompt a forthcoming event for example: To sell tickets for a school performance, Local Charity event or Sports club students are members of. The event w

ill be uploaded on a social media site via podcasts or an advert.

<b>Key Word</b>	<b>Definition</b>
Social Media	<u>Social media includes web-based and mobile based technologies which are used to create and attract attention and encouraging readers to share it with their social networks.</u>
Campaign	<u>A <b>campaign</b> is a message that share a single idea and theme.</u>
Podcast	<u>A podcast is someone producing an audio mp3 for other people to download and listen to on their mp3 player. There are now thousands of podcasters making short 'programs' about every subject under the sun.</u>
Blog	<u>A blog (a contraction of the words web log) is a discussion or informational site published on the World Wide Web and consisting of discrete entries ("posts")</u>
Cloud platform	<u>Google Cloud Platform lets you build applications and websites, store data, and analyze data on ... Sign up for the Google Cloud Platform newsletter to get the latest news and announcements.</u>

## **Assessment**

In the first part of a topic students will learn new skills and complete practice tasks to develop Computing capability. Throughout the year students will be assessed and tested on six generic assessment tasks which will be produced independently by students. The assessment tasks will have less direct teacher input.

When students are set homework tasks their work is marked and annotated with an effort, attainment grade and National Curriculum level and sub level, in line with the Computing Department and Academy Policies. Students' work is assessed throughout each topic both formative and summative, students organise and store work in a student file in academy. All marks are collated on a central tracking spreadsheet using the Aim High software.

## **Target setting**

Target setting is part of an ongoing process between teacher and student. Teachers provide written positive constructive comments on work, alongside attainment and effort marks, about every third piece of homework. At the end of each project a summary sheet details ways that students can improve their work. Targets are also listed on annual written reports.

Some Computing targets may include:

- To become an independent learner
- To use Computing to complete **all** homework whenever possible and relevant.
- To use 'Print Preview' to check a document **before** printing.
- To be ecologically aware and 'think before printing'
- To include a title in a **header** and a name in the **footer** before printing.
- To consider **purpose** and **audience** when producing work using a computer.
- To experiment and try as many advanced tools in a program as possible.

# MATHEMATICS

## INTRODUCTION

Year 9 is a crucial year in Mathematics at Branston, as we begin our GCSE studies in this year. All students will study the Edexcel linear course 1MA0. We continue to use a levelled approach. Students work on topics that are appropriate to their ability.



## ASSESSMENT

Assessment is continuous throughout the year as teachers keep a record of homework marks.

Tests will take place every half term and National Curriculum levels will be awarded.

During exam week students complete a SAT paper at an appropriate level. This includes a non-calculator paper and a mental arithmetic test. Any part of the syllabus may be tested. A National Curriculum level will awarded on the basis of the test results.

ASSESSMENT FRAMEWORK	COMMON LEARNING TARGETS IN YEAR 9
<p>During test week, students complete a past Key Stage 3 SAT paper. These are designed to give each student an accurate National Curriculum level.</p> <p>There will be tests every half term so that students can monitor their progress.</p> <p>The teacher will routinely set homework so that students can monitor their own performance. Class work is usually marked in lesson so that feedback can given quickly and problems resolved as soon as possible. The teacher will monitor the homework and use it to measure progress.</p>	<p>Key Objectives (some revision of level 5 but mostly level 6)</p> <ul style="list-style-type: none"> <li>• Add, subtract, multiply and divide fractions.</li> <li>• Use proportional reasoning to solve a problem, choosing the correct numbers to take as 100%, or as a whole.</li> <li>• Make and justify estimates and approximations of calculations.</li> <li>• Construct and solve linear equations with integer coefficients, using an appropriate method.</li> <li>• Generate terms of a sequence using term-to-term and position-to-term definitions of the sequence, on paper and using ICT; write an expression to describe the nth term of an arithmetic sequence.</li> <li>• Given values for m and c, find the gradient of lines given by equations of the form <math>y = mx + c</math>.</li> <li>• Construct functions arising from real-life problems and plot their corresponding graphs; interpret graphs arising from real situations.</li> <li>• Solve geometrical problems using properties of angles, of parallel and intersecting lines, and of triangles and other polygons.</li> <li>• Know that translations, rotations and reflections preserve length and angle and map objects on to congruent images.</li> <li>• Know and use the formulae for the circumference and area of a circle.</li> <li>• Design a survey or experiment to capture the necessary data from one or more sources; determine the sample size and degree of accuracy needed; design, trial and if necessary refine data collection sheets.</li> </ul>

- Communicate interpretations and results of a statistical enquiry using selected tables, graphs and diagrams in support.
- Know that the sum of probabilities of all mutually exclusive outcomes is 1 and use this when solving problems.
- Solve substantial problems by breaking them into simpler tasks, using a range of efficient techniques, methods and resources, including ICT; give solutions to an appropriate degree of accuracy.
- Present a concise, reasoned argument, using symbols, diagrams, graphs and related explanatory text.

**Year 9 Key Objectives for able pupils (mostly level 7 and some level 8)**

- Know and use the index laws for multiplication and division of positive integer powers.
- Understand and use proportionality and calculate the result of any proportional change using multiplicative methods.
- Square a linear expression and expand the product of two linear expressions of the form  $x \pm n$ ; establish identities.
- Solve a pair of simultaneous linear equations by eliminating one variable; link a graphical representation of an equation or a pair of equations to the algebraic solution.
- Change the subject of a formula.
- Know that if two 2-D shapes are similar, corresponding angles are equal and corresponding sides are in the same ratio.
- Understand and apply Pythagoras' theorem.
- Know from experience of constructing them that triangles given SSS, SAS, ASA or RHS are unique, but that triangles given SSA or AAA are not; apply these conditions to establish the congruence of triangles.
- Use measures of speed and other compound measures to solve problems.
- Identify possible sources of bias in a statistical enquiry and plan how to minimise it.
- Examine critically the results of a statistical enquiry and justify choice of statistical representation in written presentations.
- Generate fuller solutions to mathematical problems.
- Recognise limitations on the accuracy of data and measurements.



# MUSIC



## OVERVIEW OF YEAR 9

Unit	Title	ASSESSMENT TASK		
		Main focus for Listening	Performance	Composition
9	Popular Band Project	Popular Songs to be studied	Pop song Ensemble	
10	Song Writing Performance	The Music Industry	Classroom performance or backing tracks on PC	
11	Music and the Media	Film and TV music		Music to moving image
12	Taiko	Taiko, Drumming	Performance of various pieces	

All students will study music for 2 periods a week throughout year 9.

Each lesson will cover the three required activities for music at Key Stage 3: listening, performing and composition.

Listening skills will be taught through listening to CDs, watching DVDs and making written and verbal responses to questions asked by the teacher. Students will also learn specific vocabulary for each topic and knowledge of this vocabulary will be tested every week.

Performing skills will be taught through playing pieces on the keyboards, singing songs and playing percussion instruments. Students will play on their own, and in a group.

National Curriculum levels will be recorded on log sheets for each topic. At the end of the year students will be awarded one National Curriculum level from 1 to 7 based on the average grades for the year. These grades will also be used for all reports and tracking documents used by the Academy.

Here is a description of some of the work in each topic:

### **UNIT 9: POPULAR BAND PROJECT**

During this project students learn various instruments and get to work in a band for several weeks looking at several pop songs.

### **UNIT 10: SONG WRITING/PERFORMANCE**

Students will work on computers developing song writing or performance skills.

### **UNIT 11: MUSIC AND MEDIA**

For this unit students will be studying film music, you will also use Cubase to compose your own film music.

### **UNIT 12: TAIKO**

During this unit students will be performing and studying Taiko drumming.

### **ASSESSMENT**

During each topic students complete assessment log sheets that will be used to monitor and assess progress.

<b>THE ELEMENTS OF MUSIC</b>	
Melody	<b>The main tune.</b> The main part in a piece of music. A melody consists of one note at a time.
Harmony	<b>The chords.</b> The way in which notes fit together in pitch.
hythm	<b>The timing of the music.</b> The beat and where notes occur in time.
Form and structure	<b>The number of sections.</b> How a piece of music is built, the number of different sections and how they change.
Texture	<b>The number of parts.</b> The layers of a piece of music, the number of different instrumental layers and how they change and interact.
Tempo	<b>The speed of the music.</b> The feel and ways in which the speed changes.
Timbre	<b>The sound of each note.</b> The physical properties of the sounds produced.

<b>VOCABULARY YOU NEED TO KNOW AT KEY STAGE 3</b>	
Melody and pitch	High/low, scale, passing note, register, octave, range, sharp, flat, treble clef, bass clef, note names, major, minor, movement by step, movement by leap, key signature
Harmony	Notes fitting together, diatonic, tonic, dominant, subdominant, chord, major, minor, seventh, modulation, movement in thirds, movement in 6ths,
Rhythm	Pulse, beat, crotchet, quaver, semiquaver, dotted, time signature, $\frac{3}{4}$ , $\frac{4}{4}$ , $\frac{6}{8}$ , off beat, cross rhythm, syncopation
Form and structure	Sections, binary, ternary, round, introduction, coda, cadenza, instrumental break, verse and chorus, middle 8, symphony.
Texture	Parts, layers, homophonic, polyphonic, monophonic, melody and accompaniment, countermelody
Tempo	Speed, ritardando, accelerando, rubato,
Timbre	Type of sound, strings, woodwind, brass, percussion, Soprano, alto, tenor, bass, reverberation, EQ
Dynamics	Volume, crescendo, diminuendo, forte, piano

## **Music Homework**

### **Music of the week**

Throughout the year you will be set homework asking you to listen to music posted on the learning web. You will need to access the Branston Community Academy learning web/Music/Key Stage 3/Homework/Music of the week folder to access the music.

If you do not have internet access please ask you music teacher who will provide the sound files on a memory stick or CD.

### **Vocabulary**

You will be asked to learn vocabulary throughout the year. The vocabulary will also be posted on the learning web.

### **Musical Activities**

Students are encouraged to attend lunchtime and afterschool music groups. Details and times are posted in the academy notices and in the music block corridor. Groups include:

Singing group

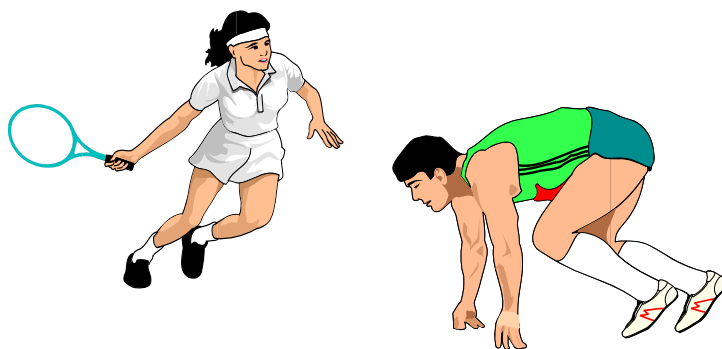
Djembe Group

Band

Glee group

Pop/Rock groups

# PHYSICAL EDUCATION



In approaching the end of Key Stage 3 in Year 9 students will get further opportunities to participate, learn and improve in a whole range of sports. Skills will be taught in more depth with emphasis focused on the use of developed skills in competitive true life situations.

Students will be expected to officiate and coach small groups within them. All rules will be introduced, as pupils are given opportunities to show how they feel you can succeed and win at sport.

Pupils will be actively encouraged to further develop their Leadership skills and be given clear opportunities to lead both within and out of lessons. Pupils with strengths in this area will focus and extend these skills through an additional Leadership course.

Sports Leaders Level 1 Award, students will have the opportunity to qualify as a Level 1 Sports Leader. Training is based upon developing pupils existing Leadership Skills further so that they can be applied to a variety of sports and situations. Students will complete 6 units which include fair play in sport, officiating and leading an activity. In order to gain certification students must demonstrate 1 hour of leadership under supervised assessment.

The students will actively and continually analyse their own and others performance with depth and with the use of a range technical terms. They will be expected to show how they can improve and help others improve their current skill levels.

All students will take warm ups and cool downs for bigger groups.

Pupils will further develop their knowledge of the key relationship between Exercise and Health and the importance of exercise to maintain a fit and healthy lifestyle. They will be encouraged to focus on areas of sport that they enjoy and develop these areas further to ensure a fit and healthy lifestyle is maintained into KS4.

## WINTER ACTIVITIES

These run from September to Easter and include the following:

All Students:           Swimming; Badminton; Rugby (Tag for Girls); Football; Cross Country;  
                                   Circuits; Handball; Uni Hoc  
                                   Basketball; Table Tennis  
                                   Netball; Dance; Gymnastics;

SPORT	KEY WORDS
<b>SWIMMING</b>	Backstroke; breaststroke; personal survival; treading water; surface dive
<b>GYMNASTICS</b>	Travelling; rolling; flight; sequencing; balance;
<b>BADMINTON</b>	Serve; forehand; smash; drop shot; backhand; singles; doubles
<b>RUGBY</b>	Passing; tackling; rucking; scrum; mauling; teamwork
<b>FOOTBALL</b>	Attacking & defending as a team; offside; pressing; width

<b>BASKETBALL</b>	Lay up; passing; dribbling; defence; set shot; man to man ; contact; bench ball
<b>NETBALL</b>	Centre pass; positions on court; dodging; footwork; marking; shooting; attacking & defending
<b>SPORT</b>	<b>KEY WORDS</b>
<b>DANCE</b>	Floor pattern; aesthetic quality; stimuli; timing; routines; interpretation of music
<b>FITNESS</b>	Heart rates; training zones; progression; specificity; overload; FITT principle;

### SUMMER ACTIVITIES

These run from Easter to July and include the following:

All Students:            Athletics; Tennis; Rounders  
                                  Stoolball  
                                  Cricket; Softball; Swimming

<b>SPORTS</b>	<b>KEY WORDS</b>
<b>ATHLETICS</b>	Sprinting; pace judgement; shot putt; javelin; discus; long jump; relay; technique
<b>VOLLEYBALL</b>	Dig; set; smash; serve; team rotation; teamwork; communication
<b>TENNIS</b>	Forehand; backhand; serve; volley; smash; tie breaks; tramlines
<b>CRICKET</b>	Batting; bowling; fielding; seam; grip; catching; long barrier; tactics
<b>ROUNDERS</b>	Batting; bowling; back stop; scoring; no-ball

Students will have the opportunity to broaden their experience of Sport and Physical Education. They will know and be able to express viewpoints on the importance of participation in physical activity and its direct link to healthy living and a longer life.

They can further develop their interest and skill levels through extra-curricular clubs and teams. School teams will run in Football, Netball, Rounders, Cricket and Tag Rugby (girls only). Clubs will be available in all areas.

In Year 9 the following skills will be assessed in detail:

ASSESSMENT FRAMEWORK	COMMON LEARNING TARGETS IN YEAR 9
<ul style="list-style-type: none"> <li>• Assessment of student's practical skills is ongoing throughout the year in every lesson</li> <li>• Each individual sport is assessed and levels are recorded after their respective block of work</li> <li>• Student performance is internally recorded and the average level of their 10 sports is written on the report</li> <li>• After each block a department award will be given to award high achievement and effort</li> </ul>	<ul style="list-style-type: none"> <li>• Show clearly how to link skills, technique and ideas fluently together</li> <li>• Performance shows a progressive distinct degree of precision, control and fluency.</li> <li>• Know how exercise affects your body and can use clear and precise technical words to explain</li> <li>• Show a good range of understanding of tactical needs and can implement them confidently in competitive situations</li> <li>• Are able to constructively comment on other peoples performance</li> <li>• Clearly shown to improve own performance by watching others</li> <li>• Ideas how to improve others performance</li> <li>• Can show how to warm up and cool down properly</li> </ul>

By the end of Year 9 pupils should aim to reach Level 5a/6c. To achieve this level they need to be able to answer YES to the following

- I am able to choose and combine **skills, techniques** and **ideas**.
- I am able to **apply** them in ways that suit the activity, showing **consistent precision, control** and **fluency**.
- I am able to plan work for myself and other pupils in the group showing that I understand the **tactics** and **strategies** needed to carry out the activity, taking into account the **strengths** and **weaknesses** of the people in the group.
- I am able to **comment** sensibly and **analyse** the **skills, techniques** and ideas in my own and others work in the group and suggest ways to **improve**.
- I am able to **prepare** for and recover from various activities.
- I am able to explain how to **improve** my level of fitness using a **range** of exercises and activities.

# RELIGIOUS EDUCATION



STUDENTS WILL START THE GCSE COURSE.

UNITS STUDIES DURING YEAR 9 WILL INCLUDE.

## RELIGIOUS EXPRESSION

At the core of this topic is the different ways that people express their faith. Students will be required to explore how faith can be expressed through what people wear. They also need to consider the role of symbols and art as a means of expression and their role in generating an atmosphere conducive to worship. Students will explore the role of pilgrimage in a person's spiritual growth and consider the different ways and ethical considerations concerning the ways that people share their faith with others.

KEY WORDS	DEFINITION
<b>COMMUNITY</b>	A group of people with something in common.
<b>EVANGELISM</b>	How some people spread their beliefs to others, usually through telling them about their faith, such as missionaries.
<b>FAITH</b>	Having a belief in someone or something.
<b>IDENTITY</b>	Particular personality and character they may express this by what they wear, what may express this be what they wear, what they eat and their jobs.
<b>PILGRIMAGE</b>	A journey to a place of special religious significance.
<b>SACRED</b>	Something so special that it is dedicated to god or set apart and should be respected.

## LOOKING FOR MEANING

Students will examine different religious beliefs about the existence and nature of God and beliefs about the afterlife. In an increasingly secular society they also need to understand that many people do not appear to believe in God and consider the reasons for this. Students will consider how people experience God today and how belief in God may lead to a sense of vocation.

KEY WORDS	DEFINITION
<b>AFTERLIFE</b>	a belief that human existence continues after death
<b>AWE</b>	a sense of wonder in relation to God's creation or presence
<b>COMMUNITY</b>	a group of people who are joined together because they share something in common



<b>GOD</b>	the ultimate and supreme power given worship
<b>REVELATION</b>	the ways in which God chooses to reveal himself to people
<b>SYMBOLISM</b>	a representation of an idea through actions or images

### OUR WORLD

At the core of this module are the ultimate questions about the purpose of human existence on the Earth and how the universe began, the purpose of human life and what it is that make us distinctly human.

<b>KEY WORDS</b>	<b>DEFINITION</b>
<b>CREATION</b>	the way in which something is uniquely made
<b>DOMINION</b>	being in charge and having power over others
<b>ENVIRONMENT</b>	the surroundings of the place in which human beings live
<b>HUMANITY</b>	all the people who live on the Earth
<b>SOUL</b>	the part of human nature which is spiritual in form and influences an individual's personality
<b>STEWARDSHIP</b>	God given responsibility to care for the world

### Assessment framework

- Students work will be assessed throughout the year using the whole school marking guide, RE assessment levels and the GCSE specification criteria. Students will complete an end of unit test on completion of each module.

### Common learning targets in Y9

- Use the SWAWOS framework to answer evaluation questions.
- Give reasons, examples and evidence to support your answers.
- Learn the key words and religious concepts for each unit.

# SCIENCE

## AUTUMN TERM

### OUTLINE OF THE UNITS

#### **Organisms, behaviour and Health**

##### **Drugs and behaviour:-**

At the end of this unit you will be able to describe some of the factors that affect human behaviour and explain ideas about learning. You will understand how so drugs can have a damaging effect on the way in which the human body operates, and you will have communicated scientific ideas in a variety of ways.

##### **Variation:-**

This topic will enable you to describe variation and explain why it is important. You will be able to explain how selective breeding works and why it is useful. You will have used scientific ideas to explain things that happen.

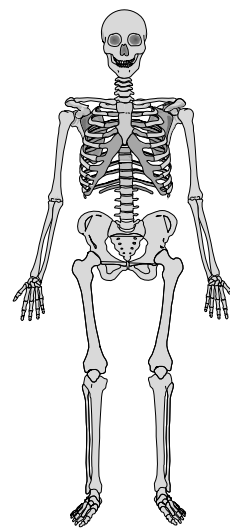
#### **Chemical and material Behaviour**

##### **Chemical patterns:-**

You will be able to explain how metals are affected by chemical reactions and use information to develop and use the reactivity series. You will be able to represent reactions by equations and to explain reactions by using the particle model

##### **Chemical reactions:-**

By the end of this unit you will be able to describe a range of reactions using equations and predict the outcomes. You will be able to explain how a reaction involves the rearrangement of particles and managed risk when conducting experiments.



## **SPRING TERM**

### **OUTLINE OF THE UNIT**

#### **Energy, electricity and forces**

##### **Pressure, forces and moments:-**

You will be able to explain how forces produce a variety of effects, including pressure and acceleration. You will be able to calculate outcomes such as pressure and moments, and interpret graphs. In your practical work you will have gathered data and repeated readings if appropriate.

##### **Energy transfer:-**

This topic will enable you to explain how energy is transferred in various contexts, such as light and electrical circuits, and what the effects are. You will have used evidence that you have gathered to construct explanations.

## **SUMMER TERM**

### **OUTLINE OF THE UNIT**

#### **The environment, Earth and Universe**

##### **Humans and the environment:-**

This unit will enable you to explain the impact humans have had on the environment and evaluate some of the strategies needed to conserve the environment. You will have used various sources of information and explored a variety of response.

##### **Geology:-**

This unit will show you how to describe the main types of rocks, explain the processes by which one sort is changed into another and combine the ideas in the rock cycle

## **ASSESSMENT AND TARGET SETTING**

Year 9 students are assessed at the end of each unit of work. Each test is a written test and is differentiated. The students are assessed on a combination of knowledge and understanding, application of this and data handling skills. A level for their test will be communicated to the students and targets to improve given.