



Programme of Learning

Year 9

Summer Term
2022

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 Key Stage 3 curriculum form a strong foundation for study at Key Stage 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: April 2022. 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 Key Stage 3 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.

Programme of Learning

SUBJECT: Art and Design

YEAR GROUP: 9

TERM: Summer

TITLE OF UNIT: Fantasy Architecture

(LENGTH(WEEKS): 13

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

Knowledge	Skills
<ul style="list-style-type: none"> Pupils will build up their understanding of colour and paint mixing Pupils will develop their knowledge of a range of media in order to show shading and tone in their own work Pupils will look at the styles and techniques used in Surrealism Pupils will enhance their understanding of the meaning behind Surrealist art works 	<ul style="list-style-type: none"> Pupils will explore the use of tone in paintings and how artists have developed skills in observational drawing to show the tonal qualities of form Pupils will develop their skills of observational drawing Pupils will create their own Surrealist pieces exploring a variety of mediums

Core Values	British Values	Social, Moral, Cultural & Spiritual
Respect Courage Responsibility Consideration Intellectual Curiosity	Tolerance Democracy Rule of Law Mutual Respect Individual Liberty	Spiritual/moral/social/health/equal opportunities: Group activities, pupil evaluation about peer's artwork. Self-assessment.
It is an expectation of the department that students exercise these values in every aspect of their art lessons.		

Literacy/Reading/Numeracy	Careers
Literacy skills: <ul style="list-style-type: none"> Critical evaluation of others and their own artwork Research techniques Keywords: <ul style="list-style-type: none"> Composition. Proportion. Scale. Realism. Shading. Constructive criticism. Tone. Colour. Perspective Numeracy skills: <ul style="list-style-type: none"> Scaling and proportioning – Composing artwork 	<ul style="list-style-type: none"> Artist Architect

How will this topic be assessed?
<ul style="list-style-type: none"> Fortnightly homework Summative Feedback Half-termly target & working grade. Formative Feedback in lessons. Pupils peer and self-assessment. End of Project Evaluation

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 4 or at Key Stage 5.

Programme of Learning

SUBJECT: Computing

YEAR GROUP: 9

TERM: Summer

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

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"> • Functions • Logic • Percentages • Following recorded instructions – help videos 	<ul style="list-style-type: none"> • Basic business administration • Use of invoices

How will this topic be assessed?
<ul style="list-style-type: none"> • This unit will be assessed on the work undertaken and the solution produced by students. • An assessment grid will be used by students and staff to assess the work.

Programme of Learning

SUBJECT: Computing

YEAR GROUP: 9

TERM: Spring/Summer

TITLE OF UNIT: Physical Computing

LENGTH(LESSONS): 4

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

Knowledge	Skills (Microsoft Excel)
<ul style="list-style-type: none"> • Debugging • Programming constructs • Boolean Logic • Sub programs • Physical connections • Input / output 	<ul style="list-style-type: none"> • Sequence • Iteration • Inputs • Outputs • System design

Core Values	British Values	Social, Moral, Cultural & Spiritual
Respect Courage Responsibility Consideration Intellectual Curiosity	Tolerance Democracy Rule of Law Mutual Respect Individual Liberty	

Literacy/Reading/Numeracy	Careers
<ul style="list-style-type: none"> • SPAG • Text based language – focus is on accuracy of syntax required 	<ul style="list-style-type: none"> • Problem solving, analysis, strategic thinking

How will this topic be assessed?
<ul style="list-style-type: none"> • Peer-assessment/self-assessment, • We will also use an end of topic test for this unit (EOTT). • Student progress documented in the student diary.

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 Key Stage 4 Textiles students and the Design Museum to support Year 10 Graphic designers in their projects. We have also taken the Key Stage 5 Art and Design students to the Farnham Sculpture Park for inspiration, and hope to introduce international trips soon.

Programme of Learning

SUBJECT: Design & Technology – FOOD TECHNOLOGY

YEAR GROUP: 9

TERM: Summer

TITLE OF UNIT: Food for a teenager

(LENGTH)WEEEEKS: 12

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

Knowledge	Skills
<ul style="list-style-type: none"> • 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 • 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 • Understand the source, seasonality and characteristics of a broad range of ingredients • How to modify recipes and cook a range of dishes that promote current healthy eating messages • How to use good food hygiene and safety practices when getting ready to store, prepare and cook food for safe consumption • How to use a broader range of preparation techniques and practical skills when cooking • How to adapt and use their own recipes • How to use awareness of taste, texture and smell to decide how to season dishes and combine ingredients • The principles of food safety, preventing cross-contamination, chilling, cooking food thoroughly and reheating food until it are piping hot • 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 	<ul style="list-style-type: none"> • Learning how to operate safety a variety of electrical equipment. Hand blender, food processor, microwave, juicers • Learning and practicing knife skills • Grilling, frying, boiling, and simmering • Learn how to make a more complex dish • Learn how to develop a food product to meet the needs of a teenager, as well as flavour and nutrition • Using a variety of cooking methods. Shallow frying, baking

Core Values	British Values	Social, Moral, Cultural & Spiritual
Respect Courage Responsibility Consideration Intellectual Curiosity	Tolerance Democracy Rule of Law Mutual Respect Individual Liberty	

Literacy/Reading/Numeracy	Careers
<ul style="list-style-type: none"> • Constructing and writing introductions and conclusions • Reading information and choosing the appropriate information to write up into research • Increasing Vocabulary – refer to key words • To weigh and measure food ingredients accurately • To work to and follow appropriate timings for recipes 	<ul style="list-style-type: none"> • 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

How will this topic be assessed?
<ul style="list-style-type: none"> • Work will be marked in accordance with the school marking policy once a half term, using the www and EBI system. • Tasks levelled and assessed to look at progress. Sections have levelled tasks and will be marked according to the NC levels. • 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. • At the end of the module test will assess students' knowledge of the work completed.

Programme of Learning

SUBJECT: Design & Technology – RESISTANT MATERIALS

YEAR GROUP: 9

TERM: Rotations over 1 term

TITLE OF UNIT: Passive Amplifier

(LENGTH)WEEKS: 12

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

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

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

Literacy/Reading/Numeracy	Careers
<ul style="list-style-type: none"> Plastics types and categories Environmental design Memphis design Wood types and categories Metal types and categories Energy Generation 	<ul style="list-style-type: none"> Environmental Science Plastics manufacture Product designer Carpentry Metalworking and metallurgy Chemical Engineer

How will this topic be assessed?
<ul style="list-style-type: none"> Management of time to complete a practical project. Completion of practical work to a suitable standard. Self-assessment against set criteria determined by the student. Completion of different technical drawings to represent ideas using 2 D Design. Safe use of equipment and tools throughout the project. Levelled work set and marked against success criteria.

Programme of Learning

SUBJECT: Design & Technology – TEXTILES

YEAR GROUP: 9

TERM: Rotations over 1 term

TITLE OF UNIT: Construction

(LENGTH)WEEKS: 14

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

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

Core Values	British Values	Social, Moral, Cultural & Spiritual
Respect Courage Responsibility Consideration Intellectual Curiosity	Tolerance Democracy Rule of Law Mutual Respect 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"> Keywords: 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) Measuring using centimetres (millimetres and metres) and calculating tolerances, Calculating circumference, radius, area and volumes of 3 dimensional forms, Ensuring pattern drafting is parallel and symmetrical where appropriate, Understanding width and length of pattern pieces and product materials 	<ul style="list-style-type: none"> Pattern drafter Textile designer Textiles printer

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

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 Key Stage 3, 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

Programme of Learning

SUBJECT: Drama

YEAR GROUP: 9

TERM: Summer 1

TITLE OF UNIT: Live Theatre

(LENGTH)WEEKS: 8

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

Knowledge	Skills
<ul style="list-style-type: none"> Students will understand how to critically evaluate and analyse different features of live theatre production including performance skills (Vocal and Physical), lighting, sound, set and costume design Students will develop their understanding of how live theatre is practically produced Students will learn how to identify meaning in live pieces of live theatre which will also help them develop their own ability to communicate meaning to an audience in their own performances Students will begin to develop the skills to access the GCSE syllabus and Component 1, Section C of the GCSE examination 	<ul style="list-style-type: none"> Evaluation of live theatre Analysis of live theatre Knowledge of vocal and physical performance skills Knowledge of Lighting, Sound, Set and Costume Design Control and understanding of specific theatre and drama terminology Analytical and evaluative writing skills.

Core Values	British Values	Social, Moral, Cultural & Spiritual
Respect Courage Responsibility Consideration Intellectual Curiosity	Tolerance Democracy Rule of Law Mutual Respect Individual Liberty	Dependent on themes presented (different live theatre performances).

Literacy/Reading/Numeracy	Careers
Literacy and Reading: <ul style="list-style-type: none"> Students will need to develop their analytical and evaluative essay writing skills. They will also have to learn the structure of the GCSE Live Theatre exam question Numeracy: <ul style="list-style-type: none"> Students will need to consider timing and pace of live theatre performances and how this can affect the success of a piece of live theatre 	<ul style="list-style-type: none"> Actor Technician (Lighting & Sound) Director Script Writer Dramaturg Choreographer Director Historian Teacher Workshop leader

How will this topic be assessed?
<ul style="list-style-type: none"> Focus of assessment: This topic will be assessed throughout by giving regular feedback on students own evaluations of live theatre and by a final written piece of work or group presentations. Strands: 4, 1 & 3

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 Stage 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.

Programme 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"> 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 To understand the role of charities and not-for-profit organisations in society, their purpose and how they work 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 	<ul style="list-style-type: none"> Retrieving information Inferring and identifying tone, meaning, purpose and register Analysing reader effect and authorial intention Analysing how writers use language and structure to interest and engage readers Evaluating information presented to them Synthesising, comparing and summarising information – direct link to GCSE English Language Paper 2, Non Fiction. Study a range of real-life communication materials relating to charities and their work, focus on key reading skills A01 and A02 across: <ul style="list-style-type: none"> Press Releases Letters News articles Campaign materials Press Releases Letters to members Case studies

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.

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

How will this topic be assessed?
<ul style="list-style-type: none"> • Formative: Language Paper 2-style Language and Structure Question • Summative: Language Paper 2-style Evaluation Question

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

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

How will this topic be assessed?
<ul style="list-style-type: none"> Formative: Persuasive formal letter writing activity Summative: Persuasive speech writing activity

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.

Programme of Learning

SUBJECT: Geography

YEAR GROUP: 9

TERM: Summer

TITLE OF UNIT: Development

(LENGTH)WEEKS: 11

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

Knowledge	Skills
<ul style="list-style-type: none"> HIC, NEE and LIC classifications and distribution around the world Development indicators (e.g. birth rate, death rate, infant mortality, life expectancy, literacy rate, doctors per 1000) Problems with using development indicators (e.g. corrupt governments, out of date data) How the demographic transition model can be used to understand LIC to NEE to HIC transitions To apply knowledge from demographic transition model to population pyramids Reasons for inequalities around the world (e.g. climate, colonisation, landlocked) Strategies to reduce the development gap (e.g. fair trade, loans, intermediate technology) In-depth case study into how tourism has benefitted Jamaica and problems associated with tourism In-depth case study into the change of economy in Nigeria (location, causes of economy change, benefits and problems) 	<ul style="list-style-type: none"> Develop extended writing style in structure of 9 mark question – x2 PEEL paragraphs with conclusion using 'evaluate' 'assess' and 'to what extent' To read a variety of graphs including population pyramids and demographic transition model Reading, describing and explaining distributions using a map (TEA technique) To compare reasons for inequalities

Core Values	British Values	Social, Moral, Cultural & Spiritual
Respect Courage Responsibility Consideration Intellectual Curiosity	Tolerance Democracy Rule of Law Mutual Respect Individual Liberty	Social & cultural – in-depth study of Nigeria case study looking at inequalities and variation of culture. Moral – detailed look at ways countries can reduce the development gap.

Literacy/Reading/Numeracy	Careers
<ul style="list-style-type: none"> Extended writing Comprehension of detailed written text Completion of graphs (population pyramid and demographic transition model) 	<ul style="list-style-type: none"> Government policy advisor, Charity worker Strategic advisor Geography Teacher and many more!

How will this topic be assessed?
<ul style="list-style-type: none"> Regular knowledge checks in the form of key word quizzes. GCSE Style assessment using 6 and 9 mark questions.

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.

Programme of Learning

SUBJECT: History

YEAR GROUP: 9

TERM: Summer

TITLE OF UNIT: What caused the Second World war?

(LENGTH) WEEKS: 4

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

Knowledge	Skills
<ul style="list-style-type: none"> Hitler's actions from 1933 and the steps to war. The Anschluss and the Munich Agreement Appeasement and Chamberlain The treaty of Versailles and the invasion of the Ruhr The failure of the League of Nations America's policy of isolation The Nazi-Soviet Pact 	<ul style="list-style-type: none"> Describing and classifying causes Explaining the causes and consequences Using evidence to make judgements about how the Second World War came about Using evidence to support or refute historians

Core Values	British Values	Social, Moral, Cultural & Spiritual
Respect Courage Responsibility Consideration Intellectual Curiosity	Tolerance Democracy Rule of Law Mutual Respect Individual Liberty	Social impact of Hitler's actions and the steps to war.

Literacy/Reading/Numeracy	Careers
<ul style="list-style-type: none"> Analysis and evaluation of sources Reading comprehension Written outcome Engaging with historical scholarship 	<ul style="list-style-type: none"> 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?
<ul style="list-style-type: none"> Summative assessment. Written outcome.

Programme of Learning

SUBJECT: History

YEAR GROUP: 9

TERM: Summer

TITLE OF UNIT: Why did the Allies win the war?

(LENGTH)WEEKS: 7

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

Knowledge	Skills
<ul style="list-style-type: none"> An overview of the main events and turning points of World War Two including the following: <ul style="list-style-type: none"> Blitzkrieg and the fall of France The evacuation at Dunkirk The Battle of Britain and the Blitz The battle of Stalingrad The attack on Pearl Harbor and America's entry into WW2 D-Day VE and VJ days 	<ul style="list-style-type: none"> Understanding of chronology Analysis of the content and provenance of sources and historical interpretations Explaining how one event led to another Explaining historical turning points and using evidence to create judgements

Core Values	British Values	Social, Moral, Cultural & Spiritual
Respect Courage Responsibility Consideration Intellectual Curiosity	Tolerance Democracy Rule of Law Mutual Respect Individual Liberty	Students will consider the implications of invasion and how this affected individuals in Europe and America during WW2.

Literacy/Reading/Numeracy	Careers
<ul style="list-style-type: none"> Key words and terms highlighted. How to construct detailed paragraphs and correct use of grammar and punctuation Use of narrative history – reading personal accounts and stories Statistics surrounding casualties and impact of battles in WW2 	<ul style="list-style-type: none"> 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?

- Teacher assessment made. Students will produce written judgements on the turning points of WW2 in order to answer the big question.

Programme of Learning

SUBJECT: History

YEAR GROUP: 9

TERM: Summer

TITLE OF UNIT: The Cold War

(LENGTH)WEEKS: 4

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

Knowledge	Skills
<ul style="list-style-type: none"> Why did America drop the atomic bomb on Hiroshima and Nagasaki? Living in the 'shadow of the atomic bomb' what was the impact and how did it lead to the Cold War? Overview of the events in Europe and Asia including: Berlin Airlift, Cuban Missile Crisis, Korea, Vietnam How did the West view the conflict including: Space race, arms race, spying and the fear of communism How close did the cold war come to a nuclear war? 	<ul style="list-style-type: none"> Chronology – understanding the world post World War 2 Explaining the cause and consequences of events Explaining how one event leads to another Using interpretations of the Cold War from an America/Western perspective Making judgements using evidence Using historical scholarship Using history to make sense of the present

Core Values	British Values	Social, Moral, Cultural & Spiritual
Respect Courage Responsibility Consideration Intellectual Curiosity	Tolerance Democracy Rule of Law Mutual Respect Individual Liberty	Exploration of moral issues surrounding tolerance of others and the death of civilians in war time.

Literacy/Reading/Numeracy	Careers
<ul style="list-style-type: none"> Reading comprehension Sources Statistics surrounding the impact of the atomic bomb 	<ul style="list-style-type: none"> 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?
<ul style="list-style-type: none"> Teacher assessment in lesson. Written outcome and discussion.

Programme of Learning

SUBJECT: History

YEAR GROUP: 9

TERM: Summer

TITLE OF UNIT: Britain A Depth Study: 1939-1975 what changed?

(LENGTH)WEEKS: 4

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

Knowledge	Skills
<ul style="list-style-type: none"> The changing lives of young people between 1939-75 The changing lives of women between 1939-1975 Causes of consequences of immigration to Britain 1939-1975 Within these lessons we will look at: <ul style="list-style-type: none"> The social impact of WW2 The birth of the NHS The influence of 60's and 70's pop culture Discrimination towards women and the growth of the Women's liberation movement Experiences of immigrants in Britain 	<ul style="list-style-type: none"> Source analysis including analysis of provenance and cross referencing Chronological understanding as well as developing an ability to study thematic Making judgements supported by sources and historical knowledge Using historical scholarship Using history to make sense of the present

Core Values	British Values	Social, Moral, Cultural & Spiritual
Respect Courage Responsibility Consideration Intellectual Curiosity	Tolerance Democracy Rule of Law Mutual Respect Individual Liberty	Exploration of social and moral issues surrounding tolerance, equality, and diversity. Drawing comparisons between life in the 40-70s to life today.

Literacy/Reading/Numeracy	Careers
<ul style="list-style-type: none"> Reading comprehension Sources 	<ul style="list-style-type: none"> 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?
<ul style="list-style-type: none"> Sources assessment.

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.

Programme of Learning

SUBJECT: Maths

YEAR GROUP: 9

TERM: Summer 1

TITLE OF UNIT: Angles (Core)

(LENGTH)WEEKS: 6

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

Knowledge and Skills

- Understand and use geometric terminology, notation and equipment accurately
- Recall the basic angle facts and use these to solve problems
- Recall the angle properties of triangles and quadrilaterals and use these to solve problems
- Recall the angle properties of n-sided polygons and use these to solve problems
- Develop skills of geometric reasoning

Core Values	British Values	Social, Moral, Cultural & Spiritual
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

Literacy/Reading/Numeracy	Careers
<ul style="list-style-type: none"> • Worded problems • Applications to real life scenarios 	<ul style="list-style-type: none"> • 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

How will this topic be assessed?

- 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.

Programme of Learning

SUBJECT: Maths
 YEAR GROUP: 9
 TERM: Summer 1
 TITLE OF UNIT: Multiplicative Reasoning (Main)
 (LENGTH)WEEKS: 6

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

Knowledge and Skills
<ul style="list-style-type: none"> Recall knowledge of ratio and proportion and solve problems in different contexts such as algebraic problems, best value problems, exchange rate problems and scaling problems Explore the concepts of direct and inverse proportion using algebra, including recognising the graphs of proportional relationships Solve problems of exponential growth and decay using the concepts of percentage multiplier and repeated percentage change Understand and use compound measures to solve problems, including kinematics formulae, density and pressure Know and be able to use recursive formulae in iterative processes and identify when iterative sequences converge or diverge

Core Values	British Values	Social, Moral, Cultural & Spiritual
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.

Literacy/Reading/Numeracy	Careers
<ul style="list-style-type: none"> Worded problems Applications to real life scenarios 	<ul style="list-style-type: none"> 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

How will this topic be assessed?
<ul style="list-style-type: none"> 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.

Programme of Learning

SUBJECT: Maths

YEAR GROUP: 9

TERM: Summer 2

TITLE OF UNIT: Transformations and Constructions (Core)

(LENGTH)WEEKS: 6

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

Knowledge and Skills
<ul style="list-style-type: none"> Understand the concepts of congruence and similarity and know which transformations produce congruent or similar images Be able to perform and describe reflections, rotations and translations on a coordinate grid, including using vector notation Be able to perform and describe enlargements on a coordinate grid using positive integer or fractional scale factors Construct using ruler, compasses and protractors triangles, bisectors and perpendiculars Draw and describe regions satisfying a combination of loci, using construction techniques Learn about bearings and solve locus problems involving bearings

Core Values	British Values	Social, Moral, Cultural & Spiritual
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.

Literacy/Reading/Numeracy	Careers
<ul style="list-style-type: none"> Worded problems Applications to real life scenarios 	<ul style="list-style-type: none"> 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

How will this topic be assessed?
<ul style="list-style-type: none"> 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.

Programme of Learning

SUBJECT: Maths

YEAR GROUP: 9

TERM: Summer 2

TITLE OF UNIT: Transformations, Constructions, Similarity and Congruence (Main)

(LENGTH)WEEKS: 6

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

Knowledge and Skills

- Be able to perform and describe reflections, rotations and translations on a coordinate grid, including using vector notation
- Be able to perform and describe enlargements on a coordinate grid using positive integer or fractional scale factors
- Construct using ruler, compasses and protractors triangles, bisectors and perpendiculars
- Draw and describe regions satisfying a combination of loci, using construction techniques
- Use the concept of congruence to solve problems and begin to construct geometric proofs for congruence

Core Values	British Values	Social, Moral, Cultural & Spiritual
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.

Literacy/Reading/Numeracy	Careers
<ul style="list-style-type: none"> • Worded problems • Applications to real life scenarios 	<ul style="list-style-type: none"> • 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

How will this topic be assessed?

- 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.

Languages: 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.

Programme of Learning

SUBJECT: French

YEAR GROUP: 9

TERM: Summer

TITLE OF UNIT: Les vacances: quand j'étais petit(e) et maintenant

(LENGTH)WEEKS: 12

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

Knowledge	Skills
<ul style="list-style-type: none"> To use the imperfect tense to talk about what I used to be like/was interested in when I was younger To combine two tenses to compare this to what I am like/ interested in now To explore the Francophone world through the holiday topic To use transactional language in role play situations to ask for directions around town and buying travel tickets To describe holidays in francophone countries in a range of tenses 	<ul style="list-style-type: none"> Listening for gist and comprehension. Associating phonemes and graphemes in speech Reading- for gist and comprehension. Identifying relevant information and differentiating time markers Writing: creating an extended text about my holidays in at least 3 tenses Speaking: applying previous knowledge of French phonics to new vocab. Asking and answering questions in role play situations Translation: identifying time markers and tenses in order to translate from English- French in 3 time frames

Core Values	British Values	Social, Moral, Cultural & Spiritual
Respect Courage Responsibility Consideration Intellectual Curiosity	Tolerance Democracy Rule of Law Mutual Respect Individual Liberty	Cultural – comparison of culture, in Francophone countries to our own. Social – to discover different towns in French speaking countries and different ways of life. Moral – to explore and be respectful towards culture and parts of the culture that may be different to what we are used to.

Literacy/Reading/Numeracy	Careers
Literacy skills: <ul style="list-style-type: none"> Developed through the grammar focus on combining a range of tenses (present, future tenses and modal verbs) Reading skills: <ul style="list-style-type: none"> Developed through error spotting, reading for gist and comprehension tasks 	Language skills leading to language/travel/international based careers such as: <ul style="list-style-type: none"> Translator Interpreter Foreign correspondent.

How will this topic be assessed?
<ul style="list-style-type: none"> Pupils will demonstrate their understanding and knowledge of opinions, reasons and connectives in present and past time frames (imperfect and perfect tenses) in a short translation assessment (English-French), along with a grammar and reading comprehension assessment. Speaking: pupils will have the opportunity to demonstrate their knowledge of how to ask and answer questions, use of complex opinions, reasons, negatives, connectives, in three time frames, with a range of pronouns.

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.

Programme of Learning

SUBJECT: Music
 YEAR GROUP: 9
 TERM: Summer
 TITLE OF UNIT: Britpop
 (LENGTH)WEEKS: 2-6 weeks

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

Knowledge	Skills
<ul style="list-style-type: none"> How music was composed during the Britpop era How to identify contextual and musical features of Britpop How Britpop music developed as well as the social and cultural impacts of Britpop. How to identify songs from different times and places. How to identify different musical features in different arrangements of a popular song How to identify and explain the importance of form and structure in a Popular Song How to identify and explain what a riff and hook is How to identify and explain elements of music How to identify how music technology can be used to enhance a production 	<ul style="list-style-type: none"> How to identify riffs and hooks in songs when listening How to identify features of Britpop through listening How to evaluate the relationship between politics and music How to evaluate the reasons why Britpop was popular How to explain and evaluate the effect of elements of music within performances How to evaluate how Britpop has developed into modern pop music How to develop individual, group and whole class performance techniques through performing Britpop pieces To perform Don't Look Back in Anger on the keyboard accurately and in time To perform Wonderwall on the keyboard accurately and in time To perform a Britpop medley as a class Evaluate own and other's work and identify some basic musical differences when listening to other arrangements of the same song How to use music technology within a class performance of a Britpop song

Core Values	British Values	Social, Moral, Cultural & Spiritual
Respect Courage Responsibility Consideration Intellectual Curiosity	Tolerance Democracy Rule of Law Mutual Respect Individual Liberty	Social development: Working as a team. Spiritual development: Imagination and creativity. Cultural development: Understanding and respecting the influence of Britpop music on society.

Literacy/Reading/Numeracy	Careers
Literacy skills: <ul style="list-style-type: none"> Writing, reading, learning new key terms Question and answers Numeracy: <ul style="list-style-type: none"> Counting rhythmic beats and being able to perform in time 	<ul style="list-style-type: none"> Musician Pianist Conductor Music teacher

How will this topic be assessed?
<ul style="list-style-type: none"> Students would learn either 'Don't Look Back in Anger' or 'Wonderwall' on the keyboard throughout the term, and at the end of the term they would be individually assessed by performing one of these pieces on the keyboard to the class and to the teacher. Peer feedback will be given to the student, and the teacher will write in comments (W/W/W/EBI) and a mark for the student's performance.

Programme of Learning

SUBJECT: Music

YEAR GROUP: 9

TERM: Summer

TITLE OF UNIT: Film Music Composition

(LENGTH)WEEKS: 2-6

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

Knowledge	Skills
<ul style="list-style-type: none"> How to identify moods created by film music How to identify what a leitmotif is How to identify and discriminate between diegetic and non-diegetic music How to identify elements of music How music can enhance the visual images and dramatic impact of film and can reflect the emotional and narrative messages of the drama How timing is a crucial factor in the composition and performance of music for film How film music can change the viewer's interpretation of a scene How to explain the purposes of film music How theme songs lead to the popularity of films and film music How to identify how horror music is composed 	<ul style="list-style-type: none"> How to aurally identify a range of different types of film music to match a suitable film genre How to create a hero/villain leitmotif Perform simple leitmotifs and themes from a range of film music soundtracks How to discriminate between diegetic and non-diegetic film music when watching/listening Compose a piece of music to fit a horror movie How to use storyboards and/or cue sheets to plan a film music soundtrack How to identify and evaluate elements of music within compositions How to create an effective musical narrative for a film scene, using appropriate techniques to create an intended effect

Core Values	British Values	Social, Moral, Cultural & Spiritual
Respect Courage Responsibility Consideration Intellectual Curiosity	Tolerance Democracy Rule of Law Mutual Respect Individual Liberty	Social development: Working as a team. Spiritual development: Imagination and creativity. Cultural development: Understanding and respecting the influence of film music on musical society.

Literacy/Reading/Numeracy	Careers
Literacy skills: <ul style="list-style-type: none"> Writing, reading, learning new key terms Question and answers Numeracy: <ul style="list-style-type: none"> Counting rhythmic beats and being able to perform in time 	<ul style="list-style-type: none"> Musician Pianist Conductor Music teacher Film music composer

How will this topic be assessed?
<ul style="list-style-type: none"> Students would take their knowledge of film music and compose a musical soundtrack to a film scene using Garage Band (in effect, creating a musical narrative for that scene), and at the end of the term this composition would be assessed by the teacher.

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.

Programme of Learning

Subject: Physical Education

Year: 9

Term: Summer

TITLE OF UNIT: Athletics

LENGTH(WEEKS): 6-7

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

Knowledge	Skills
<ul style="list-style-type: none"> • Basic Track Events • Basic Field Events 	<ul style="list-style-type: none"> • Low Sprint Start position • Push Throw • Pull Throws • Long Jump

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 Leadership and taking responsibility of own actions

Literacy/Reading/Numeracy	Careers
<ul style="list-style-type: none"> • Measuring Distances • Timing • Recording Times 	<ul style="list-style-type: none"> • Coaching Athletics • Officiating in Athletics • Management of Teams and Individuals

How will this topic be assessed?
<ul style="list-style-type: none"> • 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 Environment as well as their understanding of the rules of the events.

Programme of Learning

Subject: Physical Education

Year Group: 9

Term: Spring and Summer

TITLE OF UNIT: Cricket

LENGTH(WEEKS): 5-6

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

Knowledge	Skills
<ul style="list-style-type: none"> Know the basic rules of Cricket Understand what, how and why a Batsmen would play a Cover Drive Know the coaching points of a Static Bowl Know how and when a Fielder should perform a Long Barrier 	<ul style="list-style-type: none"> Be able to Field a long cricket shot using an Overarm throw Be able to perform a Long Barrier when fielding a ball hit along the floor Be able to grip and play a Cover drive as a batsmen Be able to perform the roles of a Batsmen and Fielder within an adapted game of Cricket

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
<ul style="list-style-type: none"> Pupils able to use numeracy throughout by scoring when in a competitive environment 	<ul style="list-style-type: none"> Professional athlete Journalist Media Sports Agent

How will this topic be assessed?
<ul style="list-style-type: none"> 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.

Programme of Learning

Subject: Physical Education

Year Group: 9

Term: Spring and Summer

TITLE OF UNIT: Rounders

LENGTH(WEEKS): 6

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

Knowledge	Skills
<ul style="list-style-type: none"> Bat Grip Rules of batting Rules of bowling Positions Scoring 	<ul style="list-style-type: none"> Short distance throwing Short distance catching Long barrier Forehand batting Fast and slow bowling Backstop position

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 (how to write it in short hand) during a game.	Understanding of different roles in rounders and possible career opportunities such as official, coach, analyst and reporter.

How will this topic be assessed?
<ul style="list-style-type: none"> 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.

Programme of Learning

Subject: Physical Education

Year Group: 9

Term: Spring and Summer

TITLE OF UNIT: Softball

LENGTH(WEEKS): 5-6

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

Knowledge	Skills
<ul style="list-style-type: none"> • Basic rules of the game • Correct grip of the bat • Basic knowledge of the playing area 	<ul style="list-style-type: none"> • Straight Pitch • Fielding with a glove • Fielding a Ground Ball • Batting • Infielder Roles • The Playing Area • Rules

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 Softball and possible career opportunities such as: <ul style="list-style-type: none"> • Official • Coach • Analyst • Reporter.

How will this topic be assessed?
<ul style="list-style-type: none"> • 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.

Programme of Learning

Subject: Physical Education

Year Group: 9

Term: Spring and Summer

TITLE OF UNIT: Tennis

LENGTH(WEEKS): 6-7

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

Knowledge	Skills
<ul style="list-style-type: none"> • Correct grip of a Tennis Racket • Basic rules of the game • Markings on the court 	<ul style="list-style-type: none"> • Grip • Under Arm Serve • Forehand groundstroke • Forehand volley

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. Leadership – Lead by example.

Literacy/Reading/Numeracy	Careers
<ul style="list-style-type: none"> • Counting Scores • Scoring systems 	<ul style="list-style-type: none"> • Understanding of different roles in Tennis and possible career opportunities • Coaching Tennis • Officiating in Tennis • Management of Teams and Individuals

How will this topic be assessed?
<ul style="list-style-type: none"> • 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.

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 Key Stage 3, 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.

Programme of Learning

SUBJECT: RE

YEAR GROUP: 9

TERM: Summer

TITLE OF UNIT: Crime and punishment

(LENGTH)WEEKS: 3

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

Knowledge	Skills
<ul style="list-style-type: none"> Laws Justice British Values Theories of punishment Types of punishment Racial Prejudice Capital Punishment 	<ul style="list-style-type: none"> Evaluation Debating Justifying Application of beliefs and practises Analysing scripture

Core Values	British Values	Social, Moral, Cultural & Spiritual
Respect Courage Responsibility Consideration Intellectual Curiosity	Tolerance Mutual Respect Individual Liberty	Moral decisions with respect to Race. Moral principles with respect to Drugs. Moral principles with respect to punishment.

Literacy/Reading/Numeracy	Careers
<ul style="list-style-type: none"> PEE paragraphs Analysis of text Creative drawing Creative writing 	<ul style="list-style-type: none"> Police Law Religious vocation Education Counselling

How will this topic be assessed?

- This topic will be assessed by a creative writing project. Students are going to address a letter to a local representative on the issue of crime in their community. Using their knowledge, they are going to suggest an appropriate way to address crime in the local area, using religious teachings to show why this is important. This holistic assignment will allow students to use a variety of knowledge, whilst also engaging them with topical issues that affect them and their community.

Programme of Learning

SUBJECT: RE

YEAR GROUP: 9

TERM: Summer

TITLE OF UNIT: Judaism: Beliefs and Teachings

(LENGTH)WEEKS: 4

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

Knowledge	Skills
<ul style="list-style-type: none"> • What it means to say Judaism is a monotheistic religion. • How and why the name of God is treated with great respect in Judaism • Jewish beliefs about the creation of the earth and how this relates to Shabbat • Jewish responses to the problem of evil and how this relates to free will • The importance and types of mitzvot (commandments) within Judaism, and how this is connected to the belief in God as a judge and lawgiver • The concept of Shekhinah (the divine presence). • Jewish customs surrounding death and beliefs about the afterlife • The nature and role of the Messiah, the origins of this belief and the difference in understanding between Orthodox and reform Jews • The covenant with Abraham and how this connects to a belief in the Promised Land and the Jews as a specially chosen people • The covenant at Sinai, and the role of Moses in establishing this • The Ten Commandments and their importance • What the Jewish moral principles of justice, healing the sick and kindness to others are, how Jewish people can work towards them and why • What sanctity of life means and its origins • How the belief in the sanctity of life influences attitudes towards medical issues such as transplants and euthanasia 	<ul style="list-style-type: none"> • Define key terms • Explain key Jewish beliefs • Draw connections between Jewish teachings and beliefs • Compare and contrast differences within Jewish belief • Analyse religious scripture and • Evaluate the importance of key teachings and beliefs in the life of a Jewish person

Core Values	British Values	Social, Moral, Cultural & Spiritual
Respect Courage Responsibility Consideration Intellectual Curiosity	Tolerance Democracy Rule of Law Mutual Respect Individual Liberty	Jewish beliefs about the sanctity of life and moral principles. Jewish culture.

Literacy/Reading/Numeracy	Careers
<ul style="list-style-type: none"> • Analysing religious scripture • Writing PEE paragraphs • Explanation • Evaluation 	<ul style="list-style-type: none"> • Medicine • Charity

How will this topic be assessed?
<ul style="list-style-type: none"> • Summative assessment at the end of the unit using GCSE style questions and mark scheme.

Programme of Learning

SUBJECT: RE

YEAR GROUP: 9

TERM: Summer

TITLE OF UNIT: Judaism: Practices

(LENGTH)WEEKS: 4

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

Knowledge	Skills
<ul style="list-style-type: none"> Jewish places of worship Jewish prayer items Jewish denominations Ceremonies associated with birth Marriage Bat/Bar Mitzvah Mourning rituals Festivals including: Rosh Hashanah, Pesach and Yom Kippur Shabbat 	<ul style="list-style-type: none"> Define key terms Explain key Jewish practices. Draw connections between Jewish teachings and practices Compare and contrast differences within Jewish practices Analyse religious scripture and Evaluate the importance of key teachings and practices in the life of a Jewish person

Core Values	British Values	Social, Moral, Cultural & Spiritual
Respect Courage Responsibility Consideration Intellectual Curiosity	Tolerance Democracy Rule of Law Mutual Respect Individual Liberty	Jewish beliefs about the sanctity of life and moral principles. Jewish culture.

Literacy/Reading/Numeracy	Careers
<ul style="list-style-type: none"> Analysing religious scripture Writing PEE paragraphs Explanation Evaluation 	<ul style="list-style-type: none"> Medicine Charity

How will this topic be assessed?
<ul style="list-style-type: none"> Summative assessment at the end of the unit using GCSE style questions and mark scheme.

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.

Programme of Learning

SUBJECT: Science
 YEAR GROUP: 9
 TERM: Summer
 TITLE OF UNIT: Biology
 (LENGTH)WEEKS: 18

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

Knowledge	Skills
<ul style="list-style-type: none"> The sun is a source of energy that passes through ecosystems. Materials including carbon and water are continually recycled by the living world, being released through the respiration of animals, plants, decomposing microorganisms and taken up by plants in photosynthesis All species live in an ecosystem composed of complex communities of plants and animals dependent on each other and that are adapted to particular conditions, both biotic and abiotic. These ecosystems provide essential services that support human life and continued development In order to continue to benefit from these services humans need to engage with the environment in a sustainable way. We explore how humans are threatening biodiversity as well as the natural systems that support it. We consider actions we need to take to ensure our future health, prosperity and well-being 	<ul style="list-style-type: none"> Extract and interpret information from charts, graphs and tables Interpret and explain the processes of the carbon cycle and water cycle Evaluate environmental implications of deforestation Explain how waste has an impact on biodiversity Practice scientific field skills

Core Values	British Values	Social, Moral, Cultural & Spiritual
Respect for the natural world Courage Responsibility when choosing which items to consume Consideration Intellectual Curiosity	Tolerance Democracy Rule of Law Mutual Respect Individual Liberty	

Literacy/Reading/Numeracy	Careers
<ul style="list-style-type: none"> Calculations of energy flow within ecosystems 	<ul style="list-style-type: none"> Waste management Ecological roles Environmental protection Climate change research

How will this topic be assessed?
<ul style="list-style-type: none"> All Year 9's will be assessed in late June across all 3 science topics.

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.

Art:	S Bollard s.bollard@allhallows.net
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