

MATHS	Year 9 Curriculum Foundation	Year 9 Curriculum Higher
<p>Head of Faculty Miss S L Jackson</p> <p>Teachers: Mrs Rowe Mr Killick Miss Short Mrs Wright</p>	<p>Term 1 Paper 1F Number Factors & Multiples Angles Scale Diagrams and Bearings Algebra</p> <p>Term 2 Paper 2F Fractions Linear Graphs Decimals Collecting and Representing Data Rounding</p> <p>Term 3 Paper 3F Sequences Percentages Area and Perimeter Scatter Graphs</p> <p>Term 4 Paper 1F Pythagoras Basic Probability Equations</p> <p>Term 5 Paper 2F Ratio and Proportion Indices Standard Form</p> <p>Term 6 Paper 3F Transformations Polygons Analysis, Reflection and Improvement</p>	<p>Term 1 Paper 1F Number Factors & Multiples Angles Scale Diagrams and Bearings Algebra</p> <p>Term 2 Paper 2F Fractions Decimals Linear Graphs Collecting and Representing Data Scatter Graphs</p> <p>Term 3 Paper 3F Sequences Percentages Area and Perimeter Basic Probability Rounding</p> <p>Term 4 Paper 1F Equations Graphs 2 3D Shapes</p> <p>Term 5 Paper 2F Ratio and Proportion Indices Standard Form</p> <p>Term 6 Paper 3F Transformations Analysis, Reflection and Improvement "Constructions/ Loci"</p>

ENGLISH

Head of Faculty
Miss S Gardner

Teachers:
Mr Morris
Mr Holleman
Miss Wilson

Term 1 and 2

Brave New Worlds

Language Paper 1 Section A Qs 1, 2, 3.

Lit Paper 1 Section B Starting with this extract, explore how
.... Creates a sense of

Text Choice

The Hunger Games/1984/Brave New World/Maze
Runner/Divergent/Farenheight 451/Blitzed/Lord of the
Flies/Unique/Animal Farm.

Poems

The Darkling Thrush/The Wasteland/Space Oddity

Term 3 and 4

American Literature and Modern Drama

Language Paper 1 Question 4.

Lit Paper 2 Section A: How does Priestley.... explore..... In An
Inspector Calls?

Text choice

Language: Of Mice and Men/To Kill a Mockingbird/Grapes of
Wrath/Heroes/Catcher in the Rye/I Know Why The Caged Bird
Sings AND Lit: An Inspector Calls/Blood Brothers/Curious
Incident

Poems

Hawk Roosting/Flag/Next to of course god America i

Term 5 and 6

Paper 2 Section B, Spoken Lang and Poetry

Lang Paper 2 Section B Speech + Spoken Language

Lit Paper 2 Section B Compare how the poets present
conflict...

Text choice

Exposure/Charge of the Light Brigade/Bayonet Charge

<p>SCIENCE</p> <p>Head of Faculty Mr T Regan</p> <p>Teachers: Miss Smith Mrs Barfield Miss Anderson Miss English</p>	Featured Practical Work (FPW) Extended Writing Activity (EWA)					
	Combined Science	Term 1	Term 2	Term 3	Term 4	Term 5
	Topics	B2 C9 P3	B7, C1	C2	P1 B4	C8
	Assessment	End of Topic Tests B2, C9, P3	End of Topic Tests B7, C1	End of Topic Test C2	End of Topic Tests P1, B4	End of Topic Test C8
	Required Practicals	RP3, RP4, RP17	RP7		RP5, RP14	RP12
	Separate Sciences	Term 1	Term 2	Term 3	Term 4	Term 5
	Topics	B2 C9 P3	B7, C1	C2	P1 B4	C8
	Assessment	End of Topic Tests B2, C9, P3	End of Topic Tests B7, C1	End of Topic Test C2	End of Topic Tests P1, B4	End of Topic Test C8
	Required Practicals	RP3, RP4, RP17	RP7, RP24		RP5, RP14, RP27	RP12, RP26

PE

Head of Faculty
Mr K Strange

Teachers:
Miss G French
Mr M Cox
Miss English

Invasion games
Swimming
Gymnastics
Athletics
Striking and fielding

GEOGRAPHY

Head of Faculty
Mr W Ahmad (Temporary)

Teachers:
Mr Hallett
Mr Heffernan
Mrs Sharpe
Mrs Oates

Term 1 and 2 Natural Hazards

Physical Paper 1: Earthquakes and Volcanoes
Physical Paper 1: Flooding and Tropical Storms.
Physical Paper 1: Climate Change

Case studies

Haiti / L'Aquila / Kashmir / Iceland / Mt Merapi / Montserrat / Kobe
/ Japan Tsunami / Somerset Levels Flooding / Typhoon Haiyan /
Cyclone Nargis / Hurricane Katrina / Cyclone Nargis

Geographical skills

Distribution of earthquakes, floods, storms and volcanoes, map skills, statistical analysis, longitude and latitude, photographic analysis, graphical analysis.

Term 3 and 4 Urban Challenges

Human Paper 2: Urban inequalities.
Human Paper 2: Urban case study in the UK.
Human Paper 2: Urban sustainability.

Case studies

Mumbai / Lagos / Rio / Bristol / London

Geographical skills

Map skills - understanding movement of people, photographic analysis, longitude and latitude, distribution analysis of urban areas.

Term 5 and 6 Living World

Physical Paper 1: Distribution of ecosystems. Tropical rainforests.

Case Studies

The Thar Desert / Western Desert / The Amazon Rainforest /
Malaysia / Epping Forest / Hot Desert or Cold Environment

Geographical skills

Distribution of ecosystems around the World, map skills, statistical analysis, longitude and latitude, photographic analysis, climate graphs.

HISTORY

Head of Faculty
Mr W Ahmad (Temporary)

Teachers:
Mr Heffernan
Mrs Sharpe
Miss Elsey
Mrs Oates

Term 1 to 3

Paper 1: Understanding the Modern World - Period Study - Germany 1890 – 1945

End of units: 1 - Germany and the growth of democracy, 2 - Germany and the Depression, 3 - The experiences of Germans under the Nazis

Part one: Germany and the growth of democracy

- Kaiser Wilhelm and the difficulties of ruling Germany: the growth of parliamentary government; the influence of Prussian militarism; industrialisation; social reform and the growth of socialism; the domestic importance of the Navy Laws.
- Impact of the First World War: war weariness, economic problems; defeat; the end of the monarchy; post-war problems including reparations, the occupation of the Ruhr and hyperinflation.
- Weimar democracy: political change and unrest, 1919–1923, including Spartacists, Kapp Putsch and the Munich Putsch; the extent of recovery during the Stresemann era (1924–1929): economic developments including the new currency, Dawes Plan and the Young Plan; the impact of international agreements on recovery; Weimar culture.

Part two: Germany and the Depression

- The impact of the Depression: growth in support for the Nazis and other extremist parties (1928–1932), including the role of the SA; Hitler's appeal.
- The failure of Weimar democracy: election results; the role of Papen and Hindenburg and Hitler's appointment as Chancellor.
- The establishment of Hitler's dictatorship: the Reichstag Fire; the Enabling Act; elimination of political opposition; trade unions; Rohm and the Night of the Long Knives; Hitler becomes Führer.

Part three: The experiences of Germans under the Nazis

- Economic changes: benefits and drawbacks; employment; public works programmes; rearmament; self-sufficiency; the impact of war on the economy and the German people, including bombing, rationing, labour shortages, refugees.
- Social policy and practice: reasons for policies, practices and their impact on women, young people and youth groups; education; control of churches and religion; Aryan ideas, racial policy and persecution; the Final Solution.
- Control: Goebbels, the use of propaganda and censorship; Nazi culture; repression and the police state and the roles of Himmler, the SS and Gestapo; opposition and resistance, including White Rose group, Swing Youth, Edelweiss Pirates and July 1944 bomb plot.

Term 4 to 6

Paper 1: Understanding the Modern World - Conflict and tension 1918 - 1939 - 36 lessons minimum

End of units: 1 - Peacemaking, 2 - The League of Nations and international peace, 3 - The origins and outbreak of the Second World War

Part one: Peacemaking

- The armistice: aims of the peacemakers; Wilson and the Fourteen Points; Clemenceau and Lloyd George; the extent to which they achieved their aims.
- The Versailles Settlement: Diktat; territorial changes; military restrictions; war guilt and reparations.
- Impact of the treaty and wider settlement: reactions of the Allies; German objections; strengths and weaknesses of the settlement, including the problems faced by new states.

Part two: The League of Nations and international peace

- The League of Nations: its formation and covenant; organisation; membership and how it changed; the powers of the League; the work of the League's agencies; the contribution of the League to peace in the 1920s, including the successes and failures of the League, such as the Aaland Islands, Upper Silesia, Vilna, Corfu and Bulgaria.
- Diplomacy outside the League: Locarno treaties and the Kellogg-Briand Pact.
- The collapse of the League: the effects of the Depression; the Manchurian and Abyssinian crises and their consequences; the failure of the League to avert war in 1939.

Part three: The origins and outbreak of the Second World War

- The development of tension: Hitler's aims and Allied reactions; the Dollfuss Affair; the Saar; German rearmament, including conscription; the Stresa Front; Anglo-German Naval Agreement.
- Escalation of tension: remilitarisation of the Rhineland; Mussolini, the Axis and the Anti Comintern
- Pact; Anschluss; reasons for and against the policy of appeasement; the Sudeten Crisis and Munich; the ending of appeasement.
- The outbreak of war: the occupation of Czechoslovakia; the role of the USSR and the NaziSoviet
- Pact; the invasion of Poland and outbreak of war, September 1939; responsibility for the outbreak of war, including that of key individuals: Hitler, Stalin and Chamberlain.

FRENCH

Head of Faculty
Miss Gardner

Teachers:
Mrs Simpkin
Mr Greenwood
Miss Wilson

Term 1:

Qui suis - je
Theme 1 - Identity and culture
"Talking about family and describing people, places in town, activities and times. Talking about what makes a good friend
Talking about family relationships. Making arrangements to go out.
Describing a day out"

Term 2

Qui suis - je? Family and relationships - making arrangements to go out
Theme 1 - Identity and culture
arranging to go out, talking about what makes you happy, role models, opinions on marriage

Term 3

le temps de loisirs Free time activities, television and cinema, technology in everyday life
Theme 1 - Identity and Culture
Describing sports and saying why you do them, describing sports stars, technology and how you use it, other free time activities

Term 4:

le temps de loisirs Free time activities, television and cinema, technology in everyday life
Theme 1 - Identity and Culture
Reading, TV, cinema viewing habits, descriptions of TV programmes, film review, what you used to watch when you were young, music genres, what you are into and why, how music makes you feel

Term 5:

jours ordinaire, jours de fete
Theme 1 - Identity and Culture
Food, shops and shopping, special days and special dishes, describing a special day, talking about high days and holidays

Term 6:

jours ordinaire, jours de fete
Theme 1 - Identity and Culture
Shopping for clothes, births, deaths and marriages, how you celebrated your birthday

PD

Term 1 and 2

PERSONAL: Skills Analysis – what am I good at? What am I good at: at school, out of school? What are my hobbies? What do other people think I am good at? What would I like to be good at? Have these skills come naturally or have I had to work/practice hard?

SOCIAL: Finances of the world What is GDP? What is the economy? What do we import and export? How do we contribute to the economy? Is it fair that some countries have more money than others? Should we all be equal?

HEALTH: Impact of substance misuse. What is addiction? What is dependency? What is misuse? What are the cause of these?

CITIZENSHIP: Community Project. What would you like to change within you community? Why? How could you go about this? Who would it benefit? Would it last?

CAREERS: What is a career? My career and career development What is a career? Is a job and a career the same thing? Should we all have a career? How do I choose my career? What do I need to be...? Pages 1-5 of the booklet.

Term 3 and 4

PERSONAL: Human rights and wrongs. What are human rights? What happens when rights are denied? Children rights, discuss case studies (see resources)

SOCIAL: Dragons Den. Watch a clip/s discuss the skills required, discuss new products that students think are missing in the market.

HEALTH: Understanding habit, dependence and addiction. What is the difference between these terms? What can we be addicted to? What/ who do we depend on? What habits do we have? Is it bad to have habits/ be dependent or addicted?

CITIZENSHIP: Fair Trade and Ethical issues. What is fair trade? How can trade be fairer? How can I make my community more fair trade?

CAREERS: Introduction to Fast tomato. You will need a PC room for this. Also pages 6-9 of the booklet

Term 5 and 6

PERSONAL: Managing loss including bereavement, separation and divorce. How can we support these situations? How can we move on? What can we learn from these situations? Is it okay to feel cross/ upset/stressed / angry?

SOCIAL: Recognising and dealing with bullying. What is a bully? Are you a bully? When have you crossed the line? What are the signs that someone you know is being bullied? What should you do if you or someone you know is being bullied? How does it feel to be bullied?

HEALTH: Cancer awareness and terminal illnesses. What is cancer? Who does it affect? What can be done to beat cancer?

CITIZENSHIP: The Law and Criminal Justice System. What laws do you know of? What is the criminal justice system? Who does the criminal justice system apply to?

CAREERS: Employability skills including interview skills and applications. Skills log, what am I good at, what are employers looking for and how do I fit that criteria? What does a CV look like and how is it structured? What do I need to know before going into an interview? Stand up to stereotypes and discrimination in the workplace. Pages 10-14 of the booklet.

RE	<p>Term 1 and 2</p> <ul style="list-style-type: none"> • Is religion a power for peace or a cause of conflict in the world today • Identify conflicts in personal, national and global terms. Ask about the role of religion in conflict. How many wars do you know? How many of them have a religious dimension? How many peacemakers can you name? How many of them believed in / followed a religion? • Causes and consequences of conflict – different scales of conflict – is conflict simply part of being human? • Christianity – beliefs about war and peace – what does the Bible say? Can war be justified in Christianity? • Consider different teachings and how they can be interpreted? Should Christians be pacifists – or should they be prepared to fight for good – e.g. holy war/just war? • Christianity – beliefs about holy war v just war • Can war ever be justified? • Quakers – what is pacifism? • Other Christian peace makers • Islam – beliefs about war and peace – what does the Qu’ran say? Can war be justified in Islam? • Islamophobia and stereotypes that Islam is a religion of conflict • Islam – jihad – what is it? Greater jihad v lesser jihad • Why is Islam associated with fanaticism and terror in some people’s minds? Is it fair? • Can forgiveness end conflict? • What is forgiveness? • www.theforgivenessproject.com/stories/ is the basic source for this lesson. It showcases about 50 stories of forgiveness, from the exhibition ‘The F Word’. • The website provides numerous inspiring and challenging stories of forgiveness. • Pairs of pupils select a story and read about the impact of forgiveness (many of the stories have a religious dimension, but not all). They must summarise the story and present their findings and responses to the class. <p>Term 3 and 4</p> <ul style="list-style-type: none"> • Why is there suffering? Are there any good solutions? • Introduction to suffering • Different types of suffering and different scales of suffering • Is suffering a part of being human? • What can Christians learn from the Bible about why suffering happens? • Ask Students to note down reasons for suffering in the world that one Christian gives as they watch a selection of film clips from (clips 1-5 – choose as many as you feel appropriate) http://request.org.uk/issues/ultimate-q4uestions/suffering/ • What is their response to what is said? ww6w.biblegateway.com/passage/?search=Matthew+25:31-46 – Students speculate what a Christian might learn from this passage about why there is suffering in the world. Feedback ideas as a class (Is there suffering the world because humans do not help each other?). • Dart board activity – how do Christians make sense of suffering? • What does Buddhism teach about suffering? • Story of Siddhartha Gautama (the Buddha) – 4 Noble Truths – what are they? • Is it correct that we cause discontentment (Dukkha) through cravings? Can they give any examples for this being true? Feedback examples and answers as a class, and ask students how far does this idea reflect their own experience of life? • How far are humans able to overcome suffering? • 4 Noble Truths and the eightfold path in Buddhism?
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- Can they help us avoid/alleviate suffering? Would they work?
- Are there any good solutions to suffering? – student response to Christian and Buddhist ideas about suffering

Term 5 and 6

- Is death the end? Does it matter?
- Is there life after death?
- Student responses – what do they think?
- You could use the starter activity to get them thinking and discussing – or use the resources from the PPT – start to explore their ideas and why they hold them.
- What do other people believe about life and death – variety of different responses
- Play www.truetube.co.uk/film/life-after-death - is there life after death vox pop film (1:27min) giving a variety of views.
- Give pupils in small groups the life after death cards on the next slide (depending on pupils ability you can decide how many cards to give reach group up to 10), and ask them to sort them into a line showing which card believes most strongly in life after death to the card which doesn't believe at all in life after death.
- Put 2 pupil groups together to compare the order of their cards.
- Coming back together list as a class reasons for and against believing in life after death
- How do we mark death? Christian funerals
- Play <http://request.org.uk/life/beliefs/funerals/> (or use the longer clip from the PPT about funerals) this film has Rev Tim Dobson (2min 17 sec) speaking about what heaven is like for him, what the Bible teaches. Christians believe in eternal life, and this eternal life is in heaven.
- Ask pupils to summarise an answer using bullet points to the question what do Christians believe about the afterlife?
- How do these beliefs have an impact on the way a Christian person lives their life?
- What do Hindus believe about the afterlife?
- How are their beliefs different from what Christians believe?
- How do they help people deal with death when it happens
- Play www.bbc.co.uk/education/clips/zbh9jxs a short history of the afterlife (3:07min), explaining Christian and Buddhist beliefs or the clip from the PPT in the folder
- Hindu funerals – how do Hindus mark death and celebrate life?
- How does their ceremony reflect their beliefs?
- How is it different from funeral ceremonies that students are familiar with?
- How might the beliefs of Hindus affect the way they live their life? Do you think death is something to be afraid of for them?
- Play www.truetube.co.uk/film/life-after-life film on history of ideas (3:50 mins), and ask pupils to note links to the ideas they have studied in this unit so far, and thinking about the question why does death matter so much to us as human beings?
- Display the British Humanist association logo 'for the one life we have', and some quotations from Humanists about life (see Humanist poems document) Ask pupils to decide their favourite quotation (maybe the one they agree with the most or disagree with the most), and explain to a partner why they have chosen it.
- Ask pupils to consider the following questions: Is the lack of an afterlife in Humanism a reason for making the most of this life? Is the idea of having 'just one life' liberating or terrifying? Does the idea of an afterlife help religious people to live a good earthly life?