

Testwood School

Curriculum Booklet

Year 9

2023-2024

Dear Parents/Carers and Students

As part of our drive to raise standards and support learning, we have compiled a Curriculum Booklet for Year 9. This document provides you with an overview of each of the subjects your son or daughter takes during this year.

However, please be aware that the curriculum may change in the weeks and months ahead. We will keep you informed.

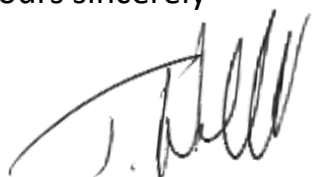
Knowing which topics are coming up each half term will enable students to plan ahead. Parents/Carers who have a particular interest in subjects may wish to talk to their sons and daughters about those topics to nurture their interest.

Curriculum Leaders have added helpful material, web pages and internet links to support further study and investigation. In some cases, there may be places to visit which might deepen the understanding of particular topics. These enrichment activities will enable all students to move forward 'at a pace' towards success as they move through the school.

Finally, as you know, we are keen to encourage further reading and we have put together an extended reading list for the students to use when they are looking for something good to read. The School Librarian in the LRC is always available to recommend material. However, your local library will also have a wide variety of books appropriate for particular age groups.

We hope that you find this booklet helpful in supporting your son or daughter's learning in 2023/2024. If you have any concerns or questions about a specific subject, please don't hesitate to contact the subject teacher.

Yours sincerely

A handwritten signature in black ink, appearing to read 'T. Webber', with a stylized flourish at the end.

Mr T Webber
Headteacher

10 THE TOP BIG IDEAS IN ART & PHOTOGRAPHY

1

Art and Photography are composed of Visual Elements

Composition, arranging of Colour, texture, pattern, shape, tone, line, form

2

The use of Tone is important and creates realism in the artwork

3D, realism, texture

3

The ability to use Colour makes a difference to the artwork

Colour theory, primary and secondary colours – the colour wheel

4

Drawing from Observation is vital in developing artistic skill

Drawing from direct and secondary sources

5

The use of Media & Techniques broadens artistic skill

Drawing, painting, 3D, printmaking, digital manipulation and photography etc

6

The use of Technical Drawing supports realism in the artwork

Facial and body proportions, distance and perspectives, enlargement

7

Creating, Expanding and realising Ideas is crucial for the production of good Artwork

Experimentation, Idea development, Planning, Resulting Outcomes

8

The use of Annotation is important to convey meaning and purpose

Explanation, Reasoning, Evaluation, Opinions, Critical Thinking

9

Artists use many different Sources for Inspiration

Artists, art movements, cultures, current affairs, historical events, society

10

It is vital to show the Creative Journey of the artwork

Creative journey, Sketchbooking, Presentation, Communication, Showing work progress



GCSE ART AND DESIGN: FINE ART

Over the first year of the GCSE Fine Art, students will complete 2 projects.

Every project and mock exam will cover the 4 Assessment Objectives required by AQA. Each of the Assessment Objectives are equally marked and so worth 25% of a project.

The Assessment Objectives are:

AO1 Critical Understanding / Artist Research to develop Ideas

AO2 Explore and Experiment / Planning Ideas

AO3 Recording Ideas / Observations

AO4 Personal Response / Final Outcome realising Ideas

The projects can be entered for Component 1: Portfolio which is worth 60% of the total GCSE Fine Art grade.

Project One

Foundation

Students reinforce their artistic skills developed at KS3. Series of experimental and observational artwork will be created for workshop style lessons based on Drawing, Painting and Digital Photography. Work will be based on observational still life for the drawing and painting work, and people for the Photography. Drawings, Paintings and Photography will influence the designs of their Ceramic and Printing artwork. Outcomes produced in this skill development journey will be presented in their Foundation handbook as visual record on how to use techniques and media.

Project Two

Climate Crisis

Students will thoroughly research the issue of Climate Crisis and develop ideas on transforming these issues in to their visual exploration. They will be inspired by the artworks of Jill Pelto and Sonny in supporting their developed ideas. Students will use a mix of media including printmaking and collage in creating a personal response that represents their own opinions on Climate Crisis.

Reading list

- Visit the school library to see the range of art books on offer to give inspiration for own work.
- Research artists on the internet:
- Also these recommended Art Gallery websites –
- In London - www.tate.org.uk ; www.saatchigallery.com ; www.nationalgallery.org.uk
- In New York - www.moma.org ; www.guggenheim.org ; www.metmuseum.org
- In Europe - www.louvre.fr/en ; www.centrepompidou.fr/en ; www.guggenheim-bilbao.es/en

Possible enrichment activities at home

- Students should complete observation drawings at home to develop their skills.
- Students should experiment with a range of media to develop their skills.
- Students should research artists whose work inspires them.
- Students should visit Southampton City Art Gallery to see the range of artwork from both traditional and contemporary artists.

Students should also take the opportunity to practise skills or continue classwork in the lunchtime Art Club sessions, where students are able to work independently with the Art department's resources.

10 THE TOP **BIG** IDEAS IN **BUSINESS**

1

Customer needs and wants underpin all business activity.

2

Market research is key to the success of a business.

3

Business maths is all about understanding the costs and revenue.

4

Break even is the minimum objective for a business.

5

The product life cycle shows how businesses evolve over time.

6

A unique selling point helps a business to stand out from the crowd.

7

Businesses must work hard to attract and retain customers.

8

Advertising and promotion is used to get the interest of customers.

9

Finance to set up a business comes from many different places.

10

Functional areas all have a role to play in the success of a business.



Business Studies (Enterprise & Marketing)

Autumn Term 1 – Foundation Theory

- Market Segmentation
- Market Research
- Business Finance

Autumn Term 2 – Foundation Theory

- Promotions
- Business Pitches
- Recruitment

Spring Term 1 – Market Research

- Primary Research
- Secondary Research
- Conducting Market Research

Spring Term 2 – Market Research

- Qualitative Data
- Quantitative Data
- Analysis of Market Research

Summer Term 1 – Customer Identification

- Customer Profile
- Customer Needs

Summer Term 2 – Product Design

- Product Design
- Analysis of Product Design

Reading list

- <https://www.bbc.com/bitesize/subjects/zpsvr82> Business Revision
- <https://www.ocr.org.uk/qualifications/cambridge-nationals/enterprise-and-marketing-level-1-2-j837/> Course Information

Possible enrichment activities at home

- Follow the business news by reading The Financial Times or looking at BBC Business News online www.bbc.co.uk/news/business
- Practise relevant topic activities on www.businessstudiesonline.co.uk

10 THE TOP BIG IDEAS IN COMPUTER SCIENCE



1

The physical parts of a computer have specific functions.

2

Computers impact the world we live in.

3

The use of computers can present threats to our safety and wellbeing.

4

When talking about computing we use specific terminology.

5

Computer data is stored in a variety of ways.

6

Computers use binary code.

7

Problems can be decomposed to help solve them.

8

The technique of abstraction is helpful in finding solutions.

9

Algorithms are used in programming.

10

The ability to use computational thinking skills to use computers effectively.



Computer Science

Autumn Term 1 – Introduction to Computer Science and Programming

- Understanding the place and purpose of Computer Science within society and how it has developed over recent years

Autumn Term 2 – Algorithms and Programming

- Developing knowledge of flowcharts and how they influence program design. Supported by the introduction of basic flowchart shapes and flow design.
- Identifying what an algorithm is, and how search and sort algorithms support the components within a computer to carry out basic tasks.

Spring Term 1 – Computer Systems

- Identifying how computers work and the relationship between the hardware, software and operating system.
- Developing the knowledge of how the CPU supports the memory components within the computer and how processes are carried out.

Spring Term 2 – Computers and Programming

- Building on our understanding of computer hardware and how it works together.
- Looking at additional programming techniques to develop more complex programs in Python.

Summer Term 1 – Data Representation and Programming

- Understanding how computers process and display instructions and the difference between audio and visual representations within a computer system.
- Developing knowledge of outputs within a computer system and the difference in designs according to the device.

Summer Term 2 – Communication and The Internet / Programming

- An introduction to the internet and how networks work. In this unit the students will identify the basic devices necessary to form a network and the types of networks that exist in the world around them.

Reading list

- <https://www.bbc.com/bitesize/subjects/z34k7ty> Computer Science Revision
- <http://www.teach-ict.com/glossary/A.htm> Teach ICT
- <http://start.io/testwood> Useful links directory

Possible enrichment activities at home

- Bletchley Park
- National Museum of Computing
- The Science Museum

10 THE TOP **BIG** IDEAS IN **PHYSICAL EDUCATION**



1 Develop physical literacy and core skills to participate in a wide range of physical activities/sports.

2 Develop holistic skills to support work life including teamwork, leadership and communication.

3 Improve physical fitness to be able to complete everyday activities with ease.

4 Understand the impact of exercise on the body including the importance of an effective warm up and cool down, the importance of fitness and how to maintain it.

5 Develop tactical awareness and have the ability to develop strategies within a game.

6 Identify and understand the link between physical exercise and mental wellbeing.

7 Explore and develop creativity.

8 Develop knowledge of activities that are played around the world.

9 Develop a love or appreciation of physical activity to support lifelong participation.

10 Experience competitive activities to all and be aware of community links.



Dance

Autumn 1 – Dance skills and safe dance practice

- Developing dance skills and techniques in the contemporary dance style. Floor work, travelling, co-ordination and learning to be soft and controlled.
- Focus on core strength to aid balance and flexibility to improve range of movement.
- Learning technical and expressive terminology and definitions.

Autumn 2 – A Linha Curva, Rambert Dance Company. Choreographer – Itzik Galili

- Features of the production: Staging/Set, Lighting, Properties, Costume, Dancers, Aural settings.
- Choreographic approaches, choreographic content, choreographic intent.
- Exploring through professional repertoire and choreographic skills.
- Rehearsal / performance videos

Spring 1 – The Will Rogers Follies, Broadway - Tommy Tune

- Features of the production: Staging/Set, Lighting, Properties, Costume, Dancers, Aural settings, Dance for camera.
- Choreographic approaches, choreographic content, choreographic intent.
- Exploring through professional repertoire and choreographic skills.
- Rehearsal / performance videos.

Spring 2 – Some Like it Hip Hop, Zoonation. Choreographer - Kate Prince

- Features of the production: Staging/Set, Lighting, Properties, Costume, Dancers, Aural settings.
- Choreographic approaches, choreographic content, choreographic intent.
- Exploring through professional repertoire and choreographic skills.
- Rehearsal / Performance videos.

Summer 1 – Ghost Dances, Rambert Dance Company. Choreographer – Christopher Bruce

- Features of the production: Staging/Set, Lighting, Properties, Costume, Dancers, Aural settings.
- Choreographic approaches, choreographic content, choreographic intent.
- Exploring through professional repertoire and choreographic skills.
- Rehearsal / Performance videos.

Summer 2 – Component 1 Assignment

- Students will create a report using the professional works studied and discuss the methods used, theme and other features of the dance.

Reading list

- Dance Tech Award Specification - <https://qualifications.pearson.com/en/qualifications/btec-tech-awards/performing-arts-2022.html>
- A Linha Curva, Swansong and Ghost Dances: Rambert Dance Company - <http://www.rambert.org.uk/performances/a-linha-curva/>
- Some Like it Hip Hop, ZooNation
- <https://zoonation.co.uk/productions/some-like-it-hip-hop/>

Possible enrichment activities

- It is strongly recommended that extra dance rehearsal occurs, either at an external dance school or during extra-curricular opportunities.
- YouTube searches of all Dance Anthology pieces.
- Stretching (yoga) and core exercise activities should occur every day for 30 minutes. This will improve overall dance performance and fitness.
- Participate in school productions and/or Hanger Farm performing arts evening events.

10 THE TOP **BIG** IDEAS IN **DRAMA**



1

Drama is about seeing the world from different perspectives to increase the awareness of your own.

2

Drama is the art of performing a live story to an audience.

3

Drama has been performed throughout history and all around the world.

4

Drama can be rehearsed or improvised on the spot.

5

Drama can be performed either solo, or in a group of infinite numbers.

6

Drama can be performed in many different styles and forms.

7

Drama is a form of physical, emotional and intellectual expression.

8

Drama can be experienced by an audience in many different settings and ways.

9

Drama has the ability to make audiences question, think and change their own personal lives.

10

Drama can encompass all forms of visual art, music for example.



Drama

Autumn Term 1

- **Intro to GCSE Drama and Physical Theatre-** Baseline assessment of performance and devising skills using the play 'Curious incident of the dog in the night time' as a stimulus. Then developed through teacher led workshops of physical theatre
Group work, Physical theatre, Performance-Skills in practice.

Autumn Term 2

- **'Blood Brothers' by Willy Russell** – In depth exploration of the GCSE set text. Students will study the play through a series of practical workshops exploring the different themes, ideas and characters.
- Students will perform an extract of the set text and complete different theoretical tasks linked to Blood Brothers.

Spring Term 1

- **'DNA' by Dennis Kelly-** Students will look at the concept of 'victimisation' and gang culture through the play. They will devise and perform their own scenes and characters based on the performance, as well as take part in scripted work.
- Skills covered include role play, script work, victimisation, contrast, tension, status, hot seating, promenade, performance skills, forum theatre and characterisation.

Spring Term 2

- **Live theatre review** - Students will be introduced to a range of live performance work and build their analytical and evaluative skills.
- Students will focus on the 3 main elements of this component- Description, Analysis and Evaluation.

Summer Term

- **Devised performance work**
- Students will take part in a series of devising workshops using different stimuli and practitioners to research, devise, rehearse and develop their own group performance.
- Drama skills - Devising, communication, rehearsal, stimulus, concept, characterisation, performance skills. Devised written log and evaluation.

Reading list

- 'Blood Brothers' by Willy Russell
- 'DNA' by Dennis Kelly

Possible enrichment activities at home

- After school rehearsals will be a necessity when preparing your own performances ready for assessment.
- Look for movies/film related to the topic to help with characterisation in lesson.
- Reading books relevant to the topic will help you with the context and setting of the work.
- Get involved in the whole school production and after school clubs post-production.

10 THE TOP BIG IDEAS IN ENGLISH



'In English we strive to achieve an enabling environment where a mutual responsibility for teaching and learning is accepted by all.'

1

Reading and writing are two sides of the same coin. They are intricately linked.

2

Everything that is written has an intended purpose.

3

Reading is done for enjoyment, understanding and meaning.

4

Words shape meaning.

5

For writing to make sense and therefore provide understanding, technical accuracy is pivotal.

6

Communication requires effective listening and eloquent formation.

7

Decoding meaning leads to understanding.

8

Texts come in many forms; plays, novellas, articles, poems, letters, speeches. They all have a place in the world.

9

Context places the content of written and spoken word.

10

A rich vocabulary leads to better understanding.



English

Autumn Term 1

- The Events of 9/11 Language Paper 1: Students will study narrative forms, using the events of September 11th to create a description.
- Year 9 Exam: Narrative of 9/11 Summative Assessment
- Cultural Novel Study: Simple: Inspire a love of reading in the students!

Autumn Term 2

- War Poetry: Students will study a full range of war poetry and consider the impact it has, both emotively and historically.

Spring Term 1

- Romeo and Juliet: This whole unit is based around a production of Romeo and Juliet by the Young Shakespeare Company, who will attend school in February.

Spring Term 2

- Of Mice and Men: Students will study the novel Of Mice and Men. They will focus heavily upon the life of the author and consider how his beliefs are presented through fiction.

Summer Term 1

- Captain Phillips: Students will engage with the film Captain Phillips and explore a variety of techniques that directors use for specific effects, focusing on the difference between fiction and non-fiction texts.
- Classic Novel or Play Study: Students will aim to look at a classic text, ranging from Lord of the Flies to Animal Farm, to be able to understand the different contexts in time and how this affects concepts and ideas in literature.

Summer Term 2

- GCSE Spoken Language: Students will learn how to write and deliver a speech on a topic of their choice. They will be focusing on the use of language to engage, argue and persuade.
- Year 9 Exams: Reading comprehension and a Writing paper.

Reading lists

- Extremely Loud and Incredibly Close - Jonathan Safran Foer
- The Collected Poems of Wilfred Owen
- Lord of the Flies - William Golding
- Animal Farm - George Orwell
- Romeo and Juliet - William Shakespeare
- Of Mice and Men - John Steinbeck
- Any books on film or media - understanding film theory

Possible enrichment activities at home

- Visit the Globe Theatre in London or Stratford upon Avon to understand Shakespeare's context and maybe even watch a production.
- Research any of the authors' backgrounds to understand intentions for writing and context. Eg. Research the true story of Captain Phillips – is the film accurate?
- Read a weekly newspaper or magazine to understand purpose, audience and genre within non-fiction writing.

10 THE TOP **BIG** IDEAS IN **ETHICS & BELIEFS**

1

What it means to be religious is different for different people.

2

People understand the divine and the world around them in different ways.

3

Religion can help to give people a sense of right and wrong, but you do not have to be religious to have morals.

4

We do not have to agree with other people to respect their views.

5

For some religious people, belief is more important than practice; for others, practice is more important than belief.

6

Abrahamic (Judaism, Christianity and Islam) and Dharmic religions (Hinduism, Buddhism, and Sikhism) cannot be understood or categorised in the same way.

7

Religion can contribute both to global connectedness and global division.

8

A person's views on the afterlife will affect the way they live their life now.

9

All major world religions hold showing compassion to others in high regard.

10

The rules of a religion may not be compatible with the laws of a country.



Ethics and Beliefs

<p>Autumn Term 1</p> <ul style="list-style-type: none"> • Buddhism <ul style="list-style-type: none"> ○ Buddha ○ Nibbana ○ Existence ○ Four Noble Truths ○ Eightfold Path <p>Autumn Term 2</p> <ul style="list-style-type: none"> • Big Issues <ul style="list-style-type: none"> ○ Liberty ○ Tolerance ○ Discrimination ○ Sanctity of Life ○ Sacred ○ Why life is special ○ Purpose ○ Love <p>Spring Term 1</p> <ul style="list-style-type: none"> • The Bahá'í Faith <ul style="list-style-type: none"> ○ Unity ○ One World ○ Equality ○ God ○ Soul ○ Progressive Revelation ○ Universal Education ○ Private Life 	<p>Spring Term 2</p> <ul style="list-style-type: none"> • Christian Beliefs and Teachings <ul style="list-style-type: none"> ○ Nature of God ○ Creation ○ Jesus Christ ○ Salvation ○ The Afterlife <p>Summer Term 1</p> <ul style="list-style-type: none"> • Jewish Beliefs and Teachings <ul style="list-style-type: none"> ○ The nature of God ○ Messiah (Mashiach) ○ Shekhinah ○ Covenant ○ Life on earth ○ The afterlife <p>Summer Term 2</p> <ul style="list-style-type: none"> • Christian Practices <ul style="list-style-type: none"> ○ Worship ○ Sacraments ○ Pilgrimage and Celebrations ○ Catholicism/Protestantism Differences ○ Christianity in Britain ○ The Church in the Local Community ○ The Worldwide Church
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<p>Reading list</p> <ul style="list-style-type: none"> • Read BBC news online to keep on top of current events and ethical debates. • https://www.bbc.co.uk/bitesize/examspecs/z68sjhv (BBC Bitesize Religious Studies Key Stage 4). • WJEC Eduqas GCSE (9-1) Religious Studies Route A by Joy White, Chris Owens, Ed Pawson & Amanda Ridley. • My Revision Notes WJEC Eduqas GCSE (9-1) Religious Studies Route A: Covering Christianity, Buddhism, Islam and Judaism by Joy White & Gavin Craigen. • Discovering Religions: Judaism by Sue Penney. • Discovering Religions: Buddhism by Sue Penney. • Discovering Religions: Christianity by Sue Penney. • See Mrs Campbell in the school LRC for advice on appropriate material to support the topics being studied.
<p>Possible enrichment activities at home</p> <ul style="list-style-type: none"> • Research the Bahá'í Faith online - a fascinating but little known religion. • Discussion and debate on the issues with people at home. • Visit the WJEC/EDUQAS website and look at past papers for the Religious Studies course (Route A – Christianity/Judaism).

10 THE TOP BIG IDEAS IN FRENCH



1

French has different phonics and be able to recognise high frequency phonics patterns in familiar words as well as applying them in less familiar words. A) DPSTX letters B) an / oi / eau / u / ou C) é / è D) ill / th / ss / s / ch / gn

2

Sentence building follows a pattern in French, which cannot easily be switched around without triggering significant changes.

3

French word order in sentences follows a structure.

- A) Adjectives AFTER the noun they describe (Except BANGS)
- B) Adverbs AFTER the verb
- C) Negatives AROUND the verb
- D) Direct and Indirect Object pronouns BEFORE the verb

4

French is a CONJUGATION language i.e. Verb endings change depending on WHO is doing the action expressed by the verb and WHEN this action takes place (subject and tense).

5

Present tense verb endings and time expressions.

6

Past tense formation & time phrases.

7

Future tense endings & time expressions.

8

Grammatical GENDER and NUMBER of nouns and the paramount importance of ARTICLES in French to signal this in a sentence

je mange UN bonbon - UN is needed so we know bonbon is a masculine noun

je mange DES bonbons - DES is needed so we know I eat more than one sweet as the S at the end of bonbons is silent

9

ADJECTIVAL agreement - making the adjective masculine / feminine / plural to match the grammatical GENDER and NUMBER of the nouns in a sentence

10

Mastering a language happens through small incremental steps and that as novices, pupils will need to rely on reference materials such as sentence builders but that over time, they will build a bigger range of language, i.e. vocabulary and grammatical structures, in their long-term memory.

French

AQA GCSE Theme 1 - People and Lifestyle

Autumn Term 1 - 1.1 Identity and relationship with others

- Describing family and people
- Talking about friendships, discussing family relationships
- Talking about an ideal friend
- Comparing what I am like with what I used to be like

Autumn Term 2 - 1.1 Identity and relationship with others

- Family life and chores in the home
- Discussing pros and cons of different lifestyles
- Discussing equality in the home and in society

Spring Term 1 - 1.2 Healthy living and lifestyle

- Health and lifestyle
- What you do or don't do in order to stay healthy
- Comparing past and present habits
- Discussing addiction and problems
- Advocating for healthy lifestyles

Spring Term 2 - 1.3 Education and Work

- Discussing school subjects likes and dislikes
- Opinions on options & how the curriculum is structured
- The school day and activities at school

Summer Term 1 - 1.3 Education and Work

- Discussing plans for life after school
- Discussing adv / disadvantages of going to university
- Discussing pros/cons of jobs

Summer Term 2 - Theme 1 revision of all topics

- Understanding how to tackle a GCSE role play and photocard
- Reading aloud and transcription; a focus on phonics
- Consolidation and deepening of grammar points

Reading lists

- Comics such as Astérix, Tintin, les Schtroumpfs, le Chat...
- KS4 AQA Revision Guide (CGP)

Possible enrichment activities at home

- All GCSE vocabulary lists are on Quizlet, and students are invited to the Testwood vocab group
- French films and TV series on streaming services (with subtitles in English or even in French!)
- Duolingo app for smartphones
- Websites such as Memrise, Busuu or Babbel
- Listening to French music on Youtube
- Finding a French speaking channel on Radio Garden

10 THE TOP **BIG** IDEAS IN **GEOGRAPHY**

1

We are part of an interconnected global community.

2

We are interdependent - we rely on each other and natural systems are connected.

3

Understanding one's place in the world.

4

Knowledge and understanding of how and why the world changes.

5

How other people across the world live and adapt to their surroundings.

6

Access to Geographical Information Systems.

7

Interpretation and understanding of Geographical Information Systems.

8

Understand how one's individual actions affect the human and natural environment.

9

Understand the need to live more sustainably and manage waste more effectively.

10

Be able to question our surroundings and challenge what we see and hear as we travel the world, both personally and through media.



Geography

Autumn Term 1

- Preparing for GCSE
 - Zombie Apocalypse – including map skills, interpretation of photos, describing information and using a variety of maps
- Geographical Skills/Fieldwork
 - Types of fieldwork
 - Presenting data
 - Interpreting graphs and charts
 - Interpreting photos
 - Carrying out local fieldwork in the school grounds
 - Describing, presenting and evaluating fieldwork data

Autumn Term 2

- Global Development Investigation
 - Investigating the difference between HICs/NEEs and LICs
 - Using and interpreting data
 - Drawing scattergraphs
 - Drawing conclusions and evaluating the evidence

Spring Term 1

- The Living World
 - Global distribution of Biomes
 - Rainforests

Spring Term 2

- The Living World
 - Hot deserts
- Challenges in the Urban Environment
 - Urbanisation

Summer Term 1

- Challenges in the Urban Environment
 - A case study of a major city in a LIC or NEE - Rio
 - A case study of a major city in a HIC - Southampton
 - Urban sustainability

Summer Term 2

- The Physical Landscape of the UK
 - River Landscapes

Reading lists

The textbook we use in the classroom is
GCSE Geography AQA Student Book Paperback – 1 May 2016
by Simon Ross (Author), Nick Rowles (Author)
Oxford University Press ISBN-13: 978-0198366614

Recommended Revision Guide

GCSE 9-1 Geography AQA Revision Guide Paperback – 18 Jan 2018
by Tim Bayliss (Author), Rebecca Tudor (Author), Catherine Hurst (Author), Bob Digby (Series Editor).
Oxford University Press ISBN-13: 978-0198423461

Possible enrichment activities at home

- Watching the news or following news stories on social media to keep up to date with what is going on in the world
- Visiting local areas with links to the topics being studied
- Download and use a news app
- BBC Bitesize <https://www.bbc.com/bitesize/examspecs/zy3ptyc>
- <http://www.coolgeography.co.uk/> - This website is written by a Geography teacher for the AQA course. It has resources for each topic, video clips, revision activities and games. It is a great resource.
- <https://quizizz.com> – Search for our topics and complete the revision quizzes your teacher will set at times throughout the year.
- <https://www.senecalearning.com/> - a superb revision website

10 THE TOP BIG IDEAS IN HEALTH & SOCIAL CARE

1

Individuals grow and develop differently at different life stages.

2

A variety of factors can affect an individual's health and wellbeing, both positively and negatively.

3

Different health and social care services are available to individuals, each of which cater for different needs.

4

Individuals need to be made aware of how to access the different health and social care services available to them.

5

Health and lifestyle can be measured in a variety of different ways (e.g. body mass index, systolic/diastolic blood pressure).

6

Health and lifestyle data can be used to help identify risks to physical health.

7

Health and wellbeing improvement plans need to be designed specifically for the individual concerned, with a holistic approach being taken.

8

Health and wellbeing improvement plans need to include realistic and achievable objectives.

9

Individuals may not always receive appropriate treatment due to barriers of access to health and social care services.

10

The care values (empowerment and independence, respect for others, preserving dignity, safeguarding and duty of care, maintaining confidentiality, effective communication, anti-discriminatory practice) should be promoted within all roles in health and social care.



Health and Social Care

The objective of Health and Social Care in Year 9 is to introduce students to key concepts that will provide a foundation for the coursework they will be completing in Year 10.

Autumn Term 1 & 2

- **Component 1: Human Lifespan Development**
 - Human growth and development across life stages
 - Factors affecting growth and development
 - Different types of life event
 - Coping with change caused by life events

Spring Term 1 & 2

- **Component 2: Health and Social Care Services and Values**
 - Healthcare services
 - Social care services
 - Barriers to accessing services
 - Skills and attributes in health and social care
 - Values in health and social care
 - The obstacles individuals requiring care may face
 - The benefits to individuals of the skills, attributes and values in health and social care practice

Summer Term 1 & 2

- **Component 3: Health and Wellbeing**
 - Factors affecting health and wellbeing
 - Physiological indicators
 - Lifestyle indicators
 - Person-centred approach
 - Recommendations and actions to improve health and wellbeing
 - Barriers and obstacles to following recommendations

Reading list

The textbook we use in the classroom is:

- *BTEC Tech Award 2022 Health and Social Care Student Book (BTEC Tech Award Health and Social Care)*
Pearson - ISBN-13 : 978-1292444628

Recommended revision resources:

- Tutor2U Knowledge Booklets:
 - Component 1: <https://www.tutor2u.net/shop/resources/component-1-human-lifespan-development-knowledge-book-for-btec-tech-award-in-health-social-care-2022-specification>
 - Component 2: <https://www.tutor2u.net/shop/resources/component-2-health-social-care-values-knowledge-book-for-btec-tech-award-in-health-social-care-2022>
 - Component 3: <https://www.tutor2u.net/shop/resources/component-3-health-wellbeing-knowledge-book-for-btec-tech-award-in-health-social-care-2022>

Useful websites:

- BBC Health News: <https://www.bbc.co.uk/news/health>
- Babycentre: <https://www.babycentre.co.uk/>
- NHS: <https://www.nhs.uk/>

Possible enrichment activities at home

- Watching out for free events at Southampton General Hospital and University of Southampton.
- Watching documentaries on health and social care related subjects, e.g. 'Trust Me I'm a Doctor'.
- Discussing health campaigns featured in the media, e.g. Dry January, Stoptober.
- Watching 'Operation Ouch' on BBC iPlayer to gain knowledge of basic health conditions and an insight into working in health and social care.
- Students may need to complete computer-based tasks at home or in the LRC.

10 THE TOP BIG IDEAS IN HISTORY



- 1 History is global and can be told from many perspectives.
- 2 History is a construct; there are different interpretations of the past.
- 3 The reasons for different interpretations of the past can be explained.
- 4 Some people, events and changes have been given more historical significance than others.
- 5 There are many reasons why things happen and there are many consequences of events.
- 6 Within time periods, and across time periods, some things change and some things stay the same.
- 7 Not everyone's experience of the past was the same.
- 8 The changing nature of beliefs has shaped societies over time.
- 9 The changing nature of conflict has shaped societies over time.
- 10 The changing nature of power has shaped societies over time.



History

<p>Autumn Term 1</p> <ul style="list-style-type: none"> • USA – 1920s • Germany after WW1 • Germany 1930s • Rise of Nazism <p>Autumn Term 2</p> <ul style="list-style-type: none"> • Causes of World War Two: <ul style="list-style-type: none"> ◦ Impact of the War on Germany ◦ Treaty of Versailles ◦ Appeasement ◦ League of Nation • Rise of anti-Semitism • Events leading to and of the Holocaust • Collapse of Empire • Britain and Ireland <p>Spring Term 1</p> <ul style="list-style-type: none"> • Cold War <ul style="list-style-type: none"> ◦ End of WW2 ◦ Communism v Capitalism ◦ Berlin Blockade ◦ Korea ◦ Cuban Missile Crisis ◦ Berlin Wall ◦ Vietnam War 	<p>Spring Term 2</p> <ul style="list-style-type: none"> • Ancient medicine <ul style="list-style-type: none"> ◦ Prehistoric ◦ Greece ◦ Egypt ◦ Rome <p>Summer Term 1</p> <ul style="list-style-type: none"> • The People's Health 1200 - the present <ul style="list-style-type: none"> ◦ Public Health in the Middle Ages ◦ Public Health in the Early Modern period <p>Summer Term 2</p> <ul style="list-style-type: none"> • The People's Health 1200 - the present <ul style="list-style-type: none"> ◦ Public Health in the Industrial Revolution ◦ Public Health in the 20th century
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<p>Reading lists</p> <ul style="list-style-type: none"> • The Woeful Second World War by Terry Deary • The Blitzed Brits by Terry Deary • U-Boat Hunter: Peter Rogers, HMS Arun, 1939-45 by Bryan Perrett • The Diary of Anne Frank by Anne Frank • When Hitler Stole Pink Rabbit by Judith Kerr • Erica's Story by Ruth Vander Zee • War Nurse: A Second World War Girl's Diary 1919-1940 • D-Day: A Second World War Soldier 1944 by Bryan Perrett • The Book Thief by Markus Zusak • Good Night Mister Tom by Michelle Magorian • Cold War on Maple Street by Gayle Rosengren • Wall by Tom Clohosy Hall <p>Films and Documentaries</p> <ul style="list-style-type: none"> • Valkyrie (BBFC: 12) • Freedom Writers (BBFC: 12) • Auschwitz: The Nazis and the 'Final Solution' – BBC Series • Sophie Scholl (BBFC: PG) • Battlefield Britain: The Battle of Britain • The Windrush Years 	<p>Possible enrichment activities at home</p> <ul style="list-style-type: none"> • Churchill War Museums, London: www.iwm.org.uk/visits/churchill-war-rooms • D-Day Museum, Portsmouth: www.ddaymuseum.co.uk/ • Imperial War Museum, London (Holocaust Exhibition): www.iwm.org.uk/visits/iwm-london
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10 THE TOP BIG IDEAS IN MATHS KS4



1 Statistical representation - two way tables, frequency trees, scatter graphs, pie charts, stem and leaf diagrams and Venn diagrams

2 Probability

3 Prime factorisation, LCM and HCF and Standard Index Form leading to index laws

4 Forming and solving equations

5 Quadratics expanding and factorising

6 Straight line graphs

7 Transformations - translations, enlargements, rotations and reflections

8 Area and volume of shapes including circles

9 Pythagoras

10 Problem solving of all these skills



Mathematics GCSE

FOUNDATION	HIGHER
Autumn <ul style="list-style-type: none"> Indices, roots, reciprocals and index laws Prime numbers HCF and LCM Standard Index form Calculations, checking and rounding Algebra substitution, brackets and sequences Pythagoras' theorem Spring <ul style="list-style-type: none"> Area, surface area and volume Polygons, angles and parallel lines Ratio and proportion. Best buys Statistical charts Statistics averages and range Summer <ul style="list-style-type: none"> Fractions, decimals, percentages - real life money Linear graphs and real life graphs Probability Transformations - grids and coordinate grids. 	Autumn <ul style="list-style-type: none"> Indices, roots, reciprocals and index laws Prime numbers HCF and LCM Standard Index form, rounding to significant figures Algebra substitution, brackets, sequences and solving equations Pythagoras' theorem introduction to Trigonometry Spring <ul style="list-style-type: none"> Area, surface area and volume, including cylinders. Polygons, angles and parallel lines Ratio and proportion. Best buys Statistical graphs and average calculations Summer <ul style="list-style-type: none"> Fractions, decimals, percentages - real life money Graphs - linear, non linear and real life. Probability including tree diagrams Transformations - grids and coordinate grids. Extend into fractional enlargement. Combined transformations.

Reading lists

As directed by teachers.

Maths Curse by Jon Scieszka, The Math Inspectors by Daniel Kennedy, Maths Tricks and Number Magic by Chris Wardle.

Possible enrichment activities at home

- nrich.maths.org
- www.ukmt.org.uk

Possibly, a visit to Bletchley Park to see how Mathematics was used to decode secret messages. Southampton University open days.

BBC sounds have podcasts by Marcus Du Sautoy and Simon Sing. Also on BBC sounds More or less programmes from radio 4 where the programme tries to make sense of the statistics used by at times politicians or in TV programmes.

10 THE TOP BIG IDEAS IN MEDIA STUDIES

1

Every media product created has an intended meaning and purpose.

2

Media products are anything designed to be consumed by an audience.

3

Media texts come in many forms: newspapers, film, TV, radio, advertising, video games, music videos, etc.

4

Communication requires a message and an audience.

5

Context places the content of the media product in relation to its production.

6

The media industry forms the background of a media product.

7

Decoding meaning leads to a better understanding of a media product.

8

Representation in media is key.

9

Consuming many forms of media strengthens our understanding.

10

Media is meant to be enjoyed, but with the understanding that media should be consumed carefully.



Media Studies

Autumn 1 – Introduction to Media

- Learn the key media terminology
- Learn how to apply the key terminology to advertising.

Autumn 2 – Action and Adventure

- Study representation in action and adventure media texts.
- Learn the key film theories.
- Create your own film poster using the film and representation theories.

Spring 1 – Music Videos

- Research representation in music videos.
- Learn how to storyboard effectively.
- Understand how symbolism is used in music videos.

Spring 2 – Children and the Media

- Research and learn about the impact of media on children in a variety of forms.
- Explaining the positives of children and media.
- Apply Propp's character theory to well known children's media.

Summer 1 – Magazines

- Investigate the magazine industry and the techniques they use.
- Complete case studies on modern magazines.
- Create your own magazine proposal and cover.

Summer 2 – Video Games

- Understand the Uses and Gratifications theory.
- Complete a marketing challenge.
- Analyse the video games market in a modern setting.

Reading List

- YouTube challenge: 'Mrs Fisher' - full of helpful information on all of the Media Studies theories.
- BBC iPlayer - stay up to date with current TV media texts.
- Media magazines - Empire, NME, Mojo, etc.
- Articles on current events - the news is a form of media too!
- The BFI
- IntoFilm - loads of articles, courses and resources on film making.

Possible enrichment activities

- Discuss current news with students.
- Discuss their lessons, projects and ideas with them
- Discuss the media techniques that you see at the theatre/on the TV/in movies/in adverts.
- Speak with friends and relatives about the films, TV, music, etc they enjoy.

10 THE TOP **BIG** IDEAS IN **MUSIC**



- 1** Music is a way to use sound organised in time, pitch, tone and volume in order to communicate.
- 2** Music is a part of culture and reflects societies' and individuals' experience of life.
- 3** Attitude and practice are vital components of musical success.
- 4** Music can be transcribed and recorded using a variety of notations and recordings.
- 5** Performing requires a mixture of instrumental mastery, practice, flair and confidence.
- 6** Composing music is being creative within set parameters.
- 7** Music can inspire people on both an emotional and aesthetic level.
- 8** Familiarity with different genres, traditions and styles increases comfort.
- 9** Music can be performed, composed and enjoyed in a variety of contexts including solo, and groups.
- 10** Music is inclusive.



Music

OCR GCSE Music

<p>Unit 1 Music Habits and Sightreading</p> <ul style="list-style-type: none"> • How to read music • Rhythm and metre • The elements of music • When I'm Down - group performance • Accidentals • Major scales <p>Unit 2 Rhythm</p> <ul style="list-style-type: none"> • Metre and pulse • Rhythmic techniques • Italian words for tempo <p>Unit 3 Melody and Pitch</p> <ul style="list-style-type: none"> • Melodic dictation • Scalic and leapwise movement • Scales, intervals and modes <p>Practical Throughout the year students will have the opportunity to practise on their own instruments for one lesson every week</p>	<p>Unit 4 Harmony</p> <ul style="list-style-type: none"> • Chords, chromatic notes & cadences <p>Unit 5 Structure</p> <ul style="list-style-type: none"> • Verse chorus structure • Strophic • Binary, ternary and rondo <p>Unit 6 Articulation, Dynamics and Texture</p> <ul style="list-style-type: none"> • Legato / staccato • Arco / pizzicato • Italian words for volume • Monophony, homophony and polyphony <p>Composition Throughout the year students will have access to Notelight a computer notation software that they will use to compose their own pieces</p>
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Possible enrichment activities at home

- Revise using BBC Bitesize
- Listen to a variety of radio stations, styles, genres and music from different periods and analyse the music using the following questions:
 - What is the metre?
 - What is the tempo?
 - What instruments can you hear?
 - Can you notate the melody?
 - What are the characteristics of the style?
 - When was it written?
 - What is the mood? And how is the mood created?
 - Who is likely to have written the music?
- It is vital that students have access to an instrument at home and practise regularly (4-5 times a week for 20-30 minutes) if they are to make good progress.
- Practice using Noteflight at home

Extra-Curricular Opportunities

Throughout the year there are a number of opportunities to groups to get involved with including:

Production - Matilda Jr.

Instrumental lessons - £82 for paired lessons a term

Band - Thursday lunchtimes

10 THE TOP BIG IDEAS IN ART & PHOTOGRAPHY

1

Art and Photography are composed of Visual Elements

Composition, arranging of Colour, texture, pattern, shape, tone, line, form

2

The use of Tone is important and creates realism in the artwork

3D, realism, texture

3

The ability to use Colour makes a difference to the artwork

Colour theory, primary and secondary colours – the colour wheel

4

Drawing from Observation is vital in developing artistic skill

Drawing from direct and secondary sources

5

The use of Media & Techniques broadens artistic skill

Drawing, painting, 3D, printmaking, digital manipulation and photography etc

6

The use of Technical Drawing supports realism in the artwork

Facial and body proportions, distance and perspectives, enlargement

7

Creating, Expanding and realising Ideas is crucial for the production of good Artwork

Experimentation, Idea development, Planning, Resulting Outcomes

8

The use of Annotation is important to convey meaning and purpose

Explanation, Reasoning, Evaluation, Opinions, Critical Thinking

9

Artists use many different Sources for Inspiration

Artists, art movements, cultures, current affairs, historical events, society

10

It is vital to show the Creative Journey of the artwork

Creative journey, Sketchbooking, Presentation, Communication, Showing work progress



Photography

GCSE ART AND DESIGN: PHOTOGRAPHY

Over the first year of the GCSE Photography, students will complete a skills based series of work and one portfolio project to enter for their GCSE.

Every project and mock exam will cover the 4 Assessment Objectives required by AQA. Each of the Assessment Objectives are equally marked and so worth 25% of a project.

The Assessment Objectives are:

AO1 Critical Understanding / Artist Research to develop Ideas

AO2 Explore and Experiment / Planning Ideas

AO3 Recording Ideas / Observations

AO4 Personal Response / Final Outcome realising Ideas

The projects can be entered for Component 1: Portfolio which is worth 60% of the total GCSE Photography grade.

Project One

Photography 101

Students will learn key skills and techniques that will enable them to work independently and competently in developing their own work around their future project themes. This will include how to use of the Digital Cameras, (shutter speed, aperture, exposure) Photoshop (layering, adjustment layers, layer masks, tools, filters) as well as Darkroom experimental photography and 35mm Film SLR cameras. Students will look at the work of Man Ray, Anna Atkins, Camille Carot, Pierre Cordier, Timothy Pakron and Antonio Mora, creating their own work in the style of these artists and artwork analysis to support their understanding and knowledge.

Project Two

Fantastic and Strange

Students will look at the work of suitable artists such as Herbert Bayer, Kevin Corrado, and Natsumi Hayashi to help develop their understanding and skills of critical analysis. Students skills and knowledge will be extended with Photoshop techniques. They will develop and produce their own personal final outcome based on their research and photographic observations on their developed theme.

Reading list

- Visit the school library to see the range of art books on offer to give inspiration for own work.
- Research artists on the internet:
- Also these recommended Art Gallery websites –
In London - www.tate.org.uk ; www.saatchigallery.com ; www.thephotographersgallery.org.uk
In USA - www.moma.org ; www.mocp.org ; www.metmuseum.org
In Europe - www.jeudepaume.org ; www.smb.museum ; www.guggenheim-bilbao.es/en

Possible enrichment activities at home

- Students should complete be proactive in taking photographs as often as possible to help develop their skills and should experiment with composition and subject
- Students should research artists and photographers whose work inspires them.
- Students should visit exhibitions and galleries such as Southampton City Art Gallery to see the range of artwork from both traditional and contemporary artists.

Students should also take the opportunity to practise skills or continue classwork in the GCSE Afterschool sessions and Lunchtime Art Club sessions which are where students are able to work independently with the Art department's resources.

10 THE TOP BIG IDEAS IN PHYSICAL EDUCATION



- 1** Develop physical literacy and core skills to participate in a wide range of physical activities/sports.
- 2** Develop holistic skills to support work life including teamwork, leadership and communication.
- 3** Improve physical fitness to be able to complete everyday activities with ease.
- 4** Understand the impact of exercise on the body including the importance of an effective warm up and cool down, the importance of fitness and how to maintain it.
- 5** Develop tactical awareness and have the ability to develop strategies within a game.
- 6** Identify and understand the link between physical exercise and mental wellbeing.
- 7** Explore and develop creativity.
- 8** Develop knowledge of activities that are played around the world.
- 9** Develop a love or appreciation of physical activity to support lifelong participation.
- 10** Experience competitive activities to all and be aware of community links.



Physical Education

Throughout the year, the students will participate in a range of sporting activities to develop their core and technical skills to become more competent, confident and expert in their techniques and apply them across different sports and physical activities. They will also be encouraged to use a range of tactics and strategies to overcome opponents.

	9x1	9x2	9x3	9x4	9y1	9y2	9y3
04.09.23 – 06.10.23	Badminton	Netball	Football	Football	Badminton	Football	Netball
09.10.23 – 20.10.23	Cross Country	Cross Country	Cross Country	Cross Country	Cross Country	Cross Country	Cross Country
30.10.23 – 17.11.23	Netball	Hockey	Fitness	Basketball	Indoor Athletics	Netball	Football
20.11.23 – 15.12.23	Hockey	Dance	Rugby	Rugby	Badminton	Hockey	Rugby
02.01.24 – 26.01.24	Dance	Badminton	Table Tennis	Hockey	Fitness	Dance	Basketball
29.01.24 – 01.03.24	Fitness	Fitness	Badminton	Table Tennis	Dance	Badminton	Table Tennis
04.03.24 – 28.03.24	Rugby	Rugby	Handball	Badminton	Games	Table Tennis	Badminton
15.04.24 – 19.07.24	Athletics Striking & Fielding	Athletics Striking & Fielding	Athletics Striking & Fielding	Athletics Striking & Fielding	Athletics Striking & Fielding	Athletics Striking & Fielding	Athletics Striking & Fielding

Extra-Curricular Opportunities

Why not try setting yourself a daily step challenge. Can you beat the number of steps a PE staff member completes?

Why not follow a work out session from YouTube.

How about a family cycle outing.

Out of School Opportunities

Waterside Table Tennis Club

www.watersidettc.co.uk

Pace Youth Football Club

www.pitchero.com

Totton & Eling Football Club

www.pitchero.com

Tottonians Rugby Club

www.tottonians.com

Southampton Hockey Club

www.southamptonhc.org

Calmore Cricket Club

www.calmoresports.co.uk

New Forest Junior Athletics Club

www.newforestjuniors.co.uk

Southampton Gymnastics Club

www.sotongym.co.uk

Totton & Eling Tennis Centre

www.servingtennis.net/totton.htm

Stagecoach

www.stagecoach.co.uk/totton

10 THE TOP BIG IDEAS IN PSHE



- 1** **Physical Health** - getting to know how to keep our bodies physically fit and cared for.
- 2** **Mental Health** - learning how to take care of our minds and emotional wellbeing.
- 3** **Growing and changing** - understanding that there will be physical and emotional changes as we grow.
- 4** **Personal Safety** - learning how to keep ourselves safe, online and offline.
- 5** **Relationships and Sex** - knowing how to build healthy, consensual relationships and boundaries with people
- 6** **Inclusivity** - understanding that everyone is accepted in our community and how we can respect each other's differences.
- 7** **Digital Literacy** - in an ever changing world, our digital literacy helps us to navigate all forms of communication in an effective manner.
- 8** **Finance** - discovering how our finances may look in the future and how to keep these well-managed and secure
- 9** **Careers** - Learning how to access various opportunities, and learn the pathways to future aspirations.
- 10** **Community and responsibility** - PSHE encompasses all the building blocks that lead us to becoming well-rounded, responsible citizens in our community.



Year 9 PSHE 2023/24

PSHE at Testwood School is split into 5 key areas: Mental Health, Physical Health, Global Community, Careers and Finance, and RSE (Relationships and Sex Education). We have dedicated staff in place to teach each area.

These key areas are taught during tutor time on a Thursday morning.

The last half term is saved for key relevant themes. This year we will be looking at Community and Inclusivity.

Autumn Term 1 <ul style="list-style-type: none">• Global Community Autumn Term 2 <ul style="list-style-type: none">• Careers and Finance Spring Term 1 <ul style="list-style-type: none">• Physical Health Spring Term 2 <ul style="list-style-type: none">• Mental Health	Summer Term 1 <ul style="list-style-type: none">• Relationships and Sex Education Summer Term 2 <ul style="list-style-type: none">• Community and Inclusivity
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Useful Websites:

General advice and support

- Childline - www.childline.org.uk
- NSPCC - www.nspcc.org.uk

Sex and Relationships

- Let's talk about it - www.letstalkaboutit.nhs.uk

5 BIG IDEAS IN SCIENCE



1

Cells are the fundamental building blocks of all living things. They reproduce to cause organisms to grow and can become specialised to take on many different roles. They can co-ordinate and communicate to form organs or entire organisms.

2

Interdependence – living things depend on each other for food and other resources. Changes to feeding relationships occur when biotic or abiotic factors in ecosystems are disturbed, and this can result in catastrophic collapse and loss of biodiversity.

3

Forces change the shape and motion of objects in the universe. The fundamental forces such as gravity, electrostatic, nuclear shape the behaviour of all objects from atoms to stars, galaxies and the entire universe.

4

Energy cannot be created or destroyed, it is transferred from one energy store to another. Energy is a useful concept that can allow us to describe the behaviour of open and closed systems.

5

Particles (atoms & molecules) are the fundamental building blocks of all materials in the universe. The behaviour of simple materials and reactions can be described by the particle model and kinetic theory. All of the different elements in the periodic table were forged in the heart of a dying star. Each type of element is made of a single type of atom and understanding the patterns caused by building atoms from protons, neutrons and electrons is fundamental to unlocking the secrets of chemistry.



Science (Triple)

Biology

Autumn Term 1

- Cell Structure and Transport (B1)

Autumn Term 2

- Cell Division (B2)

Spring Term 1

- Organisation and the Digestive System (B3)

Spring Term 2

- Organising Animals and Plants (B4)

Summer Term 1

- Communicable Diseases (B5)

Summer Term 2

- Preventing & Treating Disease (B6)

There are a series of 10 required practicals that will be covered across the entire course.

*Please note that the order of these topics may vary from group to group to allow us to ensure provision of practical apparatus.

Chemistry

Autumn Term 1

- Atomic Structure (C1)

Autumn Term 2

- The Periodic Table (C2)

Spring Term 1

- Structure and Bonding (C3)

Spring Term 2

- Chemical Calculations (C4)

Summer Term 1

- Chemical Changes (C5)

Summer Term 2

- Revision and End of Year Exam

There are a series of 8 required practicals that will be covered across the entire course.

*Please note that the order of these topics may vary from group to group to allow us to ensure provision of practical apparatus.

Physics

Autumn Term 1

- Conservation and Dissipation of Energy (P1)
- Energy Transfer by Heating (P2)

Autumn Term 2

- Energy resource (P3)

Spring Term 1

- Electric Circuits (P4)

Spring Term 2

- Electricity in the Home (P5)

Summer Term 1

- Molecules and Matter (P6)

Summer Term 2

- Revision and End of Year Exam

There are a series of 10 required practicals that will be covered across the entire course.

*Please note that the order of these topics may vary from group to group to allow us to ensure provision of practical apparatus.

Reading lists

- AQA 9-1 Core Science Revision Guide**
- Forces and Motion (Physical Science in Depth) (D.Dreier)
- Atoms and Elements (D.Bradley)
- Biology, Chemistry, Physics AQA Revision (mp3 download)
- Biology, Chemistry, Physics AQA Revision App
- www.samlearning.com
- www.bbc.co.uk/bitesize
- www.senecalearning.com
- www.freesciencelessons.co.uk

**The topics listed above match those in the AQA Revision Guide.

Possible enrichment activities at home

- Southampton University Open Days
- Winchester Science Centre and Planetarium
- General Hospital Open Days (Medicine)
- The Science Museum, London

Science (Trilogy)

Autumn Term 1

- Cell Structure and Transport (B1)
- Atomic Structure (C1)

Autumn Term 2

- Conservation and Dissipation of Energy (P1)
- The Periodic Table (C2)

Spring Term 1

- Cell Division (B2)
- Energy Transfer by Heating (P2)

Spring Term 2

- Organisation and the Digestive system (B3)
- Structure and Bonding (C3)

Summer Term 1

- Energy resources (P3)

Summer Term 2

- Organising Animals and Plants (B4)
- Electric Circuits (P4)

NB: This may vary a little between classes due to apparatus constraints. There are 21 required practical tasks that are spread over the whole course.

Reading lists

- CGP AQA 9-1 Double Science Revision Guide (not available yet)
- Forces and Motion (Physical Science in Depth) (D.Dreier)
- Atoms and Elements (D.Bradley)
- Biology Revision AQA (mp3 download)
- www.bbc.co.uk/bitesize
- www.senecalearning.com
- www.freesciencelessons.co.uk

Possible enrichment activities at home

- The Science Museum, London
- Winchester Science Centre and Planetarium
- Southampton University Open Days
- General Hospital Open Days (Medicine)

10 THE TOP **BIG** IDEAS IN **PHYSICAL EDUCATION**



- 1** Develop physical literacy and core skills to participate in a wide range of physical activities/sports.
- 2** Develop holistic skills to support work life including teamwork, leadership and communication.
- 3** Improve physical fitness to be able to complete everyday activities with ease.
- 4** Understand the impact of exercise on the body including the importance of an effective warm up and cool down, the importance of fitness and how to maintain it.
- 5** Develop tactical awareness and have the ability to develop strategies within a game.
- 6** Identify and understand the link between physical exercise and mental wellbeing.
- 7** Explore and develop creativity.
- 8** Develop knowledge of activities that are played around the world.
- 9** Develop a love or appreciation of physical activity to support lifelong participation.
- 10** Experience competitive activities to all and be aware of community links.



Sport Studies

Autumn 1 – Developing Sport Skills

- Accurate replication of skills and techniques over a range of sporting activities.
- Officiating accurately a range of sports.
- Examples; Netball, rugby, badminton and handball – subject to change, weather dependent.

Autumn 2 – Developing Sport Skills

- Accurate replication of skills and techniques over a range of sporting activities.
- Officiating accurately a range of sports.
- Examples; Netball, table tennis, badminton and hockey – subject to change, weather dependent.

Spring 1 – Developing Sport Skills

- Accurate replication of skills and techniques over a range of sporting activities.
- Officiating accurately a range of sports.

Spring 2 – Developing Sport Skills

- Conclusion and final assessments.
- Accurate replication of skills and techniques over a range of sporting activities.

Summer 1 – Leadership

- Learn how to become a leader.
- Develop a session plan.
- Deliver a leadership session.

Summer 2 – Leadership

- Learn how to become a leader.
- Develop a session plan.
- Deliver a leadership session.

Reading List

OCR Sport Studies Specification - <https://ocr.org.uk/qualifications/cambridge-nationals/sport-studies-level-1-2-j829/>

BBC Bitesize - <http://www.bbc.co.uk/education/levels/z98jnp3>

Sport England - <https://www.sportengland.org/>

Lance Armstrong, drugs cheat - <https://www.youtube.com/watch?v=PgRBxsW26vY>

International Olympic Committee - <https://www.olympic.org/the-ioc>

International Paralympic Committee - <https://www.paralympic.org/>

Possible enrichment activities

- Weekly discussion with family about sport in the media. <http://www.bbc.co.uk/sport>
- Students should attend extra-curricular activities as a participant, coach or official at least twice a week.
- Students should set a target of competing for the school in a chosen sport.
- Students should participate in physical activity that raises the heart rate and should occur for at least 30 minutes per day.

Students should set a target of becoming a member of an external sports club or leisure centre.

10 BIG

THE TOP

IDEAS IN DESIGN & TECHNOLOGY



1

Understand how to work safely.

2

Learn how to work with a range of materials.

3

Development of confidence in executing skills.

4

Plan/Re-plan/Adapt.

5

Visualise and realise a design using creativity and imagination.

6

Troubleshoot and adapt.

7

Develop resilience and perseverance.

8

Evaluate the process.

9

Develop understanding of the role of professionals in industry, including career paths.

10

Develop understanding of the use of design and technology around the world.



Textiles

Autumn 1 – Mark Making

- Experiment using pen, wool and stitch
- Learn how to use a range of stitches to create pattern

Autumn 2 – Sugar skulls

- Research the place of sugar skulls in society
- Research the work of sugar skull artists
- Create your own sugar skull using a range of stitches and techniques

Spring 1 – Enhancing Portraits

- Researching the work of textiles artists including Victoria Villasana
- Take own photographs to use as part of the project
- Enhance portraits using stitch, colour and embellishment

Spring 2 – Embellishing

- Research the work of Jessica Grady
- Complete Jessica Grady workshop
- Use her ideas to create own piece
- Trip to V&A Museum in London

Summer 1 – Reduce, Reuse, Recycle

- Investigate the world of the fashion industry
- Look at how Make do and Mend has changed over the years
- Undertake a recycling challenge

Summer 2 – Component 1 Mock

- Using a previous Pearson Set Assignment, undertake a mini project based upon the work required in Yr 10

Reading List

- YouTube videos of sewing techniques- will help to improve skill level
- BBC iPlayer- Watching the Great British Sewing Bee- lots of inspiration on there
- Websites of textile artists- Jessica Grady, Victoria Villasana etc

Possible enrichment activities

- Watch The Great British Sewing Bee and discuss design ideas- what they would create, what you would create, how would they do it differently
- Discuss their lessons, projects and design ideas with them
- Encourage them to practise their hand stitching - scrap fabric, repairs etc.
- Discuss costumes and garments that you see at the theatre/ on the TV/ in movies
- Speak with friends and relatives about Make do and Mend

Recommended Reading for Year 9

Glimmer of Hope How Tragedy Sparked a Movement *by Various*

La Belle Sauvage: The Book of Dust Vol 1 *by Philip Pullman*

The Lost Witch *by Melvin Burgess*

Long Way Down *by Jason Reynolds*

Little Liar *by Julia Gray*

Encounters *by Jason Wallace*

Clean *by Juno Dawson*

Children of Blood and Bone *by Tomi Adeyemi*

Things a Bright Girl Can Do *by Sally Nicholls*

Young, Gifted and Black *by Jamia Wilson*

Girls Can't Hit *by Tom Easton*

Caged *by Theresa Breslin*

Railhead *by Philip Reeve*

Concentr8 *by William Sutcliffe*

The Reluctant Journal of Henry K Larsen *by Susin Nielsen*

A Swift Pure Cry *by Siobhan Dowd*

Fire Colour One *by Jenny Valentine*

Lies We Tell Ourselves *by Robin Talley*

Buffalo Soldier *by Tanya Landman*

Maggot Moon *by Sally Gardner*

Code Name Verity *by Elizabeth Wein*

Boys Don't Cry *by Malorie Blackman*

1984 *by George Orwell*

Animal Farm *by George Orwell*

The Noughts and Crosses Trilogy *by Malorie Blackman*

Billy Elliot *by Melvin Burgess*

The Fault in Our Stars *by Joh Green*

Jane Eyre *by Charlotte Bronte*