



Curriculum Information  
Year 9  
2008-9

## **Curriculum Information Year 9**

This booklet is intended as a guide to the curriculum at Oasis Academy Mayfield for parents and students. It is hoped that outlines of curriculum content, homework tasks and extension material will be useful to parents in their support of learning in the Academy.

### **Contents:**

Art and Design  
Drama  
English  
French  
Geography  
History  
ICT  
Industrial Design  
Maths  
Music  
PE  
RE and PSCHE  
Science

**Curriculum Information: Year 9**

Curriculum Area:	Art and Design
Learning Zone:	Culture
Curriculum Leader:	Mrs Clayson
Teaching team:	Mrs E Clayson, Mr C Bromley, Miss K Harani
Time allocation:	2 x 50 minutes per fortnight

Course outline	
Autumn Term: Myself: Observational drawing. Study of relevant portrait artists. Final piece based on Myself.	
Spring Term: Interesting objects: Observational drawings, Artist research, Design drawings, Final response.	
Summer Term: Futurism and machines: Observational studies using mixed media, Futurism research, Designs for final piece, Relief or 3D final response.	
Assessment methods	Assessment in sketchbooks, regular target setting.

Homework : Autumn	
Topic	Task
Myself	Imaginative work based on project title myself.
	Research based on 2 relevant portraits artists.
	Facial feature studies

Homework : Spring	
Topic	Task
Interesting Objects	Drawings of different objects around the home
	Research into given artists.
	Development of final piece ideas

Homework : Summer	
Topic	Task
Futurism and Machines	Studies of machines.
	Futurism studies and research.

## Curriculum Information: Year 9

Curriculum Area:	Drama
Learning Zone:	Culture
Curriculum Leader:	Miss N Crosse
Teaching team:	Miss N Crosse, Miss M Roberts, Mr J Fischer
Time allocation:	2 x 50 minutes per fortnight
Grouping arrangements	Mixed Ability

Course outline	
<p><b>Autumn Term 1:</b> Human Rights: Students explore the notion of human rights using different drama skills. They identify the issues and concepts around human rights through a selection of scripts and articles. They cover bullying, the Toni Martin case, they use thought tracking, tableaux, debate, and in some cases the essence machine.</p> <p><b>Autumn Term 2:</b> The Witch Trials: Building on the human rights theme we look at a variety of stimuli around the witch trials through the ages. These include pictures, a letter and extracts from 'The Crucible' We explore superstition, and prejudice as themes and we focus on language and dialogue that generates these ideas (literacy, description duologues). This is assessed summatively by the teacher over the unit.</p>	
<p><b>Spring Term 1:</b> Jo: Students explore the pressures endured by a young boy called Jo who suffers with a mental illness. Through this topic, students take on a wide variety of roles and devise scenes which develop empathy and an understanding of non-naturalistic drama techniques and conventions. They use hot seating, flashback, externalised conscience, still image and soundscape.</p> <p><b>Spring Term 2:</b> Miss Rose Soap: Building on the development of empathy and use of non-naturalistic techniques and conventions, students explore the possible causes and consequences of drug abuse through investigating the life of a young girl whose life in the media spotlight seems wonderful on the surface but the reality is quite different.</p>	
<p><b>Summer Term 1:</b> Medieval Mystery Plays: Students learn about the history of Medieval Mystery Plays, their key features, the pageant wagons upon which they were performed and the organisation of the cycles. They develop their skills of scripting, the use of rhyming couplets, vocal projection for outdoor performance and set design for a mobile stage.</p> <p><b>Summer Term 2:</b> I Am The Army: Students use a range of explorative strategies to develop devised theatre around the theme of war. Stimuli includes extracts from Edward Bond's 'Red, Black and Ignorant', a 'Deidre's Photo Casebook' from the Sun newspaper and a radio newscast. Students develop their skills of comparison and effective evaluative language. Where possible, extended whole class role play is employed.</p>	
Assessment methods	<p>Students are assessed on their ability to respond, develop, present and evaluate.</p> <p>This assessment is conducted through teacher observation, questioning, written work and peer</p>

	assessment of the planning, rehearsal, performance and evaluation of drama skills. Formal assessments are conducted each half term.
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Homework : Autumn	
Topic	Task
Human Rights	Look up the Toni Martin case on the internet. Decide is he guilty or not guilty and be ready to debate your point of view.
The Witch Trials	Watch 'Charmed' or a related programme and decide what the dialogue about witches would be today; are they still feared and ridiculed or are they trendy?

Homework : Spring	
Topic	Task
Jo	Develop appropriate questions to hot seat the character Jo and get him to open up about what is happening to him.
	Identify an example of the use of non-naturalistic techniques in current TV/film.
Miss Rose Soap	Research a famous celebrity who is reported as being involved with drugs in preparation for developing the character Miss Rose Soap.

Homework : Summer	
Topic	Task
Medieval Mystery Plays	Produce a set design for the pageant wagon upon which your group's Mystery Play would be performed.
	Learn your lines ready for performance of your play.
I Am The Army	Watch the news on a regular basis to gain knowledge and understanding of current wars.
	Collect images of war from newspapers and the internet to use as a stimulus for devising.

Useful information, websites, extension material
<p>KS3 Drama club takes place on Wednesdays in the Drama studio from 2.45pm - 4pm. It offers students the opportunity to work with students of varying ages, building their skills and being given opportunities to perform publically. All are welcome.</p> <p><a href="http://www.u2learn.com/ks3-drama-links.html">http://www.u2learn.com/ks3-drama-links.html</a></p> <p>Exposure to live, professional theatre enriches and enhances a student's ability to develop and evaluate their own work and that of their peers. The Mayflower in Southampton is the largest theatre in the south and offers a broad range of productions: <a href="http://www.mayflower.org.uk/">http://www.mayflower.org.uk/</a></p>

## Curriculum Information: Year 9

Curriculum Area:	English
Learning Zone:	Communication
Curriculum Leader:	Miss R Kilburn
Teaching team:	Miss R Kilburn, Miss K Haldane, Mr J Case, Mr S Meyers, Mrs N McCarthy, Mrs D Stokes, Mrs R Harris, Mr C Old, Mrs A Rouse.
Time allocation:	9 x 50 minutes per fortnight
Grouping arrangements	Set according to ability

Course outline	
Autumn Term: <ul style="list-style-type: none"> <li>• Grammar for writing</li> <li>• Non-fiction text types - reading</li> <li>• Independent project design – non-fiction text types – writing</li> <li>• Christmas poetry</li> </ul>	
Spring Term: <ul style="list-style-type: none"> <li>• Novel study into narrative writing</li> <li>• Poetry from other Cultures</li> </ul>	
Summer Term: <ul style="list-style-type: none"> <li>• Shakespeare study</li> <li>• Media – from print to moving image</li> </ul>	
Assessment methods	In the Autumn, assessment will be through core work pieces at the end of each unit, assessed by the teacher using National Curriculum levels. In the Spring and Summer Terms, assessment will be via completed coursework pieces assessed using GCSE grades – these pieces will form part of the students' GCSE assessment but will be given the opportunity to redraft and revise in Year 10.

Homework : Autumn	
Topic	Task
Grammar for Writing	Sentence types – task to be set by teacher
Grammar for Writing	Produce opening of story using all the specific sentence types given in the assessment criteria.
Grammar for Writing	Complete text using a variety of sentence types chosen for variety and effect
Non-fiction text types	Find examples of a specific type of non-fiction texts and annotate for specific features
Non-fiction text types	Independent writing towards group project
Christmas themed fiction	Reading activity based on Christmas themed fiction by teacher
Christmas poetry	Ideas generating activity for own Christmas theme

Homework : Spring	
Topic	Task
Novel	Analysis of the 'blurb' before the novel
Novel	Analysis of technique used in the opening chapter to set scene and mood
Novel	Analysis of character in terms of action, dialogue, description
Novel	Analysis of plot in terms of patterns and predictions
Other Cultures	Independent research on culture linked to the unit
Other Cultures	Reading activity set by teacher
Other Cultures	Reading activity set by teacher

Homework : Summer	
Topic	Task
Shakespeare	Independent research task based on Shakespearian theatres
Shakespeare	Reading activity based on Prologue to the Shakespeare play taught by teacher
Shakespeare	Reading activity based on character in the Shakespeare play taught by the teacher
Shakespeare	Reading activity based on plot in the Shakespeare play taught by the teacher
Media	Summary of original text
Media	Summary of media text
Media	Comparison of original and media text

Useful information, websites, extension material
Wikipedia KS3 Bitesize

**Curriculum Information: Year 9**

Curriculum Area:	French
Learning Zone:	Communication
Curriculum Leader:	Mrs R Beardshaw
Teaching team:	Mrs R Beardshaw, Miss R Westerling, Mrs S Harris, Ms S Mohsni, Mr N Harding, Mrs Hanly.
Time allocation:	6 x 50 minutes per fortnight
Grouping arrangements	Set according to ability

**Course outline**

**Autumn Term:**

**INTERESTS**

Talking about what you watch on TV  
 Using present tense verbs  
 Talking about going to the cinema  
 Using the verb aller  
 Describing yourself and others  
 Using the verbs avoir and être  
 Talking about what you like reading  
 Using the perfect tense of –er verbs  
 Talking about what you did last weekend  
 Learning more about the perfect tense

**IN THE FUTURE**

Planning what you are going to do  
 Using on va + the infinitive  
 Talking about the future  
 Using the near future tense  
 Talking about future careers  
 Practising the near future tense  
 Why languages are important  
 Using modal verbs  
 Using languages: a case study  
 Using some more connectives

**Spring Term:**

**HEALTH**

Talking about illness  
 Using avoir mal à  
 Saying what's wrong  
 Using expressions with avoir and être  
 Healthy living  
 Using negatives  
 Understanding and giving advice  
 Using imperatives  
 Keep-fit activities  
 More practice using the perfect tense

**PEOPLE**

French-speaking sports people

Using son, sa, ses  
 Describing other people  
 Using correct adjective endings  
 Understanding information about people  
 Saying what you think of someone  
 A whodunnit!  
 Using the perfect tense of avoir and être verbs  
 Who did it?  
 Using the perfect tense to talk about other people

**Summer Term:**  
**HOLIDAYS**  
 Learning about a region of France  
 More on using imperatives  
 Travel arrangements  
 The pronoun y  
 Arranging hotel accommodation  
 Using je voudrais...  
 A visit to an attraction  
 More on the perfect tense  
 A visit to a motor race  
 Understanding a report in the perfect tense  
**YOUNG PEOPLE'S RIGHTS**  
 Schools in different countries  
 Using possessive adjectives  
 Young people and work  
 Using singular reflexive verbs  
 Tackling hunger in the world  
 Using on peut + the infinitive  
 Learning about religion in France  
 Giving opinions about a topical issue  
 Human rights activists  
 Understanding more difficult texts

Assessment methods	Formative assessment takes place in class, when marking books. Summative assessment includes tests in listening, speaking, reading and writing skills held during the year as indicated below. All assessments follow National Curriculum guidelines.
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Homework : Autumn	
Topic	Task
Interests	Learn TV programmes, learn the verbs aller, avoir être, write about your reading habits.
The Future	Learn formation of the future. Why are languages important?
	1st half term learn for listening test on all work covered.
	2 <sup>nd</sup> half term learn for speaking test on all work covered.

Homework : Spring	
Topic	Task
Health	Learn body parts, illnesses, advice phrases. Write an absence note.
People	Learn descriptions, formation of perfect tense. Describe someone.
	1st half term learn for reading test on all work covered.
	2 <sup>nd</sup> half term learn for writing test on all work covered.

Homework : Summer	
Topic	Task
Holidays	Learn imperatives, hotel room vocabulary, transport. Write a report in the perfect tense.
Young People's Rights	Learn possessive adjectives, reflexive verbs, opinions. Read a more difficult text. Write about a topical issue.
	Learn for end of year assessment in all 4 skills.

Useful information, websites, extension material
<a href="http://www.languagesonline.org.uk">www.languagesonline.org.uk</a> <a href="http://www.bbc.co.uk/languages/">www.bbc.co.uk/languages/</a> <a href="http://www.zut.org.uk">www.zut.org.uk</a> (free after 4pm and before 9am) <a href="http://www.instant-french.com/blog/top-learn-french-site/">www.instant-french.com/blog/top-learn-french-site/</a> <a href="http://www.french.about.com/">www.french.about.com/</a> <a href="http://en.wikipedia.org/wiki/Category:French-language_websites">en.wikipedia.org/wiki/Category:French-language_websites</a> <a href="http://www.uni.edu/becker/french3.html">www.uni.edu/becker/french3.html</a> <a href="http://www.frenchinaclick.com/">www.frenchinaclick.com/</a> Teachers are always happy to upload a lesson from the laptop to a student's USB key if they have been absent or would like to recap the lesson at home.

## Curriculum Information: Year 9

Curriculum Area:	Geography
Learning Zone:	Enterprise
Curriculum Leader:	N/A
Teaching team:	Mr R Drewery, Ms C Brown, Miss K Stanhouse
Time allocation:	3 x 50 minutes per fortnight
Grouping arrangements	5 Sets according to ability

Course outline	
Autumn Term:	Population and Development
Spring Term:	Restless Earth
Summer Term:	Environment
Assessment methods	Assessment tasks including enquiries, extended writing, end of unit tests.

Homework : Autumn	
Topic	Task
Population	Find ten most populated countries
Population	Border patrols Problems letters
Development	Rich North/ Poor South worksheet
Development	Employment Structures worksheet
Development	Scatter graphs comparing GNP with Other Economic Indicators
Development	Development Project top sets only

Homework : Spring	
Topic	Task
Volcanoes	Find Biggest Eruptions
Earthquakes	Find most devastating Earthquakes
Volcanoes	Research a Volcanic Eruption e.g. Mt St Helens or Mt Etna
Earthquakes	Newspaper Article on San Fran Earthquake
Earthquakes	Comparison between effects of Earthquakes in LEDC's and MEDC's
Earthquake Assessment	Kobe Earthquake Task
Volcano	Produce a Volcano Flip Book

Homework : Summer	
Topic	Task
Environmental Concerns	Research an endangered species
Brent Spa	Issues with oil exploration

Recycling	Survey of what your family recycles.
Rainforest	Ecosystem: research rainforest products
Assessment	How environmentally friendly is Oasis Mayfield? Enquiry Task

Useful information, websites, extension material

[www.bbc.co.uk /revision](http://www.bbc.co.uk/revision)

[www.ordnancesurvey.co.uk](http://www.ordnancesurvey.co.uk)

## Curriculum Information: Year 9

Curriculum Area:	History
Learning Zone:	Culture
Curriculum Leader:	Mrs C Padgham
Teaching team:	Mr D Walford, Miss C Lewis, Mr S Carter
Time allocation:	3 x 50 minutes per fortnight
Grouping arrangements	Set according to English grouping

Course outline : A World study after 1900	
Autumn Term: <b>The Changing world</b> and <b>The Great War</b> .	
Spring Term: <b>World War Two</b> (including <b>The Holocaust</b> ) and <b>The Home Front</b> .	
Summer Term: <b>Modern times</b> including <b>United Nations; Whatever happened to the British Empire?</b>	
Assessment methods	3 Levelled assessments (one each term).

Homework : Autumn	
Topic	Task
<b>The Changing world</b> and <b>The Great War</b>	<i>Extension of classroom activities inc:</i>
	C20 <sup>th</sup> century poster (identifying changes from C19 <sup>th</sup> )
	World War One memorial activity
	Letter from the trenches

Homework : Spring	
Topic	Task
<b>World War Two</b> (including <b>The Holocaust</b> ) and <b>The Home Front</b>	<i>Extension of classroom activities inc:</i>
	Letter from German soldier after WW1
	Ration booklet
	Research a victim of The Holocaust

Homework : Summer	
Topic	Task
<b>Modern times</b> including <b>United Nations; Whatever happened to the British Empire?</b>	<i>Extension of classroom activities inc:</i>
	Research of key event/person from C20 <sup>th</sup>

Useful information, websites, extension material	
Library and website resources on above topics.	

## Curriculum Information: Year 9

Curriculum Area:	ICT
Learning Zone:	Communication
Curriculum Leader:	Mrs L Smith
Teaching team:	Mrs L Smith, Miss M Tong, Mr A Jolley, Miss F Horton, Mrs D Nisbet, Ms Humphries.
Time allocation:	2 x 50 minutes per fortnight

Course outline	
Autumn Term: Safe use of Computer systems- Social Networking and Cyber bullying. Raising awareness. Production of a range of documents to advise others. Refining internet research. Use of Email advantages and disadvantages. Spreadsheet assessment task.	
Spring Term: Band On Tour. Project based on use of ICT to help a new band of musicians manage and promote their music, their forthcoming tour, fans and finances.	
Summer Term: System Life Cycle – ICT in business environment. Use of the web e shopping. Design and creation of a website.	
Assessment methods	Through outcomes, students evaluation report, discussion and questioning with individuals and groups. Formal assessment tasks

Homework : Spring	
Topic	Task
Promotional campaign	Describe different methods of advertising and the advantages and disadvantages of each
Desktop Publishing	Design tickets and souvenir programme containing info on the band
Spreadsheet	Plan method of recording bookings for the Gigs and allocated seats
Fan club database	Plan the fields for a database to store contact details for fans
Website	Design the Home page for the Band website.
	Design/Plan an online form for the website for fans to use to join the fan club.

Homework : Summer	
Topic	Task
Online shopping 1	Research online shopping. What are the key features of the sites
Online shopping 2	What are the advantages and disadvantages of online shopping for the business and for the customer?

Web page set up	Plan series of web pages and navigation links for the company to use to encourage customers to shop online.
Internet security	What is encryption and why is it and password protection used on websites.
Evaluation/Peer assessment Criteria What makes a good website?	Design and produce a form for peers to use to evaluate and assess your web pages.
Evaluation	Write an evaluation of your project. Explain how you organised and managed the work. What was successful? What could be improved and what have you learnt/achieved?

Useful information, websites, extension material
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<a href="http://www.bbc.co.uk/schools/ks3bitesize/">www.bbc.co.uk/schools/ks3bitesize/</a> <a href="http://www.bbc.co.uk/blast/tipsandtools/digitaltoolbox/online_safety.shtml">www.bbc.co.uk/blast/tipsandtools/digitaltoolbox/online_safety.shtml</a> <a href="http://www.thinkuknow.co.uk/">http://www.thinkuknow.co.uk/</a> <a href="http://www.ask.co.uk">www.ask.co.uk</a>
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**Curriculum Information: Year 9**

Curriculum Area:	Industrial Design
Learning Zone:	Enterprise
Curriculum Leader:	J. Van Wyk
Teaching team:	J. Van Wyk, C. Lee, Mr P Davies
Time allocation:	2 X 50min, once per fortnight.

Course outline	
Investigate a product: yr 9 washing peg Main project: yr 9 Clock Project.	
Assessment methods	Practical design and make tasks with a test at end of year.

Homework : Autumn	
Topic	Task
Peg	Go and interview 5 members of public about the role these play in their lives.
	Feasibility study: what other uses do people put these items to.
CLOCK PROJECT	Questionnaire and interviews

Homework : Spring	
CLOCK PROJECT	Market research- evaluate existing projects
	Public Opinion on their different designs to select/reject
	Safety Poster
	Visit different venues to determine what type of clocks are suitable in what surroundings.

Homework : Summer	
CLOCK	Public opinion on their prototype (survey, opinions)
	List improvements and suggestions
	Write the Evaluation on their project.
	Revise for test

Useful information, websites, extension material	
Technologystudent.com	

## Curriculum Information: Year 9

Curriculum Area:	Mathematics
Learning Zone:	Enterprise
Curriculum Leader:	Richard Scott
Teaching team:	Mrs T Spicer, Mr E Prince, Mr K Smith, Mrs D Nesbit, Mr S Rogers, Mrs M Kaplan, Mr R Lakeman
Time allocation:	7 x 50 minutes per fortnight
Grouping arrangements	In two equal blocks set from 1 to 4 or 1 to 5

Course outline	
Students will study units of work from Using and applying mathematics, Number and algebra, Geometry and measures, and Data Handling. Year 9 will be involved in projects and rich tasks.	
Assessment methods	Formal written tests in October, February and May – informal assessments every 2 to 3 weeks.

Homework : Autumn	
Topic	Task
Number	Fractions and decimals
Number	Estimation
Algebra	Solving equations
Geometry	Properties of polygons
Measures	Tiling a room
Data	Survey of friends

Homework : Spring	
Topic	Task
Number	Percentage change
Number	Using a calculator
Algebra	Sequences
Geometry	Angle rules
Measures	Volumes of prisms
Data	Probabilities in real life

Homework : Summer	
Topic	Task
Number	Growth
Number	Adding fractions
Algebra	Forming expressions
Geometry	Transformations
Measures	Speed Distance Time
Data	Mini-project

Useful information, websites, extension material	
Websites: mymaths and bbc bitesize	

## Curriculum Information: Year 9

Curriculum Area:	Music
Learning Zone:	Culture
Curriculum Leader:	Mr A Purkiss
Teaching team:	Mr A Purkiss Miss M Morgan
Time allocation:	2x 50 minutes per fortnight
Grouping arrangements	Mixed ability

Course outline	
Topics are taught through a practical approach that blends the activities of performing, composing and appraising. Key skills and knowledge is gained according to the conventions of the style or genre being studied.	
Every topic has a vocal element and is delivered to highlight the cultural and historical context of music.	
Assessment methods	Coursework in the form of performances or compositions are assessed by the teacher and given a national curriculum grade. Students are also expected to self assess their work

Homework : Autumn	Researching contemporary artists that have used Pachabels chord sequence. Analysing a Christmas Song.
Topic	Task
Variations (Frere Jaques/ Pachabels Canon)	The elements of music are revised and considered as tools for composition. Knowledge of chords in D major, texture and manipulation of accompaniment devices are deployed in creating music.
Christmas Song	This unit of work satisfies the learning of the connection between words and music with a specific brief. Students will create an original Christmas song in a group and perform exemplar songs and their own compositions to the class as an audience.

Homework : Spring	Study the use of music in Video games and how it enhances the visual images and actions. Prepare a presentation to deliver to the class based upon a piece of Rock Music that has been analysed.
Topic	Task
Video Game Music	Learn a whole class arrangement of a well designed piece that highlights the key concepts of sequencing, accompaniment styles and musical structure (Ternary form).
Rock Music	This is a practical based topic when students are given the opportunity to play drums, bass and guitar. Students will also learn how these instruments combine to create the unique musical style and sing

	examples of famous Rock Ballads.
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Homework : Summer	Write about Jazz performers and how they became popular. Homework associated with preparation of end of year performances.
Topic	Task
Extended Jazz	This topic that focuses on reading notation, scat singing and improvisation. Students will learn the key components of the styles within this genre of music and links to more contemporary styles.
Pre GCSE material, combined arts projects, theatrical topics and presentations.	Students will have the opportunity to choose from a variety of activities tailored to their needs.

Useful information, websites, extension material
Students can find alternative pieces to learn for any genre studied and research more information on a variety of websites. More able students can re-create music in the given styles on their own instruments and extend their work to GCSE level in preparation for yr10 coursework where appropriate.

## Curriculum Information: Year 9

Curriculum Area:	Physical Education
Learning Zone:	Well Being
Curriculum Leader:	Mr S Bywater
Teaching team:	Mr D Baker, Mr P Reid, Mr D Warwick, Miss J Dunn, Mr A Broughton.
Time allocation:	5 – 6 x 50 minutes per fortnight
Grouping arrangements	Mixed ability

Course outline	
<p>Autumn Term: Pupils will be taught the relevant skills required to perform well in sports, a selection from Football, Rugby, Hockey, Basketball, Netball, Volleyball, Gymnastics, Table tennis, Badminton and Health Related Fitness Exercises. Pupils will be expected to know what is involved in a warm up and cool down and be able to lead one. They should be able to describe the effects exercise has on their body. Pupils must demonstrate they have an understanding of the rules and be able to play in a safe environment. They should show tactical awareness on how to beat an opponent and be able to perform different roles within the game. They are able to analyse their own and others performance and be able to suggest ways on how to improve.</p>	
<p>Spring Term: As above. The ten sports are taught throughout the first two terms.</p>	
<p>Summer Term: Pupils are taught how to perform well in the sports of Athletics, Cricket, Rounders, Short tennis, Softball and Tennis.</p>	
Assessment methods	Continual assessment on physical ability by the PE staff, plus questions on rules, analysis of performance, safety measures, effects of exercise etc. every half term at the end of each unit of work.

Homework : Autumn	
Topic	Task
Warm up / cool down	To know the difference between the two. To be able to demonstrate arm and leg stretches applicable to that sport.
Muscles	To be able to name the main muscles involved when taking the above.
Safety	To know the safety requirements, procedures for the sport being taken.
Rules	To find out some of the rules for each sport.
Exercise	To be able to describe how you feel after exercise. Find out what are the short and long term effects of exercise on the body.
Gymnastic routines	With a partner, plan a gymnastic sequence.

Homework : Spring	
Topic	Task
Analysis of performance	What makes a person good at their sport. Watch a sport on TV and choose one person and be able to say why they are good at it. How have they reached that level. Be able to find the strengths and weaknesses of an opponent. To be able to suggest ways to improve performance.
Tactics	To find out what this means and be able to give your answer using a sporting example. To be able to use certain tactics to defeat an opponent in a game, either with a partner or on your own.
Positional play	To find out the many requirements needed to play in the different positions for each sport.
Role play	What makes a good captain, leader, coach, referee, umpire etc.

Homework : Summer	
Topic	Task
Sportsmanship	What qualities are needed to become a good sports person.
Rules	Find out some of the rules of the summer sports.
Safety	Know the safety measures involved in an athletic throwing event.
Measuring heights, distances etc.	To be able to read a tape measure properly and record heights and distances.

Curriculum Area:	RE/PSHCE
Learning Zone:	WELL BEING
Curriculum Leader:	Ms M Connolly
Teaching team:	Ms M Connolly, Mrs H Gillam
Time allocation:	2 x 50 minutes per fortnight
Grouping arrangements	Set against English Department criteria

Course outline	
Autumn Term: Inspirational People	
Spring Term: Judaism	
Summer Term: Islam	
Assessment methods	National Curriculum Level Descriptors

Homework : Autumn	
Topic	Task
It's My Life	Complete 'parachute' of factors that lift you up
People who move "1 <sup>st</sup> "	Complete famous people sheet
Martin Luther King	Find out what you can about Martin Luther King
'I have a dream'	Select and illustrate chosen part of Martin Luther Kings speech
Martin Luther King's beliefs	Explain what motivated Martin Luther King
Topic Final Assessment	Selection of assessment tasks on Martin Luther King

Homework : Spring	
Topic	Task
Who are the Jews?	Research background/history of the Jewish people
The Ten commandments	Compose your own rules for life
Anne Frank & the Holocaust / Schindler's List	Explain why Anne Frank & her family hid from the Germans / The effect of WWII through the eyes of the Jewish community, from various perspectives.
What happened to the Jews in the 1930s & 40s?	Time line of Holocaust/1930-1945

Homework : Summer	
Topic	Task
Family Life for Muslims	Evaluate the 9 Muslim rules for up bringing children
Muslim & Western Culture / Concept of Jihad	Compare Muslim and Western culture
The 5 pillars of Islam	Draw, label and explain the 5 pillars
Muslim Worship	Label & explain the diagram of a mosque
Justice & Fairness	Explain Muslim views on their responsibility towards the poor

### Curriculum Information: Year 9

Curriculum Area:	Science
Learning Zone:	Enterprise
Curriculum Leader:	Mr Marsh
Teaching team:	Mr Spratt, Mr Ashworth, Ms Huggins, Ms Jones, Ms Ayoub, Mr Altay, Ms Humphries, Ms Mato Richards
Time allocation:	7 x 50 minutes per fortnight
Grouping arrangements	Students are in sets, 1,2,3,4,5

Course outline	
<p>Over the course of the year the classes will be completing topics called: plants and photosynthesis, environmental chemistry, inheritance and selection, patterns of reactivity, energy and electricity and forces, pressure, moments and speed.</p> <p>The order of these topics depends on the topic rotation of the group.</p> <p>The homework set could vary according to the teacher's preferences, but will be along the following themes.</p>	
Assessment methods	<p>Students will be given a mix of End of Topic Tests, End of Term Tests and practical assignments. This will vary depending on the class teacher and the topic.</p> <p>There will be an exam in the spring term which will be used to decide which science options the student will be offered in year 10.</p>

Homework :	One task is set per week. These may be combined together according to the teacher and the work set.
Topic	Task exemplars
Plants and photosynthesis	<p>Complete a poster explaining how farmers use technology and nature to obtain a maximum yield.</p> <p>Describe what a plant needs to survive and grow.</p>
Environmental chemistry	<p>Prepare a presentation on the main global pollutants, their causes and their effects on the world.</p> <p>Describe the products of combustion and their effects on the world.</p> <p>Arrange the metals into order of reactivity.</p> <p>Predict if reactions will occur between chemicals or not.</p>
Inheritance and selection	<p>Identify whether characteristics are genetic or environmental.</p> <p>Calculate some of the characteristics of future generations.</p> <p>Describe what selective breeding is.</p>
Patterns of reactivity	Arrange the metals into order of reactivity.

	Predict if reactions will occur between chemicals or not.
Using chemistry	Identify substances using chemical formulae.
	Demonstrate how to balance equations.
Energy and electricity	Describe how electricity is produced and measured.
	Compare energy transfers and measure useful and wasted energy.
Forces	Calculate the speed, distance and time taken of objects.
	Explain movement using balanced and unbalanced forces.
	Illustrate how pressure works and apply this knowledge to everyday situations.
Useful information, websites, extension material	
KS3 Bitesize Revision Website	
KS3 Revision Guide. Available from the science department at the reduced cost of £3.	
<a href="http://www.footprints-science.co.uk">www.footprints-science.co.uk</a>	
<a href="http://www.youtube.com">www.youtube.com</a>	
<a href="http://www.bbc.co.uk/science/humanbody">www.bbc.co.uk/science/humanbody</a>	

## Year 9 Homework Overview

### Key Stage 3 Homework Overview

Week	Day	9 O	9 A
1	Monday	Science English	English Maths
	Tuesday	Maths ICT	Science PE
	Wednesday	Geography Global Languages	Geography Industrial Design
	Thursday	History RE	RE
	Friday	Art PE	Art Drama
2	Monday	Maths Music	Maths Global Languages
	Tuesday	English Science	Science History
	Wednesday	Food Industrial Design	Music English
	Thursday	Drama	Food ICT

Each homework task should take approximately 30 minutes to complete. Homework may not be set on the day shown above, but the teacher will allow a suitable length of time for the task to be completed at some stage during the week. Parents can support students by helping them to organise their time during the week to spread the homework load.