

Art & Design

Key Stage 3 Year 9 2018 - 2019

Students have one hour of Art a week. Students work through a range of theme-based projects that give them the opportunity to learn about a wide range of artists, alongside broadening and deepening their art knowledge and skills.

	Course Content	Assessment information
Half Term		
1	<u>Food in art</u> Pupils develop observational drawing skills recording from a range of objects relating to food and drink.	Baseline drawing assessment: (Observational drawing) Baseline 2 drawing assessment:(Observational drawing)
2	<u>Food in art</u> Pupils use the skills and knowledge learnt in the first term to respond to the work of Sarah Graham.	Page of compositional photographs of food items. (Recording information) Painted composition in the style of Sarah Graham. (Materials and techniques)
3	<u>Mexican Day of the Dead</u> Pupils explore the style and concepts within the Mexican festival. Pupils create their own mask designs based around motifs and symbols synonymous with the festival.	Extended drawing :(Recording information) Mask design: (Recording information)
4	<u>Mexican Day of the Dead</u> Pupils develop skills in 3D construction to create a sculptural mask. Pupils transfer mask design from previous term onto their sculpture	3D construction stage 1(Materials and techniques) 3D construction stage 2 (final outcome) (Materials and techniques)
5	<u>Natural forms</u> Pupils explore pattern and tessellation through looking at the work of William Morris and Beatriz Milhazes. Pupils develop pattern design based on one or more of these artists.	Drawing of a natural form. (Obse Pattern developed from natural form drawing. (recording information
6	<u>Project title: Natural forms</u> Pupils Explore printmaking processes and transform their patterns into three colour relief prints.	Assessment examination piece: Printed pattern

Further reading and independent/extension activities	
➤	Extension activity 1) The process is how we do something. What has been your process in learning today? What steps did you take to complete your work?
➤	Extension activity 2) Imagine Twitter is now the only way to communicate. Summarise today's learning in no more than 140 characters
➤	Extension activity 3) Review your work from today's lesson. How could you make it better? Set yourself a target and then try to improve. Then reassess. Have you made your work better?
➤	Extension activity 4) Create a 5 question quiz to be used next lesson. Make sure you include the answers so that you can help people to make their own next lesson.
Websites and resource links	
➤	http://www.tate.org.uk/
➤	https://www.studentartguide.com/
How can parents/carers support at home	
<ul style="list-style-type: none"> Parents can support students by ensuring they have the following resources, these will be required EVERY lesson: A HB pencil, A ruler, A rubber, A pencil sharpener. If possible, a small set of coloured pencils & glue stick. Parents can also support by encouraging the practise of observational drawing at home and taking their children on visits to Exhibitions and Galleries. 	
Members of staff	Mr J Brown (Curriculum Leader) Mrs J Burnett

Computing		
Key Stage 3 Year 9 2018 - 2019		
The aim of our curriculum is to develop confident digital citizens who understand the power of their digital world. To provide accessible, challenging and engaging projects that empower students and promotes the productive use of technology		
	Course Content	Assessment information
Half Term		
1	Advanced PYTHON programming	Test
2	Advanced PYTHON programming	Test
3	Adventure game programming	End product assessed
4	Networks	Test
5	Google sites	End product assessed
6	Revision for exam followed by mini programming challenges	Test

Further reading and independent/extension activities	
➤	Students will be able to access some software from home and we encourage them to do so. This includes, google apps, google classroom and PYTHON can be downloaded from the links below.
➤	Further extension activities are provided to students on the computing KS3 site
➤	Any students wanting extra support for any of their computing work can attend the club or come to the Computing Office at lunch time or break time to talk to a teacher.
Websites and resource links	
➤	BBC bite size - KS3 computing, Hour of Code, Scratch, lightbot, codecombat, bbc newsround technology news, codeacademy, khan academy , PYTHON, repl.it online PYTHON ide, Appshed, GameMaker
How can parents/carers support at home	
<ul style="list-style-type: none"> We encourage parents to discuss safe use of the internet their children. The “think u know” website is a great place to find age appropriate guidance for e-safety for both children and parents. 	
Members of staff	Mr P Corkhill (Curriculum Leader) Mr Q Zaidi

Design & Technology		
Key Stage 3 Year 9 2018 - 2019		
<p>Design and technology is an inspiring, rigorous and practical subject. Using creativity, technical understanding and imagination, pupils design and make products using a wide range of materials, tools, processes and industrial practices. Pupils learn to solve real and relevant problems within a variety of contexts. Pupils consider their own and others’ needs, wants and values.</p> <p>The high-quality and exciting design and technology education delivered at Coombe Boys’ School ensures pupils are challenged into developing solutions using the knowledge, understanding and skills needed to engage in an iterative process of designing, making and evaluating.</p> <p>At Year 8 a range of disciplines are covered which include:</p> <ul style="list-style-type: none"> Food Preparation and Nutrition Electronics Computer aided design and manufacture Metals shaping and Forming Timbers shaping and Forming 		
Half Term	Course Content	Assessment information
1	Food Preparation and Nutrition	Practical and Theory work End of unit assessment
2	Electronics - Input and output	Practical and Theory work

		End of unit assessment
3	Computer aided design and manufacture - Core skills	Practical and Theory work End of unit assessment
5	Metals shaping and Forming - Core processes	Practical and Theory work End of unit assessment
6	Timbers shaping and Forming - Core processes	Practical and Theory work End of unit assessment
Further reading and independent/extension activities		
➤	AQA Food preparation and Nutrition, Anita Tull ISBN-10: 1908682787	
➤	<p>The following publishers have been selected to enter the AQA textbook approval process for our GCSE Design and Technology specification:</p> <ul style="list-style-type: none"> ● Hodder Education ● PG Online <p>Use the following URL for the approved textbooks</p> <p>http://www.aqa.org.uk/resources/design-and-technology/gcse/design-and-technology/teach/textbooks</p>	
➤	New Grade 9-1 Design & Technology AQA Complete Revision & Practice (with Online Edition) - ISBN: 978 1 78294 755 4	
Websites and resource links		
➤	http://www.kerboodle.com/ http://www.technologystudent.com/	
➤	http://www.bbc.co.uk/education/subjects/zfr9wmn	
How can parents/carers support at home		
<ul style="list-style-type: none"> ● Take an active interest in supporting pupils completing all homework tasks and visiting design events and exhibitions. ● Look for opportunities to develop pupils' capabilities in designing and making products. ● Parents make a voluntary contribution at the start of each academic year. Pupils should come prepared with stationery. 		
Members of staff	Mr D Lambourne (Curriculum Leader) Miss J Besidone Mrs LEngland	

Drama

Key Stage 3 Year 9 2018 - 2019

Drama at Coombe Boys' School is intended to offer all students an opportunity to unlock the use of imagination, intellect, empathy and courage. Through it, ideas, responses and feelings can be expressed and communicated. The curriculum allows students through engagement in drama to apply their imaginations and draw upon their own personal experiences. Their increasing knowledge and understanding of how the elements of drama work enables them to effectively shape, express and share their ideas, feelings and responses, making use of language, space, symbol, allegory and metaphor. In addition principles of communication, concentration and co-operation are encouraged and opportunities for participation in whole school performing-arts events and future Arts opportunities are provided.

	Course Content	Assessment information
Half Term		
	In common with all subjects, drama requires specific skills, knowledge and understanding, which are progressively taught and assessed through and across the key stages. Three interrelated activities characterise the subject of drama at all levels: making, performing and responding.	In Drama lessons on-going assessment is based around the concept of DIRT: Dedicated Reflection and Improvement Time. This involves elements of peer assessment and self-assessment where pupils consider their and think about how they have learned – what worked well and what could be improved. They then spend time on improving their work, amending it and responding to feedback.
1	Issue based Drama – The 2011 London Riots	Video Performance Assessment & Written Process Log
2	The play text study of 'Little Soldier' by Bernard Ashley	Written Response to set text
3	Stage Combat & Warden X – Young Offenders Crime & the Justice System	Teacher assessment of the 'making' stages of rehearsals.
4	Extended writing – reviewing live Shakespearean Theatre	Written evaluation
5	Devising from Stimulus – Devised Thematic Performance	Video Performance Assessment & Written Process Log
6	Issue based Drama – The Hillsborough Disaster	Teacher assessment of the 'making' stages of rehearsals.

Further reading and independent/extension activities

➤	Reading theatre reviews in the broadsheets and free papers can be useful in terms of critical thinking (and awareness of what's on) Please note that the LRC publishes the KS3 Drama reading lists termly – these are available in the LRC and are published on the Drama room display boards.
➤	The Department offers a wide range of extra-curricular opportunities, which vary, from Whole School Productions, GCSE/BTEC Exam Showcases, Shakespeare Schools Festival entries, National Theatre Connections Festival entries, International Youth Arts Festival entries Musical Theatre Ensemble and Lower School Drama and Dance clubs. The

	<p>Department also work closely with the Parents and Friends Association supporting the fundraising efforts wherever possible and running the hugely popular, termly Family Theatre Trips. Pupils are also given regular opportunities to attend live theatre events both locally and in London. TIE companies annually bring performance work into the Department and established theatre practitioners offer a range of extra-curricular opportunities, one of the most popular being the Swordplay and Stage-Combat Master-class.</p>
➤	<p>The Department also offer the Arts Award qualification as an extra-curricular opportunity. Arts Award is a range of unique qualifications that support young people to grow as artists and arts leaders. We offer the Arts Award at Bronze & Silver levels and this will be offered in the Art forms of Drama, Music & Art.</p> <p>The Arts Award qualification offers your son a chance to:</p> <ul style="list-style-type: none"> · Discover the enjoyment of creating and participating in any art form · Develop his creativity and leadership skills · Learn new skills and share them with others <p>Get to work with or experience working with creative arts professionals</p>
➤	<p>Pupils are encouraged to attend KS3 Drama Club to develop and enhance their making and performance skills. Staff offer lunchtime drop in sessions for support with written response catch up.</p> <p>Pupils are also encouraged to support their Drama outside of the classroom with the following organisations:</p> <ul style="list-style-type: none"> · National Youth Theatre · Orange Tree Theatre Young Company · Rose Theatre Youth Company · Youth Music Theatre · Lyric Theatre Young Company · Young Vic New Views Company
Websites and resource links	
➤	<p>www.bbc.co.uk/schools/gcsebitesize/drama has excellent explanations and clips of drama techniques in action</p>
How can parents/carers support at home	
	<ul style="list-style-type: none"> ● Above all else the Drama department values the support and cooperation of parents in ensuring pupils attend school on time and ready to learn, complete classwork and homework to the highest possible standard and in meeting the standards required in the school behaviour policy. ● The greatest way to support your son in their study of drama is through encouraging their participation and exposure to it. Students benefit greatly from experiencing live theatre whether amateur or professional and we encourage all of our students to visit the theatre as often as possible. ● At GCSE we greatly appreciate parents supporting their child in preparation for controlled assessments in ways such as: through running lines; supporting extra commitment given to additional rehearsals and sourcing props and costumes.
Members of staff	<p>Miss S O'Reilly (Curriculum Leader) Miss C Pomeroy Miss S Sladen</p>

English

Key Stage 3 Year 9 2018 - 2019

In year 9 we blend analysis of how writers use language, form and structure to communicate their ideas in a variety of texts. Students will deepen their understanding of the influence of contextual factors on the production of texts - this is a key skill needed to achieve highly at GCSE.

	Course Content	Assessment information
Half Term		
1	Freedom Poetry Unit	Poetry comparison - focus on language, form, structure and context.
2	Creative Writing Unit	Creative writing - focus on language, structure and form for effect.
3	Novel Study Unit	Whole text analysis - focus on language, structure, form and context.
4	19th Century Prose Unit	Language analysis - how writers methods present ideas.
5	Shakespeare Unit	Extract analysis - focus on how language, structure and form create effect.
6	Public Speaking	Speaking task - focus on preparation and delivery of speech.

Further reading and independent/extension activities

➤	A Christmas Carol, Charles Dickens.
➤	National Poetry day resources
➤	Museum of London - 19th Century Context
➤	The Globe - Shakespeare quiz

Websites and resource links

➤	Literacy support
➤	Public Speaking tips

How can parents/carers support at home

- In the summer months, bringing your child to Shakespeare's Globe for a performance is an excellent way to help experience Elizabethan theatre. Groundling tickets are £5.
- Reading news stories together or watching the news and discussing opinions on events.
- Checking all written work for clarity of handwriting and correct punctuation.
- Encourage your child to read out extended written work at home to help develop their confidence while speaking publicly.

Members of staff	Mrs A Ahmed (Curriculum Leader) Mrs E Shawkat Mr K Sultana Miss C Somers
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Miss H Benson Miss O Thomson

Geography

Key Stage 3 Year 9 2018 - 2019

Geography is the study of the planet and people's interactions with it. In Coombe Boys we change the topic every half term as there is so much about our Earth and its population we can discover. Year 9 is treated very much as a direct foundation for the GCSE course and every topic is examined at the end of Y11.

	Course Content	Assessment information
Half Term		
1	Tectonics	GCSE Style test
2	Weather and Climate Change	GCSE Style test
3	The UK Economy and Transnational Companies	GCSE Style test
4	Coasts	GCSE Style test
5	International Development	GCSE Style test
6	Resource management and Energy. Plus Skills.	GCSE Style test

Further reading and independent/extension activities

➤	Try AQA GCSE Textbooks
➤	Take a trip to the coast- Swanage and Lulworth are recommended
➤	Take up the challenge of completing a walk using an OS map.
➤	Try Geocaching
➤	Watch Documentaries such as Planet Earth

Websites and resource links

➤	https://app.senecalearning.com/classroom/course/5a073d30-21f8-11e8-8c19-619061cc7240/section/c499af00-2c1d-11e8-898d-73048bf08c03
➤	https://sites.google.com/coombe.org.uk/geography-key-stage-3

How can parents/carers support at home

- See above.

Members of staff	Mr R Hughes (Curriculum Leader) Ms N Hothy Ms E Halls
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History

Key Stage 3 Year 9 2018 - 2019

In completing the KS3 unit of study, year 9 history brings pupils to the present day. Their study of the 20th century focuses on the the cataclysmic events of both world wars, the development of democracies and dictatorships, the cold war and case studies of the seemingly modern phenomenons of mass migration and terrorism.

	Course Content	Assessment information
Half Term		
1	Causes of World War One	What were the MAIN causes of World War One
2	The events of World War One	Interpretations of life in the trenches
3	The world between the wars 1919-39	Sources analysis of suffragettes
4	World War Two	Explain the historical significance of the Holocaust
5	The Cold War	Historical enquiry. Why were the Americans pushing their helicopters into the sea?
6	Migration and terrorism	Challenging migration myths
Further reading and independent/extension activities		
➤	Red Shadow by Paul Dowswell	
➤	Ethel and Ernest by Raymond Briggs	
➤	The complete Maus by Art Spiegel	
➤	Private Peaceful by Michael Morpurgo	
➤	The Book Thief by Markus Zusack	
Websites and resource links		
➤	http://www.spartacus.schoolnet.co.uk/ http://www.bbc.co.uk/schools/gcsebitesize/history/ http://www.historylearningsite.co.uk/ http://www.schoolhistory.co.uk/	
How can parents/carers support at home		
<ul style="list-style-type: none"> ● By discussing any of the topics at home. ● Any museum visit or to any historical sites linked to the course are encouraged. ● Films such as: <i>Suffragette</i>, <i>The Pianist</i>, <i>War Horse</i>, <i>Forrest Gump</i>. Or TV shows such as <i>Britain's Great War</i>, <i>The Crown</i>, <i>History of Modern Britain</i>. 		
Members of staff	Mr O Jones (Curriculum Leader) Mr J Haldenby	

	Mrs J Morris
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Mathematics		
Key Stage 3 Year 9 2018 - 2019		
<p>In year 9 we continue to build upon the knowledge from year 8 with pupils becoming more familiar with the scheme of learning, the pace through the curriculum increases. Our maths curriculum has been designed as a 5 year GCSE. All skills are working towards content at GCSE. In year 9 pupils can be working anywhere on stages D to G. Please refer to the school website for the other stages.</p>		
Topic	Stage D outline	Tier of entry level
1 Fractions (Core)		
LO1	To be able to add and subtract fractions with mixed numbers	F
2 2D Shape (Core)		
LO1	To be able to identify and state using mathematical notation horizontal, vertical, parallel and perpendicular lines	F
LO2	To be able to describe quadrilaterals using their properties	F
LO3	To be able to identify any congruent shapes and prove for simple shapes	F
3 Circles (Core)		
LO1	To be able to name parts of a circle	F
LO2	To be able to know and use the formula for the circumference of a circle	F
LO3	To know and be able to use the formula for the area of a circle	F
4 Scatter Graphs		
LO1	To be able to construct scatter graphs	F
LO2	To be able to interpret scatter graphs	F
5 Calculations (Core)		
LO1	To be able to use BIDMAS to solve calculations with squares and 3 operations	F
LO2	To be able to understand the effect of multiplying or dividing by a number between 0 & 1	F
6 Percentages		

LO1	To be able to express a quantity as a percentage of an amount with a calculator	F
LO2	To be able to calculate % increase/decrease without a calculator	F
LO3	To be able to calculate % increase/decrease using a multiplier	F
7 Graphing (Core)		
LO1	To be able to plot conversion graphs in various contexts	F
LO2	To be able to plot and interpret graphs of real life situations	F
8 Algebra (Core)		
LO1	To be able to substitute into formulae (incl quadratics)	F
LO2	To be able to rearrange simple formulae	F
LO3	To be able to plot quadratic graphs in the form $y=ax^2+bx+c$ ($a = +/-$)	F
9 Angles (Core)		
LO1	To be able to calculate internal and external angles of regular polygons	F
10 Probability (Core)		
LO1	To be able to construct and use sample space diagrams	F
LO2	To be able to construct and use Venn diagrams	F
LO3	To be able to construct and use frequency tables	F
Further reading and independent/extension activities		
➤	Try a maths puzzle everyday https://plus.maths.org/content/Puzzle	
➤	Practice your mental arithmetic daily (times tables, division facts, adding/subtracting numbers mentally)	
➤	https://www.math-salamanders.com/division-practice.html	
➤	https://www.math-salamanders.com/online-multiplication.html	
➤	https://www.math-salamanders.com/subtraction-practice.html	
➤	https://www.math-salamanders.com/addition-practice.html	
Websites and resource links		
➤	https://corbettmaths.com/	

➤	https://vle.mathswatch.co.uk/
How can parents/carers support at home	
<ul style="list-style-type: none"> ● Be positive about mathematics, regardless of your own experience or feelings towards the subject. ● Ask your son to help with mental arithmetic calculations (estimating/calculating the shopping bill or change, splitting a restaurant bill, calculating sale/percentage items, checking the coverage of paint on walls or carpet on floors etc.) ● Show them what a bank statement looks like, credit card bill, utility/mobile phone/TV bill etc ● Visit the Science museum - Mathematics: The Winton Gallery ● Visit the British museum and print appropriate resources below http://www.britishmuseum.org/learning/schools_and_teachers/resources/subjects/maths.aspx 	
Members of staff	Mr K Patel (Curriculum Leader) Mr A Marashi Mrs O Bello Miss C Nathan Mr D Danso Mrs C Hodgson

Modern Foreign Languages – French, German, Spanish		
Key Stage 3 Year 9 2018 - 2019		
<p>All pupils study one Modern Foreign Language of either French, German or Spanish, and they will take this language for GCSE. Pupils will begin their three year GCSE course in Year 9.</p> <p>Students study all of the following themes on which the assessments are based.</p> <ul style="list-style-type: none"> ➤ <u>Theme 1: Identity and culture</u> ➤ <u>Theme 2: Local, national, international and global areas of interest</u> ➤ <u>Theme 3: Current and future study and employment</u> <p>GCSE MFL has a Foundation Tier (grades 1–5) and a Higher Tier (grades 4–9). Students must take all four question papers at the same tier. All question papers must be taken in the same series.</p> <p>The final GCSE examination will be assessed as follows:</p> <ul style="list-style-type: none"> ➤ Writing (including translation into target language) ➤ Reading (including translation into English) ➤ Speaking ➤ Listening <p>Each skill is worth 25% of the final grade.</p>		
	Course Content	Assessment information
Half Term		
1	Key grammar and tenses	Reading/Writing/Listening/speaking

2	Relationships with family and friends	Reading/Writing/Listening/speaking
3	Relationships with family and friends	Reading/Writing/Listening/speaking
4	Technology and social media	Reading/Writing/Listening/speaking
5	Free time activities	Reading/Writing/Listening/speaking
6	Free time activities and sport	Reading/Writing/Listening/speaking
Further reading and independent/extension activities		
➤	French/German/Spanish dictionary	
➤	Change the audio and subtitles on your dvds to French/German/Spanish	
➤	Read online news articles in French/German/Spanish - ask your teacher for suggested sites	
➤	AQA GCSE textbook OUP	
➤	Visit the French/German/Spanish institutes in London - ask your teacher for details	
Websites and resource links		
➤	www.kerboodle.com	
➤	www.languagesonline.org.uk	
How can parents/carers support at home		
<ul style="list-style-type: none"> ● Remind your child of homework deadlines. ● Test your child on new vocabulary. ● Ask your child to teach you some new words and phrases. 		
Members of staff	Miss C Caputa (Curriculum Leader) Mr A Dixon Mr A Stewart	

<h1>Music</h1>		
<h2>Key Stage 3 Year 9 2018 - 2019</h2>		
<p>In Year 9 pupils are introduced to lots of exciting topics which will all incorporate the skills of Listening, Performing and Composing. Pupils previous musical ability and lessons will be recorded so pupil tasks can be differentiated accordingly. Through the units covered in this year all pupils will be able to develop performance skills on keyboards, ukulele and musical theatre singing. They will learn to compose and record their work using Garageband software on apple mac computers. Pupils will also learn how to appraise different styles of music and widen their musical vocabulary.</p> <p>Extra curricular activities are run throughout the school year including: choir, orchestra, string quartet, ukulele group, DJ club, rock band, brass group and in 2019 we will be running a music tour.</p>		
	Course Content	Assessment information
Half Term		

1	Film Music Pupils will learn about the history of film music from silent film to John Williams. They will compose a leitmotif for a character and perform a differentiated keyboard task.	Film Music Listening Test Leitmotif composition Theme Tune performance
2	Samba Pupils will learn the origin and context of samba music. They will play as a class in a bateria and compose their own polyrhythm composition in groups.	Listening Test Polyrhythm composition
3	Jam Hub Pupils will extend their knowledge of the ukulele and drum kit to the guitar and bass. They will perform a differentiated piece as a group.	Song appraisal Group performances
4	Jazz Pupils will learn about the different genres of Jazz and some of the famous performers/composers. They will learn a jazz standard and improvise using a modal scale.	Jazz Listening Test Jazz standard performance Jazz improv composition
5	Cover Songs Pupils will get to choose a song to cover in groups/pairs, They must include chords, bassline, melody and rhythm. They will look at creative covers and how to make an individual sound.	Song appraisal Group performance
6	End of Year Exam Independent Project/Transition to GCSE	End of Year Exam Project mark
Further reading and independent/extension activities		
➤	Garageband software composition/recording	
➤	BBC Howard Goodall's Story of Music (dvd and youtube)	
➤	Will Grove White 'Learn to Play the Ukulele' (website)	
➤	Kingston Music Service music lessons	
➤	ABRSM Musictheory books/grades 1-5	
Websites and resource links		
➤	Music theory support: http://www.musictheory.net/	
➤	Writing music notation: https://www.noteflight.com/login	
	Sheet music: http://www.musicnotes.com/	
	Online Platform: https://coombeboys.musicfirst.co.uk (ask Miss Lucas for a log in)	
How can parents/carers support at home		
	<ul style="list-style-type: none"> • Above all else, the Music department values the support and cooperation of parents in ensuring pupils attend school on time and ready to learn, complete classwork and homework to the highest possible standard and in meeting the standards required in the school behaviour policy. • We would love you to support your son by encouraging him to participate in as much music 	

making as possible. This could be through practicing pieces at home, describing music on the radio using the 7 elements, going to see a concert or being involved in extracurricular music activities. There are practice rooms available at school and online keyboard websites. Keyboards and ukuleles can also be purchased quite cheaply.

- Pupils can also learn an instrument with Kingston Music Service at school or at the Music Centre. Information will be sent out via email in the first few weeks of every year and is available on the school website - musicservice@kingston.gov.uk

Members of staff	Miss H M Lucas (Curriculum Leader) Mr S Thomas
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Physical Education

Key Stage 3 Year 9 2018 - 2019

Physical Education continues to offer your son a breadth of opportunities to learn through 9 sports in one academic year. The consolidation year is crucial to build upon skills as we move towards GCSE ideals/tactics/strategies. It is a lot of FUN!

Please note: your son will follow a particular pathway. The pathway through the nine activities are timetable-specific, please check your son's planner.

	Course Content	Assessment information
ACTIVITY		
1	FOOTBALL-outwitting the opponent – accuracy or precision	ONGOING TEACHER ASSESSMENT
2	TABLE TENNIS – understanding use of backhand	ONGOING TEACHER ASSESSMENT
3	GYMNASTICS – sequence development in pairs	ONGOING TEACHER ASSESSMENT
4	HEALTH RELATED FITNESS (HRF) Performing at maximum, what fitness suits you/sport specific/ Weights room	ONGOING TEACHER ASSESSMENT
5	BASKETBALL – outwitting opponent , attacking strategies	ONGOING TEACHER ASSESSMENT
6	ATHLETICS- performing at maximum	ONGOING TEACHER ASSESSMENT
7	VOLLEYBALL – height= time, positional play	ONGOING TEACHER ASSESSMENT
8	SOFTBALL- striking and fielding, batting techniques	ONGOING TEACHER ASSESSMENT
9	TENNIS/BADMINTON use of serve to outwit opponent	ONGOING TEACHER ASSESSMENT
Further reading and independent/extension activities		

➤	It is always helpful to read around the relevant topic/activity. The LRC has some excellent resources	
➤	Attend extra curricular clubs	
Websites and resource links		
➤	PE website for KS3 PE	
➤	Seneca	
How can parents/carers support at home		
<ul style="list-style-type: none"> ● PE kit + trainers /relevant footwear for every lesson ● Ensure your son has his PE kit and that he is organised for every lesson ● Participation in every lesson, giving it their best 		
Members of staff	Mr P Paliotta (Curriculum Leader) Mr G Tanner Mr S Norman Mr C Sydenham	

Religious Studies

Key Stage 3 Year 9 2018 - 2019

Religious Studies and Philosophy is the study of world religions, core philosophy and ethical thinking. In year 9, students start with a debate on the origin of the universe, investigating, religious, scientific, tribal and philosophical arguments for the origin of the universe, secondly students study medical ethics: abortion, euthanasia, medical testing from religious and non-religious points of view. Students then study the philosophy of religion looking at arguments for and against the existence of God and finish with a debate and discussion topic on a variety of religious and philosophical topics.

	Course Content	Assessment information
Half Term		
1	Science v Religion	Google multiple choice assessment
2	Science v Religion	GCSE style assessment
3	Medical Ethics	Extended essay
4	Medical Ethics	Google multiple choice assessment
5	Arguments for the existence of God/ Evil and Suffering	Extended essay prep for end of year exam
6	Philosophical and Psychological discussions	End of year exam

Further reading and independent/extension activities

➤	Any Religious/ Philosophical books your child feels comfortable reading e.g. Sophie's World, The Other side of the Truth.
➤	Encourage debate and discussion.

➤	Watching philosophical films such as 'life of pi' or documentaries on religion and belief.	
➤	Develop an awareness of current world events through reading newspapers and watching news programmes.	
➤	Visit places of cultural significance, this can be places of worship, The British Museum, or other exhibitions taking place.	
Websites and resource links		
➤	BBC Religions and Ethics	
➤	http://www.reonline.org.uk/	
How can parents/carers support at home		
<ul style="list-style-type: none"> • Students can visit local libraries and learn how to use the library for research. Any form of regular reading will enhance your child's vocabulary which will improve their learning in Religious Studies. • Encourage an awareness of current world events through reading newspapers and watching news programmes. • Encourage debate and discussion at home about current events or ethical topics to develop debating skills and stretch their own ideas. • Show support through asking students what they are studying and open up discussions at home. 		
Members of staff	Miss L Zielinski (Curriculum Leader) Mr J Melligan	
Science		
Key Stage 3 Year 9 2018 - 2019		
<p>In year 9 students begin their study of GCSE science. The introductory topics have close links to topics taught in years 7 and 8 and provide a bridge to the more difficult topics of years 10, 11 and beyond. However, these are also the fundamental topics and although key ideas will be revisited later in GCSE, it is important that students have a good understanding of the basic concepts and skills developed in their year 9 studies of cell biology, atomic structure and the concept of energy sources and transfer.</p>		
	Course Content	Assessment information
Half Term		
1	Biology: Cell structure, specialisation & transport; Cell division; Organisation & the digestive system.	<p>Written test on the knowledge and skills developed in each topic.</p> <p>Pupils carry out required practicals then answer a series of written questions in preparation for their terminal examinations in June of year 11.</p>
2	Biology: Communicable diseases; The human nervous system.	End of term test will assess all the topics and skills covered in this term.
3	Chemistry: Atomic structure; The periodic table.	Written tests on the knowledge and skills developed in each topic.

		Pupils carry out required practicals then answer a series of written questions in preparation for their terminal examinations in June of year 11.
4	Chemistry: Crude oil & fuels; The Earth's atmosphere.	End of term test will assess all the topics and skills covered in this term.
5	Physics: Conservation & dissipation of energy; Forces in balance.	Written tests on the knowledge and skills developed in each topic. Pupils carry out required practicals then answer a series of written questions in preparation for their terminal examinations in June of year 11.
6	Physics: Motion; Wave properties.	End of year test will assess all the topics and skills covered in the year.
Further reading and independent/extension activities		
➤	AQA sciences (9-1) textbooks or revision guides.	
➤	myGCSE Science	
➤	Student resources on Google Classroom	
➤	GCSE science revision videos on YouTube (Doodle science, FuseSchool)	
➤	Science articles in newspapers or specialist magazine eg New Scientist	
Websites and resource links		
➤	Kerboodle for digital textbooks (free subscription).	
➤	BBC Bitesize for AQA GCSE science; doc Brown	
How can parents/carers support at home		
<ul style="list-style-type: none"> The three years of GCSE science study can seem like a long time for a year 9 student and they can easily lose interest if the focus is solely on achieving good grades. To maintain your son's interest discuss science in the news stories, developments in medicine, environmental issues, the work of scientists and the range of careers open to someone with a background in science. 		
Members of staff	Mr G Jameson (Curriculum Leader) Dr R Fellowes Ms H Gore Miss L Heine Mr C Kelly Mrs M Mendraszek Miss K Sunil Mr G Taylor	