Goffs-Churchgate Academy

Year 9

How to support your child

Year 9 Contents

If there are any concerns or queries regarding a subject, please speak to the named contact for the subject or directly with your child's teacher.
If your concerns persist or issues are unresolved please speak to your Child's director of learning

Year 9 Assistant Director of Learning:
Name: Jacqui White
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Year 9 Senior Leadership Link
Name: Suzanna Renew – Associate Assistant Principal
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Your Guide to Year 9 Art

Assessment Criteria:
National Curriculum of KS3 Art.

Expectations of Students:
Students are expected to come equipped with appropriate art materials and take pride in their sketchbooks.

Term	Topic, title and unit	What students will be learning	How can you specifically help your child
Autumn 1	Patterns in Nature	Drawing and design skills Developing skills with line, pattern and repetition.	Encouraging observational drawing and experimenting with art and design materials at home.
Autumn 2	Natural Forms Triptych	Developing skills using observation drawing, pen & ink, printing, and textiles.	Engaging in a conversation about your child's art helps him or her become more aware of their choices
Spring 1	Mythological Creatures	Developing skills using dry media, printing techniques, and working towards creating a sketchbook full of ideas.	Visiting galleries and museums on a regular basis will also develop your child's awareness and understanding of art and design in context.
Spring 2	Mythological Creatures	Developing creative imagination, understanding signs and symbols and using them to create meaningful artworks.	Visiting galleries and museums on a regular basis will also develop your child's awareness and understanding of art and design in context.
Summer 1	Surrealism	Students will apply skills taught using their imagination into creating their own artwork using key themes that are found in Surrealism- Distortion, Juxtaposition, and Metamorphosis.	Using a camera on a regular basis and recording items of interest is a brilliant way to get your child to see and reflect on a wide range of visual ideas.
Summer 2	Surrealism	Students to be introduced to various Photoshop techniques to expand their skill and variety of outcomes.	Offer opportunities for students to take photos outside of school.

Useful information:
Each half term the students have 7-8 lessons where they learn the techniques or topic, then near the end of the half term they begin an assessment - this includes creating their piece of art work using the artists they've studied as inspiration.

Contact Details:
Name: Mr S Keever - Art Teacher
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Your Guide to Year 9 Computing

Assessment Criteria:
Pupils will submit an Assessment Portfolio of the unit for assessment where they can include details of their planning and testing, and screenshots. Final lessons include tests on the contents of a unit. National Curriculum based criteria

Expectations of students :
Students are expected to attend all lessons throughout the year and complete all homework tasks to the best of their ability.

Term	Topic Title and unit	What students will be learning	How you can specifically help your child
Autumn 1 Autumn 2	Artificial Intelligence & Machine Learning	Students will gain a first insight into the fascinating world of Artificial Intelligence and Machine Learning. Student will explore where AI is used, from simple problems such as solving a maze to those more advanced, such as self-driving cars.	Encourage your children to ask questions about our ethical use of using AI in our everyday life. Should AI be used in our defence? What happens if mistakes are made? Discuss how bias can be introduced into AI algorithms and machine learning.
Spring 1 Spring 2	Spreadsheet Modelling	Students will learn the basics of spreadsheets such as formulas and functions. They will also learn about models and simulations in this short unit. Students will learn to use advanced spreadsheet features including SUM, MAX, IF and COUNTIF functions.	Encourage your child to familiarise themselves with Microsoft Excel. You can try and create with your child a simple spreadsheet model of your own and change the data to see how it affects the outcome.
Summer 1 Summer 2	HTML (Web Development)	Students will learn the basic structure of web pages and websites and be able to construct them using HTML for the basic structure and CSS rules to control the look and of each web page.	Explore the “view source” tool on any web page at home with your child. Ask them questions on the functions of different tags.

Assessment:
At the end of each unit (end of every term) there will be an assessment lesson in which students must complete a one hour assessment task related to the unit they have just covered. It will cover all the skills and knowledge they have learnt over the term.

Contact Details:
Name: Mr P Ebanks – ICT & Business Teacher
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Your Guide to Year 9 Design and Technology

Assessment Criteria
National Curriculum for KS3 DT.

Expectations of Students:
Students are expected to come equipped with appropriate DT materials and equipment. Long hair must be tied back for practical sessions

	Topic, title and unit	What students will be learning.	How can you specifically help your child.
Autumn	Graphics – how it's made— chocolate bar + Textiles— upcycled fashion Textiles B— upcycled fashion + Textiles A — upcycled fashion +	GRAPHICS — Students will use research, product analysis and biomimicry exploration to inform a specification and create design ideas for block bots. brief. TEXTILES - Students will use primary and secondary research to explore sustainability and produce a specification to generate design ideas. TEXTILES - Students will use primary and secondary research to explore sustainability and produce a specification to generate design ideas. TEXTILES — Through exploration of embellishment techniques students will create a range of fashion drawings, Students will complete final garment and evaluate.	Watching programs such as 'how it's made'. Visit the V&A museum. https://www.vam.ac.uk/info/make-and-do. Visiting / viewing London fashion week and any activities that accompany via https://londonfashionweek.co.uk/ London Fashion Week September 2021 takes place from Thursday 17th 2021 - Tuesday 21st September 2021 https://designmuseum.org/ will support with information and design inspiration.
Spring	Textiles — upcycled fashion + Graphics – how it's made— chocolate Food—Food	TEXTILES - Students will use primary and secondary research to explore sustainability and produce a specification to generate design ideas. GRAPHICS — Students will use research, product analysis and biomimicry exploration to inform a specification and create design ideas for block bots. brief.	Visits to a range of art galleries & exhibitions including: o National Gallery o Tate Modern o Tate Britain o National Portrait Gallery o Design Museum Students should be encouraged to cook meals for the family and familiarise themselves with the kitchen

	Preparation	FOOD - Students will understand and apply the principles of key nutrition's and food origins.	
Summer	Food—street food Product – to be or not to be!	FOOD— Students will explore creative ways to prepare, cook and present food. Students will make reference to cooking methods and techniques when planning optional practical's in a bid to showcase their food skills. PRODUCT—Students will analysis exiting theatre sets and creating the theatre set and produce an inspired design using technical drawings.	Students should be helping with food preparation at home, including the washing up! Encourage your child to justify their reasons and to understand how to evaluate and develop their ideas. Questioning of their work will help them to engage with the evaluation process and enable them to think about their responses.
Useful information: Students will learn a wide variety of Design and Technology skills, which should be used at home. Groups will work on rotation within the various Design & Technology disciplines, the order above may change. Students will be assessed at the end of each unit.			

Contact Details:
Name: Mrs Kamara (Design and Technology Teacher)
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Your Guide to Year 9 Drama

Assessment Criteria:
Creating, Performing and Evaluating. KS3 National Curriculum

Expectations of Students:
Excellent attendance. Full commitment to rehearsals in and out of lessons

Term	Topic, title and unit	What students will be learning	How can you specifically help your child
Autumn 1	Captivating Charlie Chaplin	Understanding the element of mime, exaggeration, the silent movie stock characters, slapstick and placard elements.	Research in to Charlie Chaplin and what made him so influential. Watch the Silent Movie 'The Kid' and any others you find- evaluate what you think.
Autumn 2	'Style your way through Drama'	Students will explore different styles of Drama through Soap Opera, Melodrama, Physical Theatre and Theatre in Education– they will also revisit musical theatre.	Research different styles of theatre. Write your own Soap Opera from watching and observing the acting during mid night time TV.
Spring 1	Theatre In Education.	Students will explore the style of Theatre in education - to differentiate a famous style that Drama uses to create performances to this day.	Research in to Mark Wheeller- Too Much Punch for Judy. Theatre In Education Script on Esafety creations.
Spring 2	The Tony Award Goes to.	During this unit of work students will explore the skills necessary to showcase their understanding of Musical Theatre. They will learn and acknowledge different types of musicals, composers, musicians and directors/actors.	Focus on looking at Set Design for x3 of your favourite musicals- you will be studying this in DT- then think about the performers on stage and how they're performance ability needs to match the set- write your evaluation using illustrations on PowerPoint.

Summer 1	The Stones– Script	Understand the story of 'The Stones' by shock therapy productions- looking in to techniques like split role, monologue and status.	To Create a status timeline from one of your favourite programmes- who holds the power in the episode and why- who battles it and who never has status.
Summer 2	Pack of Practitioners	Understanding Drama Practitioners through the years and what creative intention foundations they created to make Drama what it is today.	Stanislavski, Brecht and Artaud- create a character profile of each of them and what acting methods they preferred- which one would you be and why?
Useful information: The students have around 7-8 lessons per half term to be taught the techniques or topic, then near the end of the half term begin their 3 week test. This includes being recorded during the 'creating' stage and recorded during the 'performing' stage- but either outside at this stage, at 2 metres or through written form. Then we watch it as a class and students write strengths and improvements in their 'evaluating' stage.			

Contact Details:
Name: Miss G Joyce - Head of Creative Arts
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Your Guide to Year 9 English

Assessment Criteria: Students will be assessed on the development of their reading and writing based on skills from the KS3 national curriculum through fortnightly "Learning Checks" and an "End of Unit Skills Test".

Expectations of Students Students are expected to come equipped with appropriate stationery. They also need to read their teachers comments in their books and act on the feedback given. Students are expected to complete their progress tracking in the front of their books after every assessment.			
Year 9	**Topic Title and unit**	**What students will be learning**	**How you can specifically help your child**
Autumn 1	"The Beekeeper of Aleppo"	Students will study a novel that deals with the movement and challenges of a Syrian beekeeper who becomes a refugee travelling through Europe during the Syrian Civil War. Students will be assessed on: 1. Reading: language and structure analysis 2. Creative writing 3. Evaluating prose	**Reading** "The Beekeeper of Aleppo" Author: Christy Lefteri Publisher: Manilla Press ISBN: 9781838770013 **Further reading to enjoy** "Songbirds" by Christy Lefteri "The Tattooist of Auschwitz" by Heather Morris **Useful websites** https://www.litlovers.com/reading-guides/fiction/11691-beekeeper-of-aleppo-lefteri
Autumn 2	"Dr Jekyll and Mr Hyde"	Students will study this classic gothic literature text, which explores how human personalities and consciousness can reflect the interplay of good versus evil. Students will be assessed on: 1. Extract analysis 2. Non-fiction writing 3. Literary essay writing	**Reading** "Dr Jekyll and Mr Hyde" Author: Robert Louis Stephenson Publisher: Wordsworth Classics ISBN: 9781853260612 **Further reading to enjoy** "Frankenstein" by Mary Shelley "The Legend of Sleepy Hollow" by Bo Hampton **Useful websites** https://www.sparknotes.com/lit/jekyll/

Spring 1	"Simon Versus the Homo Sapiens Agenda"	Students will study a story about the life of a gay sixteen-year-old who has not come out, but is blackmailed after he leaves his emails open, and is at risk of his private life being thrust into the spotlight Students will be assessed on: 1. Descriptive writing 2. Evaluating texts. 3. Narrative writing	**Reading** "Simon Versus the Homo Sapiens Agenda" Author: Becky Albertalli Publisher: Penguin ISBN: 9780141356099 **Further reading to enjoy** "Leah on the Offbeat" By Becky Albertalli "The Gravity of Us" by Phil Stamper **Useful websites** https://www.litcharts.com/lit/simon-vs-the-homo-sapiens-agenda
Spring 2	"Othello"	Students will study a Shakespearean play about the tragic downfall of a black general after he becomes the target of jealousy and hatred from Iago, a bitter officer under his stewardship. Students will be assessed on: 1. Analysing Shakespearean extract 2. Non-fiction letter writing. 3. Analysing extract and whole text	**Reading** "Othello" Author: William Shakespeare Publisher: Wordsworth Classics ISBN: 9781853260186 **Further reading to enjoy** "Hamlet", "King Lear", "Merchant of Venice" by William Shakespeare **Useful websites** https://www.sparknotes.com/shakespeare/
Summer 1	"Hidden Figures"	Students will study a biographical account of the lives of three female African American mathematicians who were pivotal in America's success in the "Space Race", but whose contribution remained hidden under the misogyny and discrimination in America between the 1930's and 1960's. Students will be assessed on: 1. Comparing and summarising 2. Analytical comparison of authorial viewpoints. 3. Non-fiction writing.	**Reading** "Hidden Figures" Author: Margot Lee Shetterly Publisher: Mary Glasgow ISBN: 9780008201326 **Further reading to enjoy** "Becoming" by Michelle Obama "Long Walk to Freedom" Nelson Mandela. **Useful websites** https://www.wired.co.uk/article/hidden-figures-nasa-director

Summer 2	"Poems to Learn by Heart"	Students will study an anthology with a range of classic literary poems for every mood and occasion, with something for everyone. Students will be assessed on: 1. Unseen poem 2. Comparing poems. 3. **End of year exam: Non-fiction reading and writing**	**<u>Reading</u>** "Poems to Learn by Heart" Author: Ana Sampson Publisher: Michael O'Mara ISBN: 9781789292152 **<u>Further reading to enjoy</u>** "Staying Alive: Real Poems for Unreal Times" by Neil Astley. "The World's Wife" by Carol Anne Duffy **<u>Useful websites</u>** https://www.poetryfoundation.org/
Key dates and what students will be doing Term 3b – Students will be produce their own poems as part of a school's poetry competition.			

Contact Details:
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Your Guide to Year 9 Geography

Assessment Criteria

Students will be assessed using big questions that require students to use a range of knowledge and information to draw conclusions. These are assessed against age related expectations. Students will also complete short knowledge check for topics along with regular recall quizzes.

Expectations of Students

Students are expected to come equipped with appropriate stationary. They also need to read their teacher's comments in their books and act on the feedback given.
All independent learning must be completed on time and brought to the next lesson.

Year 9	Topic Title and unit	What students will be learning	How you can specifically help your child
Half term 1a	How much has Cheshunt changed overtime?	o What has happened to the population of Cheshunt and how being commuter town has contributed to this. o What is the Brookfield Garden Village and what will the impact of this have. o How has retail changed in Cheshunt and how can we investigate it.	Talk to your child about the world around them be it a visit to a city or a trip to coast. By encouraging students to watch the news and think critically about what they read. There are a number of television programmes that cover geographical issues. You could visit the Royal Geographical Society or Geographical association website that have geographical news and resources. You could subscribe to monthly geographical magazines such as "Geographical" and "National Geographic" Students could also visit Paradise Wildlife Park,
Half term 1b	Why do we get extreme weather?	o How are weather and climate different and what influences the UKs weather. o Explain the formation of various different types of extreme weather e.g. thunder, tornado and hurricane. o Explain and evaluate the impacts and responses to various different types of extreme weather e.g. hurricane, floods and tornado.	
Half term 2a	Is the Geography of Russia a blessing or a curse?	• Challenge misconceptions of Russia by looking at the human and physical geography of the region. • Explore the cold environments in Russia and	

		how this effects the population of Russia. • How the Arctic is managed and the conflict over who owns the Arctic. • Geopolitics of Russia looking at energy conflict and invasion of Crimea
Half term 2b	How has Ice shaped the UK?	o What are glaciers are and how are they formed. o What processes occur in a glacier and how these shape the land. o What are the landforms created by glaciation and examples inn the UK.. o How people use and manage former glaciated landscapes.
Half term 3a	The Middle East the world's most important region?	o Challenge misconceptions of the Middle East by looking at the human and physical geography of the region. o Explain the issues that face The Middle East (e.g. Conflict) and the opportunities (e.g. Oil/Natural Resources) and how these make the Middle East important. o Migration due to conflict in the Middle East.
Half term 3b	How healthy is the world?	o Global trends in health and disease o How climate and development effect the spread of disease o The impact of HIV/AIDs in Africa o The globalisation effected Coronavirus and vice versus

Natural History Museum, Science Museum, Museum of London and London Zoo as all offer opportunities to develop geographical knowledge and understanding.

Useful websites:

http://www.geography.org.uk/resources

https://www.rgs.org/

Contact Details:

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Your Guide to Year 9 Languages (French & German)

Assessment Criteria

Students are assessed in four key skill areas: Listening, Reading, Speaking and Writing

Expectations of Students

Students are expected to come equipped with appropriate stationary. They also need to read their teacher's comments in their books and respond to the feedback given.
All independent learning must be completed on time and brought to the next lesson.

Year 9	Topic Title and unit	What students will be learning	How you can specifically help your child
Autumn 1	**"Technology- friend or foe"**	***An introduction and development of..*** - vocabulary and grammatical structures to explore technology and the social issues surrounding it, through looking at social media, mobile phones and computers and giving personal preferences with justifications, personal habit using a variety of tenses - cultural celebrations, traditions, and festivals (Oktoberfest- German only, Halloween)	• You can assist your child by supporting them with learning key vocabulary, phrases and grammatical points. Students should have a good dictionary, which includes verb tables to refer to - we use the Collins Easy Learning Dictionary in school. Encourage them to practice their skills of listening, reading, writing and speaking using the online resources listed below and ensure your child has access to authentic sources such comics, music and DVDs in the language. Visit the **"Goethe-Institut",** • Germany's worldwide cultural institute in London **If possible visit German speaking countries for a family**
Autumn 2	**"Fabulous Films, Marvellous Music, Terrific TV, and Riveting Reading"**	***An introduction and development of..*** - vocabulary and grammatical structures to explore media through the lenses of reading, music, TV, and films; as well as looking through social issues such as violence in media and giving personal preferences with justifications. - cultural celebrations, traditions, and festivals (Christmas)	
Spring	**"Make a**	***An introduction and***	

1	**house a home"**	***development of ….*** - vocabulary and grammatical structures to describe the type of houses found in both the UK and abroad; exploring the types of areas people live in; describing the rooms of a house, the furniture found in those rooms, and activities around the home, using a variety of basic tenses - cultural celebrations, traditions and festivals (Fasching - German, Mardi Gras - French)	**holiday, experience the christmas markets or even take a day trip abroad to learn about the culture and speak the native language.** • Please ensure that your child completes all independent learning tasks.
Spring 2	***"Town through the ages"***	**An introduction and development of ….** - vocabulary and grammatical structures to compare towns in the 1900s to today and describing towns of the future, using a variety of tenses - transactional language within the town (at the tourist information office, directions, travelling by public transport & lost property) cultural celebrations, traditions and festivals (Easter)	
Summer 1	***Away on holiday***	***An introduction and development of ….*** - vocabulary and grammatical structures to describe holidays in the past, present and future, using a variety of tenses	
Summer 2	***Making a reservation***	***An introduction and development of ….*** -vocabulary and grammatical structures to	

		use transactional language when abroad, booking accommodation at the hotel, campsite and youth hostel .	

Contact Details:
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Your Guide to Year 9 History

Assessment Criteria

At the end of every unit, students are assessed using GCSE style assessments

Expectations of Students

Students are expected to come equipped with appropriate stationary. They also need to read their teacher's comments in their books and respond to the feedback given, as well as ensuring any Spelling and Grammar (SPaG) mistakes are corrected in accordance with the marking. All independent home learning and 'flipped' learning must be completed on time and brought to the lesson as requested.

Students are also expected to complete ongoing revision of content and key vocabulary. Websites such as BBCbitesize can be a helpful resource to challenge and extend students' understanding.

	Topic Title and unit	**What students will be learning**	**How you can specifically help your child**
Autumn 1	Causes and conflict- World War I	Students will be taken through the build-up and events of World War I. Focusing on themes such as military, social and medicine.	Locations: Royal Gunpowder Mills, Waltham Abbey Church, Hatfield House – learn about the History of our local area.
Autumn 2	Slash to Crash— Interwar Years (Part 1)	Following on from World War One, we focus on interwar period between 1920 to 1929, looking at the impact the Treaty of Versailles as well as the Wall Street Crash had on Europe (especially Germany)	Exam skills – support your child by helping them using writing frames, completing questions in 'exam conditions' and helping develop their extended writing ability through

Spring 1	Rise of the Dictator Interwar Years (Part 2)	This topic focuses on the rise of Hitler's Nazi party and Stalin's dictatorship. Looking at the changes both leaders brought to their country and how this impacted future events.	reading their answers. Online resources: Seneca Learning BBC Bitesize
Spring 2	Post War to Cold War	Students will delve into the politics of the new superpowers post World War 2. We will be looking at how relations between the United States and the Soviet Union gradually deteriorated, leading to the Cold War.	https://quizlet.com/en-gb/content/edexcel-gcse-history-cold-war-practice-questions?utm_source=Google&utm_medium=cpc&utm_campaign=10827435287&utm_content=108320916204&utm_term=&matchtype=b&gclid=EAIaIQobChMI34nWnuXZ6wIVkmDmCh133gWDEAAYASAAEgKuM_D_BwE – Quizlet Cold War quizzes
Summer 1	World in Crisis— Events of the Cold War	This topic focuses on a number of events which happened around the world due to the Cold War. We delve into the politics and actions of the world powers as we learn about topics such as the Berlin Wall, Cuban Missile Crisis and Vietnam War,	

Summer 2	Fall of the Wall – End of the Cold War	This topic takes us through the changing attitudes of the superpowers and gives students an overview of the 20th century and the end of the Cold War.	

Contact Details:
Name: Mr D Emmott, Teacher of History
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Your Guide to Year 9 Mathematics

- **Exam board:** Edexcel
- **Specification:** https://qualifications.pearson.com/en/qualifications/edexcel-gcses/mathematics-2015.html

Assessment criteria
The mathematics curriculum is categorised under the following content domains: Number, Ratio, Rates & Proportion, Algebra, Statistics & Probability, Geometry & Measures. These areas are assessed using three assessment objectives. The table below gives an overview of the three assessment objectives, every strand and element will be assessed in every examination series.

Assessment Objectives	Weighting
AO1 is about using and applying standard mathematical techniques	50% Foundation paper, 40% Higher.
AO2 is about reasoning, interpreting and communicating mathematically	25% Foundation and 30% Higher.
AO3 is about solving problems in mathematics and in other contexts.	25% Foundation, 30% Higher'

Examination units:
Foundation and Higher
- Paper 1: Non-Calculator. (80 marks)
- Paper 2: Calculator. (80 marks)
- Paper 3: Calculator. (80 marks)

Each paper will last 1 hour and 30 minutes
Additional guidance and resources can be found on the exam board website:
https://qualifications.pearson.com/en/qualifications/edexcel-gcses/mathematics-2015.html

How to support your child at home:

- Ensure your child completes all of the assignments and homework on Classcharts.
- Ensure your child is fully equipped for all lessons; the preferred calculator is a Casio (VPAM) scientific calculator.
- Encourage your child to use the internet to find instructional videos and resources from websites such as Youtube, BBC GCSE Bitesize , www.hegartymaths.com, https://corbettmaths.com/, https://www.mathsgenie.co.uk/gcse.html, on the topics listed in the course content below, to develop their independent learning skills.
- Encourage your child to start revising from the beginning of the school year and seek extra support from their teacher in areas of difficulty.
- When given feedback on how to improve, encourage your child to act on the suggested ways of improving their learning and understanding.

Course Content Year 9 Mathematics

Foundation 9	Higher 9
1 Number	1 Number
2. Fractions and percentages	2. Fractions and percentages
3. Ratio and proportion	3. Ratio and proportion
4. Multiplicative reasoning	4. Multiplicative reasoning
5 Algebra	5 Algebra
6. Equations, inequalities and sequences	6. Equations, inequalities and sequences
7. Graphs	7. Graphs
8. Graphs, tables and charts	8. Graphs, tables and charts
9. Angles	9. Angles
10. Perimeter, area and volume	10. Perimeter, area and volume
11. Transformations	11. Transformations
12. Constructions, loci and bearings	12. Constructions, loci and bearings
13. Averages and range	13. Averages and range
14. Probability	14. Probability
15 Right-angled triangles	15 Right-angled triangles

Foundation tier

TERM	UNIT / LESSON	OBJECTIVES (Foundation tier)
Autumn 1	**1 Number**	
	1.1 Calculations	Use priority of operations with positive and negative numbers.
		Simplify calculations by cancelling.
		Use inverse operations.
	1.2 Decimal numbers	Round to a given number of decimal place.
		Multiply and divide decimal numbers.
	1.3 Place value	Write decimal numbers of millions.
		Round to a given number of significant figures.
		Estimate answers to calculations.
		Use one calculation to find the answer to another.
	1.4 Factors and multiples	Recognise 2-digit prime numbers.
		Find factors and multiples of numbers.
		Find common factors and common multiples of two numbers.

		Find the HCF and LCM of two numbers by listing.
	1.5 Squares, cubes and roots	Find square roots and cube roots.
		Recognise powers of 2, 3, 4 and 5.
		Understand surd notation on a calculator.
	1.6 Index notation	Find square roots and cube roots.
		Recognise powers of 2, 3, 4 and 5.
	1.7 Prime factors	Write a number as the product of its prime factors.
		Use prime factor decomposition and Venn diagrams to find the HCF and LCM.
	2. Fractions and percentages	
	2.1 Working with fractions	Compare fractions.
		Add and subtract fractions.
		Use fractions to solve problems.
	2.2 Operations with fractions	Find a fraction of a quantity or measurement.
		Use fractions to solve problems.
	2.3 Multiplying fractions	Multiply whole numbers, fractions and mixed numbers.
		Simplify calculations by cancelling.
	2.4 Dividing fractions	Divide a whole number by a fraction.
		Divide a fraction by a whole number or a fraction.
	2.5 Fractions and decimals	Convert fractions to decimals and vice versa.
		Use decimals to find quantities.
		Write one number as a fraction of another.
	2.6 Fractions and percentages	Convert percentages to fractions and vice versa.
		Write one number as a percentage of another.
	2.7 Calculating percentages 1	Convert percentages to decimals and vice versa.
		Find a percentage of a quantity.
		Use percentages to solve problems.
		Calculate simple interest.
	2.8 Calculating percentages 2	Calculate percentage increases and decreases.
		Use percentages in real-life situations.
		Calculate VAT (value added tax).
	3. Ratio and proportion	
	3.1 Writing ratios	Use ratio notation.

		Write a ratio in its simplest form.
		Solve problems using ratios.
	3.2 Using ratios 1	Solve simple problems using ratios.
	3.3 Ratios and measures	Use ratios to convert between units.
		Write and use ratios for shapes and their enlargements.
	3.4 Using ratios 2	Divide a quantity into 2 parts in a given ratio.
		Divide a quantity into 3 parts in a given ratio.
		Solve word problems using ratios.
	3.5 Comparing using ratios	Use ratios involving decimals.
		Compare ratios.
		Solve ratio and proportion problems.
	3.6 Using proportion	Use the unitary method to solve proportion problems.
		Solve proportion problems in words.
		Work out which product is better value for money.
	3.7 Proportion and graphs	Recognise and use direct proportion on a graph.
		Understand the link between the unit ratio and the gradient.
	3.8 Proportion problems	Recognise different types of proportion.
		Solve word problems involving direct and inverse proportion.
Autumn **2**	**4. Multiplicative reasoning**	
	4.1 Percentages	Calculate a percentage profit or loss.
		Express a given number as a percentage of another in more complex situations.
		Find the original amount given the final amount after a percentage increase or decrease
	4.2 Compound measures	Solve problems involving compound measures.
	5 Algebra	
	5.1 Algebraic expressions	Use correct algebraic notation.
		Write and simplify expressions.
	5.2 Simplifying expressions	Use the index laws.
		Multiply and divide expressions.
	5.3 Substitution	Substitute numbers into expressions.
	5.4 Formulae	Recognise the difference between a formula and an expression.

		Substitute numbers into a simple formula.
	5.5 Expanding brackets	Expand and simplify brackets.
		Simplify expressions with brackets.
		Substitute numbers into expressions with brackets and powers.
	5.6 Factorising	Recognise factors of algebraic terms.
		Factorise algebraic expressions.
		Use the identity symbol ≡ and the not equals symbol ≠
	5.7 Using expressions and formulae	Write expressions and simple formulae to solve problems.
		Use maths and science formulae.
	6. Equations, inequalities and sequences	
	6.1 Solving equations 1	Understand and use inverse equations.
		Rearrange simple linear formulae.
		Solve simple linear equations.
	6.2 Solving equations 2	Solve two-step equations.
	6.3 Solving equations with brackets	Solve linear equations with brackets.
		Solve equations with unknowns on both sides.
	6.4 Introducing inequalities	Use correct notation to show inclusive and exclusive inequalities.
		Solve simple linear inequalities.
		Write down whole numbers which satisfy an inequality.
		Represent inequalities on a number line.
	6.5 More inequalities	Solve two-sided inequalities.
	6.6 More formulae	Substitute values into formulae and solve equations.
		Change the subject of a formula.
		Know the difference between an expression, an equation, a formula and an identity.
	6.7 Generating sequences	Recognise and extend sequences.
	6.8 Using the nth term of a sequence	Use the nth term to generate terms of a sequence.
		Find the nth term of an arithmetic sequence.
Spring 1	**7. Graphs**	
	7.1 Coordinates	Find the midpoint of a line segment.
		Recognise, name and plot straight-line graphs parallel to the axes.
	7.2 Linear graphs	Generate and plot coordinates from a rule.
		Plot straight-line graphs from tables of values.
		Draw graphs to represent relationships.
	7.4 Real-life graphs	Draw and interpret graphs from real data.
	7.6 Distance-time graphs	Use distance–time graphs to solve problems.

		Draw and use conversion graphs.
	7.7 More real-life graphs	Draw and interpret a range of graphs.
		Understand when predictions are reliable.
	8. Graphs, tables and charts	
	8.1 Frequency tables	Designing tables and data collection sheets.
		Reading data from tables.
	8.2 Two-way tables	Use data from tables.
		Design and use two-way tables.
	8.3 Representing data	Draw and interpret comparative and composite bar charts.
		Interpret and compare data shown in bar charts, line graphs and histograms.
	8.4 Time series	Plot and interpret time series graphs.
		Use trends to predict what might happen in the future.
	8.5 Stem and leaf diagrams	Construct and interpret stem and leaf and back-to-back stem and leaf diagrams.
	8.6 Pie charts	Draw and interpret pie charts.
	8.7 Scatter graphs	Plot and interpret scatter graphs.
		Determine whether or not there is a relationship between sets of data.
	8.8 Line of best fit	Draw a line of best fit on a scatter graph.
		Use the line of best fit to predict values.
Spring 2	**9. Angles**	
	9.1 Properties of shapes	Solve geometric problems using side and angle properties of quadrilaterals.
		Identify congruent shapes.
	9.2 Angles in parallel lines	Understand and use the angle properties of parallel lines.
		Find missing angles using corresponding and alternate angles.
	9.3 Angles in triangles	Solve angle problems in triangles.
		Understand angle proofs about triangles.
	9.4 Exterior and interior angles	Calculate the interior and exterior angles of regular polygons.
	9.5 More exterior and interior angles	Calculate the interior and exterior angles of polygons.
	10. Perimeter, area and volume 1	
	10.1 Rectangles, parallelograms and triangles	Calculate the perimeter and area of rectangles, parallelograms and triangles.
		Estimate lengths, areas and costs.
		Calculate a missing length, given the area.
	10.2 Trapezia and changing units	Calculate the area and perimeter of trapezia.
		Find the height of a trapezium given its area.

		Convert between area measures.
	10.3 Area of compound shapes	Calculate the perimeter and area of shapes made from triangles and rectangles.
	10.4 Surface area of 3D solids	Calculate the surface area of a cuboid.
		Calculate the surface area of a prism.
	10.5 Volume of prisms	Calculate the volume of a cuboid.
		Calculate the volume of a prism.
Summer 1	**11. Transformations**	
	11.1 Translation	Translate a shape on a coordinate grid.
		Use a column vector to describe a translation.
	11.2 Reflection	Draw a reflection of a shape in a mirror line.
		Draw reflections on a coordinate grid.
		Describe reflections on a coordinate grid.
	11.3 Rotation	Rotate a shape on a coordinate grid.
		Describe a rotation.
	11.4 Enlargement	Enlarge a shape by a scale factor.
		Enlarge a shape using a centre of enlargement.
	11.5 Describing enlargements	Identify the scale factor of an enlargement.
		Find the centre of enlargement.
		Describe an enlargement.
	11.6 Combining transformations	Transform shapes using more than one transformation.
		Describe combined transformations of shapes on a grid.
	12. Constructions, loci and bearings	
	12.1 3D solids	Recognise 3D shapes and their properties.
		Describe 3D shapes using the correct mathematical words.
		Understand the 2D shapes that make up 3D objects.
	12.2 Plans and elevations	Identify and sketch planes of symmetry of 3D shapes.
		Understand and draw plans and elevations of 3D shapes.
		Sketch 3D shapes based on their plans and elevations.
	12.3 Accurate drawings 1	Make accurate drawings of triangles using a ruler, protractor and compasses.
		Identify SSS, ASA, SAS and RHS triangles as unique from a given description.
		Identify congruent triangles
	12.4 Scale drawings and maps	Draw diagrams to scale.

		Correctly interpret scales in real-life contexts.
		Use scales on maps and diagrams to work out lengths and distances.
		Know when to use exact measurements and estimations on scale drawings and maps.
		Draw lengths and distances correctly on given scale drawings.
	12.5 Accurate drawings 2	Accurately draw angles and 2D shapes using a ruler, protractor and compasses.
		Recognise nets and make accurate drawings of nets of common 3D objects.
	12.6 Constructions	Draw accurately using rulers and compasses.
		Bisect angles and lines using rulers and compasses.
	13. Averages and range	
	13.1 Mean and range	Calculate the mean from a list and from a frequency table.
		Compare sets of data using the mean and range.
	13.2 Mode, median and range	Find the mode, median and range from a stem and leaf diagram.
		Identify outliers.
		Estimate the range from a grouped frequency table.
	13.3 Types of average	Recognise the advantages and disadvantages of each type of average.
		Find the modal class.
Summer 2	**14. Probability**	
	14.1 Calculating probability	Calculate simple probabilities from equally likely events.
		Understand mutually exclusive and exhaustive outcomes.
	14.2 Two events	Use two-way tables to record the outcomes from two events.
		Work out probabilities from sample space diagrams.
	14.3 Experimental probability	Find and interpret probabilities based on experimental data.
		Make predictions from experimental data.
	15 Right-angled triangles	
	15..1 Pythagoras' theorem 1	Understand Pythagoras' theorem.
		Calculate the length of the hypotenuse & shorter side in a right-angled triangle.
		Solve problems using Pythagoras' theorem.

Higher tier

TERM		Topic Title and unit	What students will be learning (Higher tier)
Autumn 1		**1 Number**	
		1.1 Calculations	Use priority of operations with positive and negative numbers.
			Simplify calculations by cancelling.
			Use inverse operations.
		1.2 Decimal numbers	Round to a given number of decimal place.
			Multiply and divide decimal numbers.
		1.3 Place value	Write decimal numbers of millions.
			Round to a given number of significant figures.
			Estimate answers to calculations.
			Use one calculation to find the answer to another.
		1.4 Factors and multiples	Recognise 2-digit prime numbers.
			Find factors and multiples of numbers.
			Find common factors and common multiples of two numbers.
			Find the HCF and LCM of two numbers by listing.
		1.5 Squares, cubes and roots	Find square roots and cube roots.
			Recognise powers of 2, 3, 4 and 5.
			Understand surd notation on a calculator.
		1.6 Index notation	Find square roots and cube roots.
			Recognise powers of 2, 3, 4 and 5.
			Understand surd notation on a calculator.
		1.7 Prime factors	Write a number as the product of its prime factors.
			Use prime factor decomposition and Venn diagrams to find the HCF and LCM.
		2. Fractions and percentages	
		2.1 Working with fractions	Compare fractions.
			Add and subtract fractions.
			Use fractions to solve problems.
		2.2 Operations with fractions	Find a fraction of a quantity or measurement.
			Use fractions to solve problems.

		2.3 Multiplying fractions	Multiply whole numbers, fractions and mixed numbers.
			Simplify calculations by cancelling.
		2.4 Dividing fractions	Divide a whole number by a fraction.
			Divide a fraction by a whole number or a fraction.
		2.5 Fractions and decimals	Convert fractions to decimals and vice versa.
			Use decimals to find quantities.
			Write one number as a fraction of another.
		2.6 Fractions and percentages	Convert percentages to fractions and vice versa.
			Write one number as a percentage of another.
		2.7 Calculating percentages 1	Convert percentages to decimals and vice versa.
			Find a percentage of a quantity.
			Use percentages to solve problems.
			Calculate simple interest.
		2.8 Calculating percentages 2	Calculate percentage increases and decreases.
			Use percentages in real-life situations.
			Calculate VAT (value added tax).
		3. Ratio and proportion	
		3.1 Writing ratios	Use ratio notation.
			Write a ratio in its simplest form.
			Solve problems using ratios.
		3.2 Using ratios 1	Solve simple problems using ratios.
		3.3 Ratios and measures	Use ratios to convert between units.
			Write and use ratios for shapes and their enlargements.
		3.4 Using ratios 2	Divide a quantity into 2 parts in a given ratio.
			Divide a quantity into 3 parts in a given ratio.
			Solve word problems using ratios.
		3.5 Comparing using ratios	Use ratios involving decimals.
			Compare ratios.
			Solve ratio and proportion problems.
		3.6 Using proportion	Use the unitary method to solve proportion problems.
			Solve proportion problems in words.

			Work out which product is better value for money.
		3.7 Proportion and graphs	Recognise and use direct proportion on a graph.
			Understand the link between the unit ratio and the gradient.
		3.8 Proportion problems	Recognise different types of proportion.
			Solve word problems involving direct and inverse proportion.
		4. Multiplicative reasoning	
		4.1 Percentages	Calculate a percentage profit or loss.
			Express a given number as a percentage of another in more complex situations.
			Find the original amount given the final amount after a percentage increase or decrease
		4.2 Growth and decay	Find an amount after repeated percentage change.
			Solve growth and decay problems.
		4.3 Compound measures	Solve problems involving compound measures.
		4.4 Distance, speed and time	Convert between metric speed measures.
			Calculate average speed, distance and time.
			Use formulae to calculate speed and acceleration.
		4.5 Direct and inverse proportion	Use ratio and proportion in measures and conversions.
			Use inverse proportions.
		5 Algebra	
		5.1 Algebraic expressions	Use correct algebraic notation.
			Write and simplify expressions.
		5.2 Simplifying expressions	Use the index laws.
			Multiply and divide expressions.
		5.3 Substitution	Substitute numbers into expressions.
		5.4 Formulae	Recognise the difference between a formula and an expression.
			Substitute numbers into a simple formula.
		5.5 Expanding brackets	Expand brackets.
			Simplify expressions with brackets.
			Substitute numbers into expressions with brackets and powers.
Autumn 2		5.6 Factorising	Recognise factors of algebraic terms.
			Factorise algebraic expressions.

			Use the identity symbol ≡ and the not equals symbol ≠
		5.7 Using expressions and formulae	Write expressions and simple formulae to solve problems.
			Use maths and science formulae.
		6. Equations, inequalities and sequences	
		6.1 Solving equations 1	Understand and use inverse equations.
			Rearrange simple linear equations.
			Solve simple linear equations.
		6.2 Solving equations 2	Solve two-step equations.
		6.3 Solving equations with brackets	Solve linear equations with brackets.
			Solve equations with unknowns on both sides.
		6.4 Introducing inequalities	Use correct notation to show inclusive and exclusive inequalities.
			Solve simple linear inequalities.
			Write down whole numbers which satisfy an inequality.
			Represent inequalities on a number line.
		6.5 More inequalities	Solve two-sided inequalities.
		6.6 More formulae	Substitute values into formulae and solve equations.
			Change the subject of a formula.
			Know the difference between an expression, an equation, a formula and an identity.
		6.7 Generating sequences	Recognise and extend sequences.
		6.8 Using the nth term of a sequence	Use the nth term to generate terms of a sequence.
			Find the nth term of an arithmetic sequence.
Spring 1		**7. Graphs**	
		7.1 Coordinates	Find the midpoint of a line segment.
			Recognise, name and plot straight-line graphs parallel to the axes.
		7.2 Linear graphs	Generate and plot coordinates from a rule.
			Plot straight-line graphs from tables of values.
			Draw graphs to represent relationships.
		7.3 Gradient	Find the gradient of a line.
			Identify and interpret the gradient from an equation.
			Understand that parallel lines have the same gradient.
		7.4 $y = mx + c$	Understand what m and c represent in $y = mx + c$.
			Find the equations of straight-line graphs.

			Sketch graphs given the values of m and c.
		7.5 Real-life graphs	Draw and interpret graphs from real data.(linear & non-linear)
		7.6 Distance-time graphs	Use distance–time graphs to solve problems.
			Draw and use conversion graphs.
			Interpret rate of change graphs.
		7.7 More real-life graphs	Draw and interpret a range of graphs.
			Understand when predictions are reliable.
		8. Tables and charts	
		8.1 Frequency tables	Designing tables and data collection sheets.
			Reading data from tables.
		8.2 Two-way tables	Use data from tables.
			Design and use two-way tables.
		8.3 Representing data	Draw and interpret comparative and composite bar charts.
			Interpret and compare data shown in bar charts, line graphs and histograms.
		8.4 Time series	Plot and interpret time series graphs.
			Use trends to predict what might happen in the future.
		8.5 Stem and leaf diagrams	Construct and interpret stem and leaf and back-to-back stem and leaf diagrams.
		8.6 Pie charts	Draw and interpret pie charts.
		8.7 Scatter graphs	Plot and interpret scatter graphs.
			Determine whether or not there is a relationship between sets of data.
		8.8 Line of best fit	Draw a line of best fit on a scatter graph.
			Use the line of best fit to predict values.
Spring 2		**9. Angles**	
		9.1 Properties of shapes	Solve geometric problems using side and angle properties of quadrilaterals.
			Identify congruent shapes.
		9.2 Angles in parallel lines	Understand and use the angle properties of parallel lines.
			Find missing angles using corresponding and alternate angles.
		9.3 Angles in triangles	Solve angle problems in triangles.
			Understand angle proofs about triangles.
		9.4 Exterior and interior angles	Calculate the interior and exterior angles of regular polygons.

		9.5 More exterior and interior angles	Calculate the interior and exterior angles of polygons.
			Explain why some polygons fit together and some others do not
		9.6 Geometrical patterns	Solve angle problems using equations.
			Solve geometrical problems showing reasoning.
		10. Perimeter, area and volume 1	
		10.1 Rectangles, parallelograms and triangles	Calculate the perimeter and area of rectangles, parallelograms and triangles.
			Estimate lengths, areas and costs.
			Calculate a missing length, given the area.
		10.2 Trapezia and changing units	Calculate the area and perimeter of trapezia.
			Find the height of a trapezium given its area.
			Convert between area measures.
		10.3 Area of compound shapes	Calculate the perimeter and area of shapes made from triangles and rectangles.
			Calculate areas in hectares, and convert between ha and m2.
		10.4 Surface area of 3D solids	Calculate the surface area of a cuboid.
			Calculate the surface area of a prism.
		10.5 Volume of prisms	Calculate the volume of a cuboid.
			Calculate the volume of a prism.
		10.6 More volume and surface area	Solve problems involving surface area and volume.
			Convert between measures of volume.
Summer 1		**11. Transformations**	
		11.1 Translation	Translate a shape on a coordinate grid.
			Use a column vector to describe a translation.
		11.2 Reflection	Draw a reflection of a shape in a mirror line.
			Draw reflections on a coordinate grid.
			Describe reflections on a coordinate grid.
		11.3 Rotation	Rotate a shape on a coordinate grid.
			Describe a rotation.
		11.4 Enlargement	Enlarge a shape by a scale factor.
			Enlarge a shape using a centre of enlargement.
		11.5 Describing enlargements	Identify the scale factor of an enlargement.
			Find the centre of enlargement.

			Describe an enlargement.
		11.6 Combining transformations	Transform shapes using more than one transformation.
			Describe combined transformations of shapes on a grid.
		12. Constructions, loci and bearings	
		12.1 3D solids	Recognise 3D shapes and their properties.
			Describe 3D shapes using the correct mathematical words.
			Understand the 2D shapes that make up 3D objects.
		12.2 Plans and elevations	Identify and sketch planes of symmetry of 3D shapes.
			Understand and draw plans and elevations of 3D shapes.
			Sketch 3D shapes based on their plans and elevations.
		12.3 Accurate drawings 1	Make accurate drawings of triangles using a ruler, protractor and compasses.
			Identify SSS, ASA, SAS and RHS triangles as unique from a given description.
			Identify congruent triangles
		12.4 Scale drawings and maps	Draw diagrams to scale.
			Correctly interpret scales in real-life contexts.
			Use scales on maps and diagrams to work out lengths and distances.
			Know when to use exact measurements and estimations on scale drawings and maps.
			Draw lengths and distances correctly on given scale drawings.
		12.5 Accurate drawings 2	Accurately draw angles and 2D shapes using a ruler, protractor and compasses.
			Construct a polygon inside a circle.
			Recognise nets and make accurate drawings of nets of common 3D objects.
		12.6 Constructions	Draw accurately using rulers and compasses.
			Bisect angles and lines using rulers and compasses.
		12.7 Loci and regions	Draw loci for the path of points that follow a given rule.
			Identify regions bounded by loci to solve practical problems.
		12.8 Bearings	Find and use three-figure bearings.
			Use angles at parallel lines to work out bearings.
			Solve problems involving bearings and scale diagrams.
		13. Averages and range	
		13.1 Mean and range	Calculate the mean from a list and from a frequency table.

			Compare sets of data using the mean and range.
		13.2 Mode, median and range	Find the mode, median and range from a stem and leaf diagram.
			Identify outliers.
			Estimate the range from a grouped frequency table.
		13.3 Types of average	Recognise the advantages and disadvantages of each type of average.
			Find the modal class.
			Find the median from a frequency table.
		13.4 Estimating the mean	Estimate the mean of grouped data.
		13.5 Sampling	Understand the need for sampling.
			Understand how to avoid bias.
Summer 2		**14. Probability**	
		14.1 Calculating probability	Calculate simple probabilities from equally likely events.
			Understand mutually exclusive and exhaustive outcomes.
		14.2 Two events	Use two-way tables to record the outcomes from two events.
			Work out probabilities from sample space diagrams.
		14.3 Experimental probability	Find and interpret probabilities based on experimental data.
			Make predictions from experimental data.
		14.4 Venn diagrams	Use Venn diagrams to work out probabilities.
			Understand the language of sets and Venn diagrams.
		14.5 Tree diagrams	Use frequency trees and tree diagrams.
			Work out probabilities using tree diagrams.
			Understand independent events.
		14.6 More tree diagrams	Understand when events are not independent.
			Solve probability problems involving events that are not independent.
		15 Right-angled triangles	
		15..1 Pythagoras' theorem 1	Understand Pythagoras' theorem.
			Calculate the length of the hypotenuse in a right-angled triangle.
			Solve problems using Pythagoras' theorem.
		15..2 Pythagoras' theorem 2	Calculate the length of a line segment AB.
			Calculate the length of a shorter side in a right-angled triangle.

		15..3 Trigonometry: the sine ratio 1	Understand and recall the sine ratio in right-angled triangles.
			Use the sine ratio to calculate the length of a side in a right-angled triangle.
			Use the sine ratio to solve problems.
		15..4 Trigonometry: the sine ratio 2	Use the sine ratio to calculate an angle in a right-angled triangle.
			Use the sine ratio to solve problems.
		15..5 Trigonometry: the cosine ratio	Understand and recall the cosine ratio in right-angled triangles.
			Use the cosine ratio to calculate the length of a side in a right-angled triangle.
			Use the cosine ratio to calculate an angle in a right-angled triangle.
			Use the cosine ratio to solve problems.
		15..6 Trigonometry: the tangent ratio	Understand and recall the tangent ratio in right-angled triangles.
			Use the tangent ratio to calculate the length of a side in a right-anglesd triangle
			Use the tangent ratio to calculate an angle in a right-angled triangle.
			Solve problems using an angle of elevation or depression.
		15..7 Finding lengths and angles using trigonometry	Understand and recall trigonometric ratios in right-angled triangles.
			Use trigonometric ratios to solve problems.
			Know the exact values of the sine, cosine and tangent of some angles.

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Your Guide to Year 9 Music

Assessment Criteria:
Composing, Performing and Evaluating.

Expectations of Students:
Excellent attendance. Full commitment to rehearsals in and out of lessons

Term	Topic, title and unit	What students will be learning	How can you specifically help your child
Autumn 1	Blue's Music	Pupils will play blues riffs, walking bass lines, blues chord patterns and use technology to compose in the blues style.	Visiting different Music shops and introducing them to different instruments, learning a blues song from YouTube and singing it. Watching a documentary on Blues music.
Autumn 2	Jazz Music	Connect the style of 'Blue's' Music with the History of Jazz Music. Students will cover the Swing Era, Spiritual History in Jazz and Cool Jazz. Student's will continue to work on jazz improvisation and bass clef techniques with 'The Entertainer'.	Watch documentaries on famous Jazz musicians e.g. Louis Armstrong, John Coltrane, Dizzy Gillespie, Thelonious Monk, Charlie Park. Watch documentaries about the history of Jazz. Listening to jazz music and discussing improvisation.
Spring 1	Traditional Musics English, Irish, Welsh and Scottish	Students will listen to a range of traditional folk songs from England, Wales, Scotland and Ireland. We will discuss their key features and use these to compose a piece of folk music with lyrics. They will listen to various types of Irish Traditional dance styles such as Jig, Reel, March, Polka's, and Hornpipe's. Student's will perform and compose Irish Folk music. They learn about the	Research Folk music from other countries and discuss similarities and differences. Listen and watch videos of Irish Traditional Folk Music in sessions. Work together to identify the time signature and dance style using rhythm rhymes. Look at fusion music, listen to popular songs that use traditional music, like Ed Sheeran – Galway Girl, or The Horslips, and discuss how they used traditional music in popular music and whether it was successful or

		collaboration of other Genre's such as Classical, Pop, Blue's and Salsa with Irish Traditional music.	not.
Spring 2	Musical Theatre	Student's will cover music written for Musical's and discover how they are effective, linking back to musical elements. They will perform musical theatre pieces as well as composing a piece of music to a devised scene of acting. Students will also learn where musical theatre developed and how it changed into its current form.	Watch Musical's and discuss some of Musical Theatre's biggest hits. Visit a local theatre to watch a musical. (Hairspray, Wicked, School of Rock, Annie, Phantom of the Opera etc)
Summer 1	Music Theory	Students will cover difficult aspects of music theory: form, texture, chords and harmonies. Students will perform and compose using these.	Research and watch clear videos on types of texture and use Sing UP to practise harmonies and the listening technique behind how a harmony can work with a tune.
Summer 2	Everyday uses of Music	Students will explore how music is used everyday, looking at music in advertising, music use for protest, music used in video games and also explore music copyright. Using performance and composition as well as listening and appraisal to understand each topic. Students will also look at the idea of found sounds, making music using everyday sounds, and composing a piece	Watch adverts and note what music is used in them? Does it add to presentation of the product, link it in with copyright. Do you think the people who created the ads own the music or do they pay to use it? Music and protest, research how music is used in protest, why is it used? Watch videos on found sounds and listen to music made with found sounds. Using sounds found at home, compose a piece of music. Soundtrap is a good

		on them.	source and is free to sign up and use.

Useful information:
The students have around 7-8 lessons per half term to be taught the techniques or topic, then near the end of the half term begin their 3 week test. This includes being recorded during the 'creating' stage and recorded during the 'performing' stage- but either outside at this stage, at 2 metres or through written form. Then we watch it as a class and students write strengths and improvements in their 'evaluating' stage.

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Your guide to Year 9 Core Physical Education

Assessment Criteria:
Students performances and contributions will be assessed throughout the year in the different sports- KS3 National Curriculum

Expectations of Students:
Students are expected to come with the correct equipment for every lesson, including lessons where they may be injured. In this case, students will not take an active part in the performance part of the lesson but may be required to act as a coach or an official.

Term	Topic, title and unit	What students will be learning	How can you specifically help your child
All Year	Swimming	Refinement of water confidence and fundamental swimming techniques for the 4 main strokes. As well as developing water safety.	Please encourage your child to take part in every lesson and inform them of the benefits that exercise and PE have on their health. Please help in making sure your child has their kit for every lesson. If they are injured, please send in a note but they are expected to still bring kit so

			they can be involved in the learning that takes place in a different capacity e.g. coach, manager or official. Also encourage your child attend the after-school activity for the sport they are covering in this unit to have more opportunities to practice and develop.
Autumn 1	Top Training Sessions For Team Games	Refinement of the fundamental and core skills that are transferrable across a variety of invasion games. Achieved through participation in structured practices, drills and conditioned games. Refinement of tactics and strategies to improve team performance e.g. Formations, positions, set plays, styles of play. Refinement of rules and regulations associated with a variety of team games	Please encourage your child to take part in every lesson and inform them of the benefits that exercise and PE have on their health. Please help in making sure your child has their kit for every lesson. If they are injured, please send in a note but they are expected to still bring kit so they can be involved in the learning that takes place in a different capacity e.g. coach, manager or official. Also encourage your child attend the after-school activity for the sport they are covering in this unit to have more opportunities to practice and develop.
Autumn 2	Health Related Exercise and Fitness Going for gold in Sports hall Athletics	Refinement of components of fitness and how to improve these through a variety of different training methods Refinement of fundamental and core skills required to perform different events associated with sport shall athletics.	Please encourage your child to take part in every lesson and inform them of the benefits that exercise and PE have on their health. Please help in making sure your child has their kit for every lesson. If they are injured, please send in a note but they are expected to still bring kit so they can be involved in the learning that takes place in a different capacity e.g. coach, manager or official. Also encourage your child attend the after-school activity for the sport they are covering in this unit to have more opportunities to practice and develop.
Spring 1	Bounding, Bouncing	Refinement of the use	Please encourage your child

	and Balancing in Gymnastics/Dance Sports from around the world	body control, movement education and spatial awareness through Gymnastics. Refinement in the importance of accuracy, fluency and co-ordination in performance. Refinement of movement analysis and evaluation through observation of performance. Refinement of non-traditional and culturally diverse sports that build on core and fundamental practical skills. Linking with the team sports topic these new sports will help build on the transferable and fundamental skills tactics and strategies to improve team performance	to take part in every lesson and inform them of the benefits that exercise and PE have on their health. Please help in making sure your child has their kit for every lesson. If they are injured, please send in a note but they are expected to still bring kit so they can be involved in the learning that takes place in a different capacity e.g. coach, manager or official. Also encourage your child attend the after-school activity for the sport they are covering in this unit to have more opportunities to practice and develop.
Spring 2	Outdoor Adventurous Activities Sports Education	Refinement of new outdoor activities that focus on problem solving and teambuilding activities. Refinement of strategies and tactics to improve performance Refinement of leading, officiating and other careers in sports by organising, managing, delivering and evaluating their own games.	Please encourage your child to take part in every lesson and inform them of the benefits that exercise and PE have on their health. Please help in making sure your child has their kit for every lesson. If they are injured, please send in a note but they are expected to still bring kit so they can be involved in the learning that takes place in a different capacity e.g. coach, manager or official. Also encourage your child attend the after-school activity for the sport they are covering in this unit to have more opportunities to practice and develop.
Summer 1	Making Elite Athletes in Athletics.	Refinement of a variety of different athletic events and the fundamental skills required to perform the	Please encourage your child to take part in every lesson and inform them of the benefits that exercise, and PE

		events effectively. Achieved through participation in structured practices, drills and competition. Refinement of rules and regulations associated with the different athletic events.	have on their health. Please help in making sure your child has their kit for every lesson. If they are injured, please send in a note but they are expected to still bring kit so they can be involved in the learning that takes place in a different capacity e.g. coach, manager or official. Also encourage your child attend the after-school activity for the sport they are covering in this unit to have more opportunities to practice and develop.
Summer 2	Hitting Home Runs in Striking and fielding.	Refinement of the fundamental and core skills that are transferrable across a variety of striking and fielding games. Achieved through participation in structured practices, drills and conditioned games. Refinement of strategies and tactics to help improve performance e.g. Fielding positions, tactical hitting. Refinement of rules and regulations associated with a variety of striking and fielding games.	Please encourage your child to take part in every lesson and inform them of the benefits that exercise and PE have on their health. Please help in making sure your child has their kit for every lesson. If they are injured, please send in a note but they are expected to still bring kit so they can be involved in the learning that takes place in a different capacity e.g. coach, manager or official. Also encourage your child attend the after-school activity for the sport they are covering in this unit to have more opportunities to practice and develop.

Useful information:
These lessons will focus on developing skills and fitness with participation being the key area.

Please be aware that the order the PE modules may be taught in a different order from above depending upon the group your child is in. You will be given advanced warning of which items of the PE kit will be needed for the following half term.

Swimming will be taught throughout the year and your child will have a designated lesson in their timetable specifically for swimming. They must ensure they have the correct kit for this lesson and if they are unable to take part then a note and their normal PE kit will be required.

Contact Details:
Name: Mr T Massey - PE Teacher, Mr Ben Welch- PE Teacher, Ms L Johnson Assistant Principle & PE Teacher

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Your Guide to Year 9 Religion, Philosophy and Ethics

Assessment Criteria
Students will have a one-hour lesson twice a fortnight. The curriculum follows the non-statutory Herts agreed Syllabus.

Expectations of Students
Students are expected to come equipped with appropriate stationary. They also need to read their teacher's comments in their books and act on the feedback given.
All independent learning must be completed on time and brought to the next lesson.

Year 9	Topic Title and unit	What students will be learning	How you can specifically help your child
Autumn 1	Should we fight for equality and justice?	This unit of work is a historical look at the oppression and inequality of black African Americans. It considers the life and actions of Martin Luther King Junior and Malcom X. Ending with a comparison on how they both chose to respond to the oppression.	Encourage your child to ask questions and suggest answers about current news stories and have regular discussions with your child to encourage

			them to provide a balanced opinion on ethical issues, for example, is it right to go to war? There are a number of television programmes, documentaries and films available that show examples of individuals acting in accordance with their beliefs. Students need to be able to identify whether these media sources provide a positive or negative view of religion. **Useful websites:** http://www.bbc.co.uk/news
Autumn 2	Who wins in the battle between religion and science?	This unit explores an age-old relationship between religious theories and Scientific theories. Students will learn about how Science explains how the world came to be and compare that with religious understanding. Ultimately addressing the question of whether there needs to be conflict between religion and Science.	
Spring 1	Is it possible to hate the sin but love the sinner?	Through this topic students will understand the aims of punishment and how we treat criminals. Should they be reformed? Students will also look at the nature of prisons and if the punishments given fit the crime.	
Spring 2	The Great Debate: How far do Philosophical theories explain our universe?	This topic explores the great ideas from famous Philosophical thinkers. Can they provide us with insight into how the universe came to be? Can they provide theories to prove God's existence? Students will be encouraged to think about concepts outside the box.	
Summer 1	How should we respond to matters of life and death?	This unit of work explore matters of life and death and gives students the opportunity to explore their opinion about topics that are regularly discussed in the news, such as abortion, euthanasia, infertility treatments and the death penalty. Students will be encouraged to give a range of opinions, including religious perspectives.	
Summer 2	Does God communicate with people?	A unit that explores the concept of religious experiences and miracles and how they can lead to conversion. This follows the case study of Nicky Cruz.	

Contact Details:
Name: Mrs. S. Renew, Religious Studies Teacher
Email: S.Renew@goffschurchgate.herts.sch.uk

Your Guide to Year 9 Respect: Yourself, your body and each other

Assessment Criteria:
Students will have a one-hour lesson once a fortnight. The curriculum covers the compulsory Relationships and Sex education curriculum. It will also encourage students to work together on final projects that reflects their learning on this topic.

Expectations of Students:
Students are expected to come equipped with appropriate stationary.
To get involved in classroom discussions and work in small groups to complete projects.

Term	Topic Title and unit	What students will be learning	How you can specifically help your child
Autumn	You've got a friend in me	Through this topic students will explore appropriate social interactions with peers and in a professional capacity. This includes the law surrounding and impact on others of bullying. Students will complete an anti-bullying campaign to encourage	Encourage your child to ask questions and suggest answers about the topics raised through these topics.

		others to treat people with respect.	
Spring	Keyboard Warriors	In this topic students will be reminded of their online selves, including the law around posting online and the dangers of posting online for their future careers. Students will complete a presentation in groups outlining the importance of how they conduct themselves online.	
Summer	Love the skin you're in	This unit will pick up the physical ways that the body changes during puberty but will focus on body confidence and how to feel about these changes. Students will complete a piece of artwork to show the best bits of themselves.	

Contact Details:
Name: Mrs. S. Renew – Teacher of the Respect Curriculum
Email: S.Renew@goffschurchgate.herts.sch.uk

Year 9 Guide to GCSE AQA Science

Expectations of students
Students will sit a module exam for each topic. In lessons, there will also be assessment for learning tasks for all topics. At the end of the academic year, there will be an end of year exam covering all topics.

	Topic Title and unit	What students will be learning	How you can specifically help your child
Autumn 1	B1 Cell structure and transport, cell division C1 Atomic structure	Microscopes Animal and plant cells Eukaryotic and prokaryotic cells Diffusion and osmosis Specialised cells Active transport Atoms, elements and compounds Separating mixtures Structure of the periodic table	**BBC Bitesize** On BBC bitesize, students have access to key information on each topic, video clips and tests. **Biology** http://www.bbc.co.uk/education/subjects/z9ddmp3 **Chemistry** http://www.bbc.co.uk/education/subjects/zs6hvcw **Physics** http://www.bbc.co.uk/education

Autumn 2	P1 Ene3rgy stores	Energy stores Conservation of energy KE GPE Elastically energy Power calculations	/subjects/zpm6fg8 **Youtube** MyGCSE Science and FuseSchool channels provide a wealth of video clips on youtube. https://www.youtube.com/user/myGCSEscience/videos https://www.youtube.com/results?search_query=mygcsescience https://www.youtube.com/user/virtualschooluk/videos https://www.youtube.com/results?search_query=fuse+school **AQA** Assessment resources (exam papers and mark schemes) can be found on the AQA website for Triple and Combined Science (Trilogy) **Combined** http://www.aqa.org.uk/subjects/science/gcse/combined-science-trilogy-8464/assessment-resources **Biology** http://www.aqa.org.uk/subjects/science/gcse/biology-8461/assessment-resources **Chemistry** http://www.aqa.org.uk/subjects/science/gcse/chemistry-8462/assessment-resources **Physics** http://www.aqa.org.uk/subjects/science/gcse/physics-8463/assessment-resources Specifications can also be found on the AQA website. These provide information on the subject content that is assessed. **Combined** http://www.aqa.org.uk/subjects/science/gcse/combined-science-trilogy-8464/specification-at-a-glance **Biology** http://www.aqa.org.uk/subjects/
Spring 1	B2 Organisation C2 periodic table	Blood Heart Breathing and gas exchange Tissues and organs History of the periodic table Groups Transition metals	
Spring 2	P2: Energy resources	Energy transfer Specific heat capacity Energy demands	
Summer 1	B3 Infection and response	Health and diseases Pathogens Human defence Vaccination Antibiotics and painkillers Discovering and developing drugs	
Summer 2	C2 Bonding	States of matter Ionic bonding and properties Covalent bonding and properties Balancing equations Metallic bonding	

			science/gcse/biology-8461/specification-at-a-glance **Chemistry** http://www.aqa.org.uk/subjects/science/gcse/chemistry-8462/specification-at-a-glance **Physics** http://www.aqa.org.uk/subjects/science/gcse/physics-8463/specification-at-a-glance

Contact details:
Name: Miss Z Bird – Head of Science
Email: z.bird@goffschurchgate.herts.sch.uk

Careers Information

As part of our continuing work on Careers Provision, I would like to take this opportunity to draw your attention to the Careers section of the school website.

https://www.goffschurchgate.herts.sch.uk/720/careers-1

This page is regularly updated and includes a wealth of information about careers education, current and up to date Labour Market Information, Work Experience and post 16 guidance.

Regardless of the Year Group your child is in this is a valuable resource and I encourage you to spend time looking at this together with your child.

In particular, I would like to draw your attention to the link to the Employability Skills page and the START page. Students have been provided with login details for these pages and they provide helpful resources.


start