YEAR 9 SUBJECT TOPICS

Here is a brief overview of the subject topics covered in Year 9.

ART
Year 9 is a pre-GCSE course and serves as a platform for Art at KS4: students opt for the subject at the end of Year 8. Students are encouraged to explore, take risks, build up their skills, develop sound organisation, ultimately becoming more creative and resilient people.

Students explore:-
• Creative textiles, including weaving, construction, sculptural textiles.
• Collage as a medium for communication, including study of Kurt Schwitters, composition, layering, developing collage with ink, paint and drawing.
• Printmaking, including intaglio, mono-print, stencils.
• Photography.
• 3D response to Giacometti and the figure.
• The continuing development of a personal and meaningful sketch book.

Students have the opportunity to apply for a bursary at the Curwen Print studio in the summer term, which provides a day's tuition, free of charge, for 10 Year 9 students.

Assessment
Year 9 work is marked and assessed according to GCSE criteria. A mark sheet in the back of the sketch book gradually builds up a picture of student progress and encourages reflection and improvement. There is a more formal assessment approximately 4 to 5 times a year in which students are given a GCSE grade.

Citizenship & PSHE (delivered across the curriculum and on PSHE days)
During their 5 years at LVC, students will embark on a comprehensive PSHE and Citizenship programme. In line with National Curriculum guidelines this will include:
• Economic wellbeing and financial capability, risk and economic understanding
• Personal wellbeing, focusing upon personal identities, healthy lifestyles, risk, relationships and diversity
• Knowledge and understanding of how our country is governed, the political system and how to participate in the democratic systems of government
• Developing an interest in, and commitment to, volunteering that they will take with them into adulthood

This will be delivered through a combination of focused PSHE days, tutor activities, assemblies and subject lessons. More detailed and specific information about the topics studied on our PSHE and Citizenship days will be sent home prior to each PSHE day.
**DANCE**
Year 9 is a building year for the GCSE Dance course. Students develop their dance vocabulary through exploration of different dance styles and techniques. The theory of dance is explored and students begin to critically analyse dances.

Dance fitness and technique – exploration of new dance styles and technique classes. Development of dance fitness through appropriate training methods.

Professional Work Case Study – students critically analyse a professional dance work, looking for themes and styles used in the dance. They perform a dance with the same storyline, focusing on performance ability.

Technical Study – students perform a dance with a specific focus on exact replication and their technical ability in dance.

Choreography – students explore how to create dances using motifs and a variety of stimuli. This is done through workshop tasks followed by the opportunity for students to develop their own movement material.

**DRAMA**
Unit 1: Soap Operas – Naturalism and Melodrama
Unit 2: Bertolt Brecht – Non-Naturalism
Unit 3: Hard to Swallow – From Page to Stage
Unit 4: Devising Physical Theatre
Unit 5: Theatre in Education

**ENGLISH**
**Travel Writing** - Students study a range of non-fiction, modern travel writing in preparation for writing their own creative piece. This is followed by a study of a range of 20th century literary fiction extracts loosely based on travel or place, with a view to completing an unseen literary analysis.

**Recorded Assessments:**
**Writing Assessment**: A descriptive travel piece.
**Reading Assessment**: Unseen literary analysis of an extract based on travel.

**War Poetry** - Students study a range of war poetry (not limited to WWI/WWII) in preparation for a comparative poetry essay. Students also use their study of this poetry as a stimulus for their own creative writing.

**Recorded Assessments:**
**Reading Assessment**: An essay comparing two war poems.
**Writing Assessment**: A creative writing piece in response to a chosen war poem (eg diary entry, short story).
**Non-Fiction Reading** - Students study a range of high quality 19th and 21st century non-fiction writing.

**Recorded Assessments:**
**Year 9 exams:**
Language Paper 2 (split into two 1-hour sessions)
Section A Reading – 1 hour
Section B Transactional Writing – 1 hour

**Modern Novel** - Students study the novel *Of Mice and Men* and its associated themes, moral debates and social contexts.

**Recorded Assessments:**
**Reading Assessment:** A literature essay based on a theme or character from ‘Of Mice and Men’.

**Current Affairs** - Students analyse a range of persuasive and emotive speeches and research a topical issue of their choice for debate.

**Recorded Assessments:**
**Speaking & Listening Assessment:** Debate.
**Writing Assessment:** piece of transactional writing, stemming from debate.

**Shakespeare** - Students read a whole Shakespeare play and complete a language analysis essay which integrates social and historical context. Possible texts: *Julius Caesar, Twelfth Night, Richard III, Hamlet, Coriolanus, Taming of the Shrew.*

**Recorded Assessments:**
**Reading Assessment:** Close textual analysis of a chosen key scene.
**Writing Assessment:** Transactional or creative.

**FRENCH**

**Term 1**
- **Holidays** – Describing a holiday in three tenses – Grammar focus on present, past, future tense – Activities you do on holidays – Booking a hotel room/campsite

**Assessment:** Term 1 will include the assessment of four key skills: Listening, Reading, Speaking and Writing/Translation.

**Term 2**
- **My life as a teenager** – Giving opinions on films, TV, internet and social networks – Pocket money – Shopping diary/blog

**Assessment:** Term 2 will include the assessment of four key skills: Listening, Reading, Speaking and Writing/Translation.
Term 3

- **Describing where I live, GCSE Speaking practice exam** – Describing a picture of a local area and its surroundings and giving opinions

**Assessment**: Term 3 will focus on preparing for a GCSE speaking assessment. Pupils will have to describe a picture stimulus on the topic of local area.

**Enrichment**
- Fun online activities can be found on [www.linguascope.com](http://www.linguascope.com). Students have the school username and password. Pupils can use the Beginners and Intermediate sections.
- Online practice activities, especially for Listening and Reading, can be found on [www.pearsonactivelearn.com](http://www.pearsonactivelearn.com) which all pupils have a login for.
- The media unit in the Easter term introduces pupils to French films, TV, music and websites.
- At Christmas and Easter, pupils will learn vocabulary and phrases relating to these holidays in France.

**GEOGRAPHY**

- Plate tectonics – understanding the theory of how the Earth’s major landforms are created
- Tectonics hazards – the effects and solutions to earthquakes and volcanoes
- Development – the causes and consequences of differences in economic development
- Development or destruction – the impact of tourism
- Development or destruction – tropical rainforests

**HISTORY**

- Why did soldiers continue to fight in WW1?
- Who was the most significant dictator of the twentieth century?
- Why did Hitler gain power in 1933?
- Who were the victims of the Holocaust?
- How unique was the experience of children during WW2?
- Source-based assessment on the Cold War

**ICT**

The Year 9 ICT and Computing curriculum is split into three sections. At the start of the year we will look at how data produced in an electronic form can be enhanced and altered. This will be followed by Python programming which will enable students to make an informed choice for their options into a computer science field.

From January the students will be studying a qualification called ECDL. The ECDL (European Computer Driving Licence) certification is a highly recognised qualification, which offers a key recognition of literacy in computer skills and is designed for users to demonstrate that they have a high standard of computer literacy. The ECDL Certification is the fastest growing
ICT user qualification in over 125 countries, with many UK companies setting the ECDL as a mandatory requirement, such as the NHS and the Police Service of Northern Ireland. Some employers or companies may not even consider you as a candidate without a reasonable level of computer skills. The ECDL certification training is designed to get students to a high standard of computer literacy by improving their knowledge of these key areas:

- Presentations
- Spreadsheets
- Word Processing
- Improving Productivity by using ICT

The ECDL Online Course has been updated and features the latest version of Microsoft Office. Students will follow an online course, which will track their progress along the way. They will then take 4 online examinations during the two years of study, one at the end of each learning module. These exams are in the form of tasks that must be completed in the correct application. Each exam is graded Distinction*, Distinction, Merit and Pass. The final qualification will depend on how well students performed in each of the individual exams.

Website: [http://www.bcs.org](http://www.bcs.org)

**MATHS**
This is the first year of the GCSE maths course, which is now delivered over three years.

**Shape & Space** including shapes, area, volume, perimeters, Pythagoras and angles.

**Data Handling** including charts and graphs.

**Number & Algebra** including solving equations, simple expressions, formulae, equations of lines and investigations.

The curriculum involves students in using and applying mathematics across all areas.


**MUSIC**
- Understanding the conventions of **Orchestral Music** through classroom performing.
- **Musical Futures**: Into the Deep End.
- Understanding the conventions of **Technology in Music** through composing in pairs.
- Understanding the conventions of **small scale performing**.
- Understanding the conventions of **Ballads** through composition.
- Understanding the conventions of **Dance Music**, through listening, appraising and composing, following the GCSE specification.
PE
Throughout each of the years in Key Stage 3, students will develop physical skills and knowledge, and the ability to access healthy active lifestyles as set down by the National Curriculum. In addition, personal and social attributes like teamwork, cooperation, leadership and coaching will be incorporated when appropriate to challenge all and allow all to succeed.

In year 9, a lot of emphasis is placed on independent learning, extending leadership and coaching skills. In this year there is also a key emphasis on fitness where pupils are allowed to extend their use of the fitness suite.

On average, students will experience up to 10 different activities each year, giving a very broad curriculum. In addition, a large extra-curricular provision of sports clubs and fixtures is available to all, either at lunchtimes or after school.

RELIGIOUS STUDIES
Students begin to look at a variety of philosophical questions in Year 9. These include questions such as: ‘How do we know what is real and what does it mean to be human?’ We then move on to our Crime and Punishment unit where we look at various methods and aims of punishment such as prisons in the UK and abroad and the death penalty. We look at a variety of case studies including the case of James Bulger and look at ideas of forgiveness and reconciliation. Finally, students will gain a good knowledge and understanding of the historical context of the Abrahamic religions in order to prepare them well for Key Stage 4.

SCIENCE
Autumn Term
In the Autumn term, students will study four bridging units to aid the transition from Key Stage 3 to Key Stage 4. These units will cover:

Biology

Chemistry
- Understanding the structure of the atom
- Types of bonding – covalent and ionic
- Different types of chemical reactions

Physics

In addition a fourth unit will focus on the application of mathematics to problem solving in science and reflecting on practical skills e.g. risk assessments, evaluating experimental method, analysing data, tabulating data, displaying data using graphs.
Spring Term (January)
- Revision for SATs
- Key Stage 3 SATs exams consisting of two papers reflecting on KS3 material from year 7 and year 8. Designed to also test revision skills with respect to reflecting on material learnt over the last few years.

Spring Term (from February) and Summer Term
Students start following the 21st Century Science GCSE courses in the Spring term following the end of the Key Stage 3 science exam in January. This is a linear course and all GCSE examinations are sat at the end of Year 11.

The following topic areas are covered by students studying the combined and triple sciences:-

Biology
Unit 1: You and Your Genes
Unit 2: Keeping Healthy (part of module)

Chemistry
Unit 1: Air and Water
Unit 2: Chemical Patterns (part of module)

Physics
Unit 1: Radiation and Waves
Unit 2: Sustainable Energy (part of module)

More information on the new specifications for the OCR 21st Century Science courses can be found on the following links:-

Combined Science J260 (Students studying combined science)

Biology B J257 (Students studying triple science)

Chemistry B J258 (Students studying triple science)

Physics B J259 (Students studying triple science)
SPANISH

Term 1
- **Holidays** – Describing a holiday in three tenses – Grammar focus on present, past, future tense – Activities you do on holidays – Booking a hotel room/campsite

**Assessment:** Term 1 will include the assessment of four key skills: Listening, Reading, Speaking and Writing/Translation.

Term 2
- **My life as a teenager** – Giving opinions on films, TV, internet and social networks – Pocket money – Shopping diary/blog

**Assessment:** Term 2 will include the assessment of four key skills: Listening, Reading, Speaking and Writing/Translation.

Term 3
- **Describing where I live, GCSE Speaking practice exam** – Describing a picture of a local area and its surroundings and giving opinions

**Assessment:** Term 3 will focus on preparing for a GCSE speaking assessment. Pupils will have to describe a picture stimulus on the topic of local area.

**Enrichment:**
- Fun online activities can be found on [www.linguascope.com](http://www.linguascope.com). Students have the school username and password. Pupils can use the Beginners and Intermediate sections.
- The media unit in the Easter term introduces pupils to Spanish films, TV, music and websites.
- At Christmas and Easter, pupils will learn vocabulary and phrases relating to these holidays in Spain.
TECHNOLOGY

Food & Nutrition

**Autumn Term** – based around practical skills including knife skills, sauces using emulsions and thickening agents, different types of pastry, nutrition of eggs and different uses in cooking.

**Spring Term** – pastry (shortcrust, puff and choux). This will include skills such as rolling, crimping, lining a tin, plaiting, pinwheels, filling and glazing a pastry dish.

**Summer Term** – concentrating on raising agents and their use in different foods, within bread, scones and muffins. Design work towards their own creations. Within this structure Year 9 students will be working towards their Level 2 Award for Food Safety.

Product Design

Students will work through several ‘design and make’ projects which will help them to build on their use of the design process of researching, creating ideas, product development and making. They will also develop and add to their previous knowledge of Graphics skills through these projects. The projects in Year 9 will involve learning about aspects such as structures, ergonomics, modelling/prototyping and the commercial viability of products. All of this is structured to prepare them for GCSE.