

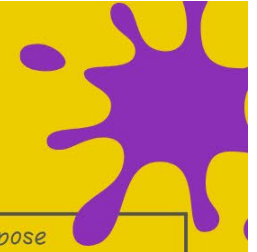
# Silverdale Year 9 curriculum

|                                  |                         |  |   |                                      |
|----------------------------------|-------------------------|--|---|--------------------------------------|
| <u>Art and Design</u>            | <u>Computer Science</u> | <u>D&amp;T Core</u><br><u>D&amp;T Enhanced</u> | <u>Drama</u>                                | <u>English</u>                       |
| <u>French</u>                    | <u>Geography</u>        | <u>History</u>                                 | Maths<br><u>Higher</u><br><u>Foundation</u> | <u>Music</u>                         |
| <u>PE</u>                        | <u>PSHE</u>             | <u>RE</u>                                      | <u>Science -</u><br><u>Biology</u>          | <u>Science -</u><br><u>Chemistry</u> |
| <u>Science</u><br><u>Physics</u> | <u>Spanish</u>          | <u>Reading</u>                                 | <u>Home</u><br><u>Languages</u>             |                                      |



# Y9 Art Learning Map

*How to be an artist*



*Use of Formal elements*

|             |             |
|-------------|-------------|
| Line        | Tone        |
| Form        | Colour      |
| Texture     | Pattern     |
| Movement    | Composition |
| Mixed Media |             |

*Have ideas and Ambition*

|                  |             |
|------------------|-------------|
| Own ideas        | Imagination |
| Confidence       | Expression  |
| Reflection       | Creativity  |
| Make mistakes    | Risk taking |
| Artist influence |             |

*Make Marks*

|               |               |
|---------------|---------------|
| Exploring     | Expression    |
| Movement      | Range         |
| Experimenting | Using tools   |
| Mixed media   | Make mistakes |
| Risk taking   |               |

*Observe*

|                  |            |
|------------------|------------|
| Look             | View       |
| Coping           | Recording  |
| Interpret        | Understand |
| Reviewing        | Analyse    |
| Artist Influence |            |

*Compose*

|                  |             |
|------------------|-------------|
| Ideas            | Imagination |
| Design           | Layout      |
| Structure        | Creativity  |
| Risk Taking      | Expression  |
| Artist Influence |             |



*Embedding The Formal Elements of Art - Portraits*

September to December

Portraiture

Purposefully apply Line, tone, form, colour, pattern and texture

Drawing, photography, painting and embellishing

*Graffiti and Urban Art*

January to March

Messages and concepts

Explore graffiti art techniques and process and develop a personal response

Stencil art and Mono-printing

*Artist Focus*

*Tim Burton*

April to July

Clay

Analysing, reflecting and responding to artwork

Understanding the artist and concepts, designing and clay sculptures



# Year 9 – Computer Science

| Topic                        | Essential knowledge  | Assessment  | Links to resources  |
|------------------------------|--|---|---|
| 9.0: Introduction            | Expectations for year 9 and the transition from Y8 and to KS4  |   |   |
| 9.1: Impact of Computing     | A progression from Y8 with many topics developed further. Development of binary and data representation. Links to GCSE content for Component 1. Ethical and moral considerations of Computing  | <i>Test on knowledge gained through the unit by answering a set of questions or describing different hardware components.</i>       | <a href="#">BBC Bitesize</a>  |
| 9.2: Python                  | Developed knowledge of algorithms and problem solving. Developed interaction with the IDLE. Push in lessons in terms of resilience and independence. Using GCSE requirements for programming: Inputs/Casting/Variables; Designing programs; Creative skills. | <i>Students will be assessed by creating their own program following a scenario which will be given to them.</i>                    | <a href="#">BBC Bitesize</a><br><a href="#">Tutorials</a><br><a href="#">W3Schools</a>  |
| 9.3: E-Safety                | Progression from Y8 as the same topics are touched upon but with age appropriate and relevant content. Online identity. Social media. Gaming. Potential Threats. Safely using technology. Awareness of current trends and impacts                            | <i>Create a digital document outlining concerns about the internet, how it is used and how we can protect ourselves and others.</i> | <a href="#">Think You Know</a><br><a href="#">NSPCC</a><br><a href="#">BBC Bitesize</a> |
| 9.4: iDea Project            | Completion of iDea award badges in lesson. Completion of iDea award badges at home. Creative skills. Resilience and independence .   | <i>Complete either the Bronze or Silver awards for the iDea award.</i>  | <a href="#">iDea Award</a>  |
| 9.5: Creative iMedia Project | Creative skills. Working to a specification. Justification of choices. Ability to manipulate images and compose them effectively for a target audience.  | <i>Create a digital document which will be based on a client brief given to them. Research and evaluate.</i>                        |   |



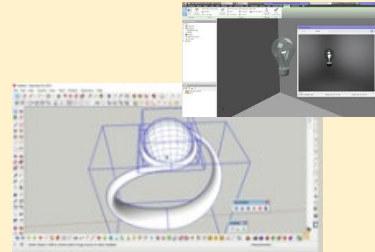
# Y9 CORE PRACTICAL ROTATIONS

## FOOD SCIENCE

Students will be introduced to the concept of our Key Stage 4 options and focus on food presentation and popular food culture.



**AUTODESK®  
INVENTOR®**



## 3D CAD

Advanced CAD

Designing and creating complex 3D models using CAD software. Exploring a range of product design areas from jewellery to lighting.

## 3D BUILD

Architecture

Exploring how architectural models are created using advanced card cutting techniques and mixed materials to produce a scaled 3D architectural model.



## 3D MODEL

The House on the Hill  
3D model -making using mixed materials, clay and high-density foam to create 3D sculptures.

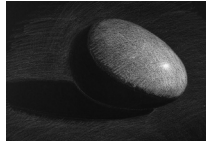




# Year 9 – ENHANCED Learning Journey

## Designer Research

A research and presentation task that involves focussed and detailed sourcing of written and visual information on a designer of choice. Work is presented as a creative sketchbook composition and is the first taster project of GCSE portfolio work.



## Product Design

Building on research skills developed in prior unit students will develop a 'trainer' design refining ideas through experimentation of mixed media and using technical 3D drawing skills from Y7 & Y8.



## Nutrition

Learn the key principles and properties of a wide range of macro and micro nutrients.



## Hospitality and Catering

Learn about the industry and how it forms part of the U.K's growing hospitality sector.



## End of Key Stage Passport

At the end of your Learning Journey, you will revisit ALL topics covered across the key stage to see how you have progressed. This will form a vital piece of work should you continue Design and Technology in Key Stage 4.





# Year 9 – DRAMA GCSE MOCK UNITS– (2 hours)

Kite Runner

Frantic Assembly approach to devising and methodology. Exploration of text. Contextualisation Afghanistan 1970's-2009

Devising aesthetically through physical theatre, team work/safety, performance skills

Lord of the flies

Exploration of text – page to stage

Design role – advanced understanding of lighting/set/costume notation and analysis. Acting choice

War

Exploration of WW2 Auschwitz; emotive theatre Monologues, mime, structure, statistics

Projection of performance skill for ultimate impact. Set design/lighting design to set mood and atmosphere.

Brecht - Theatre in Education

Brechtian methodology to engage discussion and exploration on modern day issues in society.

Full focus on how to educate an audience and alienate them. Actor/director skills

Gone too far – play text

Exploration to open up discussion upon 1<sup>st</sup> and 2<sup>nd</sup> generation immigrants in Britain and celebrate our multicultural heritage as school

Embedding all Drama conventions and utilising them to enhance students understanding of societies views and where they originated from

Comedy

Development of Comedy through history; Melodrama, slaps stick, musical theatre.

Technical skills in all styles, exploration, devising, directing

Support

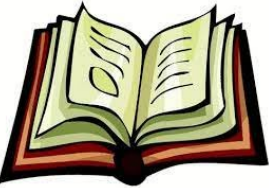
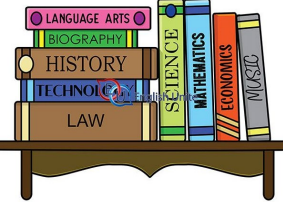





- BBC Bitesize
- Live theatre

- Confidence
- Communication
- Problem solving
- Group skills
- Reflection
- Analysis
- Evaluation
- Self/peer/teacher assessment

Dramalibraryonline.com  
Ask your teacher for the login.



# Year 9 English – “Views of the World” (6 lessons)

| Topic                           | <b>Novel:</b> Views on the World<br>  | <b>Non Fiction:</b> Protest non-fiction and poetry<br>             | <b>Short Stories:</b> Narrative Perspectives<br>  | <b>Poetry:</b> Pre-GCSE ‘unseen’<br>         | <b>Reading Skills in Focus:</b> GCSE Language Paper 1 and 2<br> | <b>Drama:</b> Tragic Genre<br>   | <b>Speech:</b> Viewpoints<br>    |
|---------------------------------|--|---|--|---|--|---|---|
| <b>What We’ll Study</b>         | We will read one of these classic novels and explore their writers’ methods and messages. <ul style="list-style-type: none"> <li>• Animal Farm</li> <li>• Lord of The Flies</li> <li>• Roll of Thunder, Hear my Cry</li> </ul> | We will read non-fiction writing and poetry from a range of diverse voices. We will discover what these writers protest about – and how they do it! | We will delve into how writers build narrative perspective in short stories and use what we learn to write our own. <ul style="list-style-type: none"> <li>• GCSE Anthology</li> </ul> | We will step into the shoes of famous poets and unpick how they use language and structure to express their views on the world. | We will look ahead at the kinds of questions we have to answer at GCSE using a range of short extracts.  | We will study one of Shakespeare’s most famous plays and analyse how conflicting ideas can lead to tragic outcomes. <ul style="list-style-type: none"> <li>• Othello</li> <li>• Romeo &amp; Juliet</li> </ul> | We will consider a range of perspectives on topical issues and write a speech expressing our own view on the world. |
| <b>What we’ll ask you to do</b> | Write an essay on the novel covering the writers’ ideas, methods and contexts.   | <ul style="list-style-type: none"> <li>• Comparative essay, non-fiction and poetry</li> </ul>   | <ul style="list-style-type: none"> <li>• Academic paragraphs</li> <li>• Write missing scene</li> <li>• Creative writing</li> </ul>   | <ul style="list-style-type: none"> <li>• Poetry academic paragraphs</li> <li>• Write own poetry</li> </ul>                      | <ul style="list-style-type: none"> <li>• Practice questions</li> </ul>   | Write an essay on the play covering the writers’ ideas, methods and contexts.   | <ul style="list-style-type: none"> <li>• Speech</li> </ul>  |

Some useful links:

[BBC Bite Size](#)  
[Sparx Reader](#)

Accessit – our school library app

Silverdale School library has a wide range of novels, magazines, poetry, plays and short stories for you to enjoy!



# Year 9 – French

| Year 9  | Learning cycle 1   | Learning cycle 2  | Learning cycle 3   | Learning cycle 4  | Learning cycle 5 & 6   |
|---|--|---|--|---|--|
| <b>Context</b>  | Talking about sport  | Activities, descriptions & celebrations                                 | Money, work & future plans   | Music and holidays  | Preparation for GCSE   |
| <b>Grammar &amp; skills</b>   | Pouvoir<br>Using 2 verbs together<br>giving directions<br>comparing<br>il faut<br>avoir mal a describing a photo<br>combining tenses                                       | perfect tense<br>present tense<br>reflexive verbs<br>describing a photo | Questions<br>Future tenses<br>Vouloir  | Combining tenses<br>Expressing opinions / reasons   | Review of grammar and content Focus on exam skills, pronunciation & extended writing |
| <b>Assessment</b>   | Fortnightly vocabulary tests.<br>Module 2.5 test.  | Fortnightly vocabulary tests.<br>Module 3.1 test.                       | Fortnightly vocabulary tests.<br>Module 3.2 test.  | Fortnightly vocabulary tests.   | Fortnightly vocabulary tests.  |
| <b>All students are given a Knowledge Organiser booklet and an exercise book.</b> | <b>Wider reading:</b><br><a href="http://lepetitquotidien.playbacpres.se.fr">lepetitquotidien.playbacpres.se.fr</a> and a range of reading materials in the school library |   | <b>Useful websites:</b> <ul style="list-style-type: none"><li>- Quizlet (vocabulary learning)</li><li>- Pearson Dynamo online activities</li></ul> | <b>Students who study 2 languages complete the course of study more slowly. Each unit takes approximately 11 weeks instead of 7; Module tests are later than indicated.</b> |  |



# Year 9 – Geography

## Your Y9 Learning Journey

### 1: Will volcanoes kill us all?

First, we understand why we need to learn about volcanoes and where they are found. We learn the physical processes that create different types of volcanoes & their different hazards. We then research why people still live near volcanoes.

### 3: What are the impacts of the fashion industry around the world?

This topic looks at the environmental and social impacts of the fashion industry. Again, looking at the different stages in the supply chain seeing who benefits and who suffers. This introduces the ideas of trade injustice. Finally, we create a business plan for a sustainable fashion brand.

### 4: How do we manage climate change?

First, we revise the causes & effects of climate change to make sure we know the key ideas. This topic then looks at how we can mitigate the causes of our changing climate. We assess how well countries like the UK & Morocco have shifted towards renewable electricity production to meet the Paris Climate Agreement. We then undertake some fieldwork to look at how we can locally reduce of carbon emissions.

### 2: Is Sheffield a fair place to live?

What is the pattern for life expectancy over the city? Why is it like this? What other socio-economic data shows this pattern? Is air pollution a killer in Sheffield? How do we address the socio-economic inequality in Sheffield?

### 5: What is the geography of crime?

Our final topic looks at how geographical thinking can help us understand patterns of crime. First this looks at issues surrounding human trafficking & modern-day slavery. We look at how inequality is driving environmental crime in the Amazon slavery? We discuss how our cities are changing in relation to the BLM movement and finally look at how the illegal trade in drugs impacts different places around the world.

Our big ideas are, Sustainability, inequality, awe & wonder, human & physical processes & globalisation



# Year 9 – History (3 hours)

| Topic                  | Essential knowledge   | Assessment  | Links to resources and revision   |
|------------------------|---|---|---|
| Women's Suffrage       | How did a horse race help to achieve equality for women? How did women rule the home front during WW1?  | Source, knowledge and understanding, written assessment.  | <a href="#">The fight for female suffrage - KS3 History - BBC Bitesize</a>  |
| Hitler's Rise to Power | Were the 1920's really the Golden Years for Germany? How did an outcast from Austria take over Europe? What was life like in Nazi Germany?                                    | Formative assessment in class.                            | <a href="#">An evaluation of why the Nazis achieved power in 1933 - Why the Nazis achieved power - Higher History Revision - BBC Bitesize</a> |
| World War II           | To what extent was appeasement a failure?<br>Why was Dunkirk "the greatest ever military defeat?" How did WWII impact Sheffield?  | <b>Knowledge &amp; understanding, written assessment.</b> | <a href="#">A summary of World War Two - World War Two - KS3 History Revision - BBC Bitesize</a>  |
| The Holocaust          | What was the Jewish Question? How did the Nazis attempt to carry out the Final Solution? What can we learn from the Holocaust?  | Formative assessment in class.                            | <a href="#">A summary of the Holocaust - The Holocaust - KS3 History Revision - BBC Bitesize</a>  |
| Civil Rights           | Who are the Windrush generation?<br>The birth of the Civil Rights Movement in Britain and America   |   |   |
| The Cold War           | Was the USA right to drop atomic bombs on Japan?<br>How can one wall be so significant? How close did the World come to nuclear war in 1962? Did the USA win the Vietnam War? | <b>Knowledge &amp; understanding, written assessment.</b> | <a href="#">The Cold War - KS3 History - BBC Bitesize</a>   |
| The Miners Strike      | The causes and impact of the Miners' Strike   |   | <a href="#">The miners' strike - Humanities History age 11-14 - BBC Bitesize</a>  |



# Year 9 – Maths Higher tier (6 hours)

|                     |                                     |                     |                               |                    |                      |
|---------------------|-------------------------------------|---------------------|-------------------------------|--------------------|----------------------|
| Algebra: The Basics | Calculations, Checking and Rounding | Fractions           | Indices                       | Standard Form      | Solving Equations    |
| Surds               | Pythagoras Theorem                  | Trigonometry        | Perimeter, Area and Circles   | Linear Graphs      | Real Life Graphs     |
| Similar Shapes      | Congruent Triangle Proofs           | 3D Forms and Volume | Factors, Multiples and Primes | Averages and Range | Changing the Subject |
| Interpreting Data   | Scatter Graphs                      | Sequences           | Compound Measures             | Inequalities       | Ratio and Proportion |

## 3 assessments:

- November
- February
- June

[Corbettmaths – Videos, worksheets, 5-a-day and much more](#)  
[HegartyMaths](#)  
[onmaths | The home of GCSE Maths](#)  
[GCSE Maths Past Papers - PMT \(physicsandmathstutor.com\)](#)

Revision:

[Progress Sheet Term 1](#)  
[Progress Sheet Term 2](#)



# Year 9 – Maths Foundation tier (6 hours)

|   |   |                                      |  |
|---|---|--------------------------------------|--|
| <b>Algebra: the Basics</b>                                  | <b>Integers and Place Value</b>   | <b>Indices, Powers and Roots</b>     | <b>Scatter Graphs</b>  |
| <b>Fractions</b>  | <b>Fractions, Decimals and Percentages</b>  | <b>Ratio</b>                         | <b>Decimals</b>  |
| <b>Expanding and Factorising Single Brackets</b>            | <b>Substitution</b>   | <b>Factors, Multiples and Primes</b> | <b>Averages and Range</b>  |
| <b>Pie Charts</b>   | <b>Tables</b>   | <b>Plans and Elevations</b>          | <b>Revision:</b><br><a href="#">Progress Sheet Term 1</a><br><a href="#">Progress Sheet Term 2</a> |
| <b>3 assessments:</b><br>- November<br>- February<br>- June | <a href="#">Corbettmaths – Videos, worksheets, 5-a-day and much more</a><br><a href="#">HegartyMaths</a><br><a href="#">onmaths   The home of GCSE Maths</a><br><a href="#">GCSE Maths Past Papers - PMT (physicsandmathstutor.com)</a> |                                      |  |



# Year 9 – Music (2 lessons)

| Topic                                  | Band skills   | Composing for Film   | Band skills   | Musescore   | Band Skills  | Remixing   |
|--|---|--|---|---|--|--|
| <p><b>What We'll Study</b></p>         | <p>By the end of this unit students will be able to rehearse effectively in a small ensemble/band and will have developed their practical performance skills on an instrument/vocal of their choice. Through workshop-style teaching and rehearsing students hone their ensemble skills, working on ensemble timing, balance and accuracy that are all essential skills for GCSE Music.</p> <p><b>Assessment 1: Performance</b></p> | <p>Students build on their knowledge from Half Term 1 and apply this to a film music composition. We begin by looking at how music is used to portray mood and a character's characteristics (Hero's vs. Villains).</p> <p>Students complete mini compositions whilst exploring this using Band lab/Muse score.</p> <p>Students are given a choice of video clips before embarking on creating the soundtrack to their video using Band lab.</p> <p><b>Assessment 2: Composition</b></p> | <p>Students further develop their performing skills in their bands.</p> <p>Through workshop-style teaching and rehearsing students hone their ensemble skills, working on ensemble timing, balance and accuracy that are all essential skills for GCSE Music.</p> | <p>Students use music technology to create their own composition.</p> <p>Students develop their muse score skills and use this to compose their work.</p> <p>Students will develop their composing and music notation skills throughout this topic.</p> <p><b>Assessment 3: Composition</b></p> | <p>Band skills continued.</p> <p>Students work towards more difficult cover versions of their own choice of song.</p> <p>Students are given the opportunity to pick their songs, before rehearsing towards a battle of the bands style assessment.</p> <p>This unit culminates with students performing as a band in their final assessment lesson</p> <p><b>Assessment 4: Performance</b></p> | <p>In this unit students refine their music technology skills and are introduced to dance music from a variety of styles.</p> <p>Their knowledge of time signature and note values is developed through listening and appraising tasks. Students then focus on Electronic Dance music and work on creating remixes using Band Lab.</p> |
| <p><b>What we'll ask you to do</b></p> | <ul style="list-style-type: none"> <li>Develop performing skills on different instruments</li> <li>Rehearse and perform as a band</li> </ul> <p><b>Assessment 1: Let It Be</b></p>  | <ul style="list-style-type: none"> <li>Compose a hero vs villains leitmotif</li> <li>Use Bandlab to compose for a film clip</li> <li>Use MIDI instruments</li> <li>Learn how to use and interface</li> </ul>   | <ul style="list-style-type: none"> <li>Rehearse and perform as a band</li> </ul> <p><b>Assessment 3:</b></p>  |   | <ul style="list-style-type: none"> <li>Create a remix using Bandlab</li> <li>Refine listening skills</li> </ul>  | <ul style="list-style-type: none"> <li>Create a remix using Bandlab</li> <li>Refine listening skills</li> </ul>  |
| <p><b>Some useful links:</b></p>       | <p><b>Your class Google Classroom page! All assessment criteria, parts and revision resources are uploaded there.</b></p> <p><a href="#">BBC Bitesize</a><br/> <a href="#">Youtube</a> – Silverdale Music Dept Channel</p> <p style="text-align: center;">EDU BANDLAB -</p>   |  |   |   |  |  |





# Year 9 – PE (4 hours)

| Rugby   | Football   | Bball   | Gym   | Dance   | Fitness   | Handball   |
|---|--|---|---|---|---|--|
| Spin in both directions<br>Passing moves<br>Support runs<br>Tackling from the side/rear<br>Rucking<br>Mauling<br>Kicks<br>Defensive line/line speed | Ball control with different body parts<br>Long-range passing<br>Movement<br>Tricks<br>Defensive structure<br>Formation<br>Set-pieces<br>Long-range shooting<br>Tactics | Shoulder pass<br>Screens<br>Attacking positioning/<br>formation<br>Advanced lay-ups<br>Zonal defence<br>3-point shooting<br>Rebounds<br>Dribbling skill moves | Advanced balances<br>Cartwheels<br>Round-offs<br>Walkovers<br>Jumps<br>Twists<br>Complex routines<br>Flow/ transitions<br>Tension<br>Extension<br>Control | Creating full routines.<br>Canon<br>Mirror<br>Aesthetics<br>Travel<br>Flow<br>Themes<br>Performance                           | Fitness Tests analysis<br>Long-distance strategy<br>Boxercise combinations<br>Effects of exercise<br>Principles<br>Training types<br>Strength<br>Agonists / antagonists | Precision passing<br>Advanced jump shots<br>Set-pieces<br>Attacking strategy<br>Decision-making<br>Feints<br>Zonal defence<br>Defensive contact                |
| Badminton   | Hockey   | Table tennis  | Netball   | Athletics   | Cricket   | S&F  |
| Overhead clears with power including backhand<br>Combinations<br>Serving with disguise<br>Precision overhead drops<br>Singles/ doubles tactics      | Reverse pass<br>Reverse control<br>Indian dribble at speed and under pressure<br>Advanced evasion<br>Reverse shots<br>Set-pieces<br>Formation<br>Wide-play             | Corkspin, sidespin, tomahawk serves.<br>Tactical play<br>Identifying weaknesses<br>Smash<br>Blocks<br>Lobs<br>Counter kits<br>Doubles tactics                 | Catching in the air<br>Passing with precision and distance<br>Attack/ defence overload<br>M2M/on the ball<br>Officiating<br>Strategy/ decision making     | Shot put<br>Discus<br>Javelin<br>100m/200m/ 400m<br>800/1500m<br>Relay - Changeovers<br>Long-jump<br>Triple-jump<br>High jump | Fielding positions<br>Runouts<br>Spin bowling<br>Drive<br>Cuts<br>Pulls<br>Sweeps<br>Scenario simulation<br>Decision-making   | Bowling/ pitching with spin<br>Fielding (catching/ throwing) increased difficulty.<br>Directional batting.<br>Different roles including coaching/ officiating. |



# Year 9 – PSHE (2 hours)

|                           |  |
|---------------------------|--|
| Living in the Wider World | Intro, Diverse Britain & British Citizenship |
| Living in the Wider World | Refugees & Asylum seekers                    |
| Living in the Wider World | Human Trafficking & Modern Slavery           |
| Living in the Wider World | Human Rights                                 |
| Living in the Wider World | Humanitarianism & International Aid          |
| Health and Wellbeing      | The Effects of Alcohol                       |
| Health and Wellbeing      | Vaping                                       |

|                      |  |
|----------------------|--|
| Health and Wellbeing | Exploring Attitudes to Drugs (mini assessment AP1) |
| Health and Wellbeing | Drugs, the Law & Managing Risk                     |
| Health and Wellbeing | Managing Influence                                 |
| Health and Wellbeing | Knife Crime  |
| Health and Wellbeing | Gang Culture                                       |
| Health and Wellbeing | Importance of Sleep                                |
| Health and Wellbeing | Loss, Bereavement & the Stages of Grief            |
| Health and Wellbeing | (AP2)  |

|                           |  |
|---------------------------|--|
| Living in the Wider World | What is a Career?                            |
| Living in the Wider World | What Does Success Mean To Me?                |
| Living in the Wider World | Using Unifrog to Identify Interests & Skills |
| Living in the Wider World | Employability                                |
| Living in the Wider World | Leadership & Entrepreneurial skills          |

|                           |   |
|---------------------------|---|
| Living in the Wider World | Financial Capabilities & Avoiding Debt (mini AP3) |
| RSE                       | Sexual Orientation & Gender Identity              |
| RSE                       | Respectful Relationships                          |
| RSE                       | Child Sexual Exploitation                         |
| RSE                       | Freedom & Capacity to Consent                     |
| RSE                       | Managing the End Of Relationships                 |

|     |                         |
|-----|-------------------------|
| RSE | (AP 4)                  |
| RSE | Pregnancy & Parenthood  |
| RSE | STI's and Sexual Health |
| RSE | Contraception           |
| RSE | Condom Demonstration    |
| RSE | Abortion                |

|                      |                                      |
|----------------------|--------------------------------------|
| RSE                  | Media & Sexualisation                |
| RSE                  | Sharing of Nudes & Sexting           |
| RSE                  | Pornography                          |
| Health and Wellbeing | Mental Health - Depression & Anxiety |
| Health and Wellbeing | Mental Health - Self Harm            |
| Health and Wellbeing | Testicular & Breast Cancer Awareness |
| Health and Wellbeing |                                      |



# Year 9 – RE

| Topic                              | Essential knowledge  | Assessment   |
|------------------------------------|--|--|
| What is the ethical thing to do?   | What is kindness? Is simulated killing dangerous? Is it OK to tell lies? Am I a feminist?<br><br>Topics for discussion: Capital Punishment. Euthanasia. Abortion. Animal Rights. Genetic engineering and more....  | Mid module knowledge checker.<br><br>End of unit: <ul style="list-style-type: none"><li>• Multiple Choice questions with 4 possible answers to each question. 30 marks available</li><li>• Extended written response using texts (Given a % mark).</li></ul> |
| Why is RE important to your lives? | A brief look at the Skills, jobs, careers, possible with studying religious studies as well as an overview of the pathway through GCSE, A Level and beyond.  |  |
| How do we make moral decisions?    | What is goodness through the trolley problem? Should decisions be based on: God's commands/Your duty/ The consequences/Your character? Business ethics. Environmental ethics. What is the best theory to make moral decisions?   |  |
| Does religion make us more moral?  | This module explores whether religion enhances morality, using Nicky Cruz's book "Run Baby Run" as a key text. The book chronicles Cruz's transformation from a violent gang leader to a devout Christian, illustrating the profound impact of faith on personal ethics and moral behaviour. |  |

**Links to resources:**

[www.therepodcast.co.uk/blog](http://www.therepodcast.co.uk/blog)

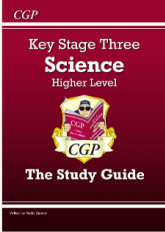
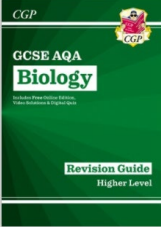
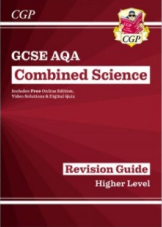
-BBCBitesize/RE

-BBC Learning Zone (videos)

-True Tube (RE short videos)

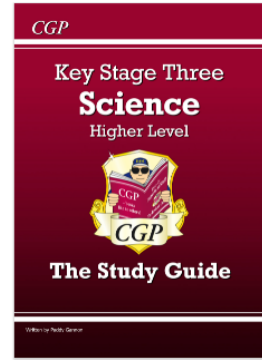
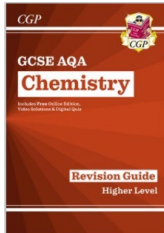
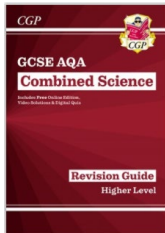


# Year 9 – Biology (3 hours)

| Topics  | Essential knowledge | Assessment  | Links to resources  | Revision aids  |
|---|---------------------|---|---|--|
| <b>KS3 BIOLOGY:</b><br>Diet and Health  | Learning Pathways   | - Regular homework set.<br><br>- 40 mark test at the end of each topic.   | <a href="#">Nutrients - Diet - KS3 Biology Revision - BBC Bitesize</a><br><a href="#">Gas exchange in the lungs - Respiration - KS3 Biology Revision - BBC Bitesize</a> | Key Stage 3 CGP Revision Guide.<br>   |
| <b>KS4 BIOLOGY:</b><br>Cell structure and cell division<br>Spec 4.1.1 & 4.1.2 |                     | Regular homework set.<br><br>- 45-50 mark test at the end of both topics. | <a href="#">AQA Combined trilogy spec</a><br><a href="#">BBC Bitesize - Cell Division</a>   | GCSE Biology CGP Revision Guide OR Combined Science CGP Revision Guide.<br>  |
| <b>KS4 BIOLOGY:</b><br>Plant organisation<br>Spec 4.2.3                       |                     | Regular homework set.<br><br>- Test at the end of the topic.              | <a href="#">BBC Bitesize - Plant Organisation</a><br><br><a href="#">BBC Bitesize - Transport in Cells</a>  |  |

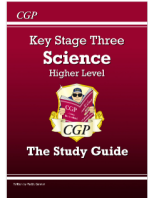
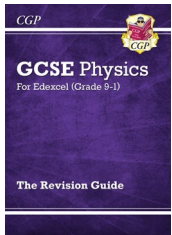
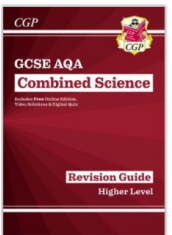


# Year 9 – Chemistry (3 hours)

| Topics  | Essential knowledge | Assessment  | Links to resources   | Revision aids   |
|---|---------------------|---|--|---|
| <b>KS3 CHEMISTRY:</b><br>Metals and Reactivity                    | Learning Pathways   | <ul style="list-style-type: none"> <li>- Regular homework set.</li> <li>- 40 mark test at the end of each topic.</li> </ul> | <a href="#">The reactivity series - Metals - KS3 Chemistry Revision - BBC Bitesize</a>   | Key Stage 3 CGP Revision Guide.<br><br>  |
| <b>KS3 CHEMISTRY:</b><br>Further Chemical Reactions               |                     |   | <a href="#">Neutralisation reactions - BBC Bitesize</a><br><br><a href="#">Conservation of mass - BBC Bitesize</a><br><br><a href="#">What is combustion? - BBC Bitesize</a> |   |
| <b>KS4 CHEMISTRY:</b><br>Atomic structure and the periodic table. |                     | <ul style="list-style-type: none"> <li>- Regular homework set.</li> <li>- Termly topic test.</li> </ul>                     | <a href="#">Atomic structure and the periodic table - GCSE Chemistry (Single Science) Revision - AQA - BBC Bitesize</a>  | GCSE Chemistry CGP Revision Guide OR<br>Combined Science CGP Revision Guide.<br><br>  |



# Year 9 – Physics (3 hours)

| Topics  | Essential knowledge | Assessment  | Links to resources   | Revision aids   |
|---|---------------------|---|--|---|
| <b>KS3 PHYSICS:</b><br>Forces, Motion and Simple Machines | Learning Pathways   | <ul style="list-style-type: none"> <li>- Regular homework set.</li> <li>- 40 mark test at the end of each topic.</li> </ul> | <a href="#">Motion and Speed - KS3 Physics Revision - BBC Bitesize</a><br><a href="#">Pressure - KS3 Physics Revision - BBC Bitesize</a> | Key Stage 3 CGP Revision Guide.<br>  |
| <b>KS4 PHYSICS:</b><br>PU1 Energy                         |                     |   | <a href="#">GCSE Physics (Single Science) - AQA - BBC Bitesize</a>   | GCSE Physics CGP Revision Guide OR<br>Combined Science CGP Revision Guide.<br>  |
| <b>KS4 PHYSICS:</b><br>PU6 Waves                          |                     |   | <a href="#">Types of waves - Properties of waves - AQA - GCSE Combined Science Revision - AQA Trilogy - BBC Bitesize</a>                 |   |



# Year 9 – Spanish (3 lessons)

| Year 9                      | Learning cycle 1   | Learning cycle 2   | Learning cycle 3  | Learning cycle 4   | Learning cycle 5  |
|-----------------------------|--|--|---|--|---|
| <b>Context</b>              | Talking about a past holiday   | Talking about mobile phones, music, TV, past tenses activities | Saying what food you like, describing meals, ordering in a restaurant | Arranging to go out, making excuses, describing clothes, sporting events                       | Present tense<br>Preterite<br>Imperfect – key verbs<br>Opinions                      Sequencers<br>Connectives                      Numbers |
| <b>Grammar &amp; skills</b> | Preterite of IR, preterite of regular -ar, -er and -ir verbs, preterite of ser | Revising the present tense & preterite, the comparative        | Negatives, using usted/ustedes, using all 3 tenses                    | Using me gustaría plus infinitive, querer and poder, using reflexive verbs, using all 3 tenses | Range of opinion phrases/describing/working out meaning/usted/problems/ full imperfect/percentages  |
| <b>Assessment</b>           | Fortnightly vocabulary tests<br>Module 4 test                                  | Fortnightly vocabulary tests<br>Module 5 test                  | Fortnightly vocabulary tests  | Fortnightly vocabulary tests Viva 2 Module 1 & 2 test  | In class speaking/writing assessed work. Module test. Fortnightly vocabulary tests  |

|   |   |   |   |
|---|---|---|---|
| <b>All students are given a Knowledge Organiser booklet and an exercise book.</b> | <b>Wider reading: A range of reading materials in the school library.</b> | <b>Useful websites:</b> <ul style="list-style-type: none"> <li>• <a href="#">Quizlet</a> (for vocabulary learning)</li> <li>• <a href="#">Pearson Viva</a></li> <li>• <a href="#">Español Extra</a></li> <li>• <a href="#">Conjuguemos.com</a></li> </ul> | <b>Spanish students study 2 languages. They continue with French from Year 7 and do both languages for 3 lessons a fortnight.</b> |
|---|---|---|---|



# Year 9 – Reading

In Year 9, students receive the following support with reading:

1. **Access to a well-stocked and staffed school Library** – Students are free to use the library at lunchtime and break and can volunteer to be Student Librarians.
2. **Accessit** – Accessit is our library management system. All students have an Accessit app account and can browse the school library online and keep track of what they have borrowed. Features include curated reading lists by interest, subject and year group.
3. **Sparx Reader** – ongoing assessment of students' reading age and ability through detailed reading for understanding.
4. **Additional support and mentoring** for reluctant and struggling readers to prepare them for the demands of KS4.

The screenshot shows the Silverdale School (S11 9QH) Reading Cloud website. The header includes the school name and a search bar. The main content area is titled "Welcome to the Reading Cloud" and features several sections:

- Top Ten Resources:** A row of book covers including "The Novice, Book 1", "Spark, Book 2", "Your Turn to Die", "Valkyrie: The Runaway, Book 2", and "Salah".
- Latest Returns:** A row of book covers including "Is Lying", "Vile Bodies", "Places I've Cried In Public, The", "Fire Storm, Book 3", "Beauty Myth, The: How Images of Beauty are Used", and "Incredible Hulks: Dark Son Dark Son".
- New Resources:** A row of book covers including "Pride and Prejudice: A Retelling", "Emily Bronte's Wuthering Heights", "Awesome Power of Sleep, The: How Sleep Super-", "Dune", and "Do No Harm: Stories of Life, Death and Brain".

On the right side, there are three additional sections:

- Book Of The Week:** "Positively Teenage: A positively brilliant guide to teenage well-being" by Nicola Morgan. The text describes it as a guide to approach teenage years with optimism and understanding.
- News:** A list of news items including "KS4 and Sixth Form Padlet", "LRC and Literacy Resources for Staff Y7, 8 and 9 Padlet", and "How do I logon to my Reading Cloud account?".
- Star Review:** A review for "Big Nate: The Boy with the Biggest Head in the World, Book 1" by Lincoln Peirce, described as "Great, funny, nice to read, relaxing."
- Featured Author:** A section for "Pratchett, Terry".



# Year 9 – Home Languages

Silverdale School is extremely fortunate to have students who speak a wide range of languages at home from Gujarati, Persian and Arabic to Urdu, Chinese, Hindi and Turkish as well as a wide range of European languages such as Russian, Lithuanian, Portuguese, Italian, Spanish and German. Being bilingual is fantastic for students' brains and has been shown to improve their creativity, focus, decision making and thinking skills in all subjects.

In celebration of this, we are keen to ensure that students have the opportunity to be accredited in as many of these languages as possible. If your home language is not English, passing an exam in your home language can increase your child's confidence as well as adding to their range of qualifications.

Depending on your child's proficiency, this could be a GCSE or an A level. Last year, with support from home, some students achieved grades 8 and 9 at GCSE and one student achieved an A grade at A level. These high grades can be very helpful when applying to university or college or for jobs in the future.

Each year in September we invite Year 9 to Year 13 students to elect to take a GCSE in their home language. We give them the opportunity to do a mock exam in January to practise and to decide if they are ready to do the exam and, if they are, we enter them for the exam.

In 2022 we had over 30 students taking exams in 13 different home languages. This really is something to celebrate!