



Programme of Learning

Year 9

Spring Term

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	3	2
Geography	2	2	2
History	2	2	2
Music	1	1	1
Physical Education	3	3	3

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: January 2023. 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 Dep

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: Spring

TITLE OF UNIT: Abstract Art

(LENGTH)WEEKS: 12

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

Knowledge	Skills
<ul style="list-style-type: none"> Pupils will explore the history and actively engage with the concept of abstract art. Pupils will gain an understanding of how to deconstruct a scene in order to abstract it and to understand the value of shapes, colours and textures in their own right. 	<ul style="list-style-type: none"> Pupils will critically evaluate the work of others. Pupils will continue to develop their knowledge and skills in a range of media in both 2 and 3 dimensions. Pupils will continue to develop their skills of observational drawing focusing on with a focus on the world around them. Pupils will be able to construct an abstract sculpture using both art and found materials. Pupils will be able to create their own art that has its foundation in a still life study.

Core Values	British Values	Social, Moral, Cultural & Spiritual
<ol style="list-style-type: none"> Respect Courage Responsibility Consideration Intellectual Curiosity <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>Catholicism is present in all of our efforts to achieve SMSC.</p> <p>Social – Student worked displayed and celebrated. Group activities, pupil evaluation about peer’s artwork.</p> <p>Moral - 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>Cultural – 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>Spiritual – 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>It is an expectation of the department that students exercise these values in every aspect of their art lessons.</p>		

Literacy/Reading/Numeracy	Career specialisms referenced in studies
<p>Literacy skills: Critical evaluation of others and their own artwork. Research techniques.</p> <p>Keywords: Composition, Proportion, Scale, Abstraction, Responsive, Rhythmic, Feeling, Expression, Synaesthesia, Geometric, Futurism.</p> <p>Numeracy skills: Division of space, Scale, Proportion</p>	<p>Artist</p>

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 Four or at Key Stage 5.

Scheme of Learning

SUBJECT: Computing

YEAR GROUP: 9

TERM: Spring

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

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
TERM: Spring
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 	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

TERM: Spring

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

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"> • Creating expressions in Queries • Following recorded instructions – help videos 	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 – Resistant Materials

YEAR GROUP: 9

TERM: Spring

TITLE OF UNIT: Food for a teenager

(LENGTH)WEEKS: 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 is 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 safely 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	How will this topic be assessed?
<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. 	<p>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</p> <p>Jobs where your degree would be useful include: Production manager, Purchasing, manager, Research scientist (life sciences), Toxicologist</p>	<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 tasked 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.

Scheme 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
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?
<ol style="list-style-type: none"> 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: 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 3dimensional 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 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: 9

TERM: Spring1

TITLE OF UNIT: Devising Theatre - Persecution

(LENGTH)WEEKS: 8

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

Knowledge	Skills
<ul style="list-style-type: none"> Practitioner Exploration: Brecht, Stanislavski. Holocaust – History of Persecution (Used as stimulus for introductory lessons). Devising Theatre in the style of practitioners. Verbatim Theatre. How to use stimulus. Devising process for GCSE Drama. 	<ul style="list-style-type: none"> Role play Hot Seating Mime Improvisation Thought Tracking Responding to Stimulus Devising Theatre Brechtian Techniques. Stanislavkian Rehearsal Techniques

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

Literacy/Reading/Numeracy	Careers
Students have worksheets for each lesson. They will be encouraged to write in full sentences with correct terminology when giving feedback.	<ul style="list-style-type: none"> Historian Workshop Leader Actor Director Drama Therapy

How will this topic be assessed?
In class students will be assessed on engagement, creativity, and teamwork. Each lesson will include a reflection worksheet which will require students to engage with activities and use correct terminology. This unit will finally be assessed through a group performance, responding to a stimulus in the style of a practitioner.

Scheme of Learning

SUBJECT: Drama

YEAR GROUP: 9

TERM: Spring2

TITLE OF UNIT: It's Epic

(LENGTH)WEEKS: 8

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

Knowledge	Skills
<p>The focus of this unit is on EPIC STYLE. This unit will begin with an assessment of prior knowledge and move to a research project on the practitioner to prepare students understanding of his aims and methods. The teaching will initially link back to Stanislavski and Naturalism in Year 8 before moving on to explore Brecht's departure from this style. Students will then work through his key teaching methods in order to gain a full understanding of how he developed skills to create Epic Theatre. Students will focus heavily on the Gestus, placards, music and Multi-rolling in order to create the Verfremdung Effekt They will finally apply all knowledge in a teacher and peer assessed performance at the end of the unit.</p>	<ul style="list-style-type: none"> • Research • Gestus • Placards and Song • Multi-role • Visible character changes • Verfremdung Effekt • Choral Movement • Choral Speaking • Political Message

Core Values	British Values	Social, Moral, Cultural & Spiritual
<p>Respect Courage Responsibility Consideration Intellectual Curiosity</p>	<p>Tolerance Democracy Rule of Law Mutual Respect Individual Liberty</p>	<p>Culturally exploring the origins of modern theatre practice through understanding of Key theory. Social awareness developed through political message.</p>

Literacy/Reading/Numeracy	Careers
<p>N/A</p>	<ul style="list-style-type: none"> • Actor • Choreographer • Public Relations • Management • Politician • Historian • Dramaturg

How will this topic be assessed?
<p>Focus of assessment: Performance in an Epic Style to demonstrate full understanding of practitioner and techniques. Strand: 1, 3</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: Spring

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

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

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

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

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 for comparisons • Dates, timelines and chronology to understand the context of different poems 	<ul style="list-style-type: none"> • Journalism • Writer • Copywriter • Marketing / advertising /public relations • Teaching / education /academia • Research • Curation • Careers in the Arts • Politics / diplomacy /international relations • Sociologist / psychologist • Managerial / leadership

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

TITLE OF UNIT: Globalisation: Football & Fashion

(LENGTH)WEEKS: 10

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

Knowledge	Skills
<ul style="list-style-type: none"> • Definition and theory behind globalisation. Key terms of deindustrialisation, development, global trade • Linking globalisation to real world example of 'football' How are football teams 'global' both through the players on a team and the brands advertised • Linking globalisation to real world example of fashion, paying attention to the growing trend of 'fast fashion'. • Negatives of globalisation e.g. sweatshops, low pay, poor working conditions, environmental impacts • Positive of globalisation e.g. paid work, development in LICs, cheaper products in HICs • Stitching debate – interactive lesson. Students are put into the shoes of sweatshop workers and asked to evaluate conditions. 	<ul style="list-style-type: none"> • This topic focuses on applying knowledge to developing extended writing. Students will be focusing on the command word 'to what extent'

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

Literacy/Reading/Numeracy	Careers
Extended writing, SPaG skills, proof reading opportunities	Global events Operations management Supply chain coordinator

How will this topic be assessed?
Students will be assessed twice in this topic. The first will be when students research, write and perform a debate in the lesson. This will be assessed by the teacher observing the debate and each group will receive feedback. The second assessment will be through an extended writing question using the command word 'to what extent'

Scheme of Learning

SUBJECT: Geography

YEAR GROUP: 9

TERM: Spring term 1 to Spring term 1

TITLE OF UNIT: Japan

(LENGTH)WEEKS: 9

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

Knowledge	Skills
<ul style="list-style-type: none"> The overall aim of this topic is for students to answer; 'how it is Japan has become the 4th richest country in the world? 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. 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 The megacity of Tokyo, why it has grown and what problems this overcrowding has caused Solutions of overcrowding 4 Types of industry will be defined and explains – primary, secondary, tertiary and quaternary. 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) Secondary Industry in Japan of manufacturing the concept of imports and exports to make profit Quaternary Industry in Japan and innovation of products - students to do independent research to present ideas 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. 	<ul style="list-style-type: none"> Students will write a location description of Japan Students will draw a climate graph of Japan 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.

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

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

How will this topic be assessed?
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.

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: 9

TERM: Spring

TITLE OF UNIT: How did life for the German people change under Nazi rule?

(LENGTH)WEEKS: 7

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

Knowledge	Skills
<ul style="list-style-type: none"> Nazi social policies and the impact of these. Living and working conditions under the Nazi regime. Exploration of how the Nazi regime affected women, the youth, individuals with disabilities, political opponents, and ethnic minority groups in Germany. Terror and propaganda, including the Gestapo and the SS. Opposition to the Nazi regime. 	<ul style="list-style-type: none"> Understanding of chronology. Explain of how different groups of Germans were affected by the Nazi regime in different ways. Categorise the changes to life under Nazi rule into social, economic, and political themes. Use evidence to support and refute arguments. Looking at historical scholarship on life in Nazi Germany.

Core Values	British Values	Social, Moral, Cultural & Spiritual
Respect Courage Responsibility Consideration Intellectual Curiosity	Tolerance Democracy Rule of Law Mutual Respect Individual Liberty	Social and cultural changes brought about by the Nazi regime. Moral issues surrounding Nazi policies.

Literacy/Reading/Numeracy	Careers
<ul style="list-style-type: none"> Keywords and terms highlighted. How to construct detailed paragraphs and correct use of grammar and punctuation. Use of narrative history – reading personal accounts and stories. Economic policies and statistics surrounding unemployment, 	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?

Teacher assessment through written activities and discussion.

Scheme of Learning

SUBJECT: History

YEAR GROUP: 9

TERM: Spring

TITLE OF UNIT: The Holocaust

(LENGTH)WEEKS: 3

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

Knowledge	Skills
<ul style="list-style-type: none"> • A history of antisemitism in Europe from Medieval to modern day. • Nazi policies and the Nazi persecution. • Ghettoization • Reactions to the Nazi policies: Revolts and Resistance. • The Final Solution • Remembering the Holocaust 	<ul style="list-style-type: none"> • Chronological understanding of antisemitism. • Source analysis • Using historical scholarship.

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, racism and genocide.

Literacy/Reading/Numeracy	Careers
<ul style="list-style-type: none"> • Reading comprehension • Sources 	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 in lesson. Written outcome and discussion.

Scheme of Learning

SUBJECT: History

YEAR GROUP: 9

TERM: Spring

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
Analysis and evaluation of sources Reading comprehension Written outcome Engaging with historical scholarship.	Teacher/Lecturer Government/Politician Museum Researcher Media Researcher Genealogist Museum Curator Museum Education Officer Heritage Industry Archaeologist Archivist/Records Manager Law Journalist

How will this topic be assessed?
Summative assessment. Written outcome.

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

SUBJECT: Maths

YEAR GROUP: 9

TERM: Spring1

TITLE OF UNIT: Pythagoras and Trigonometry (Core)

(LENGTH)WEEKS: 6

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

Knowledge and Skills

- Recall use of Pythagoras' Theorem to find missing lengths in right-angled triangles
- Use Pythagoras' Theorem to solve problems in 2D
- Introduction to the trigonometric ratios and their relationship to right-angled triangles.
- Be able to use a calculator to find values of sine, cosine and tangent.
- Use trigonometry to find missing lengths and angles in right-angled triangles.
- Solve geometry problems in 2D using Pythagoras and Trigonometry, including multi-step problems.

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
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.

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.

Scheme of Learning

SUBJECT: Maths

YEAR GROUP: 9

TERM: Spring1

TITLE OF UNIT: Pythagoras and Trigonometry (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 use of Pythagoras' Theorem to find missing lengths and solve problems with right-angled triangles in 2D Introduction to the trigonometric ratios and their relationship to right-angled triangles. Link to properties of similar triangles. Be able to use calculator and non-calculator methods to find values of sine, cosine and tangent. Use trigonometry to find missing lengths and angles in right-angled triangles. Solve geometry problems in a range of contexts using Pythagoras and Trigonometry, including involving bearings, algebra and problems in 3D.

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
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.

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.

Scheme of Learning

SUBJECT: Maths

YEAR GROUP: 9

TERM: Spring1

TITLE OF UNIT: Advanced Number Topics (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"> • Use and calculate with numbers in standard index form, including calculator and non-calculator methods • Work with numbers in surd form, including simplifying surds, multiplying and dividing them, and rationalising expressions containing surds. • Understand the effect of rounding and truncating, and state the error intervals that is created for a rounded or truncated value • Calculate using upper and lower bounds of accuracy, and interpret these in various contexts.

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
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.

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.

Scheme of Learning

SUBJECT: Maths

YEAR GROUP: 9

TERM: Spring1

TITLE OF UNIT: Use of Number (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"> Recall knowledge of prime numbers, factors and multiples and be able to calculate the highest common factor and lower common multiple of two numbers. Use and calculate powers and roots, including using the index laws of multiplication and division. Understand what is meant by standard index form, and fluently convert between numbers in standard form and ordinary form. Use and calculate with numbers in standard index form, including calculator and non-calculator methods Understand the effect of rounding and truncating, and state the error intervals that is created for a rounded or truncated value

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
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.

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.

Scheme of Learning

SUBJECT: French

YEAR GROUP: 9

TERM: Spring

TITLE OF UNIT: Projects d'avenir: Future plans

(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 conditional tense to talk about how I would like to protect the planet. To discover some French inventions. To use modal verbs to talk about what I can and have to do to help at home. To talk about what job you and others want to do in the future and give reasons why. To create a robot and use the future tense to describe how it will help you. To combine two tenses to compare future plans with what I am doing now in order to talk about different ways of making money. 	<ul style="list-style-type: none"> Listening for gist and completing comprehension tasks. Associating phonemes and graphemes in speech. Reading- for gist and completing comprehension tasks. Identifying relevant information and differentiating time markers. Writing: creating a 50-word paragraph about my future plans in 2 tenses. Speaking: debating ideas on what life in 100 years will look like. Asking and answering questions to express views on a variety of inventions in two tenses. Translation: identifying time markers and tenses in order to translate from English-French in present and future tense.

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 ways of making money for young people in Francophone countries Social: discussion of how different jobs contribute to our society. Moral: discussing ways we can help at home and others in the community.

Literacy/Reading/Numeracy	Careers
Literacy skills are developed through grammar focus (present, future tenses and modal verbs). Reading skills are developed through error spotting, reading for gist and comprehension tasks.	Entrepreneur Inventor Language skills leading to language/travel/international based careers such as translator/ interpreter/ foreign correspondent.

How will this topic be assessed?
Pupils will demonstrate their understanding and knowledge of opinions, reasons and connectives in present and future time frames in a short translation assessment (English-French), along with a grammar and reading comprehension assessment. Writing: pupils will produce an extended paragraph of approximately 50 words to demonstrate use of opinions, reasons and connectives, in two tenses.

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: Spring

TITLE OF UNIT: 1980's Electropop

(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 explain the history of the Enola Gay plane How to explain how different types of songs are related to historical events Understand the importance of occasion, style and context when looking at a piece. How to identify features of Electropop music How to describe the story behind the song Enola Gay How to explain the objective of the song Enola Gay How to identify song structure How to identify elements of music within electropop music How to identify features of electropop within musicals 	<ul style="list-style-type: none"> Skills How to identify features of Electropop music through listening How to identify and demonstrate features of Electropop music through performance Be able to evaluate the song Enola Gay and give an opinion How to explore the song Enola Gay in class and ensemble performances How to identify between solo and group songs and male and female voices through listening How to develop singing and keyboard skills Perform a Broadway song as a class demonstrating particular musical features Perform the song Enola Gay on the keyboard accurately and in time How to apply GCSE performance criteria to individual performances

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 Electropop 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 	Musician Pianist Conductor Music teacher

How will this topic be assessed?
Students would learn the piece 'Enola Gay' on the keyboard throughout the term, and at the end of the term would be individually assessed by performing 'Enola Gay' 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 (WWW/EBI) and a mark for the student's performance.

Scheme of Learning

SUBJECT: Music

YEAR GROUP: 9

TERM: Spring

TITLE OF UNIT: Musicals

(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 describe the history and development of the modern day stage musical with its origins in opera • How to describe the different types of songs used in operas and musicals • How to identify and describe features of musical theatre • How to describe the importance of the "opening number" in a musical • How to describe features of opera that allowed for the origins of musicals • Describe how the combined forms of art, drama, dance and music form features of a musical • How to describe the role of different characters in operas and musicals • Identify and describe how a musical song can create a mood • Identify and describe musical elements within a musical song 	<ul style="list-style-type: none"> • How to describe the history and development of the modern day stage musical with its origins in opera • How to describe the different types of songs used in operas and musicals • How to identify and describe features of musical theatre • How to describe the importance of the "opening number" in a musical • How to describe features of opera that allowed for the origins of musicals • Describe how the combined forms of art, drama, dance and music form features of a musical • How to describe the role of different characters in operas and musicals • Identify and describe how a musical song can create a mood • Identify and describe musical elements within a musical 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 Broadway 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 	Musician Pianist Conductor Music teacher Broadway performer

How will this topic be assessed?
Students would learn the piece 'Phantom of the Opera' on the keyboard throughout the term, and at the end of the term would be individually assessed by performing 'Phantom of the Opera' 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.

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

SUBJECT: Physical Education
YEAR GROUP: 9
TERM: Autumn and Spring Term
TITLE OF UNIT: Badminton
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">• Doubles positioning• Doubles tactics	<ul style="list-style-type: none">• Net shots• Drops shots• Smash

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

SUBJECT: Physical Education

YEAR GROUP: 9

TERM: Autumn and Spring

TITLE OF UNIT: Basketball

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

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

SUBJECT: Physical Education

YEAR GROUP: 9

TERM: Autumn and Spring

TITLE OF UNIT: Fitness

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

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 Reflect on own performance Support others to improve performance

Literacy/Reading/Numeracy	Careers
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

SUBJECT: Physical Education

YEAR GROUP: 9

TERM: Autumn and Spring

TITLE OF UNIT: Football

(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">• Officiating• Attacking Set Pieces• Use of Tactics	<ul style="list-style-type: none">• Crossing• Set Pieces• Volleying• Pressing• Goalkeeping

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 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

SUBJECT: Physical Education

YEAR GROUP: 9

Autumn and Spring Term

TITLE OF UNIT: Gymnastics

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

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/stretches/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

SUBJECT: Physical Education

YEAR GROUP: 9

TERM: Autumn & Spring Term

TITLE OF UNIT: Handball

(LENGTH)WEEKS: 6-8

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

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

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

SUBJECT: Physical Education

YEAR GROUP: 9

TERM: Autumn and Spring

TITLE OF UNIT: Hockey

(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">• Officiating• Attacking set pieces	<ul style="list-style-type: none">• Reverse stick pass• Channelling• 3D skills

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 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

SUBJECT: Physical Education

YEAR GROUP: 9

TERM: Autumn and Spring

TITLE OF UNIT: Netball

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

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

SUBJECT: Physical Education

YEAR GROUP: 9

TERM: Autumn and Spring

TITLE OF UNIT: Rugby

(LENGTH)WEEKS: 7

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

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

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

SUBJECT: Physical Education

YEAR GROUP: 9

TERM: Autumn and Spring

TITLE OF UNIT: Swimming

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

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 Reflect on own performance and give feedback to others

Literacy/Reading/Numeracy	Careers
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

SUBJECT: Physical Education
YEAR GROUP: 9
TERMS: All
TITLE OF UNIT: Young Leaders
(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"> • Leadership styles • Warm up structure • Coaching session structure • Importance of leadership skills in delivery 	<ul style="list-style-type: none"> • Organisation • Teamwork • Communication • Leadership • Cooperation

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: 9

TERM: Spring

TITLE OF UNIT: God in our lives today

(LENGTH)WEEKS: 3/4

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

Knowledge	Skills
<ul style="list-style-type: none"> • Pentecost • Apostles • The Holy Spirit • Justice • Peace • Stewardship • Father rick curry • Pax Christi 	<ul style="list-style-type: none"> • Evaluation • Interpreting scripture • Applying religious teachings • Extended writing - PEE paragraphs

Core Values	British Values	Social, Moral, Cultural & Spiritual
Respect Courage Responsibility Consideration Intellectual Curiosity	Tolerance Mutual Respect Individual Liberty	<ul style="list-style-type: none"> • Moral decisions with respect to the environment • Understanding Peace and Justice and how this contributes to a cohesive society • Understanding the religious practices a well-known Catholic and a Catholic Organisation

Literacy/Reading/Numeracy	Careers
PEE paragraphs Analysis of text Creative drawing Creative writing	Religious vocation Education Counselling

How will this topic be assessed?
This topic will be assessed using a variety of AfL techniques including "hands down" questioning and plenary activities, Class teachers will monitor the quality of written work and homework. Students complete an assessment using the GCSE skills built up over the term, focusing on using evidence to support Christian beliefs.

Scheme of Learning

SUBJECT: RE

YEAR GROUP: 9

TERM: Spring

TITLE OF UNIT: Crime and Punishment

(LENGTH)WEEKS: 3/4

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 • Discrimination in the CJS 	<ul style="list-style-type: none"> • Evaluation • Debating • Justifying • Application of beliefs and practises • Applying Scripture

Core Values	British Values	Social, Moral, Cultural & Spiritual
Respect Courage Responsibility Consideration Intellectual Curiosity	Tolerance Mutual Respect Individual Liberty	<ul style="list-style-type: none"> • Moral decisions with respect to Race • Moral principles with respect to Drugs • Moral principles with respect to punishment.

Literacy/Reading/Numeracy	Careers
PEE paragraphs Analysis of text Creative drawing Creative writing	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.

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:

Knowledge	Skills
<ul style="list-style-type: none"> • Content and characteristics of the four Gospels • Key themes and texts from each Gospel • Understanding and evaluation of key beliefs about Jesus – Messiah, Son of God, divine nature of Jesus • Beliefs about the suffering, death and resurrection of Jesus • Jesus' teachings and actions through the Gospels and how the influence Christians. 	<ul style="list-style-type: none"> • Applying historical context and using this to analyse writing. • Analysing scripture and its impact of beliefs and teachings. • Applying religious teachings to a variety of situations • Explaining Christians beliefs and practices • Using evidence to support points • Justifying our own views • Evaluating the strengths and weakness of different viewpoints.

Core Values	British Values	Social, Moral, Cultural & Spiritual
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

Literacy/Reading/Numeracy	Careers
Bible referencing Reading for information Interpretation of texts Comparison of texts	Vocational; Religious Charity Work Historian Teacher

How will this topic be assessed?
A formal assessment using the GCSE skill built up over the unit, focusing on evaluating the strengths and weaknesses of different view points.

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: Spring

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
<p>Respect for the natural world Courage</p> <p>Responsibility when choosing which items to consume Consideration Intellectual Curiosity</p>	<p>Tolerance Democracy Rule of Law Mutual Respect Individual Liberty</p>	

Literacy/Reading/Numeracy	Careers
<p>Calculations of energy flow within ecosystems</p>	<p>Waste management, ecological roles, environmental protection, climate change research</p>

How will this topic be assessed?
<p>All Year 9s will be assessed in late June across all 3 science topics</p>

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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