

Year 9

Curriculum content and key assessments



Year 9 Options Course

Art & Design GCSE

Awarding body: AQA

	Content	Assessment
Term 1	<p>Skill Development</p> <ul style="list-style-type: none"> • Drawing workshop including graded pencils, graphite powder, blending sticks and the grid method. • Paint workshop including watercolour, acrylic and oil paint. 	<p>Assessment 1 (Coursework)</p>
Term 2	<p>Skill Development</p> <ul style="list-style-type: none"> • Printing workshop including screen printing, mono printing, press printing and Indian ink technique. • Clay workshop. • Portraits- In the style of Picasso. • How to create an artist page. 	<p>Assessment 2 (Coursework)</p>
Term 3	<p>Still Life Project</p> <ul style="list-style-type: none"> • Drawing skills. • Artist pages. • Developments in the style of the artist. • Final piece. 	<p>Assessment 3 (Coursework)</p>



Year 9 Options Course

Business

Awarding body: Pearson

	Content	Assessment
Term 1	<p>Component 1 - Exploring Enterprises</p> <ul style="list-style-type: none"> • Dynamic nature of business. • Customer needs. • Market research. • Risk and reward. • The options for start-up and small businesses. • Business aims and objectives <p>Component 2 - Planning for and Running and Enterprise</p> <ul style="list-style-type: none"> • Entrepreneurial skills. • Generating business ideas & creating questionnaires with market research analysis. • Sourcing materials to make products. • Pricing and profits. <p>Component 3 - Promotion and Finance for Enterprise</p> <ul style="list-style-type: none"> • Business revenues. • Costs, profits and break-even. 	<p>Assessment 1 (Component 1 & 3)</p> <p>Assessment 2 (Component 2)</p>
Term 2	<p>Component 1 - Exploring Enterprises</p> <ul style="list-style-type: none"> • Primary research: interviews, focus groups and surveys. • Secondary research: online research, company materials, market reports, government reports and the media. • Understanding competitors; price and quality, availability, and unique features. • Identifying competitors. <p>Component 2 - Planning for and Running and Enterprise</p> <ul style="list-style-type: none"> • Identifying a target market. Methods of communicating with customers. • Resource required. • Time scale. • Risk assessment. • Forecasting sales and cash flow. • Calculating/creating a break-even. <p>Component 3 - Promotion and Finance</p> <ul style="list-style-type: none"> • The marketing mix. • Cash and cash flow. • Sources of business finance. 	<p>Assessment 3 (Component 3)</p> <p>Assessment 4 (Component 2)</p>
Term 3	<p>Component 2 - Planning for and Running and Enterprise</p> <ul style="list-style-type: none"> • The economy and business. • External influences. • Stakeholders. • Business plans. • Pitching a micro-enterprise activity. • Presenting a business pitch. 	<p>Assessment 5 (Component 1 & 3)</p> <p>Assessment 6 (Component 2)</p>



Year 9 Options Course

Child Development

Awarding body: OCR

	Content	Assessment
Term 1	<p>Paediatric First aid</p> <ul style="list-style-type: none"> • Burns and scalds • Falls • Electric shocks • Drowning • Poisoning • CPR <p>Child safe environments</p> <ul style="list-style-type: none"> • Risk assessments • Road safety • Personal safety <p>Forms of communication in early years</p> <ul style="list-style-type: none"> • Makaton • Braille 	Assessment 1 (Coursework)
Term 2	<p>Nutritional Requirements</p> <ul style="list-style-type: none"> • Government guidelines for children from birth to five years. • Feeding children; 0 to 6 months, 6 to 12 months, and 1 to 5 years. • Fibre and water in the diet. <p>Nursery equipment</p> <ul style="list-style-type: none"> • Travelling equipment • Feeding equipment • Sleeping equipment • Clothing and footwear 	Assessment 2 (Coursework)
Term 3	<p>Child development</p> <ul style="list-style-type: none"> • Physical fine development • Physical gross development • Social, emotional, personal development • Cognitive/intellectual development • Types of play • Benefits of play • Children's literacy and books 	Assessment 3 (Coursework)



Year 9 Options Course

Computer Science GCSE

Awarding body: OCR

	Content	Assessment
Term 1	<p>Programming Basics</p> <ul style="list-style-type: none"> Algorithms, flowcharts, and pseudocode. Intro to visual basic. Data types. Numeric and logic operators. Selection and iteration. Visual basic programming exercises. <p>Iteration</p> <ul style="list-style-type: none"> Definite and indefinite iteration. Nested loops. Trace tables. <p>Boolean Logic</p> <ul style="list-style-type: none"> Logic gates. Truth tables. Logic circuits. 	<p>Assessment 1 (Algorithms test)</p> <p>Assessment 2 (Iteration test)</p> <p>Assessment 3 (Boolean Logic test)</p>
Term 2	<p>Data Types and Structures</p> <ul style="list-style-type: none"> Working with strings. Arrays - single and multidimensional. Databases and SQL. <p>Searching and Sorting</p> <ul style="list-style-type: none"> Linear and binary searches. Bubble sort. Insertion sort. Merge sort. <p>Inputs and Outputs</p> <ul style="list-style-type: none"> Validation. Verification. Reading and writing to files. 	<p>Assessment 4 (Data Types and Structures test)</p> <p>Assessment 5 (Searching and Sorting test)</p> <p>Assessment 6 (Input and Output test)</p>
Term 3	<p>Binary and Hexadecimal</p> <ul style="list-style-type: none"> Binary numbers and binary addition. Left and right shifts. Hexadecimal. <p>Binary Representation</p> <ul style="list-style-type: none"> Representation of text, images, and sound. Compression. 	<p>Assessment 7 (Binary and Hexadecimal test)</p> <p>Assessment 8 (Binary Representation test)</p> <p>Assessment 9 (End of year exam)</p>



Year 9 Options Course

Construction

Awarding body: WJEC

	Content	Assessment
Term 1	<ul style="list-style-type: none"> • What is the built environment? • Materials used in construction. • Drawing material symbols. • Substructure, superstructure, finishing elements. • Trades involved in construction. • Basic safety rules and why. • Signage, accidents, accountability. • Practical element based on joinery, bricklaying, or home improvement skills. 	<p>Assessment 1 (End of term test)</p>
Term 2	<ul style="list-style-type: none"> • Tool identification. • Joinery, bricklaying, painting & decorating. • Traditional methods. • Modern methods. • Greenfield and brownfield sites. • Problems with certain land types. • Underground water, unstable soil types. • Practical element based on joinery, bricklaying, or home improvement skills. 	
Term 3	<ul style="list-style-type: none"> • Basic calculations involved in construction projects. • Types of timber. • Types of masonry materials. • Weather resistance and the effects of weather extremes. • Flat and pitched roof types. • Solid and suspended floors. • Practical element based on joinery, bricklaying, or home improvement skills. 	<p>Assessment 2 (Practical skills test)</p>



Year 9 Options Course

Creative i-Media

Awarding body: OCR

	Content	Assessment
Term 1	<p>Creating a Comic Strip</p> <ul style="list-style-type: none"> • Research what is required in a comic strip. • Research how legislation applies to images and artwork used in the creation of the comic strip. • Interpret client requirements for a comic strip based on a specific brief. <p>Create an Interactive Website</p> <ul style="list-style-type: none"> • Interpret client requirements for interactive websites based on a specific brief. • Target audience requirements for interactive websites. • Produce a site map for the interactive website. • Assets needed to create interactive websites. • How legislation applies to images used in interactive websites. 	Assessment 1
Term 2	<p>Create a Digital Graphic</p> <ul style="list-style-type: none"> • Source assets identified for use in a digital graphic. • Create assets identified for use in a digital graphic. • Ensure the technical compatibility of assets with the final graphic. • Create a digital graphic using a range of tools and techniques within the image editing software. • Save a digital graphic in a format appropriate to the software being used. • Export the digital graphic using appropriate formats and properties. <p>Create a New Report</p> <ul style="list-style-type: none"> • Interpret client requirements for a news report based on a specific brief. • Target audience requirements for the news report. • Produce a shooting script and story board for the news report. • Assets needed to create professional news reports. • Legislation and videos used in news reports. 	Assessment 2
Term 3	<p>Creating a Comic Strip</p> <ul style="list-style-type: none"> • Research what is required in a simple game. • The impact different elements such as playability and type of game have on the gaming experience. • Interpret client requirements for a game based on a specific brief. <p>Create a Digital Graphic</p> <ul style="list-style-type: none"> • Interpret client requirements for a digital graphic based on a specific brief. • Target audience requirements for a digital graphic. • Produce a visualisation for the digital graphic. • Identify assets needed to create a digital graphic. • Legislation and images used in interactive websites. 	Assessment 3



Year 9 Options Course

Dance GCSE

Awarding body: AQA

	Content	Assessment
Term 1	<p>Ingredients of Dance</p> <ul style="list-style-type: none"> • Safe working practices - warm up; cool down; appropriate dancewear; footwear; hairstyle; absence of jewellery. • Introduction to technical & physical skills including key vocabulary and accuracy of using - actions; space; dynamics; relationships; timing; rhythm; style. <p>Choreography Skills</p> <ul style="list-style-type: none"> • Exploring different stimuli. • Improvising in response to a stimulus. • Generating movement material. • Learn choreographic process. 	<p>Assessment 1 (Practical and written coursework)</p>
Term 2	<p>Performance Skills</p> <ul style="list-style-type: none"> • Technical & physical skills including flexibility; stamina; extension; mobility; isolation; strength; control; accuracy of action, space, dynamic, relationships, timing, and style. • Expressive skills including projection; focus; spatial awareness; facial expression. <p>Professional Dance Work Study 1 (E of E)</p> <ul style="list-style-type: none"> • Critical appreciation of understanding the features of production. • Staging; set; lighting; properties; costume; dancers; aural settings; movement components. 	<p>Assessment 2 (Practical and written coursework)</p>
Term 3	<p>Professional Dance Work Study 2 (Shadows)</p> <ul style="list-style-type: none"> • Critical appreciation of understanding the features of production. • Staging; set; lighting; properties; costume; dancers; aural settings; movement components. <p>Perform; Create; Respond</p> <ul style="list-style-type: none"> • Performance in End of Year Summer Dance Showcase: Demonstrating performance, choreographic and appreciation skills. 	<p>Assessment 3 (Practical and written coursework)</p>



Year 9 Options Course

Design & Technology GCSE

Awarding body: AQA

	Content	Assessment
Term 1	<p>Storage Device</p> <ul style="list-style-type: none"> • Routing. • Wood joints. • Natural woods. • Target markets/clients. • Jigs. • Finishing techniques. • Other materials. <p>Electronic Lamp</p> <ul style="list-style-type: none"> • Soldering. • Sheet metal. • Jigs. • Bread boarding. • Circuit design CAD. • PCB Manufacture. 	<p>Assessment 1 (Coursework)</p> <p>Assessment 2 (Coursework)</p>
Term 2	<p>Technical and CAD Drawing Techniques</p> <ul style="list-style-type: none"> • 1-point perspective. • 2-point perspective. • Orthographic drawing. • Exploded views. • Rendering technique. • Isometric. • 2D design. • Google sketch. <p>Magazine Cover</p> <ul style="list-style-type: none"> • Photoshop. • Printing technique. • Page layout. • Client/target market. • Fonts and typography. • Designers and companies. • Approaches to design. • Sustainability and the environment. 	<p>Assessment 3 (Coursework)</p> <p>Assessment 4 (Coursework)</p>
Term 3	<p>Gadget Tidy Mock NEA assessment</p> <ul style="list-style-type: none"> • Tap and Die. • Modelling. • Secondary machining. • Flat pack. • Designing for a client. 	<p>Assessment 5 (Coursework)</p> <p>Assessment 6 (End of year exam)</p>



Year 9 Options Course

Drama GCSE

Awarding body: AQA

	Content	Assessment
Term 1	<p>Practical & Theoretical study of Blood Brothers</p> <ul style="list-style-type: none"> To confidently understand the narrative, themes, and characters from the set text. To practically explore Blood Brothers, experimenting with character portrayal and interpretation of the text. To understand the content of the written exam and begin theoretically approaching aspects of it. To practice writing responses to the lower mark questions from the component 1 exam. To gain an understanding of the assessment criteria for the component 1 exam. 	<p>Assessment 1 (Written Response)</p>
Term 2	<p>Devising Practical Workshops</p> <ul style="list-style-type: none"> Continuation of Blood Brother's theory and exploration of Component 1 Section A (Theatre roles and responsibilities). To practically explore at least two contrasting theatrical practitioners and understand how they approach the creation of dramatic work. To learn the methodologies and techniques necessary to create a successful devising performance. To experiment with devising strategies, a range of stimuli and to analyse how devised work can be structured. 	<p>Assessment 2 (Devising)</p>
Term 3	<p>Devising Assessment</p> <ul style="list-style-type: none"> To gain an understanding of the requirements of the devising exam. To have a go at devising a piece of theatre from a range of given stimuli. To evaluate the process and set comprehensive targets for the year 10 devising exam. 	<p>Assessment 3 (Devising/Evaluating)</p>



Year 9 Options Course

Engineering

Awarding body: Pearson

	Content	Assessment
Term 1	<p>Headphone Holder</p> <ul style="list-style-type: none"> • Prototyping. • Plastics. • Line bending. • Jigs and production aids. • Screws. • CAD. • Planning log. • Health and safety. <p>Sheet metal Phone Stand</p> <ul style="list-style-type: none"> • Engineering drawing. • Orthographic to isometric. • Making out metal. • Sheet metal processes. • Shear press. • Pop riveting. • Threading. • Turning. • Flowcharts. 	<p>Assessment 1 (Coursework)</p>
Term 2	<p>Engineering Sectors</p> <ul style="list-style-type: none"> • Different engineering sectors. • Organisations within engineering. • Careers within engineering. • Producing a report. • Writing a presentation. <p>Structures</p> <ul style="list-style-type: none"> • Types of structure. • Forces. • Famous structures. • Triangulation. • Costing. • Strength calculations. 	<p>Assessment 2 (Presentation)</p> <p>Assessment 3 (Engineering calculations test)</p>
Term 3	<p>Machining Techniques</p> <ul style="list-style-type: none"> • Milling. • Turning. • Drilling. • Counter boring. • Chain drilling. • Risk assessments. • Tolerances. • QA and QC. • Technical drawings. 	<p>Assessment 4 (Coursework)</p> <p>Assessment 5 (End of year exam)</p>



Year 9 Core Course

English Language GCSE

Awarding body: AQA

	Content	Assessment
Term 1	<p>Long Way Down</p> <ul style="list-style-type: none"> Read the verse novel Long Way Down by Jason Reynolds. Make predictions based on clues. Discuss the motivations and actions of characters, along with exploring ideas around morality, masculinity, and society. Writing inspired by Long Way Down considering difficult choices and establishing an authentic narrative voice. <p>Creative Reading and Writing, 'Power' Anthology</p> <ul style="list-style-type: none"> Explore the different types of power e.g. physical, natural, emotional etc. by reading a range of fiction extracts and other source material. Use these texts as a springboard for writing, making conscious choices about language, patterns, and structure. Embed understanding of inference, prediction, and summarising. 	<p>Assessment 1 (Creative writing)</p>
Term 2	<p>Creative Reading and Writing, 'Power' Anthology (cont.)</p> <ul style="list-style-type: none"> Develop skills in analysing the effects of structure and language. Introduce evaluation skills. <p>Non-Fiction Reading and Writing, 'People and Places Anthology'</p> <ul style="list-style-type: none"> Explore a range of non-fiction texts covering themes such as: injustice, prejudice, disability, travel, identity etc. Develop understanding of how to use anecdotes, humour, and emotive writing for a purpose. Identify and compare the attitudes writers present in a text. 	<p>Assessment 2 (Creative reading test)</p>
Term 3	<p>Non-Fiction Reading and Writing, 'People and Places Anthology' (cont.)</p> <ul style="list-style-type: none"> Analyse the methods writers use to present their viewpoint. Writing to present a viewpoint to a specific audience, using accurate spelling, punctuation, and grammar. <p>Spoken Language Presentation</p> <ul style="list-style-type: none"> Plan and perform a five-minute spoken presentation on a topic as a part of their GCSE course. Communicating information and points of view clearly. Using Standard English effectively. Using sophisticated and appropriate vocabulary. Responding to and asking questions. 	<p>Assessment 3 (Year 9 mock exam)</p> <p>Assessment 4 (Five minute spoken language individual presentation - can be completed any time from April to July)</p>



Year 9 Core Course

English Literature GCSE

Awarding body: AQA

	Content	Assessment
Term 1	<p>19th Century Short Stories</p> <p>This is a bridging unit which introduces students to the language used and contextual issues in 19th century texts ahead of their study of The Strange Case of Dr Jekyll and Mr Hyde in year 10.</p> <ul style="list-style-type: none"> Read a selection of short stories such as 'The Red Room' and 'The Signalman.' <p>Love and Relationships Poetry Anthology</p> <p>Read and analyse the language, structure, and form of six of the poems required for GCSE. These are:</p> <ul style="list-style-type: none"> Mother, any distance. Walking away. Follower. Before you were mine. Climbing my grandfather. Eden Rock. 	<p>Assessment 1 (Poetry comparison)</p>
Term 2	<p>Developing Empathy</p> <ul style="list-style-type: none"> Explore a range of short texts and/or extracts about people in challenging circumstances. Consider how people might feel in different situations. Make connections between modern and older texts as well as between the characters and 'real life' issues. <p>An Inspector Calls</p> <ul style="list-style-type: none"> Read the complete play to gain an understanding of plot, character, themes, genre, and context. Study a set of key scenes/extracts to look at the language, form, and structure in closer detail and to develop analysis skills. Develop understanding of the relationship between An Inspector Calls and the context in which it was written. 	<p>Assessment 2 (Literature essay)</p>
Term 3	<p>Macbeth</p> <ul style="list-style-type: none"> Read the complete play to gain an understanding of plot, character, themes, genre, and context. Study a set of key scenes/extracts to look at the language, form, and structure in closer detail and to develop analysis skills. <p>Develop understanding of the relationship between Macbeth and the context in which it was written.</p>	<p>Assessment 3 (Multiple-choice comprehension quiz)</p>



Year 9 Options Course
Ethics and Philosophy

Awarding body: AQA

	Content	Assessment
Term 1	<p>Introduction to key themes</p> <ul style="list-style-type: none"> • Introduction to Ethics and Philosophy. • Christianity and Judaism overview. • Key exam skills. • Creation. • Abortion. • Euthanasia. • The afterlife. • Relationships and family. • Sexuality. • Miracles. • Racism. • Animal rights. • The role of women. • Stewardship. 	<p>Assessment 1 (Interim test)</p> <p>Assessment 2 (Religion and Life test)</p> <p>Assessment 3 (Racism and Religion test)</p>
Term 2	<p>Evil and Suffering</p> <ul style="list-style-type: none"> • Moral and natural evil. • Christian response to evil. • Christian response to suffering. • Nature versus nurture. • Where was God? • Ache. • Human psychology. • Elizabeth Bathory. • Buddhism and evil. <p>Christian Beliefs and Teachings</p> <ul style="list-style-type: none"> • Nicene Creed. • The bible. • The Trinity. • God the Father. • Creation. • The problems of evil and suffering. • The life of Jesus. • The death and resurrection of Jesus. • The Ascension of Jesus. 	<p>Assessment 4 (Evil and Suffering test)</p> <p>Assessment 5 (Interim test)</p>
Term 3	<p>Christian Beliefs and Teachings</p> <ul style="list-style-type: none"> • Sin and salvation. • Judgement. • Afterlife. • Holy spirit. <p>Christian Practices</p> <ul style="list-style-type: none"> • Worship. • Prayer. • Sacraments. 	<p>Assessment 6 (Christian beliefs and Teachings test)</p> <p>Assessment 7 (Interim test)</p>



Year 9 Options Course

Food Prep & Nutrition GCSE

Awarding body: AQA

	Content	Assessment
Term 1	<p>Food, Nutrition and Health</p> <ul style="list-style-type: none"> • Eat well guide and proportions. • Healthy balance diet. • Protein. • Carbohydrates. • Fats. • Vitamins and minerals. • Energy balance. <p>Dietary Needs</p> <ul style="list-style-type: none"> • Food labels and what is legally required on food packaging. • Food allergies. • Food intolerance. • Special diets. • Religious dietary needs. 	<p>Assessment 1 (Baseline assessment test)</p> <p>Assessment 2 (Food Nutrition and Health test)</p> <p>Assessment 3 (Nutrition and Dietary Needs test)</p>
Term 2	<p>Dietary Needs (continued)</p> <ul style="list-style-type: none"> • Age related diets - young children, school children, teenagers, adults, and elderly. • Vegetarian and vegan. • Food provenance. • Food miles and seasonal foods. <p>Hygiene and Food Safety</p> <ul style="list-style-type: none"> • Hygiene types - personal, kitchen and food hygiene. • Key storage temperatures. • Food poisoning. 	<p>Assessment 4 (Dietary Needs test)</p> <p>Assessment 5 (Hygiene and Food Safety test)</p>
Term 3	<p>Heat Transfer and Cooking Methods</p> <ul style="list-style-type: none"> • Conduction, convection, and radiation. • Cooking methods. <p>Functional and Chemical Properties</p> <ul style="list-style-type: none"> • Protein - denaturation, coagulation, gluten formation and foam formation. • Carbohydrates - gelatinisation, dextrinization, caramelisation and Maillard reaction. • Fats and oils - shortening, aeration, plasticity, emulsification. • Raising agents - chemical, air and steam, biological. <p>Key practical skills Range of practical's linked to the topics above covering the key practical skills</p>	<p>Assessment 6 (Heat Transfer and Cooking Methods test)</p> <p>Assessment 7 (End of year exam)</p>



Year 9 Options Course

Geography GCSE

Awarding body: AQA

	Content	Assessment
Term 1	<p>The Challenges of Natural Hazards</p> <ul style="list-style-type: none"> Natural hazards risks. Earthquake, volcanic eruptions - physical processes. The effects of, and responses to, a tectonic hazard vary between areas of contrasting levels of wealth. Reducing the effects of tectonic hazards. <p>Urban Issues and Challenges</p> <ul style="list-style-type: none"> The world's population living in urban areas. How urban growth creates opportunities and challenges for cities in LICs NEEs. <p>Weather Hazards</p> <ul style="list-style-type: none"> Tropical storms and how they develop. Tropical storms and the significant effects on people and the environment. UK Weather Hazards and the extreme weather events that impact the UK. 	<p>Assessment 1 (Tectonic Hazards test)</p> <p>Assessment 2 (Urban Issues and Challenges test)</p>
Term 2	<p>Climate Change</p> <ul style="list-style-type: none"> Why climate change is the result of natural and human factors and its range of effects. How we can manage climate change through both mitigation and adaptation. <p>Urban Change in Nottingham</p> <ul style="list-style-type: none"> Urban change in Nottingham - the social, economic, environmental opportunities and challenges. How urban sustainability requires management of resources and transport. <p>Ecosystems</p> <ul style="list-style-type: none"> Why Ecosystems exist at a range of scales and involve the interaction between biotic and abiotic factors. 	<p>Assessment 3 (Weather Hazards and Climate Change test)</p> <p>Assessment 4 (Nottingham test)</p>
Term 3	<p>The Changing Economic World</p> <ul style="list-style-type: none"> Why there are global variations in economic development and quality of life. Strategies for reducing the development gap. How some LIC and NEE nations are experiencing rapid economic development, which leads to significant social, environmental, and cultural change. <p>Tropical Rainforests and Hot Deserts</p> <ul style="list-style-type: none"> Characteristics of tropical rainforests & Hot Deserts. Impact of deforestation on people, the environment, and the need for sustainable management. Challenges and opportunities Hot Deserts create. Desertification on the fringes of hot deserts. 	<p>Assessment 5 (Changing Economic World test)</p> <p>Assessment 6 (Tropical Rainforests test)</p>



Year 9 Options Course

Hair & Beauty

Awarding body: City & Guilds

	Content	Assessment
Term 1	<p>Introduction to the Hair & Beauty sector</p> <ul style="list-style-type: none"> • Range of salons and the services they provide. • Job roles within a salon. • Skills and attributes required by industry professionals. <p>Presenting a professional image in a salon</p> <ul style="list-style-type: none"> • How a hairdresser and beauty therapist should present themselves. • Why communication is important in a salon. <p>Shampoo and conditioning</p> <ul style="list-style-type: none"> • Different massage movements used when shampooing. • How to gown and protect a client. • The different products available to use when shampooing and conditioning. 	<p>Assessment 1 (Coursework)</p> <p>Assessment 2 (Coursework & observation)</p> <p>Assessment 3 (Test & observation)</p>
Term 2	<p>Styling women's hair</p> <ul style="list-style-type: none"> • The range of different styling techniques. • Tools equipment and products used when styling. <p>Hand care</p> <ul style="list-style-type: none"> • Why hand care is important for an industry professional. • Hand massage. • Basic manicures (including filing and polishing). <p>Skin care</p> <ul style="list-style-type: none"> • The available skin care products to use. • Different skin types and their characteristics. • How to carry out a basic skin care routine. 	<p>Assessment 4 (Test & observation)</p>
Term 3	<p>Plaiting and twisting</p> <ul style="list-style-type: none"> • On scalp and off scalp plaits. • Fishtail plaits. • Decoration for plaits. <p>Health and safety</p> <ul style="list-style-type: none"> • Why health & safety must be followed in a salon. • The difference between a hazard and a risk. • The main hazards in a salon and how they can be prevented. • Fire safety (including the different types of fires and fire extinguishers) 	<p>Assessment 5 (Coursework)</p> <p>Assessment 6 (Coursework)</p>



Year 9 Options Course

Health & Social Care

Awarding body: Pearson

	Content	Assessment
Term 1	<p>Component 1</p> <ul style="list-style-type: none"> • Factors affecting an individual's development. • Main life stages: Infants (birth to 2 years) Early childhood (3-8 years) Adolescence (9-18 years) Early adulthood (19-45 years) Middle adulthood (46-65 years) Later adulthood (65+ years). • Introducing PIES growth and development in the main life stages 	<p>Assessment</p> <p>Written assessment about the life stages</p>
Term 2	<p>Component 2</p> <ul style="list-style-type: none"> • NHS careers and routes into the sector. • Different health care services and how they meet service user needs (Primary care, Secondary and tertiary care, Allied health professionals). • What are the different conditions which affect peoples health? • How can these conditions be supported? 	<p>Assessment</p> <p>How do services work together to support individuals?</p>
Term 3	<p>Component 2</p> <ul style="list-style-type: none"> • The skills, personal attributes and values in Health and Social Care • Different social care services and how they meet service user needs (Services for children and young people, Services for adults or children with specific needs, Services for older adults). • Types of barriers and how they can be overcome by the service providers or users. 	<p>Assessment</p> <p>Assessment on barriers Assessment on Skills and Attributes</p>



Year 9 Options Course

History GCSE

Awarding body: Pearson

	Content	Assessment
Term 1	<p>Medieval Medicine</p> <ul style="list-style-type: none"> • Cause, treatment, and prevention of disease. • The legacy of Galen/Hippocrates. • The power of the church upon medicine. • Astrology/Miasma/lack of science and technology. • Public health. • Medieval medics. • Case Study- The Black Death. <p>Renaissance Medicine</p> <ul style="list-style-type: none"> • Cause, treatment, and prevention of disease. • Change or Continuity from the medieval period. • Development of Science. • The work of Harvey and Vesalius. • Case Study- The Great Plague. <p>GCSE Skills</p> <ul style="list-style-type: none"> • Crime and Punishment. <p>World War One. The development of medicine and treatments during the 1914-18 war.</p>	<p>Assessment 1 (Medieval Medicine knowledge recall and exam questions)</p> <p>Assessment 2 (Renaissance Medicine knowledge recall)</p>
Term 2	<p>18th/19th Century Medicine</p> <ul style="list-style-type: none"> • Cause, treatment, and prevention of disease. • The work of Edward Jenner, John Snow and Florence Nightingale. • Development of hospitals. • Germ Theory and Louis Pasteur. • The work of Robert Koch • Public health and the role of the government. • The development of surgery- pain, blood loss and infection. <p>GCSE Skills</p> <ul style="list-style-type: none"> • World War One. The development of medicine and treatments during the 1914-18 war. 	<p>Assessment 3 (18th/19th Century Medicine knowledge recall and exam questions)</p>
Term 3	<p>Modern Medicine</p> <ul style="list-style-type: none"> • Cause, treatment, and prevention of disease. • The work of Ehrlich. • The development of penicillin. • The discovery of DNA. • Medical treatments. • Lung cancer. • Creation of the NHS. <p>Elizabethan England</p> <ul style="list-style-type: none"> • Tudor society and government. • Challenges to Elizabeth- Home and Abroad. • English Reformation. • Puritan Threat. • Mary, Queen of Scots. 	<p>Assessment 4 (Modern medicine knowledge recall and exam questions)</p> <p>Assessment 5 (Elizabethan England and Challenges to Elizabeth knowledge recall and exam questions)</p>



GCSE Skills

- World War One. The development of medicine and treatments during the 1914-18 war.
- Islamic medicine
- Mary Seacole
- Walking talking mock- Medicine

Assessment 6 GCSE Skills

(World War One. Knowledge recall and exam questions)



Year 9 Options Course

Hospitality & Catering

Awarding Body: WJEC

	Content	Assessment
Term 1	<p>Introduction into hospitality</p> <ul style="list-style-type: none"> • Types of provision. • Kitchen / Front of House structure. • Food safety. • Food allergies. <p>Health and safety in the workplace,</p> <ul style="list-style-type: none"> • Health and safety factors. • Employers' responsibilities. • Employees responsibilities. 	<p>Assessment 1 (Term assessment)</p>
Term 2	<p>Hospitality industry</p> <ul style="list-style-type: none"> • Employment contracts in the hospitality industry. • Customer needs. • Dietary and allergen food recipes. <p>Food safety in catering Level 2,</p> <ul style="list-style-type: none"> • Health and safety. • Food poisoning. • Food safety. • Personal hygiene. 	<p>Assessment 2 (Project)</p>
Term 3	<p>Factors for success in the hospitality industry,</p> <ul style="list-style-type: none"> • Kitchen flow. • front of house flow. • inspection requirements. • design your own recipe book. • design your own hospitality business. • nutrition and functions on the body. <p>Practical skills (throughout the year)</p> <ul style="list-style-type: none"> • Knife skills. • Maintaining, handling, and cleaning knives. • Vegetable cuts. • Stir fry. • Baking. • Roasting. • Weighing and measuring. 	<p>Assessment 3 (Food safety in catering exam)</p>



Year 9 Options Course

Languages GCSE

Awarding body: AQA

	Content	Assessment
Term 1	<p>Who am I? (Theme 1 - Identity & Culture)</p> <ul style="list-style-type: none"> • Family members & describing people (revision). • Places in the town, activities, time (revision). • What makes a good friend (present tense er verbs.) • Family relationships (reflexive verbs). • Making arrangements to go out (near future tense). • Describing a day out (perfect tense). • Discussing role models (present & perfect tenses). • When I was younger (imperfect tense). • Writing assessment feedback and review. <p>Free Time (Theme 1 - Identity & Culture)</p> <ul style="list-style-type: none"> • Sport & music (revision). • Films, TV programmes, internet activities (revision). • Talking about sport (depuis & present tense). • Talking about life online (present tense irregular verbs). • Christmas & New Year in francophone countries. 	<p>Assessment 1 (Writing and Translation test - (My Family & Friends)</p>
Term 2	<p>Free Time (Theme 1 Identity & Culture)</p> <ul style="list-style-type: none"> • Discussing reading habits and music (negatives). • Talking about TV programmes (comparative sentences). • Describing a night out (perfect tense & superlatives). • Talking about actors and films. • Discussing reading habits and music (negatives). • Speaking Assessment feedback and review. <p>Customs and Festivals (Theme 1 - Identity & Culture)</p> <ul style="list-style-type: none"> • Talking about food and meals (revision). • Shopping for clothes (revision). • Daily routine (pouvoir & devoir). • Food for special occasions (pronoun en). 	<p>Assessment 2 (Listening, Reading & Translation test - (My Family, Friends, and Free Time)</p>
Term 3	<p>Customs and Festivals (Theme 1 - Identity & Culture)</p> <ul style="list-style-type: none"> • Festivals and traditions (formulating questions). • Family celebrations (combining tenses & venir de...). <p>Exam skills and revision of Theme 1</p> <ul style="list-style-type: none"> • Consolidation of past, present & future tenses. • Role Play card practice. • Photo card practice. • General Conversation practice of theme 1 possible questions. • Project linked to Theme 1. 	<p>Assessment 3 (Speaking test - (My Family & Friends, Free Time, and Customs & Festivals)</p>



Year 9 Core Course
Maths GCSE

Awarding body: OCR

Content	Assessment
<p>Term 1</p> <p>Working in the cartesian plane</p> <ul style="list-style-type: none"> • Understanding coordinates in 4 quadrants. • Plot linear and non-linear graphs. • Find the midpoint of graphs. • Graphs and proportion. • Graphs and linear sequences. • Equations of linear and parallel lines. • Real life graphs. <p>Forming and Solving Equations</p> <ul style="list-style-type: none"> • Form and solve linear equations. • Understand and represent inequalities. • Form and solve linear inequalities. • Identify and use formulae, expressions, identities, and equations. • Substitute into formulae and equations. • Rearrange formula. <p>Constructions and Congruency</p> <ul style="list-style-type: none"> • Draw and measure angles. • Understand scale drawings. • Construction and loci. • Congruent triangles and figures. <p>Numbers</p> <ul style="list-style-type: none"> • Integers, real and rational numbers. • <i>Understand and use surds (Higher tier only).</i> • Highest Common Factor and Lowest Common Multiple. • Operations with fractions. 	<p>Assessment 1 (Calculator test)</p>
<p>Term 2</p> <p>Standard Form</p> <ul style="list-style-type: none"> • Understand and calculate with standard form. • Understand reciprocals. • Understand and use negative indices. <p>Percentages and Maths and Money</p> <ul style="list-style-type: none"> • Use equivalence of fractions, decimals, and percentages. • Percentage change including increase, decrease and finding original amounts. • Working with interest and depreciation. • Wages, taxes, and exchange rates. <p>Angles in Parallel Lines and Polygons</p> <ul style="list-style-type: none"> • Applying angles rules and understanding angles in parallel lines. • Know special properties of different polygons. • Calculate interior and exterior angles in polygons. 	



Year 9 Core Course

Maths GCSE (continued)

Awarding body: OCR

	Content	Assessment
Term 2	<p>Transformations</p> <ul style="list-style-type: none"> • Rotational and line symmetry. • Reflection, rotation, and translation. • Describe transformations. <p>Pythagoras' Theorem</p> <ul style="list-style-type: none"> • Understand and apply Pythagoras' theorem. • <i>Apply Pythagoras' theorem in 3D shapes (H tier).</i> <p>Enlargement and Similarity</p> <ul style="list-style-type: none"> • Enlarge by positive integer and fractional scale factors. • <i>Enlarge by a negative scale factor (H tier).</i> • Find missing angles and shapes in similar shapes. 	<p>Assessment 2 (Non-calculator test)</p>
Term 3	<p>Solve Ratio and Proportion Problems</p> <ul style="list-style-type: none"> • Understand and solve problems with direct and inverse proportion. • Recognise and use graphs of direct proportion, conversion, and inverse proportion. <p>Rates</p> <ul style="list-style-type: none"> • Speed, distance, time. • Density, mass, and volume. • Rates of change and their units. • Convert compound units. <p>Probability</p> <ul style="list-style-type: none"> • Independent events and relative frequency • Conditional probability and diagrams to use. • <i>Product counting rule (H Tier).</i> <p>Trigonometric Ratios</p> <ul style="list-style-type: none"> • Use sine, cosine, and tangent ratios to find missing lengths and angles. • Be able to apply this and Pythagoras' Theorem to a variety of questions and know when to apply each. <p>Algebraic Representation</p> <ul style="list-style-type: none"> • Draw and interpret quadratic graphs • Interpret different graphs like reciprocal and piece wise. • Graphs of simultaneous equations. • <i>Represent inequalities graphically (H Tier).</i> 	<p>Assessment 3 Year 9 Mock Exam (Non-calculator) Year 9 Mock Exam (Calculator)</p>



Year 9 Options Course

Music GCSE

Awarding body: OCR

	Content	Assessment
Term 1	<p>Performance 1 (solo)</p> <ul style="list-style-type: none"> • Rehearsal techniques. • Monitoring progress. <p>Composition Techniques</p> <ul style="list-style-type: none"> • Basic melody. • Phrasing and shape. • Analysis. <p>Listening Skills</p> <ul style="list-style-type: none"> • Basic recognition (elements). • Instruments. • Rhythm dictation. <p>Theory</p> <ul style="list-style-type: none"> • Notation basics. • Pitch. • Clefs. • Time signatures and rhythm. 	<p>Assessment 1 (Recorded solo performance)</p> <p>Assessment 2 (Listening)</p>
Term 2	<p>Performance 2 (ensemble)</p> <ul style="list-style-type: none"> • Ensemble skills. • Monitoring progress. <p>Composition Techniques</p> <ul style="list-style-type: none"> • Extension and development. • Period/sentence. • Antecedent and consequent. <p>Listening Skills</p> <ul style="list-style-type: none"> • Devices and patterns. • Describing sounds. • Solo melody dictation. <p>Theory</p> <ul style="list-style-type: none"> • Devices. • Scales and intervals. • Textures. 	<p>Assessment 3 (Recorded ensemble performance)</p> <p>Assessment 4 (Listening)</p>
Term 3	<p>Performance 3 (solo)</p> <ul style="list-style-type: none"> • Advanced skills. • Monitoring progress. <p>Composition Techniques</p> <ul style="list-style-type: none"> • Harmonising. • 2+ part writing. <p>Listening Skills</p> <ul style="list-style-type: none"> • Comparisons. • Playing techniques. • Melody dictation with harmony. <p>Theory</p> <ul style="list-style-type: none"> • Key signatures. • Cadences and chords. 	<p>Assessment 5 (Recorded solo performance)</p> <p>Assessment 6 (Full composition)</p> <p>Assessment 7 (Listening)</p>



Year 9 Options Course

Music Technology

Awarding body: Pearson

	Content	Assessment
Term 1	<p>Practical Project 1: Podcast (Unit 2)</p> <ul style="list-style-type: none"> Learning how to manage a music product. Planning, designing, and developing a podcast to publish to teenagers with a focus on a musical style of your choice. Producing and promoting the podcast. <p>Practical Project 2: Performance (Unit 5)</p> <ul style="list-style-type: none"> Developing a solo performance. Reviewing current strengths and areas for development. Rehearsing a solo performance on a chosen instrument or performance medium. <p>Music Industry (Unit 1)</p> <ul style="list-style-type: none"> Venues. 	<p>(Project 1)</p> <p>Assessment 2 (Project 2)</p> <p>Assessment 3 (Exam Questions)</p>
Term 2	<p>Practical Project 3: Recording (Unit 2)</p> <ul style="list-style-type: none"> Recording studio and microphone techniques. Learning how to set up and operate the recording studio. Recording a variety of instruments and/or voices. Basic mastering techniques. <p>Practical Project 4: Live Sound (Unit 3)</p> <ul style="list-style-type: none"> Application of microphone techniques to a live sound event. Learning how to set up a PA, fold back and monitor systems. <p>Music Industry (Unit 1)</p> <ul style="list-style-type: none"> Jobs in the Industry. 	<p>Assessment 4 (Project 3)</p> <p>Assessment 5 (Project 4)</p> <p>Assessment 6 (Exam Questions)</p>
Term 3	<p>Practical Project 5: Sequencing (Unit 7)</p> <ul style="list-style-type: none"> Introduction to Garage band (or Logic). Basic sequencing techniques to include note input, note editing, software instruments and basic mixing tools. Production of a piece of sequenced music. <p>Practical Project 6: Composition (Unit 4)</p> <ul style="list-style-type: none"> Composing music in your own style. Using a chosen medium. Sibelius, hand-written, instrumental, sequenced. Developing an understanding of how music is composed, including key musical devices. <p>Music Industry (Unit 1)</p> <ul style="list-style-type: none"> Production and Promotion. 	<p>Assessment 7 (Project 5)</p> <p>Assessment 8 (Project 6)</p> <p>Assessment 9 (Exam Questions)</p>



Year 9 Core Course

Personal Development Education

	Content	Assessment
<p>Term 1</p>	<p>British Values</p> <ul style="list-style-type: none"> • Britishness. • Media. • Multi-cultural Britain. • Terror attacks. • Prevent. <p>Health and Wellbeing</p> <ul style="list-style-type: none"> • Digital citizenship. • Sexting. • Grooming and sexual exploitation. • Eating disorders. • Gangs. • Depression. • Bullying. 	
<p>Term 2</p>	<p>Law and Justice</p> <ul style="list-style-type: none"> • Crimes and non-crimes • Sentencing. • Dealing with offenders. • Born or made a criminal. • Sharia law. • Euthanasia. • Road safety and the law. <p>Employability Skills and Future Prospects</p> <ul style="list-style-type: none"> • Employability skills. • Careers. • Financial capability. • Benefits. 	
<p>Term 3</p>	<p>Drugs and Health</p> <ul style="list-style-type: none"> • Drugs and health education. • Illegal drugs. • Addiction. • Symptoms of withdrawal. • Refusal strategies. <p>Sex and Relationships</p> <ul style="list-style-type: none"> • Myths about getting pregnant. • Foetal development. • Options during pregnancy. • Domestic violence. • Sexuality. • Sexually transmitted infections. 	



Year 9 Core Course

Physical Education

	Content	Assessment
Term 1	<p>A 6-week rotation of the following activities</p> <ul style="list-style-type: none"> • Outdoor invasion games. • Indoor invasion games. • Table tennis. • Swimming. • Athletics. • Striking and fielding. • Gymnastics. • Racket sports. 	<p>Assessment 1 (Head: reasons for a warmup and cool down)</p> <p>Practical Assessment in the activities taking place</p>
Term 2	<p>A 6-week rotation of the following activities</p> <ul style="list-style-type: none"> • Outdoor invasion games. • Indoor invasion games. • Table tennis. • Swimming. • Athletics. • Striking and fielding. • Gymnastics. • Racket sports. 	<p>Assessment 2 (Hand: ways in which to beat an opponent under pressure and/or work collaboratively for the same goal).</p> <p>Practical Assessment in the activities taking place</p>
Term 3	<p>A 6-week rotation of the following activities</p> <ul style="list-style-type: none"> • Outdoor invasion games. • Indoor invasion games. • Table tennis. • Swimming. • Athletics. • Striking and fielding. • Gymnastics. • Racket Sports. 	<p>Assessment 3 (Heart: ways in which we can be healthier through activity and diet).</p> <p>Practical Assessment in the activities taking place</p>



Year 9 Options Course

Physical Education GCSE

Awarding body: AQA

	Content	Assessment
Term 1	<p>Health, fitness, and well-being. Socio-cultural influences and well-being in physical activity and sport.</p> <ul style="list-style-type: none"> The meaning of health and fitness: physical, mental/emotional, and social health- linking participation in physical activity to exercise, sport to health and well-being. The consequences of a sedentary lifestyle. Obesity and how it may affect performance in physical activity and sport. Somatotypes. Energy use. Reasons for having a balanced diet and the role of nutrients. The role of carbohydrates, fat, protein, vitamins, and minerals. Reasons for maintaining water balance (hydration) and further applications of the topic area. 	<p>Assessment 1 (Socio-Cultural Influences and Well-Being in Physical Activity test)</p> <p>Assessment 2 (Assessment of practical sports)</p>
Term 2	<p>Applied anatomy and physiology. The human body and movement in physical activity and sport.</p> <ul style="list-style-type: none"> Bones and the functions of the skeleton. Structure of the skeletal system/functions of the skeleton. Muscles of the body. Structure of a synovial joint. Types of freely moveable joints that allow different movements. How joints differ in design to allow certain types of movement. <p>How the major muscles and muscle groups of the body work antagonistically on the major joints of the skeleton to affect movement in physical activity at the major movable joints.</p>	<p>Assessment 3 (The Human Body and Movement in Physical Activity and Sport test)</p>
Term 3	<p>Physical training. The human body and movement in physical activity and sport.</p> <ul style="list-style-type: none"> Health and fitness recap, including the relationship between health and fitness. The components of fitness. Linking sports and activities to the required components of fitness. Fitness testing practical and reasons for and limitations of fitness testing. Measuring the components of fitness and demonstrating how data is collected. The principles of training and overload. 	<p>Assessment 4 (Assessment of practical sports)</p> <p>Assessment 5 (End of year exam)</p>



Year 9 Options Course

Photography GCSE

Awarding body: AQA

	Content	Assessment
Term 1	<p>Camera Work</p> <ul style="list-style-type: none"> • Introductory project around the technical aspects of using the camera including aperture, depth of field, ISO and Shutter Speed. • Research skills into exposure triangle. <p>Self-Image (Portrait)</p> <ul style="list-style-type: none"> • Jesper Molin & Shadi Ghadirian 'How we look & feel'. • Nick Chaffe 'Illustration Photography'. • Manipulation of images to create expressions. • Research skills, collecting evidence of understanding of an artist's/photographer's intention. Writing opinions about the work of professionals. • Skills and techniques in Photoshop CS6 to achieve work inspired by Jesper Molin, Shadi Ghadirian, Nick Chaffe & Gilbert and George. • Evaluation of own work. • Use of a Digital Single Lens Reflex camera. • The importance of recording, through screenshots and annotations. • Application of photography to illustration by using drawing techniques and layer manipulation in Photoshop CS6. 	<p>Assessment 1 (Coursework)</p>
Term 2	<p>Documentary Portrait (Portrait)</p> <ul style="list-style-type: none"> • Project based around skills with image manipulation in the camera and Photoshop. • The importance of composition rules and how depth of field affects an image. • Editing colour images into black & white. <p>Dark-room Work: Buildings and Fragment (Environment)</p> <ul style="list-style-type: none"> • Buildings Project looking at Berenice Abbott and Eugene Atget • Technical analogue skills, safety in the darkroom, using an SLR, how to use enlargers and process photographs • How to use pinhole cameras, experiments with light and movement. 	<p>Assessment 2 (Coursework)</p>
Term 3	<p>Buildings and Fragment (continued)</p> <ul style="list-style-type: none"> • Using post-processing techniques, including filters, dodge and burn and crop in the dark room. 	<p>Assessment 3 (Coursework)</p>



Year 9 Core Course

Religious Education

	Content	Assessment
Term 1	<p>Core Course Content</p> <ul style="list-style-type: none"> • Britishness and identity. • Ethnicity and faith. • Britishness in the media. Multi-faith Britain. • Terror attacks and extremism. Prevent. • Relationships and sex. • Gangs and crime. <p>Pastoral Provision</p> <ul style="list-style-type: none"> • Cultural Diversity • Holocaust Memorial Day • Black History Month • Charity • Atonement <p>Additional Student Opportunities</p> <ul style="list-style-type: none"> • World Kindness Day • Winter Celebration. Xmas Jumper Swap 	
Term 2	<p>Core Course Content</p> <ul style="list-style-type: none"> • Crimes and non-crimes. Dealing with offenders. • Born or made a criminal. • Crime and religion. Sharia law. Euthanasia. • Road safety and the law. • Employability skills. Careers. • Financial capability. Benefits. <p>Pastoral Provision</p> <ul style="list-style-type: none"> • World Religion Day • Faith • Stewardship <p>Additional Student Opportunities</p> <ul style="list-style-type: none"> • World Faith Day • Spring Celebration 	
Term 3	<p>Core Course Content</p> <ul style="list-style-type: none"> • Illegal drugs. Addiction. Symptoms of withdrawal. • Refusal strategies. • Pregnancy. Foetal development. • Options during pregnancy. • Domestic violence. • Sexuality. • Sexually transmitted infections. <p>Pastoral Provision</p> <ul style="list-style-type: none"> • LGBTQAI+ • Your community <p>Additional Student Opportunities</p> <ul style="list-style-type: none"> • Pride • Day of Faith and Culture 	



Year 9 Core Course

Science (Biology) GCSE

Awarding body: AQA

	Content	Assessment
Term 1	<p>Cells</p> <ul style="list-style-type: none"> Eukaryotic and prokaryotic cells. Microscopic skills and magnification. Diffusion. Osmosis. Active transport. <p>Organs 1</p> <ul style="list-style-type: none"> Principles of organization. Enzymic activity. Expansion of the human digestive system. 	Assessment 1
Term 2	<p>Organs 1 (continued)</p> <ul style="list-style-type: none"> Application of food tests. The heart. Blood and blood vessels. Expansion of breathing and gas exchange surfaces. <p>Non-communicable disease</p> <ul style="list-style-type: none"> Lifestyle factors and risk factors. Cancer. Heart disease and how to treat it. <p>Plants use natural resources</p> <ul style="list-style-type: none"> Plant organs. Xylem and phloem. Transpiration. 	Assessment 2
Term 3	<p>Interdependence</p> <ul style="list-style-type: none"> Communities. Sampling techniques. Competition. <p>Adaptations</p> <ul style="list-style-type: none"> Plant adaptations. Animal adaptations. Extremophiles. 	Assessment 3 (End of year exam)



Year 9 Core Course

Science (Chemistry) GCSE

Awarding body: AQA

	Content	Assessment
Term 1	<p>Atomic Structure</p> <ul style="list-style-type: none"> • Development of atomic models throughout history. • Electronic configurations. • Ions. • Isotopes. <p>Separation Techniques</p> <ul style="list-style-type: none"> • Pure and impure substances. • Methods of separating mixtures. 	Assessment 1
Term 2	<p>Periodic Table</p> <ul style="list-style-type: none"> • Mendeleev and the development of the periodic table. • Group 1, group 7, and group 0 elements. <p>Fundamental quantitative chemistry</p> <ul style="list-style-type: none"> • Conservation of mass. • Calculating atomic and relative formula mass. <p>Our atmosphere</p> <ul style="list-style-type: none"> • Earth's early and current atmosphere. • Greenhouse gases. • Global climate change and carbon footprint. • Atmospheric pollutants. 	Assessment 2
Term 3	<p>Rates of Reaction - Collision Theory</p> <ul style="list-style-type: none"> • State symbols. • Collision theory and equations. • The effect of concentration on reactions. • The effect of temperature on reactions. • The effect of surface area on reactions. • Catalysts and pressure. 	Assessment 3 (End of year exam)



Year 9 Core Course

Science (Physics) GCSE

Awarding body: AQA

	Content	Assessment
Term 1	Forces in balance and Energy stores <ul style="list-style-type: none"> • Resultant forces. • Resolution of forces. • Energy stores and pathways. • Weight, mass, and work done. • Power and efficiency. • Gravitational potential energy. • Elastic potential energy and Hooke's Law. 	Assessment 1
Term 2	Generating electricity <ul style="list-style-type: none"> • Energy crisis in Cwmbran. • Fossil fuels. • Power stations. • The National Grid. 	Assessment 2
Term 3	Circuits, Magnets and Waves <ul style="list-style-type: none"> • Rules for current and potential difference in series and parallel circuits. • Permanent and induced magnets. • Magnetic fields. • Magnetic fields of a solenoid. • Types of waves. • Wave speed. 	Assessment 3 (End of year exam)



Year 9 Options Course

Sport

Awarding body: Pearson

	Content	Assessment
Term 1	<p>The Sports Performer in action</p> <ul style="list-style-type: none"> The short-term responses and long-term adaptations of the body systems to exercise. The different energy systems used during sports performance. 	<p>Assessment 1 (Coursework)</p>
Term 2	<p>The Sports Performer in action</p> <ul style="list-style-type: none"> The short-term responses and long-term adaptations of the body systems to exercise. The different energy systems used during sports performance. 	<p>Assessment 2 (Coursework)</p>
Term 3	<p>Practical Sport</p> <ul style="list-style-type: none"> The rules, regulations and scoring systems for selected sports. Practically demonstrate skills, techniques, and tactics in two selected sports. Review sports performance. Components of fitness appropriate for the sports performance. 	<p>Assessment 3 (Rounders practical logbooks)</p>



Year 9 Options Course

Textiles

Awarding body: Pearson

	Content	Assessment
Term 1	<p>Dress a child around the world</p> <ul style="list-style-type: none"> • Developing mood boards. • Printing. • Dyeing. • Pattern cutting. • Pockets. • Bindings. • Facings. • Lockstitch machining. • Overlocking. • Hems. • Finishing and pressing. • Garment construction. 	<p>Assessment 1 (Coursework)</p>
Term 2	<p>Introduction to mark making</p> <ul style="list-style-type: none"> • Working with a variety of media, including: • Pencil/ graphite. • Charcoal. • Pen and wash. • Ink. • Soft and oil pastels. <p>Fashion illustration</p> <ul style="list-style-type: none"> • Developing an illustration style. • Using stencils and backgrounds. • Proportion and the adult/ child form ICT illustration. 	<p>Assessment 2 (Coursework)</p>
Term 3	<p>Surface pattern design</p> <ul style="list-style-type: none"> • Developing prints. • Pattern repeats by hand. • Using ICT to set up scan and set up a repeat. • Working to a customer brief. • Developing a product. • Presentation to the client. <p>Unit 1 Coursework</p> <ul style="list-style-type: none"> • Assess and brainstorm the brief. • Develop mood boards on the theme. • Research into relevant artists. 	<p>Assessment 3 (Coursework)</p> <p>Assessment 4 (End of year practical assessment)</p>



Year 9 Core Course

Tutor time

	Content	Assessment
Term 1	<p>Theme of the week</p> <ul style="list-style-type: none"> • Self-motivation. • Accountability. • Democracy. • Road safety. • Cultural diversity. • Black history. • On-line safety. • The rule of law. • Remembrance. • Anti-bullying. • Anti-drugs. • Positive attitudes. • Relationships. • Charity. 	
Term 2	<p>Theme of the week</p> <ul style="list-style-type: none"> • Co-operation. • Healthy lifestyles. • World religion day. • Holocaust remembrance. • Exploitation. • Mental health awareness. • Resilience. • World book day. • International women's day. • British science week. • Faith. • Anxiety. 	
Term 3	<p>Theme of the week</p> <ul style="list-style-type: none"> • Consent. • Stress. • Eco-schools. • Respect. • Informed personal finance. • Appreciation. • Volunteering in your community. • Pride month. • Prevention. • Aspirations. • Self-care. • Tolerance. • Individual liberties. • Achievement. 	

