



arts colleges



Maths &
Computing



The Corsham School

Year 9

Curriculum Overview

2009/10



SUBJECT: MATHS**YEAR 9**

AUTUMN TERM	SPRING TERM	SUMMER TERM
<p>Year 9 are taught in sets in two halves for mathematics. Tutor groups CORS are taught in 5 sets; tutor groups HAMW are also taught in 5 sets. The course is differentiated so that students work within each topic area on material that is suitable for their ability. The curriculum for Year 9 is split into 11 units of work. 5 in the Number and Algebra, 4 in Geometry and Measures 2 in Statistics . Homework is set once a week and will often be from a CGP workbook. A ten minute homework may be set after other lessons when appropriate. During the year there are opportunities for students to change sets. Formal assessments, classwork, homework and teachers judgement are all used to decide which set is most appropriate for each student.</p>		

<p>Number/Algebra 1</p> <ul style="list-style-type: none"> • Proportional reasoning • Fractions, decimals, percentages and ratio • Graphs <p>Algebra 2 & 3</p> <ul style="list-style-type: none"> • Sequences, functions and graphs • Equations, formulae and identities <p>Geometry and Measures 1 & 3</p> <ul style="list-style-type: none"> • Lines, angles and shapes • Transformations <p>Statistics 1 & 2</p> <ul style="list-style-type: none"> • Interpreting data • Probability <p>Assessment 1</p>	<p>Geometry and Measures 2 & 4</p> <ul style="list-style-type: none"> • Coordinates • Measures and Mensuration • Lines, angles and shapes • Transformations <p>Algebra 4</p> <ul style="list-style-type: none"> • Integers, powers and roots • Sequences, functions and graphs <p>Number 2</p> <ul style="list-style-type: none"> • Calculations • Fractions, decimals and percentages • Calculator Methods <p>Assessment 2</p>	<p>End of KS3 Assessment</p> <ul style="list-style-type: none"> • Investigational task • Functional maths project <p>Start GCSE Course</p> <ul style="list-style-type: none"> • Module 1 data handling
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AUTUMN TERM	SPRING TERM	SUMMER TERM
<p>Students in Year 9 follow the National Curriculum in English and during the year participate in a wide range of activities to develop speaking and listening, reading and writing skills. Assessment takes place on a regularly to test reading comprehension and writing accuracy.</p> <p>The programmes of study for Years 7-9 are organised to ensure that technical skills, grammar and library skills are constantly reinforced. Whole classes visit the library once a fortnight and there will be increased access to Information Technology during the next year. Other activities are timetabled for specific terms.</p>		
<p>Non-fiction prose Studying short non-fiction texts. Developing understanding use of writers' techniques.</p> <p>Prose fiction comparison Formal comparison of a pre 20th century and 20th century text. Introduction to literary analysis.</p> <p>News Investigating how news is selected and presented in different media.</p> <p>Guided reading Small group work on a novel or play.</p> <p>Poetry Developing close reading skills.</p>	<p>Shakespeare Study of 'Much Ado About Shakespeare's Nothing' Focus on two scenes with controlled assessment at the end of the unit.</p> <p>Persuasive writing Analysis of persuasive texts. Developing understanding of structure and paragraphing. Experimenting with different techniques in persuasive writing.</p> <p>IT Research work / information texts.</p>	<p>Types of writing Developing understanding of form, purpose and audience.</p> <p>Media GCSE coursework piece, assessed for writing.</p> <p>Shared novel / original writing Study of a novel in class as preparation for GCSE. Optional original writing outcome.</p>

AUTUMN TERM	SPRING TERM	SUMMER TERM
<p>All students follow the programme of study as specified in the National Curriculum statutory guidelines. This is delivered via the Spotlight Science Scheme published by Nelson Thornes. The course is a carefully structured activity based scheme which is compatible with the QCA scheme of work. Some resetting is carried out at the start of term 3.</p> <p>Students study a total of 10 units within the year covering all the attainment targets of Biology, Chemistry and Physics. The scheme of work at Corsham is fully differentiated and aims to meet the needs of all learners.</p> <p>Work covered in Years 7, 8 and 9 will be revised at the end of the Term 4 followed by an End of KS3 Assessment in April. After this, students will do a piece of assessed practical work that will help introduce them to their Year 10 course.</p> <p>During Term 6 students carry out a range of enrichment activities related to the application of science in the wider world.</p>		
<p>UNIT TITLE</p> <p>Energy</p> <p>Using forces</p> <p>Rocks and minerals</p> <p>Matter</p> <p>Electricity and magnetism</p> <p>Sight and sound</p> <p>Elements, mixtures, compounds</p> <p>Chemical reactions</p> <p>The active body</p> <p>Variation</p>	<p>CURRICULUM CONTENT</p> <p>Energy from the sun, Conduction, Convection and Radiation.</p> <p>Speed, Levers, Pressure, Gravity, Solar System.</p> <p>Igneous, Sedimentary and Metamorphic Rocks, Chemistry at Work.</p> <p>Particles on the Move, Gases and Pressure, Dissolving, Saturated Solutions.</p> <p>Series and Parallel Circuits, Magnetic Fields and Electromagnets.</p> <p>Reflection and Refraction, Using Light, Colour and Musical Sounds.</p> <p>The Periodic Table, Burning, Elements and Compounds, Separating.</p> <p>Making Salts, Acids and Bases, Fertilisers, Neutralisation, Endothermic And Exothermic Reactions, Equations.</p> <p>Joints, Muscles and Movement. Reflexes. Skin. Sweat. Biology at Work.</p> <p>Variation. Chromosomes. Genes. Species. Selective Breeding. Double Helix.</p>	

The Twentieth Century World

AUTUMN TERM	SPRING TERM	SUMMER TERM
<p>1. Why had the stage been set for war in Europe by 1914?</p> <p>2. What was life like for the soldiers who fought in World War One?</p> <p>3. Who was responsible for the horrors of the Somme?</p> <p>4. What were the Key Events of World War One?</p> <p>5. How is the First World War remembered today?</p> <p>6. What was the Treaty of Versailles, and was it a sensible settlement?</p> <p>This study of the First World War also includes an optional visit to Belgium to see the First World War sites.</p> <p>7. Why is History sometimes HIS story?</p> <p>8. How did women try to change their role?</p> <p>9. How did women in Britain finally get the vote?</p> <p>10. What can a study of the film ‘Titanic’ tell us about life in Edwardian Britain?</p> <p><u>Assessments:</u> What were the causes of WWI? – Class work/Essay The Battle of the Somme - Exam</p>	<p>1. What caused a revolution in Russia in 1917, and did it solve Russia’s problems?</p> <p>2. What was the Wall Street Crash and how did it affect Europe?</p> <p>3. Why did Hitler come to power in Germany?</p> <p>4. What is Anti-Semitism and was it a new idea in Hitler’s Germany?</p> <p>5. How did Hitler change life in Germany?</p> <p>6. What caused the Second World War?</p> <p>7. Dunkirk – Triumph or disaster?</p> <p>8. What was life like on the Home Front in Britain?</p> <p>9. What were the Key Events and Turning Points of WW2?</p> <p>10. Churchill – Great Briton?</p> <p><u>Assessments:</u> What was life like on the Home Front in Britain? Home Learning Project including an assessment of I.T. National Curriculum Level. End of KS3 exam – Causes of WW2</p>	<p>1. What was the Holocaust?</p> <p>2. Why were the Atom Bombs dropped?</p> <p>3. What were the effects of the Second World War?</p> <p>4. Why was Germany divided after World War Two?</p> <p>5. How ‘Hot’ was the Cold War?</p> <p>6. Did life in Britain improve after WW2?</p> <p>7. Has the United Nations been a solution to world problems?</p> <p>8. How important was Gandhi in Indian independence?</p> <p>9. Migration – what was it like to arrive in Britain?</p> <p>10. How did Black Americans fight for their rights?</p> <p>11. Review – A Century of Progress?</p>

SUBJECT: GEOGRAPHY

YEAR 9

AUTUMN TERMS 1 & 2	SPRING TERMS 2 & 3	SUMMER TERMS 4 & 5
<p>Tectonics</p> <p>Aim: To study the distribution, causes and effects of volcanoes and earthquakes.</p> <p>Topics:</p> <ul style="list-style-type: none"> • distribution • tectonics • earthquakes • volcanoes • prediction and prevention <p>HLP: Case study of volcanic eruption, earthquake or Tsunami</p>	<p>Development</p> <p>Aim: To understand what is meant by development and the impact of globalisation using fashion as a context.</p> <p>Topics:</p> <ul style="list-style-type: none"> • what is Kenya like • population and development • what is a developing country • how developed is Kenya • jobs and trade linked to development • sustainable development • aid • globalisation (Nike) • is globalisation a good or bad thing? <p>HPL: Why is Rosa doing Anna's job?</p>	<p>Tourism</p> <p>Aim: To study the impact of tourism on economics and landscapes.</p> <p>Topics:</p> <ul style="list-style-type: none"> • types of tourism • conflicts • National Parks • Tourism in LEDC's and MEDC's <p>HLP: Sustainable and non-sustainable tourist island</p> <p><u>Fieldwork</u></p> <p>Big Pit, WALES.</p>

SUBJECT: MODERN FOREIGN LANGUAGES (FRENCH & GERMAN)**YEAR 9**

AUTUMN TERM	SPRING TERM	SUMMER TERM
<p>Year 9 is again a diversified year with some sets doing two foreign languages and some continuing to specialise in one. Students in the double language sets are given the opportunity to experience learning Spanish so that they can make enlightened language choices during the KS4 Options process. During their term of Spanish, students will cover the topic areas of greetings, personal information, numbers, dates and family. They will also gain a basic understanding of Spanish grammar.</p> <ul style="list-style-type: none">• Each unit aims to cover the topic area and increase cultural awareness whilst at the same time offering practice in the four skills of listening, speaking, reading and writing.• Grammar is an essential part of the teaching and learning, as is vocabulary-learning.• Both learning and written homework will be set and there are detentions for unsatisfactory or missing work.• It would be helpful if students could provide themselves with a bilingual dictionary. <p>Units will cover the following themes;</p> <ul style="list-style-type: none">• Target Language Country• Media• Health and Fitness• Friends and Leisure• Individual choice		

AUTUMN TERM	SPRING TERM	SUMMER TERM
<p>Project: Art History</p>		
<ol style="list-style-type: none"> 1. Painting flat colours. Copy and enlarge cartoon. 2. <u>Roy Lichtenstein</u> Using experience from previous painting produce a coloured pencil piece using only yellow, red and blue. 3. <u>Any Warhol</u> Using an everyday object produce an ink line drawing in a simple way repeat the design with a geometric background to show influence of Warhol. 4. <u>Impressionism</u> Use oil pastels to create landscape using no outlines. 5. Produce a simple vase design with the card covered in papier mâché with an Impressionist pattern using tissue paper. 6. Look at isms – Impressionism, Futurism, symbolism etc. Discuss styles of artwork and apply the technique to a simple view from a window or photograph. 7. Futurism copy an object and repeat the image to show movement. 8. Make a 3D Pop Art object eg: cartoon money boxes, tin of baked beans etc. 9. Good quality pencil drawing using 2B, 4B, 6B pencils of a famous person. 10. Evaluation of KS3 course sheet in handbook. 		
<p>Homework</p>		
<ol style="list-style-type: none"> 1. Copy of a cartoon. 2. Make up a cartoon strip. 3. CD/Tape cover. 4. Book cover. 5. Draw a brand named product. 6. Draw something which hangs on the Christmas tree. 7. Draw a slice of fruit in a stylised way. 8. A picture that is hanging on the wall. 9. A wrapper for a chocolate bar. 10. A bottle. 11. A tin of beans/custard powder etc. 	<ol style="list-style-type: none"> 12. Plan a model for ceramic money box (cartoon character). 13. Pop Art Style still life. 14. Produce a pattern in Egyptian style. 15. African style. 16. Produce a border in oriental style. 17. Copy a piece of wallpaper. 18. Copy an illustration in a book create own for story or poem. 19. Use previous style to show an emotion. 20. Kitchen still life. 21. Sport still life. 22. Anything you like. 	
<p>End of Year test</p>		
<p>As with Year 7 using biscuits – pupils should produce four drawings showing a biscuit gradually being eaten or one long drawing of a biscuit with a bite take out of it.</p>		

SUBJECT : DRAMA**YEAR 9**

Key Stage Three Drama education begins naturally with learning through dramatic play in Year 7, and progresses to include elements of theatre in Year 8 and Year 9. It involves imagination and feelings and helps students to make sense of the world.

Year 9 continues to build on the success of Year 7 and Year 8. The Year 9 curriculum develops Student's knowledge of Dramatic techniques, The Drama Medium and technical theatre. They experiment with a variety of resources and encouraged to be independent learners.

Autumn Term	Spring Term	Summer Term
<p><u>Researching Theatre: Silent Film</u></p> <ul style="list-style-type: none"> • Research and investigation • Encouraging Self Discipline • Use of Music • Evaluating with success criteria <p><u>Scriptwork: Pantomime</u></p> <ul style="list-style-type: none"> • Working with constraints • Responding to text • Directing & Blocking • Developing Characterisation • Peer Evaluation 	<p><u>Shakespeare Project: Technical Theatre</u></p> <ul style="list-style-type: none"> • Supporting English Curriculum • Self Control in Stage Fighting • Creativity in Make up Design • Developing understanding of set <p><u>Exploring the Language of Drama</u></p> <ul style="list-style-type: none"> • Applying Drama Techniques • Responding to Stimulus • Engaging in Key techniques • Leading Group work • Self Evaluation 	<p><u>Film Editing Project</u></p> <ul style="list-style-type: none"> • Developing Independent Learning • Research and investigation • Using Technical skills • Using Design skills • Using Performance skills <p><u>Devising Theatre: Using Stimulus</u></p> <ul style="list-style-type: none"> • Analysing Resources • Responding to Stimulus • Spontaneous Improvisation • Polished Improvisation • Devising Drama

AUTUMN TERM		SPRING TERM		SUMMER TERM	
<p>The Music in year 9 offers a more detailed composition element. It focuses on music of the modern era, from the neo-classical and serialistic music of the early 20th Century, through the development of jazz to blues to the pop music dominance of the last 50 years.</p> <p>Each Music lesson balances practical activities (performing and composing) with listening and appraising skills. The emphasis is on music as a practical and active subject in which pupils broaden their understanding and appreciation of a diversity of musical styles. Music technology is an integral part of the KS3 curriculum, and is incorporated into every topic. The following six columns represent the work done in each of the six terms of year 9.</p>					
1	2	3	4	5	6
Modern Music	Blues & Jazz	Rap & Popular Music	Rap & Popular Music (cont.)	Song Writing & Structure (Chords)	Musicals
<ul style="list-style-type: none"> • Historical setting • Listening examples • Keyboard performances • Computer Multitracking • Aleatoric & Serial Music • Composition of Modern Music 	<ul style="list-style-type: none"> • 12 Bar Blues • History of Blues & Jazz • Composing Blues & Jazz • Boogie Woogie & other styles • Composing Christmas tunes and lyrics 	<ul style="list-style-type: none"> • History of Rock Music • Rhythms of Rap • Drum & Bass lines • Composition of Rap • Multitracking and sound effects 	<ul style="list-style-type: none"> • Different styles of ‘pop’ • Music of the 60’s and 70’s • Music of the 80’s and 90’s • Composition of Songs • Recording of compositions onto CD 	<ul style="list-style-type: none"> • The use of Primary Chords • Keyboard auto-chord functions • Triad chords • Adding melodies to chords • Pop Song Structures • Performances of songs 	<ul style="list-style-type: none"> • DVD Musical Quiz • Using ‘Karaoke’ Software on computers • History of Musicals • Watch a Musical

SUBJECT: DESIGN & TECHNOLOGY**YEAR 9**

AUTUMN TERM	SPRING TERM	SUMMER TERM
Modular Course - Five Rotations - During the year each student will study all of the following modules. 4 hours per fortnight are allocated to the study of this subject.		
TEXTILES Using the theme 'The Seaside' as a starting point, students will produce a range of illustrations, a decorative stencil and a fabric product. Their own travel experiences will lead them to look at land, sea and air for ideas. They will experiment with mixed media, developing visual awareness. Using fabric dyes and paint, the designs will be applied to cloth and the fabric made up into a small bag for the beach. All processes will be recorded Homework will support the work through development of storyboards.		
PRODUCT DESIGN Using an everyday product, student design and make a point-of-sale stand to promote their product on a real life context. This involves them in designing with complex 3D shapes, creating 'nets', modelling with card, drawing in perspective, isometric and orthographic as well as considering layout, logos and other graphic elements.		
RESISTANT MATERIALS Building on previous knowledge and understanding, of the design process tools and materials, students will individually design and make a nitelight candle holder using wood, metal and plastics. They will also produce a project folio to document their learning.		
FOOD TECHNOLOGY Students build on the knowledge and skills acquired in Year 8. The course includes: <ol style="list-style-type: none">1. Product development2. Basic organisational, psychomotor, investigative and presentational skills. A design project to develop a savoury or sweet snack food product suitable for a teenager. The project is designed so that pupils have an opportunity to sample a GCSE style design task to help them with their GCSE option choices.		
SYSTEMS & CONTROL Students will study a 'precursor to GCSE' module that will extend learning throughout Years 7 and 8, and prepare them for Year 10 expectations.		

SUBJECT: PSHE & CITIZENSHIP

YEAR 9

AUTUMN TERM	SPRING TERM	SUMMER TERM
<p>One hour per fortnight is allocated to PSHE in Year 9.</p> <p>These are the topics covered in Year 9, showing roughly how they are divided between the three terms.</p>		
<ul style="list-style-type: none">• Self Esteem & Careers	<ul style="list-style-type: none">• Drugs Education: A focus on illegal drugs, specifically class A drugs.	<ul style="list-style-type: none">• Sex and Relationships Education – focus on contraception and STI’s

AUTUMN TERM	SPRING TERM	SUMMER TERM
<p>Two hours per fortnight are allocated to the study of this subject. These are the topics studied in Year 9.</p>		
<p>1. Asking difficult questions: Does God exist? A philosophical approach to the ‘big questions of life’</p> <p>2. Asking ultimate questions: What do Christians and Hindus believe happens after Death? Different approaches to explaining a range of possibilities are explored with a focus on resurrection and reincarnation.</p>	<p>3. A study of the values and lifestyle of a Christian community: How do the Amish live? An investigation of a Christian community through the use of film. Pupils will also complete home learning projects to showing understanding of a philosophical/ religious issue through a film study of their choice.</p> <p>4. Asking ultimate questions: The Buddha asks ‘Why is there suffering?’ Pupils will learn the basic ideas of Buddhism regarding human suffering and the lifestyle required to avoid suffering.</p>	<p>5. Commitment within the Community: How is monastic life different for Buddhists and Christians? Applying the learning from the previous term about Buddhism this is taken forward for the pupils to learn about monastic lifestyles..</p> <p>6. Asking moral and religious questions about justice. A focus on the justice system in Britain and how this can be related to Christian ideas and teachings. NB- this is the start to the AQA GCSE Religious Studies course, that all pupils will complete.</p>

AUTUMN TERM	SPRING TERM	SUMMER TERM
<p>Aims of Physical Education Our primary aim is to provide all students with the opportunity to participate in and ENJOY physical education. Through their active involvement we hope that all students will:</p> <ul style="list-style-type: none"> ▪ develop physical competence from involvement in a wide range of activities ▪ learn about the values and benefits of participating in physical activity at school and throughout life ▪ develop a sense of artistic and aesthetic understanding through movement ▪ establish self esteem through the development of physical confidence ▪ be able to cope with success and failure in competitive and co-operative physical activities <p>The Curriculum In Year 9 all boys and girls follow a core programme of gymnastics, swimming, dance, athletics and games. Games include: Rugby, (tag for girls) Netball, Hockey, Basketball, Football, Cricket, Tennis and Rounders.</p> <p>Extra Curricular Activities We regard extra curricular activities as a very valuable extension of the curriculum. We ensure all boys and girls are aware of the various clubs, teams and activities that are available to them. The activities include: Soccer, Rugby, Netball, Hockey, Cross-Country, Trampolining, Athletics, Tennis and Dance. In addition, Inter Tutor Group competitions are arranged to encourage as many students as possible to participate in sport. There are opportunities for talented individuals to represent Area, County, Regional and even National Teams.</p> <p>Year 9 Outdoor Activities Week There is an annual trip to Pencelli in the Brecon Beacons. Activities include Caving, Rock-Climbing, Abseiling, Mountain Walking, Canoeing, Kayaking and Gorge Walking. Not to be missed! Multi Activity and Skiing trips are also arranged and have proved very popular and successful.</p> <p>Participation in Lessons Very few children miss their PE lessons due to injury or illness. If your child is unable to participate for medical reasons, a note of explanation is requested. The easiest way of doing this is by writing in your son or daughter's Personal Organiser. Children who need to be excused will be included in the lesson as far as possible.</p>		