



# Programme of Learning

## Year 9

Autumn Term

2021-22

## Key Stage 3 Curriculum

Departments have recently completed a review of their Key Stage 3 curriculum, evaluating the content to ensure that our students are taught relevant and useful skills, and learn appropriate, accurate and necessary knowledge. We believe that topics covered across all subjects in our KS3 curriculum form a strong foundation for study at Key Stages 4 and 5, as well as provide our students with a robust base for lifelong learning in a world beyond the classroom.

This booklet includes an overview of each unit of work. Each page shows;

- the length of the unit
- the intended Skills and Knowledge to be taught throughout that time
- inclusion of wider themes such as Social, Moral and Cultural aspects
- a brief description of the style of assessment is shared, to explain how the teacher will measure the student's learning for that particular unit

Literacy and Numeracy are taught in English and Maths but also form an integral part of all subjects across the curriculum.

Citizenship is delivered within the Religious Education curriculum and British Values and Careers are incorporated across all subjects.

Key Stage 3 offers a range of opportunities for students to participate in extra-curricular clubs, trips and visits.

All students at Key Stage 3 follow the core curriculum, which operates on thirty, 100-minute lessons, across a two week timetable. The number of lessons per subject, per fortnight are shown here.

Subject	Number of Lessons per Week		
	Year 7	Year 8	Year 9
English	4	4	4
Mathematics	4	3	4
Science	3	3	4
Religious Education	3	3	3
Art	2	2	1
Computing	1	1	1
Design & Technology	2	2	2
Drama	1	1	1
French	2	2	2
Geography	2	2	2
History	2	2	2
Music	1	2	2
Physical Education	3	3	2

## **Statement of Intent**

All Hallows aims to deliver a full, broad and balanced curriculum, providing a wealth of learning opportunities and experiences for our students. We believe that all students should build cultural capital throughout their time at All Hallows, engaging in learning opportunities from a full range of subjects. Each department offers extra-curricular experiences that enhance considered, structured lesson content, and delivered by subject specialists. Supporting the strong subject-based diet, students receive a rich personal development education focused around PSHE, Relationship & Sex Education, British Values and Citizenship, all underpinned by our Core Values.

## **Statement of Implementation**

At All Hallows, our staff will:

- Deliver lessons that build on students' previous experiences and helps them acquire, develop, secure and retain knowledge and skills over time.
- Use a variety of appropriate evidence-based learning & teaching methods.
- Give students the opportunity to practise and develop the school's 5 Core Values.
  
- Set meaningful homework that supports learning in class.
- Recognise and reward student achievement and make progress visible.
- Engender high expectations of students.
- Encourage a love of learning & of the subject.
  
- Develop students' literacy and reading skills.
- Ensure all students, including those with SEND can access the curriculum and are given opportunities to succeed.
- Use assessment to help students embed and use knowledge fluently, check understanding and inform teaching.
- Ensure feedback is regular and concise so that students know their strengths, next steps and are given opportunities to address them.
- Work in partnership with parents, keeping them informed regularly.

## **Statement of Impact**

At All Hallows, our aim is that all students, no matter their ability or background;

- Realise their academic potential and find their vocation in life.
  
- Progress successfully to the next stage of their education or career.
- Leave school equipped with the qualifications, skills and confidence that enable them to make a positive contribution to the world.
- Secure knowledge and skills relevant to adult life in a world of rapid and continuous change, and with the confidence and resilience to adapt to that change.
- Develop personal and moral values, respect for shared values and for other cultures, religions and ways of life.
- With an accrued cultural capital that allows them to take an active role in society and appreciate the beauty of life and the world.
- Have grown stronger in their faith.

Information in this booklet is correct at the time of publication: July 2021. Please be aware that departments may update and amend their curriculum at any time and any questions regarding this should be directed to your child's teacher or the Head of Department.

# Art & Design

Art and design is a wonderfully diverse, challenging and rewarding subject that has at its foundation an engagement with both your imagination and the extraordinary world around you, together with an understanding of how this permeates through all aspects of everyday life.

The department is a rich source of inspiration from the subject specialists who teach in it to the students who immerse themselves in their art on a daily basis. Our aim is to give every student the skills, knowledge and experiences they need to allow them to not only reach their potential but to be able to make an informed decision about their direction in life.

The curriculum is designed to engage each child in a creative dialogue with both the art of the past and that of the present day, understanding the origins of art and design informs the contemporary landscape that we inhabit and allows for a richer and more productive engagement with the subject.

From the very start of KS3 students are challenged in their understanding of both material and technique, of what constitutes a successful piece of artwork and the development of a vocabulary which makes the discussion of art a language accessible to all.

Through demonstration, support, engagement and feedback, students will start to uncover the breadth of skills, materials and approaches that will allow them to communicate their ideas, in an imaginative and expressive way. By continually referring to artists in our teaching the purpose of media choice and style of art becomes relevant and connection between the real world and even the most conceptual artwork better understood.

We aim to allow every student the space and experience to start to develop their own visual language regardless of what specialist area that might take them into. Art and Design is an open and holistic subject area that allows each individual an opportunity to discover their inner artist complemented by the tools to express their ideas to the benefit of all.

# Scheme of Learning

**SUBJECT:** Art and Design

**YEAR GROUP:** 9

**TERM:** Autumn

**TITLE OF UNIT:** Culture and Cuisines

**(LENGTH)WEEKS:** 12 Weeks

**By the end of this unit, students will be able to know/do:**

Knowledge	Skills
<ul style="list-style-type: none"> <li>Pupils will explore the use of food in paintings and how artists have used this to show different meanings.</li> <li>Pupils will develop their knowledge of a range of media in both 2 and 3 dimensions.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils will critically evaluate the work of others.</li> <li>Pupils will develop their skills of observational drawing paying particular attention to the human figure and objects that we eat / drink.</li> <li>Pupils will be able to create their own artwork based on a figurative pose.</li> <li>Pupils will be able to design and make a life like food object.</li> <li>Pupils will be able to make imaginative constructions.</li> </ul>

Core Values	British Values	Social, Moral, Cultural & Spiritual
<ol style="list-style-type: none"> <li>Respect</li> <li>Courage</li> <li>Responsibility</li> <li>Consideration</li> <li>Intellectual Curiosity</li> </ol> <p>In the department, we create various opportunities for students to meet the core values in every lesson.</p>	<p>Tolerance Democracy Rule of Law Mutual Respect Individual Liberty</p> <p>British values are present and at the heart of our teaching and learning.</p>	<p><b>Catholicism is present in all of our efforts to achieve SMSC.</b></p> <p><b>Social</b> – Student worked displayed and celebrated. Group activities, pupil evaluation about peer’s artwork.</p> <p><b>Moral</b> - The department rules are clear guidelines to which pupils adhere. They incorporate mutual respect and the consideration for others’ work. Pupils are encouraged to show compassion when assessing the work of others. Students are encouraged to look at work that will often pose a moral question. The student’s outcomes are supported with a rationale or a meaning that will often convey a message.</p> <p><b>Cultural</b> – Students explore the roles and achievements of artists, craftspeople, and designers in both the past and contemporary and catholic society. Students explore a range of culturally diverse artwork designed to encourage critical thinking skills.</p> <p><b>Spiritual</b> – Students enquire and communicate their ideas, meanings, and feelings. Students will investigate visual, tactile, and other sensory qualities of their own and others work. We encourage independent thinking that will enable students to develop their ideas and intentions and express these in an appropriate manner.</p>
<p><b>It is an expectation of the department that students exercise these values in every aspect of their art lessons.</b></p>		

Literacy/Reading/Numeracy	Career specialisms referenced in studies
<p><b>Literacy skills:</b> Critical evaluation of others and their own artwork. Research techniques.</p> <p><b>Keywords:</b> Composition. Proportion. Scale. Realism. Contrast. 3 Dimensional. Texture</p> <p><b>Numeracy skills:</b> Proportions of the Human Figure. Planning net designs of a 3D object.</p>	<p>Artist Sculptor</p>

How will this topic be assessed?
<ul style="list-style-type: none"> <li>• Fortnightly homework, target &amp; effort grade.</li> <li>• Formative Feedback.</li> <li>• Pupils self and peer-assessment.</li> <li>• End of project evaluation.</li> </ul>

# Computing

We aim to equip our students with the skills required to be active participants in a digital world and to be able to operate effectively in any future workplace. We teach the valuable ICT and Computing basics by developing their use of common software applications such as those within Microsoft Office. We also introduce the students to a variety of computing skills including visual and text-based programming, namely Scratch and Python. Our students learn by doing; where every lesson is built around practical computing tasks. We encourage independence and expect the students to keep a record of their progress by using an online diary. Our lessons are always busy and our students enjoy a full and varied curriculum. We plan interesting tasks which teach the students the skills they need, not just for Computing lessons but also to support other curriculum subjects.

We provide instruction and feedback to the students as they complete challenging activities and we witness the students develop their skills and interest in computing as they progress through the school. We continually review what we teach students to ensure it reflects the changes to this subject area.

We offer extra-curricular opportunities such as Coding Club and offer support sessions for the lower school and after school sessions for those students who study the subject at Key Stage Four or at Key Stage 5.

# Scheme of Learning

**SUBJECT** Computing

**YEAR GROUP** 9

**TITLE OF UNIT** 9.1 E Safety

**(LENGTH) LESSONS** 1

**By the end of this unit, students will be able to know/do:**

grey font indicates where a refresher will be given about those issues

Knowledge	Skills
<ul style="list-style-type: none"> <li>• How to maintain personal safety online - privacy settings</li> <li>• How to report any online concerns / issues</li> <li>• Recognise risks of online activity / behaviour</li> <li>• Cyberbullying</li> <li>• Online shopping / buying - safety and security</li> <li>• <b>Laws surrounding online activity and social media</b></li> <li>• Scams - various types - fraud - illegal behaviour by others</li> <li>• Fake information, sites, data, news etc - disinformation - fact checking</li> <li>• Grooming - signs and what to do</li> </ul>	<ul style="list-style-type: none"> <li>• Research</li> <li>• Word doc. /Teams Task</li> <li>• Fact checking</li> </ul>

Core Values	British Values	Social, Moral, Cultural & Spiritual
Respect Courage Responsibility Consideration Intellectual Curiosity	Tolerance Democracy Rule of Law Mutual Respect Individual Liberty	E Communication methods and the law. Accuracy and validity of internet information

Literacy/Reading/Numeracy	Careers

How will this topic be assessed?
This unit will be assessed using the homework set for students.

# Scheme of Learning

**SUBJECT** Computing  
**YEAR GROUP** 9

**TITLE OF UNIT** 9.2 Spreadsheet Task  
**(LENGTH) LESSONS** 6

**By the end of this unit, students will be able to know/do:**

Knowledge	Skills (Microsoft Excel)
<ul style="list-style-type: none"> <li>• Business organisation and use of common applications.</li> <li>• Invoicing customers</li> <li>• Producing an integrated e-solution</li> </ul>	<ul style="list-style-type: none"> <li>• Sum</li> <li>• Cell referencing</li> <li>• Hyperlinks (menu navigation)</li> <li>• Conditional formatting</li> <li>• Vlookup</li> <li>• Filtering Data</li> <li>• Data Validation</li> <li>• IF function</li> <li>• iferror</li> <li>• CountIF</li> <li>• Macros – extension work</li> </ul>

Core Values	British Values	Social, Moral, Cultural & Spiritual
Responsibility Consideration Intellectual Curiosity	Rule of Law - GDPR	

Literacy/Reading/Numeracy	Careers
<ul style="list-style-type: none"> <li>• Functions</li> <li>• Logic</li> <li>• Percentages</li> <li>• Following recorded instructions – help videos</li> </ul>	Basic business admin Invoices

How will this topic be assessed?
This unit will be assessed on the working undertaken and the solution produced by students. An assessment grid will be used by students and staff to assess the work.

# Scheme of Learning

**SUBJECT** Computing  
**YEAR GROUP** 9

TITLE OF UNIT 9.4 Database  
 (LENGTH) LESSONS 7

**By the end of this unit, students will be able to know/do:**

Knowledge	Skills (Microsoft Access)
<ul style="list-style-type: none"> <li>• GDPR</li> <li>• Storage and manipulation of data used by organisations and business</li> <li>• Producing an integrated e-solution</li> </ul>	<ul style="list-style-type: none"> <li>• Respond to a brief / situation</li> <li>• Create and save file</li> <li>• Table design view</li> <li>• Data types</li> <li>• Data validation</li> <li>• Create Forms</li> <li>• Create Queries</li> <li>• Create Reports</li> <li>• Navigation - Form or built in option</li> <li>• Table relationships (ERD) - extension</li> <li>• Add another table - extension</li> </ul>

Core Values	British Values	Social, Moral, Cultural & Spiritual
Responsibility Consideration Intellectual Curiosity	Rule of Law - GDPR	

Literacy/Reading/Numeracy	Careers
<ul style="list-style-type: none"> <li>• Creating expressions in Queries</li> <li>• Following recorded instructions – help videos</li> </ul>	Basic business admin

How will this topic be assessed?
This unit will be assessed on the working undertaken and the solution produced by students. An assessment grid will be used by students and staff to assess the work.

# Design & Technology

The Design and Technology department believe that students require the knowledge and creativity to make informed decisions for their future.

The Design and Technology department aims to deliver a curriculum that develops and enhances their creativity, imagination and realisation skills as they progress through the school. The students should feel they are gaining knowledge in all areas of Design and Technology.

In each specialism, students will build experience of research, analysis, generating ideas, development, making and evaluation skills.

As a department, we provide a comfortable and purposeful environment for the students to thrive with high quality experiences and facilities. With a varied and engaging curriculum, students can make confident and informed decision at the end of each Key stage, to pursue their study of Design & Technology.

We believe that whichever medium the students are focusing on, they learn about the skills, processes, materials and equipment needed to develop designs using creativity and independence. We also see it of great importance that students understand the impact on society and our collective responsibility in caring and preserving our resources and the natural environment. We ensure students are fully aware of Cultural, Moral, Social and Spiritual differences in Design and Technology and how the students can apply this to their own life experiences.

Our curriculum promotes lifelong learning as well as academic and personal achievement. We believe whichever vocation students choose, every skill and piece of knowledge they gain in this subject can be beneficial in their educational journey, and applied to life after their time at All Hallows.

In Design and Technology, we try to offer students enrichment opportunities where possible to support their studies. In the past these have included a 'Teen Tech' day out with Year 8 students, Aquarium visit to support the KS4 Textiles students and the Design Museum to support Year 10 Graphic designers in their projects. We have also taken the KS5 Art and Design students to the Farnham Sculpture Park for inspiration, and hope to introduce international trips soon.

# Scheme of Learning

**SUBJECT : Design & Technology – FOOD TECHNOLOGY**

**YEAR GROUP: Year 9**

**TERM – Autumn**

**TITLE OF UNIT FOOD FOR A TEENAGER**

**(LENGTH)WEEKS 12 WEEKS**

**By the end of this unit, students will be able to know/do:**

Knowledge	Skills
<ul style="list-style-type: none"> <li>Understand and apply the principles of nutrition and health to cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet.</li> </ul>	<ul style="list-style-type: none"> <li>Learning how to operate safely a variety of electrical equipment. Hand blender, food processor, microwave, juicers.</li> <li>Learning and practicing knife skills.</li> </ul>
<ul style="list-style-type: none"> <li>Become competent in a range of cooking techniques, for example, selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways; using awareness of taste, texture and smell to decide how to season dishes and combine ingredients; adapting and using their own recipes.</li> </ul>	<ul style="list-style-type: none"> <li>Grilling, frying, boiling, and simmering.</li> <li>Learn how to make a more complex dish.</li> <li>Learn how to develop a food product to meet the needs of a teenager, as well as flavour and nutrition.</li> </ul>
<ul style="list-style-type: none"> <li>Understand the source, seasonality and characteristics of a broad range of ingredients.</li> <li>How to modify recipes and cook a range of dishes that promote current healthy eating messages.</li> <li>How to use good food hygiene and safety practices when getting ready to store, prepare and cook food for safe consumption.</li> <li>How to use a broader range of preparation techniques and practical skills when cooking.</li> <li>How to adapt and use their own recipes.</li> <li>How to use awareness of taste, texture and smell to decide how to season dishes and combine ingredients.</li> <li>The principles of food safety, preventing cross-contamination, chilling, cooking food thoroughly and reheating food until it are piping hot.</li> <li>How to cook a range of high quality dishes with a good level of finish and presentation, containing a variety of different colours, flavours and textures.</li> </ul>	<ul style="list-style-type: none"> <li>Using a variety of cooking methods. Shallow frying, baking,</li> </ul>

<b>Core Values</b>	<b>British Values</b>	<b>Social, Moral, Cultural &amp; Spiritual</b>
Respect Courage Responsibility Consideration Intellectual Curiosity	Tolerance Democracy Rule of Law Mutual Respect Individual Liberty	

<b>Literacy/Reading/Numeracy</b>	<b>Careers</b>	<b>How will this topic be assessed?</b>
<ul style="list-style-type: none"> <li>• Constructing and writing introductions and conclusions.</li> <li>• Reading information and choosing the appropriate information to write up into research.</li> <li>• Increasing Vocabulary – refer to key words.</li> <li>• To weigh and measure food ingredients accurately.</li> <li>• To work to and follow appropriate timings for recipes.</li> </ul>	Product development Quality management Environmental health Buying Nutrition- Personal trainer, diet planner Food scientist Food technologist Nutritional therapist Product/process development scientist Quality manager Regulatory affairs officer Scientific laboratory technician Technical brewer Jobs where your degree would be useful include: Production manager, Purchasing, manager, Research scientist (life sciences), Toxicologist	<ul style="list-style-type: none"> <li>• Work will be marked in accordance with the school marking policy once a half term, using the WWW and EBI system.</li> <li>• Tasks levelled and assessed to look at progress. Sections have levelled tasks and will be marked according to the NC levels.</li> <li>• A Focused practical task will be assessed on their outcome and also looking at safety hygiene and working effectively as a team in the first half term.</li> <li>• At the end of the module test will assess students' knowledge of the work completed.</li> </ul>

# Scheme of Learning

**SUBJECT :** Design & Technology – GRAPHIC PRODUCTS

**YEAR GROUP:** Year 9

**TERM 1 Sept - December**

**TITLE OF UNIT** MUG, BOX & TEA TOWEL

**(LENGTH)WEEKS** 12 weeks on average

**By the end of this unit, students will be able to know/do:**

Knowledge	Skills
<ul style="list-style-type: none"> <li>To gain knowledge of the use of Graphic Products by consumers, understanding what users need through analysis of existing packaging.</li> <li>To consider corporate identity is and what makes a strong brand, and how to take influence from what they see and turn this observation into their own good brand.</li> <li>To be able to create and use design criteria and understand how to explain how a product will meet these needs in detail using must, could and should statements.</li> <li>To understand the purpose of packaging and the materials used to package products to keep them protected (SSIPPP)</li> <li>To develop an understanding of the impact that packaging has on the environment and how to limit this by informing customers of recycling opportunities and reducing packaging materials.</li> </ul>	<ul style="list-style-type: none"> <li>To be able to complete a piece of relevant research, linked to a theory topic delivered in Graphic Products, for example, the creation of paper and board, die cutting, printing, laminating.</li> <li>To develop existing CAD skills through the use of Techsoft 2D Design to generate print and laser cut machine files.</li> <li>To use 2D design to generate to scale, accurately measured box nets and templates.</li> <li>To develop 3D modelling skills using paper and board, to test and plan 3D outcomes before committing to colour printing and machine files, to fix and problem solve issues identified once modelled.</li> <li>To safely use a craft knife, cutting board and safety rule and various hand tools for creating 3D outcomes out of paper and board.</li> </ul>

Core Values	British Values	Social, Moral, Cultural & Spiritual
<b>Respect</b> <b>Courage</b> <b>Responsibility</b> <b>Consideration</b> <b>Intellectual Curiosity</b>	<b>Mutual Respect</b> <b>Tolerance of others with different cultures and beliefs.</b>	<b>Moral:</b> use of less material or recyclable material and informing customers via packaging of recycling opportunities.

Literacy/Reading/Numeracy	Careers
<b>Key words:</b> ACCESSFM, typography, logo, template, net, colour theory, primary colours, secondary colours, tertiary colours, branding, and corporate identity. <b>Research covering:</b> The origins of paper and board, types of branding, use of colour, what a smart material is and how it can be used in graphic products.	Graphic designer Product Designer Advertising & Media TV, branding, packaging Games designer Printer Factory worker / industrial scale printing

**Numeracy:**

Use of measuring tools in software, comparative to rulers used in real life, able to translate between the two and use software to generate accurate outcomes.

**How will this topic be assessed?**

Design and theory book showing notes and drawing techniques as well as presentation.  
Lesson by lesson through outcomes linked to objectives and success criteria.  
Practical assessments every half term.  
Written assessments at the end of each term.

# Scheme of Learning

**SUBJECT :** Design & Technology – Resistant Materials

**YEAR GROUP:** Year 9

**TERM –** Rotations over 1 term

**TITLE OF UNIT-** PASSIVE AMPLIFIER

**(LENGTH)WEEKS -**12 WEEKS

**By the end of this unit, students will be able to know/do:**

Knowledge	Skills
<ul style="list-style-type: none"> <li>To identify properties of materials</li> <li>To understand the environmental impact of using wood in society.</li> <li>To demonstrate application of a range of practical skills using tools and materials to produce a range an artefact.</li> <li>To experiment with a range of designing and modelling techniques.</li> <li>CAD software modelling and drawing.</li> <li>To understand the nature of finite and non-finite resources.</li> <li>Energy generation methods</li> <li>Branding and product promotion.</li> </ul>	<ul style="list-style-type: none"> <li>Measuring and marking out,</li> <li>Cutting with tenon and coping saws, Operating hole saw via pillar drill and jig, Operating band facer to smooth and shape wood,</li> <li>Modelling card nets, developing net with surface development in 2D design ready for printing, cutting, and assembling.</li> <li>CAD Isometric and Orthographic drawing techniques</li> </ul>

Core Values	British Values	Social, Moral, Cultural & Spiritual
<b>Respect</b> Courage <b>Responsibility</b> <b>Consideration</b> <b>Intellectual Curiosity</b>	<b>Tolerance of others</b> Democracy Rule of Law <b>Mutual Respect</b> Individual Liberty	<b>Ethical choices</b> <b>Environmental awareness</b>

Literacy/Reading/Numeracy	Careers
Plastics types and categories Environmental design Memphis design Wood types and categories Metal types and categories Energy Generation	Environmental Science Plastics manufacture Product designer Carpentry Metalworking and metallurgy Chemical Engineer

How will this topic be assessed?
1. Management of time to complete a practical project. 2. Completion of practical work to a suitable standard. 3. Self-assessment against set criteria determined by the student. 4. Completion of different technical drawings to represent ideas using 2 D Design. 5. Safe use of equipment and tools throughout the project. 6. Levelled work set and marked against success criteria.

# Scheme of Learning

**SUBJECT :** Design & Technology – TEXTILES

**YEAR GROUP:** Year 9

**TERM –** Rotations over 1 term

**TITLE OF UNIT** CONSTRUCTION

**(LENGTH)WEEKS** 14 WEEKS

**By the end of this unit, students will be able to know/do:**

Knowledge	Skills
<ul style="list-style-type: none"> <li>Designing effectively – style and annotation</li> <li>Fabric construction – knitting, weaving, non-woven</li> <li>Fabric selection for specific products related to properties/structure</li> </ul>	<ul style="list-style-type: none"> <li>Fabric shaping – darts/ pleats/ gathers</li> <li>Plain Seam and a hem</li> <li>Pattern drafting</li> <li>Iterative Design</li> </ul>

Core Values	British Values	Social, Moral, Cultural & Spiritual
Respect <b>Courage</b> <b>Responsibility</b> Consideration Intellectual Curiosity	<b>Tolerance</b> Democracy Rule of Law <b>Mutual Respect</b> Individual Liberty	Global impact of textiles industry looked at through SMCE. Encouraged use of sourcing recycled materials.

Literacy/Reading/Numeracy	Careers
<ul style="list-style-type: none"> <li><b>Keywords:</b> used throughout include finishing terminology (e.g.: quality control, Design process terminology (e.g.: create, aesthetics, research, modify, investigate) Numerical terminology (e.g.: millimetres, measuring, symmetry, circumference) Equipment terminology (e.g.: sewing machine, pins, scissors) Materials terminology (e.g.: Cotton, woven, recyclable, natural, synthetic)</li> <li>Measuring using centimetres (millimetres and metres) and calculating tolerances, Calculating circumference, radius, area and volumes of 3d dimensional forms, Ensuring pattern drafting is parallel and symmetrical where appropriate, Understanding width and length of pattern pieces and product materials</li> </ul>	<ul style="list-style-type: none"> <li>Pattern drafter</li> <li>Textile designer</li> <li>Textiles printer</li> </ul>

How will this topic be assessed?
<ul style="list-style-type: none"> <li>Management of time to complete a practical project led and planned by the students themselves.</li> <li>Completion of practical work to a suitable standard.</li> <li>Self-assessment against set criteria determined by the student.</li> <li>Completion of different technical drawings to represent ideas, monitoring outcome in comparison to teacher example.</li> <li>Safe use of equipment throughout the project to ensure students can confidently use machines.</li> <li>Practical half term assessment</li> <li>Levelled work set and marked against success criteria</li> </ul>

# Drama

"I regard the theatre as the greatest of all art forms..."— Oscar Wilde

All Hallows Drama offers excellent learning opportunities that are designed to foster each student's uniqueness and celebrate their individuality. Through a diverse, enriching and holistic curriculum approach, we aim to develop their shared sense of morality and empathy.

The core of Drama revolves around the 7 C's which epitomise our pedagogical approach. It underpins the development of each student's ability to Create, Collaborate and Commit to their learning with Consistency, Consideration and Courage. The most highly valuable and transferable skill taught in our department is Communication.

In today's world, we believe that whatever pathway our students choose to follow after Drama, their ability to connect, network and facilitate themselves and others is essential to their own success. All of our teaching reinforces the significance of written communication as taught across the school.

We endeavour to support students' learning by offering theatre trips, in-school workshops with actors and directors and also residential trips abroad. We teach and challenge students via an experiential process based on the strands of Performance, Response and Evaluation.

Across KS3, 4 and 5 we aim to cover a wide range of topics that includes key dramatic skills, theatre history, technical pathways, physical theatre, key theatre practitioners, theoretical analysis and evaluation of live theatre as well as differing acting styles such as devised, Naturalistic or Epic.

The knowledge and understanding gained from our collaborative approach encourages students to work effectively in group situations. We nurture leadership skills and emphasise the importance of ongoing creative development. We believe all students should have the opportunity to reach their full potential.

"Exit, pursued by a bear." – William Shakespeare

# Scheme of Learning

**SUBJECT** Drama  
**YEAR GROUP** Y9  
**TERM** Autumn 1  
**TITLE OF UNIT** Rumble  
**(LENGTH)WEEKS** 8 weeks

**By the end of this unit, students will be able to know/do:**

Knowledge	Skills
<ul style="list-style-type: none"> <li>• The rules of stage combat.</li> <li>• Create a performance using a range of stage combat moves.</li> <li>• Execute the safely whilst building tension within the audience.</li> <li>• Collaborate with others and work towards common goals as well as generating and exploring ideas.</li> <li>• Choreograph a performance which incorporates tension and safe stage combat.</li> <li>• Demonstrate great flair and accuracy with their moves and be able to perform convincingly in role.</li> </ul>	<ul style="list-style-type: none"> <li>• Tension</li> <li>• Pause</li> <li>• Eye contact</li> <li>• Proxemics</li> <li>• Vocal techniques</li> <li>• Stage Combat moves.</li> <li>• Voice techniques</li> <li>• Slow-motion</li> <li>• Tension</li> <li>• Proxemics</li> </ul>

Core Values	British Values	Social, Moral, Cultural & Spiritual
<b>Respect</b> <b>Courage</b> <b>Responsibility</b> Consideration Intellectual Curiosity	Tolerance Democracy Rule of Law <b>Mutual Respect</b> Individual Liberty	N/A

Literacy/Reading/Numeracy	Careers
<b>Literacy skills:</b> Spelling, paragraphing, punctuation and varied sentence structures, reading negotiation skills, inference skills <b>Numeracy skills:</b> sequencing, maths in the real world, concepts of measure, applying a rule.	<ul style="list-style-type: none"> <li>• Actor</li> <li>• Choreographer</li> <li>• Stunt person</li> <li>• Director</li> <li>• Workshop leader</li> </ul>

How will this topic be assessed?
<b>Focus of Assessment: CREATION</b> – students will be assessed by the teacher throughout the unit in lieu of a final stage performance. <b>Final assessment:</b> Performance of staged fight scene using a range of stage combat moves.

# Scheme of Learning

**SUBJECT** Drama  
**YEAR GROUP** Y9  
**TERM** Autumn 2  
**TITLE OF UNIT** Frantic Assembly  
**(LENGTH)WEEKS** 8 weeks

**By the end of this unit, students will be able to know/do:**

Knowledge	Skills
<ul style="list-style-type: none"> <li>Students will learn how to structure a devised performance using physical theatre in the style of Frantic Assembly.</li> <li>They will learn how to apply a key practitioner to their work using movement and the actors' body – rather than just simply spoken text to tell a story.</li> <li>The final performance will be in small groups and aim to express how physical theatre can be used to convey a narrative to a target audience.</li> </ul>	<ul style="list-style-type: none"> <li>Chair Duets</li> <li>Contact improvisation</li> <li>Gestures</li> <li>Movement</li> <li>Dance</li> <li>Mime</li> <li>Soundscape</li> <li>Physical theatre</li> <li>Sound corridor</li> <li>Tempo</li> <li>Rhythm</li> <li>Levels</li> <li>Lifts</li> </ul>

Core Values	British Values	Social, Moral, Cultural & Spiritual
Respect Courage <b>Responsibility</b> Consideration <b>Intellectual Curiosity</b>	Tolerance Democracy Rule of Law <b>Mutual Respect</b> Individual Liberty	N/A

Literacy/Reading/Numeracy	Careers
Rhythm, timing and counting beats.	<ul style="list-style-type: none"> <li>Choreographer</li> <li>Stunt person</li> <li>Director</li> <li>Workshop leader</li> <li>Marketing</li> <li>Management</li> </ul>

How will this topic be assessed?
<p><b>Focus of Assessment:</b> Performance of a devised play demonstrate full understanding of physical theatre style.</p> <p><b>Strands:</b> 2, 1</p>

# English

We believe that achievement in English underpins wider success in all subjects and walks of life. The English department's main aim is to develop confident users of English, able to write clearly and accurately for a range of audiences and purposes, and to read with enjoyment and understanding.

In Key Stages 3 and 4, students develop reading and writing skills across fiction, drama, poetry, media and non-fiction, in order to enrich their cultural capital. We teach texts that are challenging, life-enhancing and supportive of students' moral development, covering the history of English to the present day.

We believe that writing is a skill that needs to be explicitly taught and practised; therefore, students follow schemes focusing on writing successful narratives and non-fiction texts. The department also teach technical accuracy both within schemes of learning and through the 'Language for Learning' booklets issued throughout Key Stage 3.

The development of students' speaking and listening skills are vital for both their enjoyment and engagement in the subject at school and for their long-term confidence in using English in the world beyond. As such, opportunities for discussion and debate are built into every scheme of learning and are a feature of lessons.

Current texts studied include *The Speckled Band*, *A Christmas Carol* and *Animal Farm* at Key Stage 3, and *Macbeth*, *Romeo and Juliet* and *An Inspector Calls* at Key Stage 4.

# Scheme of Learning

**SUBJECT:** English

**YEAR GROUP:** 9

**TERM:** Autumn

**TITLE OF UNIT:** Visions: Dystopian Reading (Text choice of 'Animal Farm' or '1984')

**(LENGTH)WEEKS:** 6

**By the end of this unit, students will be able to know/do:**

Knowledge	Skills
<ul style="list-style-type: none"> <li>The plot of Animal Farm / 1984</li> <li>Historical context</li> <li>Literary context relating to dystopian fiction</li> <li>Understanding of key terms (socialism, communism, capitalism, totalitarianism, allegory, symbolism, propaganda)</li> <li>Understanding the writer's key messages</li> </ul>	<ul style="list-style-type: none"> <li>Reading for meaning</li> <li>Making inferences based on the text</li> <li>Making predictions based on the text</li> <li>Analysis of language, form and structure</li> <li>Linking to relevant historical context</li> <li>Using subject terminology accurately</li> </ul>

Core Values	British Values	Social, Moral, Cultural & Spiritual
<b>Respect</b> <b>Courage</b> <b>Responsibility</b> <b>Consideration</b> <b>Intellectual Curiosity</b>	<b>Tolerance</b> <b>Democracy</b> <b>Rule of Law</b> <b>Mutual Respect</b> <b>Individual Liberty</b>	Respecting points of view – analysing different characters' perspectives and motives Discerning truth and fact from opinion – consideration of propaganda and manipulation of the truth, importance of social engagement Issues of social justice and equality – discussion of exploitation and nature of freedom

Literacy/Reading/Numeracy	Careers
Literacy: <ul style="list-style-type: none"> <li>Development of vocabulary</li> <li>Accuracy and fluency in grammar, punctuation and spelling</li> <li>Proof-reading and editing</li> <li>Writing with coherence and cohesion</li> </ul> Reading: <ul style="list-style-type: none"> <li>Skimming, scanning, selecting information, close reading, inference</li> <li>Evaluation</li> <li>Comprehension</li> <li>Analysis of language, form and structure</li> </ul> Numeracy <ul style="list-style-type: none"> <li>Use of graphical representation</li> <li>Dates, timelines and chronology</li> </ul>	<ul style="list-style-type: none"> <li>Journalism</li> <li>Writer</li> <li>Copywriter</li> <li>Lawyer / legal profession</li> <li>Marketing / advertising / public relations</li> <li>Teaching / education / academia</li> <li>Research</li> <li>Curation</li> <li>Careers in the Arts</li> <li>Politics / diplomacy / international relations</li> <li>Economist</li> <li>Civil servant</li> <li>Sociologist / psychologist</li> <li>Managerial / leadership</li> </ul>

**How will this topic be assessed?**

Formative assessment – analysis of language and structure in an extract from the text. Maps onto GCSE English Language and GCSE English Literature exam questions.

Summative assessment – analysis of how a theme / character is presented across the text. Maps onto GCSE English Literature exam questions.

# Scheme of Learning

**SUBJECT:** English

**YEAR GROUP:** 9

**TERM:** Autumn

**TITLE OF UNIT:** Dystopian Writing

**(LENGTH)WEEKS:** 7

**By the end of this unit, students will be able to know/do:**

Knowledge	Skills
<ul style="list-style-type: none"> <li>• Dystopian genre conventions</li> <li>• Consider current affairs, societal problems and scientific advancements to develop ideas</li> <li>• Choose imagery and vocabulary to create a strong narrative voice and register.</li> <li>• Understand how to create an effective narrative opening to engage the reader.</li> <li>• Understand how to use emotive language to evoke feelings and emotions in the reader.</li> <li>• Use dialogue to effectively and accurately to develop and shape the narrative</li> <li>• Use varied sentence structures and punctuation to effectively create fear and tension.</li> <li>• To understand a narrative arc as a way of organising information and ideas for effect.</li> </ul>	<ul style="list-style-type: none"> <li>• Selecting vocabulary for effect</li> <li>• Using a range of punctuation for effect</li> <li>• Adapting tone appropriately</li> <li>• Organising information and ideas clearly and effectively</li> <li>• Accuracy in spelling</li> <li>• Writing with coherence and cohesion</li> </ul>

Core Values	British Values	Social, Moral, Cultural & Spiritual
Respect Courage Responsibility Consideration Intellectual Curiosity	Tolerance Democracy Rule of Law Mutual Respect Individual Liberty	Respecting points of view Discerning truth and fact from opinion Issues of social justice and equality

Literacy/Reading/Numeracy	Careers
Literacy: <ul style="list-style-type: none"> <li>• Development of vocabulary</li> <li>• Accuracy and fluency in grammar, punctuation and spelling</li> <li>• Proof-reading and editing</li> <li>• Writing with coherence and cohesion</li> </ul>	Journalism Writer Editor Marketing / advertising / public relations Teaching / education / academia Research Careers in the Arts

<p>Reading:</p> <ul style="list-style-type: none"> <li>• Skimming, scanning, selecting information, close reading, inference</li> <li>• Evaluation</li> <li>• Comparison and synthesis</li> <li>• Comprehension</li> <li>• Analysis of language, form and structure</li> </ul> <p>Numeracy</p> <ul style="list-style-type: none"> <li>• Identifying patterns</li> <li>• Sorting information into sets and subsets</li> <li>• Use of graphical representation</li> <li>• Dates, timelines and chronology</li> <li>• Interpretation of (numerical) data</li> </ul>	<p>Politics / diplomacy / international relations Economist Civil servant Sociologist / psychologist Managerial / leadership</p>
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<p><b>How will this topic be assessed?</b></p>
<p>Formative assessment – write the opening of a dystopian narrative</p>
<p>Summative assessment – write a dystopian narrative.</p>

# Scheme of Learning

**SUBJECT:** English

**YEAR GROUP:** 9

**TERM:** Autumn 2

**TITLE OF UNIT:** *A View from the Bridge*

**(LENGTH)WEEKS:** 6

**By the end of this unit, students will be able to know/do:**

Knowledge	Skills
<ul style="list-style-type: none"> <li>• The historical context of the play:               <ul style="list-style-type: none"> <li>- Arthur Miller</li> <li>- Italian immigration</li> <li>- Red Hook, Brooklyn</li> <li>- the history of the play <i>A View from the Bridge</i></li> <li>- the theme of tragedy and the common man</li> <li>- McCarthyism</li> <li>- The American Dream</li> </ul> </li> <li>• The literary context of the play – Greek tragedy</li> <li>• How to answer an extract question</li> <li>• How to answer an essay question</li> <li>• How to write about themes, characters, symbolism and writer's techniques</li> <li>• How to write about aspects of form specific to the play (dialogue, staging and stage directions, characterisation, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• Researching and creating an effective presentation</li> <li>• Close reading and annotation of the text</li> <li>• Writing an effective PEEL paragraph</li> <li>• Writing creatively - including news reports, letters and narratives - and accurately - including how to punctuate direct speech</li> <li>• Making useful notes</li> <li>• Creating a character mind map and essay plan</li> <li>• Reviewing, assessing and improving their own work</li> </ul>

Core Values	British Values	Social, Moral, Cultural & Spiritual
Respect Courage Responsibility Consideration Intellectual Curiosity	Tolerance Democracy Rule of Law Mutual Respect Individual Liberty	Respecting points of view Discerning truth and fact from opinion Issues of social justice and equality Commenting on morality – exploring the relationship between Eddie and Catherine Commenting on social issues through links to contextual background

<b>Literacy/Reading/Numeracy</b>	<b>Careers</b>
<p>Literacy:</p> <ul style="list-style-type: none"> <li>• Development of vocabulary</li> <li>• Accuracy and fluency in grammar, punctuation and spelling</li> <li>• Proof-reading and editing</li> <li>• Writing with coherence and cohesion</li> </ul> <p>Reading:</p> <ul style="list-style-type: none"> <li>• Skimming, scanning, selecting information, close reading, inference</li> <li>• Evaluation</li> <li>• Comparison and synthesis</li> <li>• Comprehension</li> <li>• Analysis of language, form and structure</li> </ul> <p>Numeracy</p> <ul style="list-style-type: none"> <li>• Identifying patterns</li> <li>• Sorting information into sets and subsets</li> <li>• Use of graphical representation</li> <li>• Dates, timelines and chronology</li> <li>• Interpretation of (numerical) data</li> </ul>	<ul style="list-style-type: none"> <li>• Journalism</li> <li>• Writer</li> <li>• Copywriter</li> <li>• Lawyer / legal profession</li> <li>• Marketing / advertising / public relations</li> <li>• Teaching / education / academia</li> <li>• Research</li> <li>• Curation</li> <li>• Careers in the Arts</li> <li>• Politics / diplomacy / international relations</li> <li>• Economist</li> <li>• Civil servant</li> <li>• Sociologist / psychologist</li> <li>• Managerial / leadership</li> </ul>

<b>How will this topic be assessed?</b>
<p>Formative: Detailed extract study on a theme.</p> <p>Summative Character essay.</p>

# Scheme of Learning

**SUBJECT:** English

**YEAR GROUP:** 9

**TERM:** Spring

**TITLE OF UNIT:** Modern Poetry

**(LENGTH)WEEKS:** 6

**By the end of this unit, students will be able to know/do:**

Knowledge	Skills
<ul style="list-style-type: none"> <li>• Poetry terms – caesura, enjambment, stanza, rhyming couplet, etc.</li> <li>• Terms to describe forms of poetry</li> <li>• Contexts of the poems</li> <li>• How to develop an argument in a poetry response</li> <li>• The key elements of a successful poetry essay</li> </ul>	<ul style="list-style-type: none"> <li>• To develop a personal response to a poem</li> <li>• To make accurate and relevant predications about a poem</li> <li>• To select relevant and precise evidence to support ideas</li> <li>• To use accurate subject terminology</li> <li>• To explore and evaluate how meaning is created through language, structure and form (AO2)</li> <li>• To identify literary techniques</li> <li>• To understand how context influences a poem</li> <li>• To explain links between context and meaning</li> <li>• To convey ideas coherently and in an appropriate register</li> <li>• To convey ideas embedding relevant evidence</li> <li>• To make clear, explained comparisons across texts</li> </ul>

Core Values	British Values	Social, Moral, Cultural & Spiritual
Respect Courage Responsibility Consideration Intellectual Curiosity	Tolerance Democracy Rule of Law Mutual Respect Individual Liberty	Respecting points of view Issues of social justice and equality Exploring themes about relationships / moral issues within poetry Cultural capital – exposure to poems

<b>Literacy/Reading/Numeracy</b>	<b>Careers</b>
<p>Literacy:</p> <ul style="list-style-type: none"> <li>• Development of vocabulary</li> <li>• Accuracy and fluency in grammar, punctuation and spelling</li> <li>• Proof-reading and editing</li> <li>• Writing with coherence and cohesion</li> </ul> <p>Reading:</p> <ul style="list-style-type: none"> <li>• Skimming, scanning, selecting information, close reading, inference</li> <li>• Evaluation</li> <li>• Comparison and synthesis</li> <li>• Comprehension</li> <li>• Analysis of language, form and structure</li> </ul> <p>Numeracy</p> <ul style="list-style-type: none"> <li>• Identifying patterns</li> <li>• Sorting information into sets and subsets</li> <li>• Use of graphical representation for comparisons</li> <li>• Dates, timelines and chronology to understand the context of different poems</li> </ul>	<ul style="list-style-type: none"> <li>• Journalism</li> <li>• Writer</li> <li>• Copywriter</li> <li>• Marketing / advertising /public relations</li> <li>• Teaching / education /academia</li> <li>• Research</li> <li>• Curation</li> <li>• Careers in the Arts</li> <li>• Politics / diplomacy /international relations</li> <li>• Sociologist / psychologist</li> <li>• Managerial / leadership</li> </ul>

<b>How will this topic be assessed?</b>
<p>Formative assessment: Analysis of a single poem.</p> <p>Summative assessment: Comparison of two poems with a common theme.</p>

# Scheme of Learning

**SUBJECT:** English

**YEAR GROUP:** 9

**TERM:** Summer

**TITLE OF UNIT:** Issues and Debates – Reading

**(LENGTH)WEEKS:** 6

**By the end of this unit, students will be able to know/do:**

Knowledge	Skills
<ul style="list-style-type: none"> <li>• To better understand real-world issues and their application in society; be introduced to the work of charities and the techniques used to persuade audiences, to fundraise, raise awareness and get their voice heard.</li> <li>• To understand the role of charities and not-for-profit organisations in society, their purpose and how they work</li> <li>• To understand and identify writing techniques used by charities to persuade, engage and affect audiences through use of register, tone, emotive language, facts, statistics and case studies, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Retrieving information</li> <li>• Inferring and identifying tone, meaning, purpose and register</li> <li>• Analysing reader effect and authorial intention</li> <li>• Analysing how writers use language and structure to interest and engage readers</li> <li>• Evaluating information presented to them</li> <li>• Synthesising, comparing and summarising information – direct link to GCSE English Language Paper 2, Non Fiction.</li> <li>• Study a range of real-life communication materials relating to charities and their work, focus on key reading skills A01 and A02 across:               <ol style="list-style-type: none"> <li>1. Press Releases</li> <li>2. Letters</li> <li>3. News articles</li> <li>4. Campaign materials</li> <li>5. Press Releases</li> <li>6. Letters to members</li> <li>7. Case studies</li> </ol> </li> </ul>

Core Values	British Values	Social, Moral, Cultural & Spiritual
Respect Courage Responsibility Consideration Intellectual Curiosity	Tolerance Democracy Rule of Law Mutual Respect Individual Liberty	Respecting points of view Discerning truth and fact from opinion Issues of social justice and equality Morality of 'giving' and obligations to broader society Development of the notion of 'charity' and philanthropy

<b>Literacy/Reading/Numeracy</b>	<b>Careers</b>
<p>Literacy:</p> <ul style="list-style-type: none"> <li>• Development of vocabulary</li> <li>• Accuracy and fluency in grammar, punctuation and spelling</li> <li>• Proof-reading and editing</li> <li>• Writing with coherence and cohesion</li> </ul> <p>Reading:</p> <ul style="list-style-type: none"> <li>• Skimming, scanning, selecting information, close reading, inference</li> <li>• Evaluation</li> <li>• Comparison and synthesis</li> <li>• Comprehension</li> <li>• Analysis of language, form and structure</li> </ul> <p>Numeracy</p> <ul style="list-style-type: none"> <li>• Identifying patterns</li> <li>• Sorting information into sets and subsets</li> <li>• Use of graphical representation</li> <li>• Dates, timelines and chronology</li> <li>• Interpretation of (numerical) data</li> </ul>	<p>Journalism</p> <p>Writer</p> <p>Copywriter</p> <p>Lawyer / legal profession</p> <p>Marketing / advertising / public relations</p> <p>Teaching / education / academia</p> <p>Research</p> <p>Curation</p> <p>Careers in the Arts</p> <p>Politics / diplomacy / international relations</p> <p>Economist</p> <p>Civil servant</p> <p>Sociologist / psychologist</p> <p>Managerial / leadership</p>

<b>How will this topic be assessed?</b>
<p>Formative: Language Paper 2-style Language and Structure Question</p> <p>Summative: Language Paper 2-style Evaluation Question</p>

# Scheme of Learning

**SUBJECT:** English

**YEAR GROUP:** 9

**TERM:** Summer

**TITLE OF UNIT:** Issues and Debates – Written persuasive writing scheme

**(LENGTH)WEEKS:** 6

**By the end of this unit, students will be able to know/do:**

Knowledge	Skills
<ul style="list-style-type: none"> <li>Understand how to use their voice as a citizen in society, and where to use it</li> <li>Discerning opinion and point of view from fact</li> <li>How to conduct a debate, including debating rules, terminology and etiquette</li> <li>Learn about great speakers of the 21<sup>st</sup> century campaigning for tolerance and justice, Churchill, Boris Johnson, Dr Martin Luther King, Malala</li> <li>Different forms of non-fiction writing</li> <li>Indicators of form in non-fiction texts</li> </ul>	<ul style="list-style-type: none"> <li>How to write a formal letter, a letter of complaint, a campaign letter, and an open letter</li> <li>How to persuade and inspire through well-constructed speeches</li> <li>How to construct an argument, how to respect different points of view</li> <li>How to write an opinion piece, e.g. in a newspaper article; discerning and identifying point of view over fact</li> <li>Drafting and editing work to make improvements</li> <li>Choosing vocabulary for effect</li> <li>Incorporating various persuasive devices to achieve a particular effect</li> <li>How to adapt tone and register to suit audience and purpose</li> </ul>

Core Values	British Values	Social, Moral, Cultural & Spiritual
Respect Courage Responsibility Consideration Intellectual Curiosity	Tolerance Democracy Rule of Law Mutual Respect Individual Liberty	Respecting points of view Discerning truth and fact from opinion Issues of social justice and equality Cultural capital – exposure to great speakers in recent times

Literacy/Reading/Numeracy	Careers
Literacy: <ul style="list-style-type: none"> <li>Development of vocabulary</li> <li>Accuracy and fluency in grammar, punctuation and spelling</li> <li>Proof-reading and editing</li> <li>Writing with coherence and cohesion</li> </ul> Reading: <ul style="list-style-type: none"> <li>Skimming, scanning, selecting information, close reading, inference</li> <li>Evaluation</li> <li>Comparison and synthesis</li> <li>Comprehension</li> </ul>	Journalism Writer Copywriter Lawyer / legal profession Marketing / advertising / public relations Teaching / education / academia Research Curation Careers in the Arts Politics / diplomacy / international relations Economist

<ul style="list-style-type: none"> <li>• Analysis of language, form and structure</li> </ul> <p>Numeracy</p> <ul style="list-style-type: none"> <li>• Identifying patterns</li> <li>• Sorting information into sets and subsets</li> <li>• Use of graphical representation</li> <li>• Dates, timelines and chronology</li> <li>• Interpretation of (numerical) data</li> </ul>	<p>Civil servant  Motivational speaker  Editor  Managerial / leadership</p>
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<p><b>How will this topic be assessed?</b></p>
<p>Formative: Persuasive formal letter writing activity</p> <p>Summative: Persuasive speech writing activity</p>

# Geography

*'Geography is everything and everything is Geography'. Anon.*

Geography is a dynamic subject which plays a crucial role in understanding our world; both environmentally and socially. At All Hallows our aim is to present students with global issues to enhance their perspective on the world. Never has the study of our planet been more relevant and appropriate; Geography inspires pupils to become global citizens by exploring their own place in the world, their values and responsibilities to other people, to the environment and to the sustainability of the planet. We encourage our students to think empathetically and inspire them to want to make positive changes to the world around them.

Geography offers a broad curriculum studying both human and physical topics. The study of geography stimulates an interest in and a sense of wonder about places. It explains where places are, how landscapes are formed, how people and their environment interact, and how a diverse range of economies, societies and environments are interconnected. It builds on pupils' own experiences to investigate places at all scales, from the personal to the global.

At All Hallows our Geography team are committed to encouraging students to ask the 'difficult questions'. We hope our passion and love of the subject inspires students to also share a love of a subject which can teach us so much about our world.

# Scheme of Learning

**SUBJECT: Geography**

**YEAR GROUP : 9**

**TERM: 1**

TITLE OF UNIT: What makes a hazard a disaster?

(LENGTH)/WEEKS: 10

**By the end of this unit, students will be able to know/do:**

Knowledge	Skills
<ul style="list-style-type: none"> <li>• The definitions of a tectonic hazard and disaster</li> <li>• The internal structure of the earth, to include the 4 different layers and what the mantle is like</li> <li>• The names of the two types of tectonic plate and how they differ</li> <li>• Why tectonic plates move (focussing on convection current theory)</li> <li>• What a plate boundary is and the three different types of boundary – conservative, destructive (collision and destructive) and constructive</li> <li>• Examples of where the different plate boundaries can be found internationally (focus on San Andreas, Mid-Atlantic, Japan, Himalayas)</li> <li>• The formation of an earthquake and the physical factors that affect the magnitude of an earthquake, including depth of focus and length of time the plates have been locked for</li> <li>• The social, economic, and environmental effects and knock-on effects of an earthquake</li> <li>• The prediction, planning and protection techniques that can be used to manage an earthquake</li> <li>• A case study of an earthquake in a LIC and a case study of an earthquake in a HIC, to show the differences in effects and management between different levels of development</li> <li>• The types of volcanoes – to include composite, shield, dormant, extinct, and active</li> <li>• The key features of a volcano</li> <li>• The different hazards caused by a volcano (lava, pyroclastic flow and ash) and how they differ between types of volcanoes (shield and composite)</li> <li>• The management of volcanoes – to include the 3 Ps</li> <li>• Why people live near a volcano</li> <li>• An example of a volcanic eruption to show the impacts caused and management used to facilitate a comparison to earthquakes</li> <li>• The causes of a tsunami, their key features (wave height, wavelength, speed, onshore/offshore, distance travelled) and how their key features result in so much devastation.</li> </ul>	<ul style="list-style-type: none"> <li>• Analysing block diagrams of earthquake boundaries</li> <li>• Analysing maps of earthquake boundaries</li> <li>• Application of knowledge to unfamiliar sources</li> <li>• Description of distribution, using TEA</li> <li>• Explanation – causation, using statistics</li> <li>• Explanation – formation and physical processes</li> <li>• Assessing a viewpoint</li> </ul>

<b>Core Values</b>	<b>British Values</b>	<b>Social, Moral, Cultural &amp; Spiritual</b>
Respect Courage Responsibility Consideration <b>Intellectual Curiosity</b>	Tolerance Democracy Rule of Law <b>Mutual Respect</b> Individual Liberty	Empathy – what it is like in a collapsed building / saving people. Writing from a personal perspective homework Awareness of the difference development makes in how vulnerable people are

<b>Literacy/Reading/Numeracy</b>	<b>Careers</b>
Comprehension Spelling of definitions Analysis of diagrams	Seismologist Volcanologist Hazard assessor Risk Assessment

<b>How will this topic be assessed?</b>
Topic will be assessed via an exam style paper at the end of the unit, which will include explain and 'assess the view' questions.

# Scheme of Learning

**SUBJECT: Geography**

**YEAR GROUP: Year 9**

**TERM: Autumn term 1 to Spring term 1**

TITLE OF UNIT: Japan

(LENGTH)WEEKS: 9 weeks

**By the end of this unit, students will be able to know/do:**

Knowledge	Skills
<ul style="list-style-type: none"> <li>• The overall aim of this topic is for students to answer; 'how it is Japan has become the 4<sup>th</sup> richest country in the world?</li> <li>• The climate of Japan varies – very cold in the north islands, compared to mild in the southern islands, this leads to differences in population distribution, job opportunities etc.</li> <li>• The ageing population of Japan: causes (expense of children, equal rights for woman, lack of space in cities, high paid jobs, healthy lifestyle, respect of the elderly) and effects this brings</li> <li>• The megacity of Tokyo, why it has grown and what problems this overcrowding has caused</li> <li>• Solutions of overcrowding</li> <li>• 4 Types of industry will be defined and explains – primary, secondary, tertiary and quaternary.</li> <li>• Primary Industry in Japan of farming is in decline – reasons why (ageing population, young people moving to cities) and problems this causes (lack of food, reliance on imports)</li> <li>• Secondary Industry in Japan of manufacturing the concept of imports and exports to make profit</li> <li>• Quaternary Industry in Japan and innovation of products - students to do independent research to present ideas</li> <li>• Links to previous topic on Tectonics by studying the 2011 Japanese earthquake and tsunami – primary and secondary effects and the immediate and long term responses to the disaster.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will write a location description of Japan</li> <li>• Students will draw a climate graph of Japan</li> <li>• Students will develop their extended writing by answering 9 mark GCSE style questions using the command words 'evaluate' and 'to what extent'. Students will use the P.E.E.L technique.</li> <li>• Students to present ideas to the class using a variety of presentation techniques i.e. PowerPoint</li> </ul>

Core Values	British Values	Social, Moral, Cultural & Spiritual
Respect Courage Responsibility Consideration Intellectual Curiosity	Tolerance Democracy Rule of Law Mutual Respect Individual Liberty	Social – Japan's culture and worth ethic Moral/Cultural – look at an ageing population and the causes and impacts on wider society

<b>Literacy/Reading/Numeracy</b>	<b>Careers</b>
<p>Literacy/Reading – students will have the opportunity to read a variety of newspaper sources to gain insight into life in Japan</p> <p>Numeracy – students will practise their graphical skills by drawing and interpreting a climate graph</p>	<p>Journalism, investigative journalism, cartographers, population control, innovation and design</p>

<b>How will this topic be assessed?</b>
<p>This topic will be assessed through extended writing. Students will be given the opportunity to practise their 9 mark questions and will be assessed throughout the topic on these.</p>

# History

History is like a tapestry of different stories and versions of the past which have been woven together over time. History at All Hallows' aims to provide students not only with a broad and diverse knowledge of the past but also give students the right tools in which to pick these stories apart, to uncover the different narratives of history and to critically examine them.

Our key stage 3 curriculum will be centred on four main themes which are revisited as the students travel from pre-1066 to the late 20th century: Power.

- Beliefs
- Encounters
- Lives of the ordinary people

These themes not only help to frame students' understanding of significant historical events but also help them to navigate vast time periods whilst developing an awareness of the key concepts such as religious, political, social and economic history.

Our aim is to help students understand their own context, and so where appropriate we explore local people and events alongside national and global history. It is important that students develop an appreciation for key developments over time, the cause and consequence of these. Students will consider elements of change, continuity, similarity and difference to assess the significance of events and how events in the past have shaped the present.

At the end of their time at All Hallows' we hope that students are curious about the past, that they can engage in current historical debates, and that they can critically question historical sources and interpretations.

## **Extra-curricular opportunities**

Students will have the opportunity to visit the battlefields and cemeteries of the Western Front in order to broaden their understanding of the events of WW1 and to commemorate and pay their respects to the fallen soldiers.

# Scheme of Learning

**SUBJECT** History

**YEAR GROUP** Year 9

**TERM** Autumn

**TITLE OF UNIT** What do the stories of the 'forgotten' soldiers reveal about the Western Front?

**(LENGTH) WEEKS** 7 weeks

**By the end of this unit, students will be able to know/do:**

Knowledge	Skills
<ul style="list-style-type: none"> <li>Use chronology to order events</li> <li>Explain different causes of events</li> <li>Explain the consequences of events</li> <li>Revisiting historical significance</li> <li>Using the scholarship of historians</li> <li>Supporting or refuting the work of historians with evidence</li> <li>Using evidence and explanation to support how the experiences of the forgotten soldiers are revealing</li> <li>Creating an argument using historians and supporting evidence</li> </ul>	<ul style="list-style-type: none"> <li>Use chronology to order events</li> <li>Explain different causes of events</li> <li>Explain the consequences of events</li> <li>Revisiting historical significance</li> <li>Using the scholarship of historians</li> <li>Supporting or refuting the work of historians with evidence</li> <li>Using evidence and explanation to support how the experiences of the forgotten soldiers are revealing</li> <li>Creating an argument using historians and supporting evidence</li> </ul>

Core Values	British Values	Social, Moral, Cultural & Spiritual
<b>Respect</b> <b>Courage</b> Responsibility Consideration <b>Intellectual Curiosity</b>	<b>Tolerance</b> Democracy Rule of Law <b>Mutual Respect</b> <b>Individual Liberty</b>	Mental Health awareness Racial and gender equality Social and cultural changes brought about by war Conscientious objections to war

Literacy/Reading/Numeracy	Careers
<ul style="list-style-type: none"> <li>Key words and terms highlighted. How to construct detailed paragraphs and correct use of grammar and punctuation.</li> <li>Use of narrative history – reading personal accounts and stories.</li> <li>Statistics used to understand various features of the topic e.g. Arms Race and imperial contributions.</li> </ul>	Teacher/Lecturer Government/Politician Museum Researcher Media Researcher Genealogist Museum Curator Museum Education Officer Heritage Industry Archaeologist Archivist/Records Manage Law Journalist

How will this topic be assessed?
Summative assessment on significance

# Scheme of Learning

**SUBJECT:** History

**YEAR GROUP:** 9

**TERM:** 1

**TITLE OF UNIT:** How did Europe respond in the aftermath of the First World War?

**(LENGTH)WEEKS:** 3

**By the end of this unit, students will be able to know/do:**

Knowledge	Skills
<ul style="list-style-type: none"> <li>The intentions, terms and outcomes of the Treaty of Versailles</li> <li>The rise of Fascism in Italy</li> <li>The Revolutions in Russia</li> <li>Similarities and differences between types of dictatorship</li> <li>Simple contrasts between communism and capitalism</li> </ul>	<ul style="list-style-type: none"> <li>Recognise the difference between a historical source and a historical interpretation</li> <li>Practise inferring the (main) messages from historical sources and interpretations</li> <li>Explaining inferences using the content and context of sources and interpretations</li> <li>Use the provenance of historical interpretations to explain the attitude and purposes behind them.</li> </ul>

Core Values	British Values	Social, Moral, Cultural & Spiritual
<b>Respect</b> Courage Responsibility <b>Consideration</b> <b>Intellectual Curiosity</b>	<b>Tolerance</b> <b>Democracy</b> <b>Rule of Law</b> <b>Mutual Respect</b> <b>Individual Liberty</b>	Systems of government Rules-based international order

Literacy/Reading/Numeracy	Careers
Reading comprehension Written outcome	Teacher/Lecturer Government/Politician Museum Researcher Media Researcher Genealogist Museum Curator Museum Education Officer Heritage Industry Archaeologist Archivist/Records Manage Journalist

How will this topic be assessed?
While there is no formal, summative assessment at the end of this topic, there will be opportunities for teachers and pupils to assess regular written outcomes.

# Scheme of Learning

**SUBJECT** History

**YEAR GROUP** 9

**TERM** Autumn

**TITLE OF UNIT** How did Hitler come to power in 1933?

**(LENGTH)/WEEKS** 4 weeks

**By the end of this unit, students will be able to know/do:**

Knowledge	Skills
<ul style="list-style-type: none"> <li>The formation of the Nazi Party and the Munich Putsch</li> <li>Factors within Hitler's control that led to him gaining power (propaganda, public speaking skills, organisation/leadership of the Nazi Party)</li> <li>Factors outside Hitler's control that led to him gaining power (Great Depression, backstairs intrigue)</li> </ul>	<ul style="list-style-type: none"> <li>Describe specific events/factors that led to Hitler's rise in power</li> <li>Explain how each event contributed to Hitler's rise in power</li> <li>Ranking and justification of factors</li> <li>Analysis and evaluate sources about Hitler's rise to power (including propaganda)</li> </ul>

Core Values	British Values	Social, Moral, Cultural & Spiritual
<b>Respect</b> <b>Courage</b> <b>Responsibility</b> <b>Consideration</b> <b>Intellectual Curiosity</b>	<b>Tolerance</b> <b>Democracy</b> <b>Rule of Law</b> <b>Mutual Respect</b> <b>Individual Liberty</b>	Social impact in Germany Moral implications of Hitler and the Nazi Party Cultural impact on Germany

Literacy/Reading/Numeracy	Careers
Analysis and evaluation of sources Reading comprehension Written outcome Numeracy- numbers of votes and party seats in the Reichstag	Teacher/Lecturer Government/Politician Museum Researcher Media Researcher Genealogist Museum Curator Museum Education Officer Heritage Industry Archaeologist Archivist/Records Manage Law Journalist

How will this topic be assessed?
Source questions, scaffolding source skills, which are applicable across KS3 and KS4.

# Maths

At All Hallows we believe that all students can be successful in Maths. We aim to make the learning in our lessons rich, deep and enjoyable. We aim to explore the 'why' as well as the 'how' in our classes and to help our students develop a deep understanding of mathematical concepts, as well as a fluency and confidence with mathematical procedures.

There are six strands of mathematical content:

- Number
- Algebra
- Geometry and Measure
- Ratio and Proportion
- Statistics
- Probability

Our intention is to teach each of these strands in a way that supports students to develop confidence in their mathematical abilities and be able to apply mathematics to a range of different contexts and see the potential for use of maths in real life.

We recognise the importance of developing problem solving and reasoning skills for applications beyond mathematics.

We want our students to develop an appreciation of mathematical relationships, and a mathematical curiosity and desire to understand.

We support students in learning how to work systematically, independently and co-operatively.

We encourage them to articulate their understanding and explain mathematical concepts using precise technical language.

We emphasise the importance of comparing and evaluating equivalent methods, selecting the most appropriate one for the problem.

# Scheme of Learning

<b>SUBJECT</b>	<b>Maths</b>
<b>YEAR GROUP</b>	<b>9</b>
<b>TERM</b>	<b>Autumn 1</b>
<b>TITLE OF UNIT</b>	Equations, inequalities and quadratics
<b>(LENGTH)WEEKS</b>	7

**By the end of this unit, students will be able to know/do:**

<b>Knowledge and Skills</b>
<ul style="list-style-type: none"> <li>• Confident with the terminology and notation used in algebra.</li> <li>• Fluent in the manipulation of algebraic expressions, including substitution, simplifying and factorising.</li> <li>• Able to form and solve simple equations and inequalities in one variable.</li> <li>• Able to use mathematical formulae in a range of contexts, including in problems requiring rearranging of the formula.</li> <li>• Beginning to develop knowledge of quadratic techniques, including quadratic expansion and factorising of monic quadratics, as a method to solve them.</li> </ul>

<b>Core Values</b>	<b>British Values</b>	<b>Social, Moral, Cultural &amp; Spiritual</b>
Respect Courage Responsibility Consideration Intellectual Curiosity	Tolerance Democracy Rule of Law Mutual Respect Individual Liberty	Contribute to class discussions to share and develop understanding Collaborative work on problem-solving activities Resilience and perseverance to overcome difficulties History of maths (including cultural links) Applications/examples of maths in the wider world

<b>Literacy/Reading/Numeracy</b>	<b>Careers</b>
Worded problems Applications to real life scenarios	The topics in Key Stage 3 maths provide the foundation for the GCSE content, which is an essential pre-requisite for a wide range of careers.

<b>How will this topic be assessed?</b>
45 minute written assessment in class, in exam conditions. Students in Years 7, 8 and 9 (Autumn term only) are allowed to bring one A4 sheet of hand-written notes into the assessment. Students should ensure they have all their mathematical equipment with them for assessments.

# Scheme of Learning

<b>SUBJECT</b>	<b>Maths</b>
<b>YEAR GROUP</b>	<b>9</b>
<b>TERM</b>	<b>Autumn 1</b>
<b>TITLE OF UNIT</b>	Quadratics, inequalities and simultaneous equations
<b>(LENGTH)WEEKS</b>	7

**By the end of this unit, students will be able to know/do:**

<b>Knowledge and Skills</b>
<ul style="list-style-type: none"> <li>• Fluent in the language and notation of algebra, and manipulation of algebraic expressions, including substitution, simplifying and factorising.</li> <li>• Confident in solving equations in one or two variables (including simultaneous equations).</li> <li>• Able to work with quadratic expressions and equations, including products of binomials, solving monic quadratic equations by factorising, completing the square or using the quadratic formula.</li> <li>• Fluent in the language and notation of inequalities and able to solve linear inequalities in one variable.</li> </ul>

<b>Core Values</b>	<b>British Values</b>	<b>Social, Moral, Cultural &amp; Spiritual</b>
Respect Courage Responsibility Consideration Intellectual Curiosity	Tolerance Democracy Rule of Law Mutual Respect Individual Liberty	Contribute to class discussions to share and develop understanding Collaborative work on problem-solving activities Resilience and perseverance to overcome difficulties History of maths (including cultural links) Applications/examples of maths in the wider world

<b>Literacy/Reading/Numeracy</b>	<b>Careers</b>
Worded problems Applications to real life scenarios	The topics in Key Stage 3 maths provide the foundation for the GCSE content, which is an essential pre-requisite for a wide range of careers.

<b>How will this topic be assessed?</b>
45 minute written assessment in class, in exam conditions. Students in Years 7, 8 and 9 (Autumn term only) are allowed to bring one A4 sheet of hand-written notes into the assessment. Students should ensure they have all their mathematical equipment with them for assessments.

# Scheme of Learning

<b>SUBJECT</b>	<b>Maths</b>
<b>YEAR GROUP</b>	<b>9</b>
<b>TERM</b>	<b>Autumn 2</b>
<b>TITLE OF UNIT</b>	Sequences; Area, Perimeter and Volume (Core)
<b>(LENGTH)/WEEKS</b>	8

**By the end of this unit, students will be able to know/do:**

<b>Knowledge and Skills</b>
<ul style="list-style-type: none"> <li>• Be able to identify patterns in a variety of contexts, and use principles of sequences to solve problems.</li> <li>• Find the <math>n</math>th term of an arithmetic sequence and use it to generate and identify terms. Generate or continue quadratic sequences from the <math>n</math>th term.</li> <li>• Recap the formulae for area of common geometric shapes.</li> <li>• Use the formulae to find the volume of different 3D shapes.</li> <li>• Use the appropriate formulae to calculate the surface area of different 3D shapes.</li> <li>• Round values to a specified number of decimal places or significant figures. Use approximation to estimate answers to calculations. Use estimation in context.</li> </ul>

<b>Core Values</b>	<b>British Values</b>	<b>Social, Moral, Cultural &amp; Spiritual</b>
Respect Courage Responsibility Consideration Intellectual Curiosity	Tolerance Democracy Rule of Law Mutual Respect Individual Liberty	Contribute to class discussions to share and develop understanding Collaborative work on problem-solving activities Resilience and perseverance to overcome difficulties History of maths (including cultural links) Applications/examples of maths in the wider world

<b>Literacy/Reading/Numeracy</b>	<b>Careers</b>
Worded problems Applications to real life scenarios	The topics in Key Stage 3 maths provide the foundation for the GCSE content, which is an essential pre-requisite for a wide range of careers.

<b>How will this topic be assessed?</b>
45 minute written assessment in class, in exam conditions. Students in Years 7, 8 and 9 (Autumn term only) are allowed to bring one A4 sheet of hand-written notes into the assessment. Students should ensure they have all their mathematical equipment with them for assessments.

# Scheme of Learning

**SUBJECT** Maths  
**YEAR GROUP** 9  
**TERM** Autumn 2  
**TITLE OF UNIT** Sequences, 3D Shapes and Accuracy (Main)  
**(LENGTH)/WEEKS** 8

**By the end of this unit, students will be able to know/do:**

<b>Knowledge and Skills</b>
<ul style="list-style-type: none"> <li>Identify the <math>n</math>th term of an arithmetic or quadratic sequence. Continue or generate an arithmetic, geometric or quadratic sequence from the <math>n</math>th term.</li> <li>Identify sequences in different contexts and solve problems with them.</li> <li>Understand how to calculate the volume of prism-type shapes and pyramid-type shapes and use the formulae to find the volume of different 3D shapes.</li> <li>Derive and use the appropriate formulae to calculate the surface area of different 3D shapes.</li> <li>Round values appropriately and use them for estimating. Identify the error interval of a rounded value using inequality notation.</li> <li>Use upper and lower bounds in calculations to find the error interval of a calculated value.</li> </ul>

<b>Core Values</b>	<b>British Values</b>	<b>Social, Moral, Cultural &amp; Spiritual</b>
Respect Courage Responsibility Consideration Intellectual Curiosity	Tolerance Democracy Rule of Law Mutual Respect Individual Liberty	Contribute to class discussions to share and develop understanding Collaborative work on problem-solving activities Resilience and perseverance to overcome difficulties History of maths (including cultural links) Applications/examples of maths in the wider world

<b>Literacy/Reading/Numeracy</b>	<b>Careers</b>
Worded problems Applications to real life scenarios	The topics in Key Stage 3 maths provide the foundation for the GCSE content, which is an essential pre-requisite for a wide range of careers.

<b>How will this topic be assessed?</b>
45 minute written assessment in class, in exam conditions. Students in Years 7, 8 and 9 (Autumn term only) are allowed to bring one A4 sheet of hand-written notes into the assessment. Students should ensure they have all their mathematical equipment with them for assessments

# MFL:French

Languages are increasingly important in the business world and globalised society. Studying languages enables us to communicate effectively with people from around the world. In addition, it opens doors to new cultures and experiences.

We look to develop students' confidence in a range of transferable skills, along with reinforcing high standards of literacy, in order to provide the skills that will help them be successful in any professional field.

Our students will gain a cultural understanding of the target language countries. This is achieved through a range of topics, film, food, festivals and a residential trip abroad. Students learn how to communicate effectively in a range of tenses, in addition to debating skills, both for everyday purposes as well as to discuss global and moral issues.

Through studying grammar in a second language, along with translation, students will benefit from an improved understanding of English. They also gain skills of inferring information, gauging mood and tone, and understanding a variety of texts both factual and fictional. This will help link to other subjects too and improve all-round confidence in speaking, encouraging them to be open-minded individuals and citizens of the world who respect and appreciate different cultures, and can profit from a variety of opportunities for future career paths.

# Scheme of Learning

**SUBJECT:** French

**YEAR GROUP:** Y9

**TERM:** Autumn

**TITLE OF UNIT:** *J'aimerais changer le monde* : I want to change the world

**(LENGTH)WEEKS:** 12 weeks

**By the end of this unit, students will be able to know/do:**

Knowledge	Skills
<ul style="list-style-type: none"> <li>To give opinions and reasons about food likes and dislikes</li> <li>To compare food in schools in a variety of francophone countries.</li> <li>To use negatives to talk about vegetarianism/ veganism</li> <li>To use comparatives and superlatives to talk about protecting animals.</li> <li>To use the past tense to talk about how I have recently helped the environment.</li> <li>To use the conditional tense to talk about how I would like to protect the planet.</li> </ul>	<ul style="list-style-type: none"> <li>Listening for gist and completing comprehension tasks. Associating phonemes and graphemes and identifying negatives in speech.</li> <li>Reading- for gist and completing comprehension tasks. Finding relevant information and identifying time markers.</li> <li>Writing: creating a 50-word paragraph about food likes and dislikes in 2 tenses.</li> <li>Speaking: debating views on veganism Asking and answering questions in order to express views on the environment in two tenses.</li> <li>Translation: identifying time markers and tenses in order to translate from English-French in two tenses.</li> </ul>

Core Values	British Values	Social, Moral, Cultural & Spiritual
<p><b>Respect</b> Courage <b>Responsibility</b> <b>Consideration</b> <b>Intellectual Curiosity</b></p>	<p>Tolerance <b>Democracy</b> Rule of Law Mutual Respect <b>Individual Liberty</b></p>	<p><b>Cultural-</b> comparison of school meals in Francophone countries <b>Social:</b> discussion of what we can do to help others in our community and around the world. <b>Moral:</b> behaving in a respectful and tolerant way to others from a different background</p>

Literacy/Reading/Numeracy	Careers
<p>Literacy skills are developed through grammar focus (present, past and negatives). Reading skills are developed through error spotting, reading for gist and comprehension tasks.</p>	<p>Environmental based careers Language/travel/international based careers such as translator/ interpreter/ foreign correspondent</p>

How will this topic be assessed?
<p>Pupils will demonstrate their understanding and knowledge of opinions, reasons, comparisons in the present and past tense in a short translation assessment (English-French), along with a listening and reading comprehension assessment. Writing: pupils will produce an extended paragraph of approximately 50 words to demonstrate use of opinions, connectives, negatives, comparisons in two tenses.</p>

# Music

Music is the universal language of all cultures and identities and surrounds our everyday life. At All Hallows we believe that 'Music is for all'. We aim for all students to develop lifelong transferable skills of creativity, identity and personality throughout their time studying with us.

We focus on the three main areas of Performance, Composition and Appraising within music lessons, studying over a variety of mediums and technologies new and old; giving constant feedback helps our students develop as musicians, allowing skills such as confidence, expression, courage, respect and self-discipline to develop through their work.

We want our curriculum to have breadth and depth to it, allowing students to develop knowledge of different cultural histories within music and how they affect the global world in which we live.

We offer students the opportunity to pursue their interests with a rich and diverse programme of extra-curricular options, giving students the chance to perform in concerts, both as large-scale ensembles or in a solo setting. Students have the opportunity to see music within its live context as well as taking their own performances to the public, both in and out of the UK – in previous years, we have visited Prague, Italy and France.

Through all of this, we aim for our students to be able to enjoy and appreciate music as an essential part of their lives, as well as giving them the life skills to unlock their full potential as the musicians and educators of tomorrow.

# Scheme of Learning

**SUBJECT: Music**

**YEAR GROUP: 9**

**TERM: Autumn 1**

TITLE OF UNIT: Ground Bass

(LENGTH)WEEKS: 7

**By the end of this unit, students will be able to know/do:**

Knowledge	Skills
<ul style="list-style-type: none"> <li>Develop knowledge and understanding of ground bass form &amp; structure and how this is used to provide musical variation in different styles.</li> <li>Other ways in which music is structured and how composers vary this.</li> <li>How to read bass clef notation.</li> <li>How to understand key signatures and compound time signatures.</li> <li>Identify features of Baroque music.               <ul style="list-style-type: none"> <li>Polyphonic Textures</li> <li>Use of Strings</li> <li>How the Harpsichord is used</li> </ul> </li> <li>Identify textures of homophonic, monophonic and polyphonic textures through listening.</li> </ul>	<ul style="list-style-type: none"> <li>Use a left hand fluently to perform a ground bass.</li> <li>Confidently use two hands together on the keyboard.</li> <li>Creating an ensemble performance.</li> <li>Learning how to play the ground bass on a Double Bass</li> </ul>

Core Values	British Values	Social, Moral, Cultural & Spiritual
<b>Respect</b> <b>Courage</b> <b>Responsibility</b> <b>Consideration</b> <b>Intellectual Curiosity</b>	Tolerance Democracy Rule of Law <b>Mutual Respect</b> Individual Liberty	Team work. Sacred vocal music from Baroque period. Imagination and creativity.

Literacy/Reading/Numeracy	Careers
Counting rhythmic beats, performing in time. Writing, and key terms.	Musician, historian, teacher. Music offers many transferable skills, which can be applied to almost any career.

How will this topic be assessed?
Students are assessed through a solo performance at the end of the topic along with short listening tests throughout the unit of work.

# Scheme of Learning

**SUBJECT: Music**

**YEAR GROUP: 9**

**TERM: Autumn 2**

TITLE OF UNIT: Ground Bass

(LENGTH)WEEKS: 7

**By the end of this unit, students will be able to know/do:**

Knowledge	Skills
<ul style="list-style-type: none"> <li>Identify how music has been structured &amp; varied</li> <li>Compose music in a popular song format</li> <li>Know how to record in performances using music technology.</li> </ul>	<ul style="list-style-type: none"> <li>Use music technology to record in students own composition.</li> <li>Record in time using a metronome.</li> <li>Overdub sounds and add in suitable studio effects.</li> <li>Record in a vocal line using a microphone.</li> <li>Create a pop song using a suitable structure.</li> </ul>

Core Values	British Values	Social, Moral, Cultural & Spiritual
<b>Respect</b> <b>Courage</b> <b>Responsibility</b> <b>Consideration</b> <b>Intellectual Curiosity</b>	Tolerance Democracy Rule of Law <b>Mutual Respect</b> Individual Liberty	Imagination and creativity.

Literacy/Reading/Numeracy	Careers
<b>Numeracy skills:</b>  Counting Beats, more complex rhythms – subdivision of beats Links to sequences  <b>Literacy</b> <ul style="list-style-type: none"> <li>Writing</li> <li>Reading</li> <li>Learning of new key terms</li> <li>Question and Answers</li> </ul>	Songwriter.

How will this topic be assessed?
Students are assessed working on a composition throughout the half term which is taken in and assessed by the teacher at the end of the half term.

# Physical Education

Physical Education is an essential aspect of school life and its importance is increasingly recognised. The PE Department will teach students a range of sports and physical skills, with the aim that every student finds their sporting niche; leaving school with the knowledge and understanding of how to live a healthy lifestyle and staying engaged in sport and exercise.

Throughout their time at All Hallows students will engage in a wide-ranging curriculum, exploring the full spectrum of sporting contexts: Games, Aesthetics, Striking and Fielding, Athletics, Fitness and Outdoor Education & Life skills. Lessons take place within our outstanding sporting facilities, including the Fitness Suite, Swimming Pool, Gymnastics Hall, Sports Hall, Outside Courts and Pitches.

Alongside practical skills for a range of sports, students will also gain a strong understanding of diet and nutrition. Interpersonal skills such as teamwork, communication and leadership will be developed within a range of environments. To enhance student experience, we offer a rich extra-curricular programme, where students can engage in competitive sport with the opportunity to represent the school in fixtures, or simply enjoy recreational sport and fitness activities.

Through the delivery of Outdoor Education & Life skills, students will be taught Swimming, First Aid (in and outside of the water) and Map Reading.

# Scheme of Learning

## Physical Education

Year 9

Autumn and Spring Term

Badminton

6-7 WEEKS

**By the end of this unit, students will be able to know/do:**

Knowledge	Skills
<ul style="list-style-type: none"><li>Doubles positioning</li><li>Doubles tactics</li></ul>	<ul style="list-style-type: none"><li>Net shots</li><li>Drops shots</li><li>Smash</li></ul>

Core Values	British Values	Social, Moral, Cultural & Spiritual
Respect Courage Responsibility Consideration Intellectual Curiosity	Tolerance Democracy Rule of Law Mutual Respect Individual Liberty	Development of right and wrong, respecting rules Participate and cooperate Resolve conflict Honesty and sportsmanship

Literacy/Reading/Numeracy	Careers
Understanding of the scoring system and where to stand on court in doubles based on odd and even score	Umpire, judge, coach, athlete

How will this topic be assessed?
This topic will be assessed through a standardised assessment lesson. Students will complete tasks to demonstrate their application of skills to both within isolated practices and progressive drills. Competitive matches will be used to assess the application of skills to competitive situations as well as their understanding of the rules of the game.

# Scheme of Learning

## Physical Education

Year 9

Autumn and Spring Term

Basketball

6-7 WEEKS

**By the end of this unit, students will be able to know/do:**

Knowledge	Skills
<ul style="list-style-type: none"><li>• Zonal marking</li><li>• Positions</li><li>• Officiating</li><li>• Tactics</li></ul>	<ul style="list-style-type: none"><li>• Blocking</li><li>• Pressing</li></ul>

Core Values	British Values	Social, Moral, Cultural & Spiritual
Respect Courage Responsibility Consideration Intellectual Curiosity	Tolerance Democracy Rule of Law Mutual Respect Individual Liberty	Development of right and wrong, respecting rules Participate and cooperate Resolve conflict

Literacy/Reading/Numeracy	Careers
Keeping score during a game and being able to accurately record this in a score book. Knowing the key phrases and how to address players and the score table during a match.	Understanding of different roles in basketball and possible career opportunities such as official, coach, analyst and reporter.

### How will this topic be assessed?

This topic will be assessed through a standardised assessment lesson. Students will complete tasks to demonstrate their application of skills to both within isolated practices and progressive drills. Match play will be used to assess the application of skills to competitive situations as well as their understanding of the rules of the game and taking on the roles of officials.

# Scheme of Learning

## Physical Education

Year 9

Autumn and Spring Term

Fitness

6-7 WEEKS

**By the end of this unit, students will be able to know/do:**

<b>Knowledge</b>	<b>Skills</b>
<ul style="list-style-type: none"><li>• Flexibility</li><li>• Strength</li><li>• Power</li><li>• Reaction time</li><li>• Aerobic and anaerobic systems</li></ul>	<ul style="list-style-type: none"><li>• Weight training</li><li>• Plyometric training</li><li>• 1 rep max</li></ul>

<b>Core Values</b>	<b>British Values</b>	<b>Social, Moral, Cultural &amp; Spiritual</b>
Respect Courage Responsibility Consideration Intellectual Curiosity	Tolerance Democracy Rule of Law Mutual Respect Individual Liberty	Respect feelings and values Enjoy learning about oneself Reflect on own performance Support others to improve performance

<b>Literacy/Reading/Numeracy</b>	<b>Careers</b>
Reading tables of normative data to calculate levels of fitness. Calculating heart rate and maximum heart rate, calculating percentage of maximum heart rate being worked at.	Personal trainer, fitness instructor, leisure centre management, coaching and performance analysis

### **How will this topic be assessed?**

This topic will be assessed during standardised fitness testing. Students will also create and carry out a training session that allows them to demonstrate an understanding of the key skills and knowledge learnt during the unit of work.

# Scheme of Learning

## Physical Education

Year 9

Autumn and Spring Term

Football

6-7 WEEKS

**By the end of this unit, students will be able to know/do:**

<b>Knowledge</b>	<b>Skills</b>
<ul style="list-style-type: none"><li>• Officiating</li><li>• Attacking Set Pieces</li><li>• Use of Tactics</li></ul>	<ul style="list-style-type: none"><li>• Crossing</li><li>• Set Pieces</li><li>• Volleying</li><li>• Pressing</li><li>• Goalkeeping</li></ul>

<b>Core Values</b>	<b>British Values</b>	<b>Social, Moral, Cultural &amp; Spiritual</b>
Respect Courage Responsibility Consideration Intellectual Curiosity	Tolerance Democracy Rule of Law Mutual Respect Individual Liberty	Development of right and wrong, respecting rules Participate and cooperate Resolve conflict

<b>Literacy/Reading/Numeracy</b>	<b>Careers</b>
	Understanding of different roles in Football and possible career opportunities such as official, reporter, analyst or coach.

### **How will this topic be assessed?**

This topic will be assessed through a standardised assessment lesson. Students will complete tasks to demonstrate their application of skills to both within isolated practices and progressive drills. Small sided games will be used to assess the application of skills to competitive situations as well as their understanding of the rules of the game.

# Scheme of Learning

## Physical Education

Year 9

Autumn and Spring Term

Gymnastics

6-7 WEEKS

**By the end of this unit, students will be able to know/do:**

Knowledge	Skills
<ul style="list-style-type: none"> <li>Supporting and spotting</li> <li>Fitness requirements for gymnastics</li> </ul>	<ul style="list-style-type: none"> <li>Advanced vaulting</li> <li>Handsprings</li> <li>Headsprings</li> <li>Introduction to somersaults</li> </ul>

Core Values	British Values	Social, Moral, Cultural & Spiritual
Respect Courage Responsibility Consideration Intellectual Curiosity	Tolerance Democracy Rule of Law Mutual Respect Individual Liberty	Respect feelings and values Appreciation of performance Use imagination and creativity Reflect on own performance and give feedback to others

Literacy/Reading/Numeracy	Careers
Using resource cards to understand how to perform skills and the key teaching points Providing written feedback to other groups Able to communicate – talking and listening Counting and timing (balances/stretching/moves in a routine) Cross curricular links – symmetry/asymmetry	Coaching and judging qualifications and the opportunity to work at competitions. Crossover to a number of other sports and disciplines within gymnastics.

How will this topic be assessed?
This topic will be assessed through a standardised assessment lesson. Students will create and perform a routine, allowing them to demonstrate the skills and knowledge learnt during the unit. Students will also demonstrate their application of skills in isolated practices

# Scheme of Learning

## Physical Education

Year 9

Autumn & Spring Term

Handball

6-8 Weeks

**By the end of this unit, students will be able to know/do:**

Knowledge	Skills
<ul style="list-style-type: none"><li>Attacking tactics</li><li>Defensive strategies</li></ul>	<ul style="list-style-type: none"><li>Hip Shot</li><li>Blocking</li><li>Tackling</li><li>Goalkeeping</li></ul>

Core Values	British Values	Social, Moral, Cultural & Spiritual
Respect Courage Responsibility Consideration Intellectual Curiosity	Tolerance Democracy Rule of Law Mutual Respect Individual Liberty	Development of right and wrong, respecting rules Participate and cooperate Resolve conflict

Literacy/Reading/Numeracy	Careers
	Understanding of different roles in Handball and possible career opportunities

How will this topic be assessed?
This topic will be assessed through a standardised assessment lesson. Students will complete tasks to demonstrate their application of skills to both within isolated practices and progressive drills. Games will be used to assess the application of skills to competitive situations as well as their understanding of the rules of the game.

# Scheme of Learning

## Physical Education

Year 9

Autumn and Spring Term

Hockey

6-7 WEEKS

**By the end of this unit, students will be able to know/do:**

<b>Knowledge</b>	<b>Skills</b>
<ul style="list-style-type: none"><li>• Officiating</li><li>• Attacking set pieces</li></ul>	<ul style="list-style-type: none"><li>• Reverse stick pass</li><li>• Channelling</li><li>• 3D skills</li></ul>

<b>Core Values</b>	<b>British Values</b>	<b>Social, Moral, Cultural &amp; Spiritual</b>
Respect Courage Responsibility Consideration Intellectual Curiosity	Tolerance Democracy Rule of Law Mutual Respect Individual Liberty	Development of right and wrong, respecting rules Participate and cooperate Resolve conflict

<b>Literacy/Reading/Numeracy</b>	<b>Careers</b>
	Understanding of different roles in hockey and possible career opportunities

### **How will this topic be assessed?**

This topic will be assessed through a standardised assessment lesson. Students will complete tasks to demonstrate their application of skills to both within isolated practices and progressive drills. Small sided games will be used to assess the application of skills to competitive situations as well as their understanding of the rules of the game.

# Scheme of Learning

## Physical Education

Year 9

Autumn and Spring Term

Netball

6-7 WEEKS

**By the end of this unit, students will be able to know/do:**

Knowledge	Skills
<ul style="list-style-type: none"> <li>• Umpiring</li> <li>• Understanding the position specific roles during a game</li> </ul>	<ul style="list-style-type: none"> <li>• Turning in and out away from defenders</li> <li>• Driving to the Circle Edge</li> <li>• Switching from Man to Man to Zonal defence</li> <li>• Umpiring a Full Match</li> </ul>

Core Values	British Values	Social, Moral, Cultural & Spiritual
Respect Courage Responsibility Consideration Intellectual Curiosity	Tolerance Democracy Rule of Law Mutual Respect Individual Liberty	Development of right and wrong, respecting rules Participate and cooperate Resolve conflict

Literacy/Reading/Numeracy	Careers
Keeping score during a game and being able to work out who has the first centre pass during each quarter. Knowing the key phrases and how to address players during a match.	Understanding of different roles in netball and possible career opportunities such as coaching and umpiring.

### How will this topic be assessed?

This topic will be assessed through a standardised assessment lesson. Students will complete tasks to demonstrate their application of skills to both within isolated practices and progressive drills. Small sided games and full court games will be used to assess the application of skills to competitive situations as well as their understanding of the rules of the game

# Scheme of Learning

## Physical Education

YEAR 9

Autumn and Spring Term

Rugby

7 WEEKS

**By the end of this unit, students will be able to know/do:**

Knowledge	Skills
<ul style="list-style-type: none"> <li>• Be able to describe how to perform a tackle and what the referring decision will be once performed correctly</li> <li>• Understand how to attack the ball within a breakdown</li> <li>• Know when and why a Lineout will be performed</li> <li>• Be able to explain the tactical advantages of performing a Blitz and Drift Defence</li> </ul>	<ul style="list-style-type: none"> <li>• Be able to perform a tackle within a structured drill and a Match environment</li> <li>• Be able to perform a Counter Ruck within a structured drill and a Match environment</li> <li>• Be able to perform a 3 Man Lineout within a structured drill and a Match environment</li> <li>• Be able to organise and perform within a Blitz and Drift defence within a structured drill and a Match environment</li> </ul>

Core Values	British Values	Social, Moral, Cultural & Spiritual
Respect Courage Responsibility Consideration Intellectual Curiosity	Tolerance Democracy Rule of Law Mutual Respect Individual Liberty	Value of team work, fair play, listening to others, respect of officials and decisions.

Literacy/Reading/Numeracy	Careers
Pupils able to use numeracy throughout by scoring when in a competitive environment.	Professional athlete, Journalist, Media, Sports Agent

How will this topic be assessed?
This topic will be assessed through a standardised assessment lesson. Students will complete tasks to demonstrate their application of skills to both within isolated practices and progressive drills. Match play will be used to assess the application of skills to competitive situations as well as their understanding of the rules of the game and roles of officials.

# Scheme of Learning

## Physical Education

Year 9

Autumn and Spring

Swimming

6-7 WEEKS

**By the end of this unit, students will be able to know/do:**

<b>Knowledge</b>	<b>Skills</b>
<ul style="list-style-type: none"><li>Know how to recognise the four types of casualties within the water</li></ul>	<ul style="list-style-type: none"><li>Life saving stroke</li><li>Reach, Throw Wade &amp; Tow Rescue</li><li>Treading Water</li><li>Surface Dive</li><li>Straddle Entry</li><li>Kick Back</li><li>Huddle &amp; HELP</li><li>Deep Water Collection</li></ul>

<b>Core Values</b>	<b>British Values</b>	<b>Social, Moral, Cultural &amp; Spiritual</b>
Respect Courage Responsibility Consideration Intellectual Curiosity	Tolerance Democracy Rule of Law Mutual Respect Individual Liberty	Respect feelings and values Appreciation of performance Reflect on own performance and give feedback to others

<b>Literacy/Reading/Numeracy</b>	<b>Careers</b>
Being able to keep time and follow a clock. Basic understanding of splits and how they impact on the overall time in a race.	Referee, Starter, Timekeeper, Coach, Athlete, Lifeguard, First aid

### **How will this topic be assessed?**

This topic will be assessed through a standardised assessment lesson. Students will complete these skills and drills in isolated practice and then as a full stroke. This will allow them to demonstrate the skills and knowledge learnt during the unit.

# Scheme of Learning

## Physical Education

YEAR 9

All terms

Young Leaders

6-7 WEEKS

**By the end of this unit, students will be able to know/do:**

Knowledge	Skills
<ul style="list-style-type: none"><li>• Leadership styles</li><li>• Warm up structure</li><li>• Coaching session structure</li><li>• Importance of leadership skills in delivery</li></ul>	<ul style="list-style-type: none"><li>• Organisation</li><li>• Teamwork</li><li>• Communication</li><li>• Leadership</li><li>• Cooperation</li></ul>

Core Values	British Values	Social, Moral, Cultural & Spiritual
Respect Courage Responsibility Consideration Intellectual Curiosity	Tolerance Democracy Rule of Law Mutual Respect Individual Liberty	Respect feelings and values Enjoy learning about oneself Use imagination and creativity Reflect on own performance

Literacy/Reading/Numeracy	Careers
Literacy: Session planning Numeracy: Time management & group organisation	Leadership careers and opportunities within sport and activities

### How will this topic be assessed?

Students will plan and lead activities in predetermined sports applying skills learnt throughout scheme of learning. Full session plans will be completed to assess organisation and creativity. With students working in small groups throughout.

# Religious Education

Religious Education is central to everything we do at All Hallows, since it is the subject where the students are taught the origins and the importance of Gospel values, which underpin the ethos of our school community.

Religious Education at All Hallows enables students to encounter a variety of world religions, as well as moral and social issues. Through our subject, we hope to develop our students into reflective global citizens, who understand their role within society, and understand how faith and belief shape their lives and the lives of religious believers around the world.

The nature of RE means that students are given many opportunities for discussion and debate, and students often express their beliefs and opinions and question difficult concepts. This prepares the students with an ability to make evaluative assertions, a key skill required for GCSE assessments.

Throughout KS3, students explore the origins of Christianity to understand structure of the Bible, the stories of figures of religious significance and the origins and meaning behind religious practices such as the Mass, sacraments and the church as it exists in the present day. Moreover, our students are given the opportunity to encounter a variety of world religions including Sikhism, Judaism, Buddhism and Islam. During these modules we will develop an understanding of the beliefs and practices of each tradition.

In Year 8, students are taught Citizenship within RE. In these lessons students examine issues such as "being responsible global citizens", "how does the law impact the lives of young people?" and "what are human rights?" This enables our students to understand what it means to be a British citizen and contextualises core British values.

In Year 9 students are encouraged to reflect upon how religion and morality interact with important societal issues including "love & relationships" and "crime & punishment", while exploring Christian and secular approaches to morality.

Religious Education provides the students with an opportunity to practice important skills that are required at GCSE including extended writing, interpreting texts, constructing logical chains of reasoning and using evidence to support arguments

# Scheme of Learning

**SUBJECT: RE**

**YEAR GROUP: Year 9**

**TERM: Autumn**

TITLE OF UNIT: Spiritual Quest

(LENGTH)WEEKS: 4 Weeks

**By the end of this unit, students will be able to know/do:**

Explain how people can come to a belief in God.

Students will know key beliefs about the nature of God with reference to the Trinity.

The Problem of evil and Christian responses to it.

Christian beliefs about what happens to people when they die and why.

Knowledge	Skills
<ul style="list-style-type: none"> <li>• Why it is important to study RE.</li> <li>• What the Trinity is and how it helps Christians in their lives.</li> <li>• Key attributes of God.</li> <li>• Why God became human.</li> <li>• The gifts of the Holy Spirit.</li> <li>• How divine revelation, natural reason and miracles can be seen as evidence of God's existence.</li> <li>• Religious Experiences can cause a change in belief, looking at the example of St Paul.</li> <li>• How Martin Luther King Jr's faith influenced the way he lived his life.</li> <li>• The types of evil which exist and how Christians can defend God in the face of it.</li> <li>• Christian teachings on judgment and the afterlife with specific reference to the Parable of the Rich Man and Lazarus, and the Parable of the Sheep and Goats.</li> </ul>	<ul style="list-style-type: none"> <li>• Formulate and justify their own opinion.</li> <li>• Evaluate their own view and that of others.</li> <li>• Analyse religious scripture</li> <li>• Explain key Christian beliefs</li> <li>• Write using PEE paragraphs</li> </ul>

Core Values	British Values	Social, Moral, Cultural & Spiritual
Respect Courage Responsibility Consideration Intellectual Curiosity	Tolerance Democracy Rule of Law Mutual Respect Individual Liberty	Why people believe in God. The spread of religious belief across the world. How religious believers believe they can experience God's presence. Christian beliefs in the afterlife.

<b>Literacy/Reading/Numeracy</b>	<b>Careers</b>
PEE paragraphs Interpreting pie charts Reading scripture	

<b>How will this topic be assessed?</b>
Summative assessment at the end of the unit using GCSE exam skills worked on during the unit.

# Scheme of Learning

**SUBJECT: RE**

**YEAR GROUP: Year 9**

**TERM: Autumn**

TITLE OF UNIT: Love and Vocation

(LENGTH)WEEKS: 5 Weeks

**By the end of this unit, students will be able to know/do:**

Identify the importance of positive relationships for individuals looking at different types of love. The type of love Christians are called to show to others as evidenced in the Bible. Explain both Christian and non-religious attitudes towards marriage, sex and contraception with reasons to justify these views. What a vocation is and the importance of these and how they work to bring about the Kingdom of God.

Knowledge	Skills
<ul style="list-style-type: none"> <li>• Greek names for the different types of love, their meaning and importance.</li> <li>• Christians are called to show agape love to all as demonstrated in the Parable of the Good Samaritan.</li> <li>• St Maximilian Kolbe demonstrated agape love in his sacrifice for others.</li> <li>• What a positive relationship looks like in terms a romantic relationship, family relationship and friendship.</li> <li>• The importance of self -love and the impact of having low self-worth, e.g. eating disorders.</li> <li>• Christian attitudes towards nature of sex.</li> <li>• Types of contraception, how they work and Christian attitudes towards them.</li> <li>• Different types of vocation and how they work towards establishing the Kingdom of God.</li> <li>• The purpose and nature of a marriage for both Christians and non-religious people.</li> <li>• The importance of life in a holy order and ordination.</li> </ul>	<ul style="list-style-type: none"> <li>• Formulate and justify their own opinion.</li> <li>• Make connections between beliefs and values on an individual.</li> <li>• Evaluation</li> <li>• Scriptural analysis</li> <li>• Explain key Christian beliefs</li> <li>• Evaluate their view and that of others</li> <li>• Compare religious and non-religious views</li> <li>• Write using PEE paragraphs</li> </ul>

Core Values	British Values	Social, Moral, Cultural & Spiritual
Respect Courage Responsibility Consideration Intellectual Curiosity	Tolerance Democracy Rule of Law Mutual Respect Individual Liberty	<ul style="list-style-type: none"> <li>• Relationships with others – family, friendships, romantic.</li> <li>• Valuing other people.</li> <li>• Christian attitudes towards sex and contraception.</li> <li>• Attitudes towards marriage, both religious and non-religious.</li> <li>• Vocations</li> <li>• Life in a religious order.</li> </ul>

<b>Literacy/Reading/Numeracy</b>	<b>Careers</b>
PEE paragraphs Reading scripture	Ministry Charity Teaching Emergency Services Armed Forces Medicine

<b>How will this topic be assessed?</b>
Summative assessment at the end of the unit using GCSE exam skills worked on during the unit.

# Scheme of Learning

**SUBJECT RE**

**YEAR GROUP 9**

**TERM Autumn**

**TITLE OF UNIT** Jesus and the Gospels

**(LENGTH)WEEKS** 5-6

**By the end of this unit, students will be able to know/do:**

<b>Knowledge</b>	<b>Skills</b>
<ul style="list-style-type: none"> <li>• Content and characteristics of the four Gospels</li> <li>• Key themes and texts from each Gospel</li> <li>• Understanding and evaluation of key beliefs about Jesus – Messiah, Son of God, divine nature of Jesus</li> <li>• Beliefs about the suffering, death and resurrection of Jesus</li> </ul>	<ul style="list-style-type: none"> <li>• Literacy skills, interpretation &amp; analysis of texts, compare &amp; contrast</li> <li>• Analysis of texts; interpretation of meaning</li> <li>• Analysis of texts &amp; beliefs; interpretation of art; evaluation; debating</li> <li>• Analysis of texts; interpretation of art; evaluation; debating</li> </ul>

<b>Core Values</b>	<b>British Values</b>	<b>Social, Moral, Cultural &amp; Spiritual</b>
Respect Courage Responsibility Consideration Intellectual Curiosity	Tolerance Democracy Rule of Law Mutual Respect Individual Liberty	Moral teachings Reflection Understanding of Beliefs Cultural interpretations of Jesus

<b>Literacy/Reading/Numeracy</b>	<b>Careers</b>
Bible referencing Reading for information Interpretation of texts Comparison of texts	Vocational; Religious

<b>How will this topic be assessed?</b>
Teacher assessment in lessons, through classwork and discussion.

# Science

Science education provides the foundations for understanding the world around us and helps us make sense of how the wider universe works. It improves and enriches the quality of our lives through technological or medical advances and is vital to the world's future prosperity.

The Science Curriculum is delivered under the traditional headings of Biology, Chemistry and Physics. Students cover topics in all three disciplines including those such as:

- Cells
- Tissues and Organs
- Plant Biology
- Microorganisms
- Bioenergetics
- Physical and Chemical Reactions
- Acidity and Alkalinity
- Energy
- Forces
- Electricity and Particles

Students will also develop practical skills and become confident and adept in handling scientific equipment and will explore a variety of methods of data collection. They will also practice analytical, evaluative and other transferable skills to allow them to become critical thinkers within and outside of the subject.

Extra-curricular opportunities within school include regular Science Club meetings and visits by external speakers to whole year groups on key topics. In recent years students have also travelled farther afield to visit Science fairs, problem solving challenges, Winchester Science Centre, Marwell Zoo, the Darwin Centre at The Natural History Museum, and the Smithsonian Institute in Washington DC.

# Scheme of Learning

**SUBJECT Science**

**YEAR GROUP 9**

**TERM 1**

9A GENETICS AND EVOLUTION

(LENGTH)WEEKS 3

**By the end of this unit, students will be able to know/do:**

Knowledge	Skills
<ul style="list-style-type: none"> <li>Identify different environmental variation and how this can cause problems with classification.</li> <li>Identify different genetic variation and explain how sexual reproduction causes genetic variation.</li> <li>Explain the importance of DNA and explain the relationship between chromosomes, DNA, genes, genetic information and nuclei.</li> <li>Explain how adaptations affect the survival of a species and how we can preserve biodiversity.</li> <li>Explain what natural selection is and the effect it has on individuals within a population.</li> </ul>	<ul style="list-style-type: none"> <li>Identify and explain a normal distribution curve.</li> <li>Extracting DNA from fruit and linking with how DNA evidence can be used in forensic science.</li> <li>Evaluating ethics of science and potentially bringing extinct animals back to life.</li> </ul>

Core Values	British Values	Social, Moral, Cultural & Spiritual
<p><b>Respect</b> – respect for the natural environment and preservation of biodiversity.</p> <p><b>Courage</b></p> <p><b>Responsibility</b></p> <p><b>Consideration</b></p> <p><b>Intellectual Curiosity</b></p>	<p>Tolerance</p> <p>Democracy</p> <p>Rule of Law</p> <p>Mutual Respect</p> <p>Individual Liberty</p>	<p>Understand the importance of preserving biodiversity and saving endangered organisms from becoming extinct.</p>

Literacy/Reading/Numeracy	Careers
<p>Keywords involved in inheritance – variation, natural selection, DNA, genes, chromosomes, nuclei.</p> <p>Use of normal distribution curves and interpreting graphs.</p>	<p>Conservation, ecology, forensic science, genetic research.</p>

How will this topic be assessed?
<p>This unit will be assessed in the mini assessment in October.</p>

# Scheme of Learning

**SUBJECT** Science

**YEAR GROUP** 9

**TERM** 1

9B PLANT GROWTH

WEEKS 3

**By the end of this unit, students will be able to know/do:**

Knowledge	Skills
<ul style="list-style-type: none"> <li>Describe what happens when a plant photosynthesises and respire and explain the factors that affect them.</li> <li>Describe how leaves, roots and stems are adapted to their function and how they allow substances to enter and leave the plant.</li> <li>Explain how plants make different substances and explain the importance of these.</li> <li>Explain how organisms such as pests and humans can alter food production.</li> <li>Explain how farming can affect ecosystems and give both advantages and disadvantages of different farming methods.</li> </ul>	<ul style="list-style-type: none"> <li>Identifying where our food comes from and the parts of plants that we eat.</li> <li>Looking at key substances produced by plants and how we use them.</li> <li>Identifying key substances such as starch and lipids in a lab.</li> <li>How to care for a plant and ensure it has all it needs to grow.</li> </ul>

Core Values	British Values	Social, Moral, Cultural & Spiritual
<b>Respect</b> <b>Courage</b> <b>Responsibility</b> – for sustainable and ethical food production to protect ecosystems. <b>Consideration</b> <b>Intellectual Curiosity</b>	Tolerance Democracy Rule of Law Mutual Respect Individual Liberty	Understand how biofuels can be an alternative to fossil fuels and explain the advantages and disadvantages of this source of fuel. Understanding the effect on the ecosystem when used in farming.

Literacy/Reading/Numeracy	Careers
Keywords involved in plant growth such as photosynthesis, respiration, chlorophyll, starch, lipids, pesticide, herbicide, fungicide, organic.	Farming, botany, agricultural studies, ecology, environmental science.

How will this topic be assessed?
This unit will be assessed in the mini assessment in October.

# Scheme of Learning

**SUBJECT** Science

**YEAR GROUP** 9

**TERM** 1

**TITLE OF UNIT** 9E Making materials

**(LENGTH)WEEKS** 3

**By the end of this unit, students will be able to know/do:**

Knowledge	Skills
<ul style="list-style-type: none"> <li>Recall examples of common insulators and conductors</li> <li>Explain how the properties of ceramics make them useful. Justify the use of a ceramic material for a given application.</li> <li>Explain how the properties of a substance depend on the bonding and arrangement of atoms</li> <li>Explain why modifications in the manufacture of a certain composite (e.g. paper, concrete) can change its properties</li> </ul>	<ul style="list-style-type: none"> <li>Model the formation of poly(ethene) using equations, symbols and particle diagrams</li> <li>Practical work</li> </ul>

Core Values	British Values	Social, Moral, Cultural & Spiritual
Respect Courage <b>Responsibility</b> - Looking at advantages and disadvantages of non-biodegradable plastics Consideration <b>Intellectual Curiosity</b> - Making slime practical (Intellectual curiosity)	Tolerance Democracy Rule of Law Mutual Respect Individual Liberty	Advantages of recycling (Responsibility and respect)

Literacy/Reading/Numeracy	Careers
Learning new vocabulary Using percentages	Engineer/ pharmaceutical industry/ materials scientist/biochemist/cosmetic chemist/patent law

How will this topic be assessed?
This unit will be assessed in the Main Year 9 Science Assessment in Feb. This assessment will comprise of both long and short answer recall, application and analytical questions.

# Scheme of Learning

**SUBJECT** Science

**YEAR GROUP** 9

**TERM** 1

**TITLE OF UNIT** : 9I Forces and motion

**(LENGTH)/WEEKS** 3

**By the end of this unit, students will be able to know/do:**

Knowledge	Skills
<ul style="list-style-type: none"> <li>Describe the meaning of speed and mean speed.</li> <li>Describe changes of speed shown on a distance–time graph.</li> <li>Describe how a simple lever can magnify force or distance</li> <li>State what is meant by a moment of a force and recall its units.</li> <li>Describe the relationship between work done and energy transferred.</li> </ul>	<ul style="list-style-type: none"> <li>Use the formula relating speed, distance and time.</li> <li>Draw and interpret distance-time graphs</li> <li>Calculate moments</li> <li>Use the formula relating work, force and distance moved.</li> </ul>

Core Values	British Values	Social, Moral, Cultural & Spiritual
Respect Courage <b>Responsibility</b> - using energy considerately, considering impact of renewable vs non-renewable resources. Consideration <b>Intellectual Curiosity</b> - how fast could we go? Comparing speeds, bloodhound project	Tolerance Democracy Rule of Law Mutual Respect Individual Liberty	Considering how ancient societies-built things e.g. Stonehenge and linking to their beliefs. design of simple machines that could have a big impact on people's well-being especially in poorer countries.

Literacy/Reading/Numeracy	Careers
Using different formula to calculate unknowns Drawing graphs	Engineer/materials physicist/renewable energy developer/civil engineer

How will this topic be assessed?
This unit will be assessed in the Main Year 9 Science Assessment in Feb. This assessment will comprise of both long and short answer recall, application and analytical questions.

# Scheme of Learning

**SUBJECT** Science

**YEAR GROUP** 9

**TERM** 1

**TITLE OF UNIT** 9J: Force fields and electromagnets

**(LENGTH)WEEKS** 3

**By the end of this unit, students will be able to know/do:**

<b>Knowledge</b>	<b>Skills</b>
<ul style="list-style-type: none"> <li>Identify common symbols for components.</li> <li>Describe how current and voltage behave in series and parallel circuit.</li> <li>Describe a current as a flow of electrons.</li> <li>Describe the shape of the magnetic field around a wire carrying a current.</li> <li>Describe an electromagnet and the shape of its magnetic field.</li> </ul>	<ul style="list-style-type: none"> <li>Build series and parallel circuits</li> <li>Know how to change the current within a circuit</li> <li>Use formula to calculate current and voltage</li> <li>Plan an investigation into how the resistance of a wire changes with or thickness.</li> <li>Interpret a voltage–current graph for resistors of different values</li> </ul>

<b>Core Values</b>	<b>British Values</b>	<b>Social, Moral, Cultural &amp; Spiritual</b>
Respect <b>Courage</b> - build and troubleshoot circuits, don't give up when it doesn't work first time Responsibility Consideration <b>Intellectual</b> <b>Curiosity</b> - predictions re: electric fields and during Van der Graaf demo.	Tolerance Democracy Rule of Law Mutual Respect Individual Liberty	What if the Earth did not have a magnetic field?

<b>Literacy/Reading/Numeracy</b>	<b>Careers</b>
Produce frequency charts and bar charts Use formula Understand ratios	Electrician/electrical engineer/mechanic/

<b>How will this topic be assessed?</b>
This unit will be assessed in the Main Year 9 Science Assessment in Feb. This assessment will comprise of both long and short answer recall, application and analytical questions.

## Useful Contacts

If you have any queries regarding a specific subject or department, please contact your child's class teacher who should be able to help. Should you require further information then it may be appropriate to contact the Head of Department using the details below.

<b>Art:</b>	S Bollard	<a href="mailto:s.bollard@allhallows.net">s.bollard@allhallows.net</a>
<b>Computing:</b>	C Rees	<a href="mailto:c.rees@allhallows.net">c.rees@allhallows.net</a>
<b>Design &amp; Technology:</b>	S Lewis	<a href="mailto:s.lewis@allhallows.net">s.lewis@allhallows.net</a>
<b>Drama:</b>	P Agyemang	<a href="mailto:p.agyemang@allhallows.net">p.agyemang@allhallows.net</a>
<b>English:</b>	M Esho	<a href="mailto:m.esho@allhallows.net">m.esho@allhallows.net</a>
<b>Geography:</b>	M Wojcik	<a href="mailto:m.wojcik@allhallows.net">m.wojcik@allhallows.net</a>
<b>History:</b>	R Chaddock	<a href="mailto:r.chaddock@allhallows.net">r.chaddock@allhallows.net</a>
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<b>Religious Education:</b>	L Fox	<a href="mailto:l.fox@allhallows.net">l.fox@allhallows.net</a>
<b>Science:</b>	S Spreadborough	<a href="mailto:s.spreadborough@allhallows.net">s.spreadborough@allhallows.net</a>
<b>Head of Key Stage 3</b>	R Antrobus	<a href="mailto:r.antrobus@allhallows.net">r.antrobus@allhallows.net</a>

