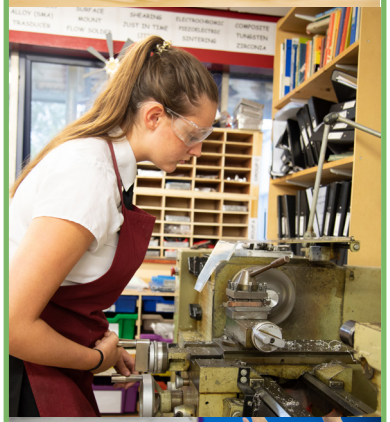
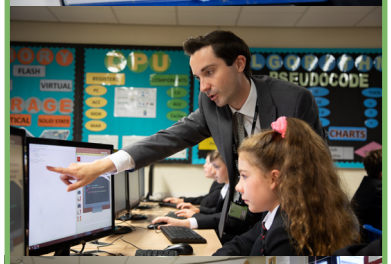




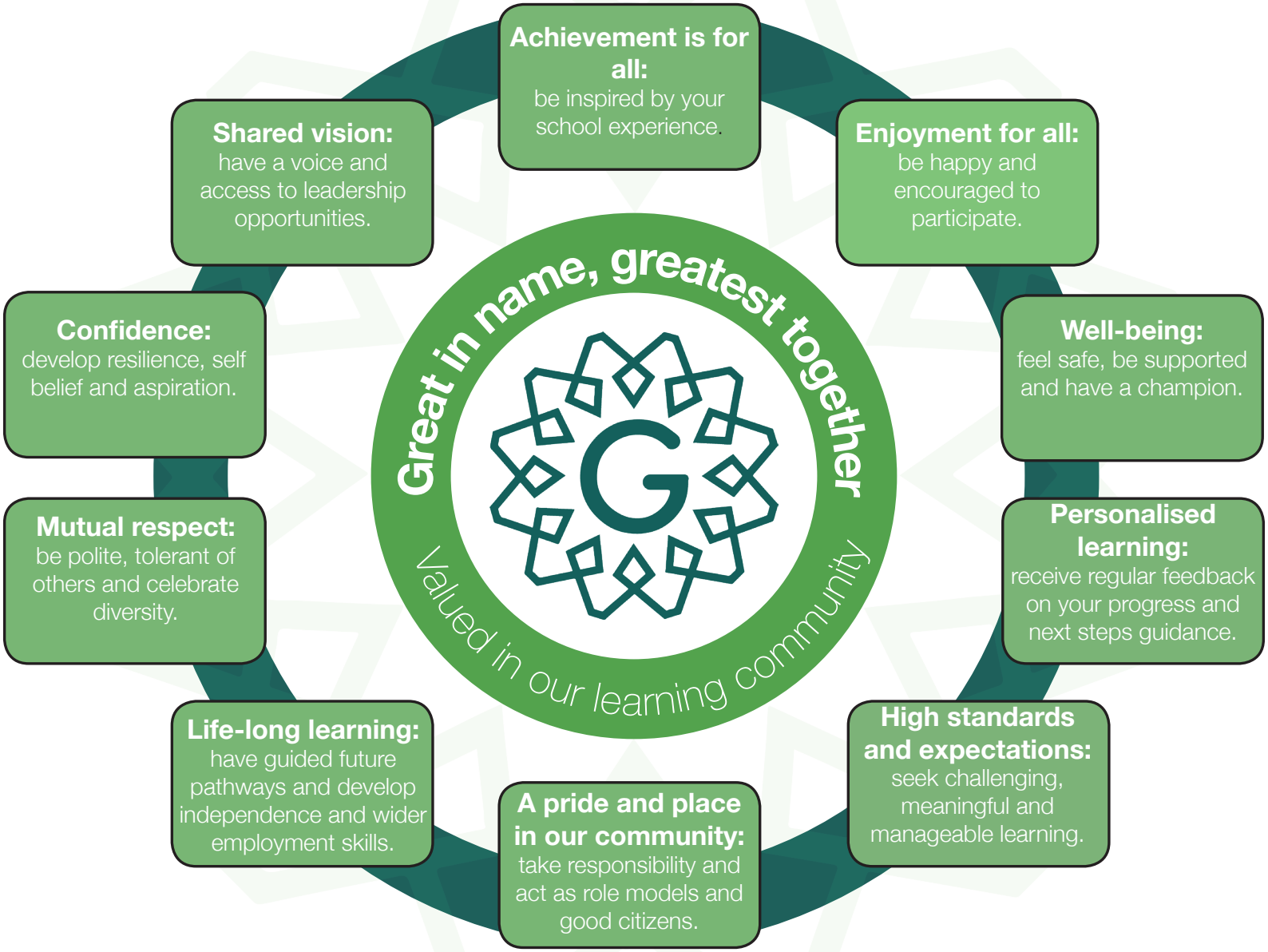
Great in name, greatest together

Great Sankey High School

Curriculum Guide

Year 9

Vision and Values



Curriculum Vision

Our mission is to ensure every student leaves Great Sankey articulate, resilient, compassionate and culturally aware. That they are inspired to contribute to society, are able to pursue careers they are passionate about and live, healthy, happy and fulfilled lives.

Our ten school values fall into ***three pillars of community, learning and self*** and these thread their way throughout our curriculum. We believe that if children understand the purpose of what they are learning and why they are learning it; not only will they be more engaged but they are much more likely to remember what they have learnt and be able to use it again in the future.

We also recognise the huge impact that learning beyond the classroom can have but appreciate we don't know which moment at school will inspire a child or resonate with them later in their life. It could be the inspirational careers speaker, a museum or gallery visit, the Duke of Edinburgh's Award expedition, a science experiment, or be on the sports field or theatre stage. What we do know is that if we ensure children seize as many opportunities as they can something has more chance to stick and act as a catalyst.

To achieve all of the above we have designed a knowledge based, word rich curriculum and we evaluate what knowledge and skills pupils have gained (at each stage) against expectations. The impact of innovations such as knowledge organisers and student self-selected KS4 target grades, will be reviewed regularly and remodelled to help all pupils perform well. We also won't be shy about investing in our staff to ensure they are using the most effective techniques to help students secure what they learn in class is committed to their long term memory, regardless of their starting point. Furthermore, we understand that those extra important details such as careers guidance, RSE, PHSE, British Values and enrichment should not just be bolted on but play an integral part of 'what we do' as a school community. We are already the largest provider of the Duke of Edinburgh's Award in the North West and the largest provider of the John Muir environmental award nationally and are planning to create a bespoke approach to encouraging and recording participation in extra-curricular provision.

All of these plans and actions are evidence-based and research-driven.

In short, our ambition is to create a dynamic learning culture and deliver a bold curriculum and personal development programme that ensures that both students and staff have the courage and determination to **dare for greatness**.

Curriculum overview – Year 9

What will my child study?
Our curriculum is broad and balanced; we place great value on academic, creative and technical subjects. Therefore, all students study English, Maths, Science, a language, History, Geography, RS, PE and ICT/Computing but, in addition, we provide a broad performing arts offer for all students that includes Drama and Music as well as lessons in Art, Food and Design Technology. The following pages provide an overview of what students will be studying each term.

Students take their options in Year 9 and begin to study these in Year 10. In addition to the core subjects of English, maths, science, PE and PSHE students are able to select from a large range of options subjects. There is a comprehensive programme of guidance available to support students and parents through the options process.

How is the curriculum sequenced?
Research around memory and how children best learn has been used to inform our curriculum planning. Subject specialist staff have thought carefully about the curriculum we deliver. Knowledge and skills are sequenced so that these are taught in a sensible order allowing for regular revisiting of knowledge and retrieval as complexity and depth build.

How will my child be assessed?
Regular assessment and high quality feedback are essential for students to learn effectively. Students are given clear, regular feedback following each assessment they complete which consists of what went well, and areas that could be even better. Students then address the areas that could be better through Dedicated Improvement and Reflect Time (DIRT) opportunities This information should be clearly identified on green paper in student's books.

Towards the end of each term students complete formal assessments at the end of each term. Crucially, these assess all of the knowledge and skills taught to students up to that point. For example, an assessment completed in the summer term of Year 9 could assess any of the curriculum content covered in Year 9. Each term teaching staff report an 'on track for' GCSE grade from 9-1.

Homework
In Ebacc subjects; English, Maths, Science, MFL, Geography, History and RS students will be set one homework activity per week. In all other subjects one homework per fortnight will be set.

How can I support my child?
5 Top Tips
1. Encourage students to regularly review knowledge using techniques such as read, cover, write, check.
2. Attendance and punctuality directly relate to student attainment, avoid non-emergency medical appointments during the school day for example.
3. Talk to your child about what they have been learning at school, this helps reinforce understanding.
4. Download the SIMS app so you can monitor attitude to learning scores in lessons and homework deadline.
5. Support us and your child by attending parent consultation evenings.

If you would like to know more about our curriculum please contact Mrs C Kane, Deputy Head, christina.kane@greatsankey.org

Art Curriculum Vision

In the Art department we aim to create an environment in which every child can feel confident and succeed. To encourage individual creativity and nurture a passion for the subject. We aim to enable our learners to develop an understanding and appreciation of the diversities of life, be it cultural, geographical, social, economic or skill. Our schemes of learning cover a vast array of inspirational starting points allowing our learners to critically reflect and gain knowledge & understanding not only from those around them but from those who have gone before. Students are encouraged to take this knowledge forward whilst problem solving, skilfully creating, experimenting and finally producing their personal outcome.

Underpinning the practical element of our teaching and learning is a focus on building self-confidence. When our learners participate in individual, group actives or critical reviews, the feedback they give builds self-respect by teaching them to accept constructive criticism and praise from others. This in turn develops character, acceptance, resilience and supports good mental health; invaluable life skills our learners will take forward into adulthood. The Rt Hon Jeremy Wright MP addressed the need to teach these life skills to ALL in his 'Value of Culture' speech in January 2019.

"*Skills of self-confidence, teamwork and dedication are eminently transferable, and they are learned through the opportunities arts and culture can offer*"

(The Rt Hon Jeremy Wright's speech Jan 2019.

Year 9 Art Curriculum Aims

During year 9 pupils will be working through a series of GCSE workshops, pupils will work through the four assessment objectives during each project, these objectives will be revisited through years 9 to 13. Assessment objective 1- Artist analysis, AO2-experimenting with materials, AO3- Drawing, ideas and images, AO4- Final outcomes and evaluation. Year 9 is about strengthening the understanding of the techniques, while gaining more control of the materials and producing higher quality work.

Year 9 Art Curriculum	Topics	Key Knowledge
Term 1	Setting up independently. Careers in the Arts research. Indian Culture GCSE project.	Pupils begin with a research presentation task focused on a career in the Arts. As they are making big decisions about their options it is important that they research the facts first. Our first project has been inspired by India, this links back to the work covered in year 8 but we focus on mixed media, layering and adding maturity to their designs. This GCSE project can be added to their portfolio should they opt for Art or Textiles.
Term 2	Completing their final outcomes for India. Starting a series of workshops focused on knowledge, quality and control.	This term will begin with producing their final outcomes from their Indian project. Pupils will consolidate their learning and showcase their skills, evaluating the piece against the assessment objects and discussing their progress. Personalised targets will then be set to ensure greater progress as we start our series of GCSE workshops. These will focus on AO2, pupils will spend more time on the practical side of our course improving control, quality and understanding ready for GCSE.
Term 3	Final workshops and evaluations. End of year exam covering our 4 AO's	Pupils will complete their final workshops, evaluating and setting personalised targets ready for our final assessment piece. Our end of year exam covers all 4 assessment objectives, pupils will showcase the progress they have made in research, drawing, composition and tone.

What enrichment opportunities are available and how do these support learning?

Art club is available after school; pupils need to speak to their teacher for further details. Drawing challenges are set during the year to encourage pupils to practice their skills and earn extra house points.
Careers task: https://www.unifrog.org/ and https://www.ucas.com/

Where can I visit to help with my learning?

https://wmag.culturewarrington.org/whats-on/
https://www.tate.org.uk/visit/tate-liverpool
https://www.liverpoolmuseums.org.uk/walker/
https://www.whitworth.manchester.ac.uk/
http://manchesterartgallery.org/

Head of Department: Mrs Lorna Philcock.

BEICT Curriculum Vision:
To prepare all learners at Great Sankey High School for the changing world of work through developing engaging curriculum and outstanding teaching.

Year 9 Computing Curriculum Aims:
The year 9 curriculum in Computing aims to ensure all pupils are confident in using a range of software packages such, presentation software, word processing software and spreadsheet software. We seek to consolidate prior knowledge of using a range of devices at home or at primary school whilst introducing students to new concepts across the strands of Computing; Programming, Digital Literacy, Computer Skills, Finance, Economic awareness, Ethical and Legal, Marketing and Branding. The year 9 topics have been chosen as to best represent the range of courses offered with the faculty allowing pupils to make an informed decision about their future.

Year 9 Computing Curriculum	**What will pupils study?**	**Where and why?**
Term 1	Web design and architecture Cyber Security	Building on prior knowledge of HTML, CSS and Website architecture from year 8 pupils will be introduced to new aspects of Web design, creating their own website using Adobe Dreamweaver and incorporating image editing software for buttons an animation to be placed on their website
Term 2	Networks Spreadsheets	Building on prior knowledge of spreadsheets and networks in year 8. Students will explore how to build a network using the different hardware and look into detail about the OSI model and how the different layers link to the protocols learnt in previous years. Students will then look at a business model and use spreadsheets to demonstrate cash flow, finance management and break even. This will all be presented using tools learnt in previous years and looking at developing new skills such as pivot tables.
Term 3	Database MIT app inventor	Students will be using Access a software taught in previous year to set up a relational database. This will prepare the students for the world of work, this unit looks at purchase orders, managing stock levels and customer and employee information. The final unit of year 9 looks at MIT App inventor, this yeas introduced in year 8 building on their programming knowledge students will be given a specification and will have to plan, design, develop and test an app based on the given scenario. This is preparing students for courses at GCSE within the BEICT faculty

What resources can my child access for support?
Your child will have access to online resources through Teach-ICT https://www.teach-ict.com/ for which pupils are provided with logins for and BBC Bitesize www.bbcbitesize.com

What enrichment opportunities are available and how do these support learning?
We have a very successful Computing club run on a Thursdays afterschool where students have the opportunity to learn new programming languages and work on different projects such as MicroBits, Games development and Robotics. This allows the students to learn through creative projects of their own choice and interests. Year 9 girls have the opportunity to take part in the Barclays Girls Allowed IT trip. This is a fantastic opportunity for young women to see the opportunities in different STEM roles. From year 9 upwards we offer the Cyber Discovery competition, where students are able to put their in class knowledge of cyber threats to the test and complete different challenges against other students across the UK. Students who progress through each round will continue to develop new skills but also have the opportunity to take part in a live simulation down in London. We strive to peak pupils interest in all areas of the BEICT department through experimentation, independent design and working well as a team. And it's incredibly good fun!

Head of Department: Julie Binks email: Julie.Binks@greatsankey.org

Exam board OCR https://www.ocr.org.uk/qualifications/gcse/computer-science-j277-from-2020/

Year 9 - Design and Technology Curriculum Vision

Design and technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.

The Key Stage Three National Curriculum for Design and Technology aims to ensure that all pupils:

develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users
critique, evaluate and test their ideas and products and the work of others

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of domestic and local contexts [for example, the home, health, leisure and culture] and industrial contexts [for example, engineering, manufacturing, construction, food, energy, agriculture (including horticulture) and fashion].
When designing and making, pupils should be taught to:

Design -use research and exploration, such as the study of different cultures, to identify and understand user need. Identify and solve their own design problems and understand how to reformulate problems given to them. Develop specifications to inform the design of innovative, functional, appealing products that respond to needs in a variety of situations. Use a variety of approaches to generate creative ideas and avoid stereotypical responses. Develop and communicate design ideas using annotated sketches, detailed plans, 3-D and mathematical modelling, oral and digital presentations.

Make - Select from and use specialist tools, techniques, processes, equipment and machinery precisely, including computer-aided manufacture. Select from and use a wider, more complex range of materials, components and ingredients, taking into account their properties

Evaluate - Analyse the work of past and present professionals and others to develop and broaden their understanding. Investigate new and emerging technologies, test, evaluate and refine their ideas and products against a specification, taking into account the views of intended users and other interested groups. Understand developments in design and technology, its impact on individuals, society and the environment, and the responsibilities of designers, engineers and technologists.

Subject Content - At Great Sankey High School students have one lesson per fortnight in Design and Technology so over the year it is approximately 19 lessons per year. In Year Nine rules and routines of the work shop are embedded from Year seven and students repeat these processes. The materials focus for year Nine is Timbers, students will produce one project, a small storage box, focussing on following detailed working drawings, working with a range of different timbers and looking at construction methods. The projects will be marked at each stage using the Quality Marked Assessment sheets. (QMA)

Your child will be provided with all of the materials and components they need to complete each project.

Year 9 DT	Topics	Content
Term 1	Recap Health and Safety and routines within the department Re-introduce timbers in detail Repeat the use of hand tools accurately, safely and independently Research different types of boxes and construction methods Practice construction of a comb joint	At the start of the term students are reminded of the expectations within the Design and Technology department. Health and Safety is always a priority and students will continue to work safety in all lessons. Students will be re-introduced to Timbers and they will complete a focused practical task to make a Comb Joint, before using a working drawing to construct a small wooden box. They will research construction methods to understand and evaluate how effective each method is.
Term 2	How to write a specification User requirements and looking at the work of others Design communication skills Measuring Marking out tools Construction of comb joints to make a small wooden storage box	Pupils will consider the needs of a user to produce a specification for the requirements of the box, they will take in to account the opinion of others when producing their design ideas. They will develop their design skills to communicate their ideas with Isometric and Production plan drawings. They will continue to develop practical skills focussing on accuracy of marking out and cutting skills to construct the main box
Term 3	CAD/CAM skills How to use 2D design & the laser cutter Revisit adhesives and suitability of materials Finishes for timbers Re visit evaluation of a product	Pupils will be taught 2D design and how to use the laser cutter to add surface decoration to the box lid. They will research and consider suitable finishes for the completed box looking at how they can be used for decorative and preservation purposes. They will use evaluation methods to reflect on the work they have produced to inform further progress. An end of year exam will assess what they have learnt at the end.

What resources can my child access for support?
When completing homework and research tasks www.technologystudent.com is an excellent resource and there are many books in the LRC that can help.
What enrichment opportunities are available and how do these support learning?
Students can take part in many after school clubs within the Design and Technology Department, DT Club, Young Engineers Club, Lego Club and Vex Robotics Club. All Year seven students take part in a National Competition Race for the Line, these activities encourage teamwork and inspire students to continue with DT at Key stage four and beyond.

Head of Design and Technology – Julie Attwood
julie.attwood@greatsankey.org

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English Curriculum Vision:

A 'Great Sankey English student' will have a passion for reading for pleasure. They will appreciate a wide variety of fictional genres and explore the conventions of each, developing a clear understanding of how narrative, characters and themes are constructed, and why reader empathy is evoked in different contexts through authorial intent. Students will be able to use their knowledge of literary and dramatic conventions to craft their own creative texts, developing imaginative extended pieces of writing whilst refining their technical accuracy with spelling, grammar and punctuation. Students will explore a plethora of poetry from across the ages, ranging from 16th century Shakespearean sonnets to the most recent work of our poet laureate. They will also have an appreciation of non-fiction texts, understanding their function in society. They will develop their expertise in constructing transactional pieces, such as articles and letters, for a range of purposes and audiences. Students will actively seek to edit and improve, understanding that skilled writers will always reflect in a constructively critical manner on their work. They will strive to use ambitious and precise vocabulary in all areas of written and verbal communication. When presenting, students will adapt their register, tone and vocabulary choices accordingly for the audience and purpose. They will understand the value of effective communication through reading, writing and oracy as an integral part to success in any future career.

Year 9 English Curriculum Aims:

Throughout year 9, students will continue to build on their knowledge of literary devices, language techniques and writer's craft as they prepare the foundations for their GCSE English Language and English Literature courses.

Year 9 English Curriculum	**Topics**	**Key Knowledge**
Term 1	Unseen Poetry A Christmas Carol 19th and 21st century Non-fiction texts Transactional writing	In Year 9, pupils start their GCSE course in both English Literature and English Language. The course is taught as an integrated course as a number of the skills required for both qualifications are transferable. Pupils will be introduced to GCSE English Literature by engaging with a range of unseen poetry. They will analyse the poetic features of these texts and make connections to the social, cultural and historical context. Pupils will read the 19th century prose text, A Christmas Carol. Pupils will apply their prior learning of poverty to develop a wider understanding of the writer's craft and overall intentions. Pupils will also focus on the sequence of the novella, characters, themes and setting. In their introduction to GCSE English Language, pupils will analyse non-fiction articles as a stimulus to create their own non-fiction writing. Pupils will experiment with features of the English language and the functions of persuasive techniques. Pupils will engage with a range of different themes and cultural contexts to prepare to the unseen extracts provided in the examination.
Term 2	A Christmas Carol Narrative writing 20th century reading An Inspector Calls	Pupils will continue to read and analyse the novella, focusing on language features and structure, making links between the text and Victorian society. Pupils will work on their skills of narrative writing; learning how to use sophisticated vocabulary, syntax and structure for effect. Pupils will study the post-1914 drama text as part of the requirement for English Literature component 2. Pupils will continue to develop their prior knowledge of the thread of social responsibility and apply their understanding of the concept g by exploring the complexities of theme in the text. Pupils will study the conventions of drama with a particular focus in understanding subject specific terminology.

Term 3	An Inspector Calls	Pupils will continue to study the post-1914 drama text as part of the requirement for English Literature component 2. Pupils will focus particularly on the sequence of events, characters, themes and the significance of the setting.
	19th and 21st century Non-fiction texts Transactional writing	Pupils will analyse non-fiction articles as a stimulus to create their own non-fiction writing. Pupils will experiment with features of the English language and the functions of persuasive techniques. Pupils will engage with a range of different themes and cultural contexts to prepare for the unseen extracts provided in the examination.

What resources can my child access for support?

Your child will have access to GCSE pod online.

www.bbcbitesize.com

What enrichment opportunities are available and how do these support learning?

There are a multitude of reading and writing competitions running each term in the LRC to encourage students to actively read widely. The English department offer a website club for students with an interest in journalism and the media, and there is a popular Dungeons and Dragons club providing an excellent for students of all year groups to escape to a fantasy world once a week.

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KS3 Leader:
Helen Crowder
Helen.Crowder@greatsankey.org

Curriculum Leader 7-11:
Nicki Fellows
Nicki.Fellows@greatsankey.org

KS4 Leader:
Ron Vose
Ron.Vose@greatsankey.org

Food Technology Curriculum Vision:

The National Curriculum states that 'As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.'

As a consequence of this mission statement the decision has been made to focus in the main on practical skills. All assessments will be of a practical nature across the key stage. We aim to add value to everyday life too. In relation to food choice behaviour, the advantage would be good health. Therefore, we aim to educate on healthy eating and making balanced choices, as well as introducing 'go to' recipes and inspiring a love of cooking. These processes then become the resources an individual possesses and employs to make a healthy choice and get ahead in life.

Year 9 Curriculum Aims:

Students have a single lesson every two weeks in Food Technology. The format is very practical heavy with a ratio of 1 theory lesson to 4 practicals. Students will develop their practical skills even further and work on timekeeping and organisational skills. Students are encouraged to adapt recipes to give them an original twist and show more skill. Within the practicals, functional properties of ingredients will be explored, along with the role of sensory appeal. Group challenges will also be included to highlight the importance of consistency and presentation skills, linked to quality and ultimately achieving excellence.

All recipes will aim to develop the 12 key practical skills. Multicultural influences play a big part in the Year 9 recipes as we try to develop a wide repertoire of predominately savoury dishes so that they are able to feed themselves and others a healthy and varied diet. Seasonality, animal welfare, environmental impact and individual dietary needs are also considered across the course.

Year 9 Food Technology Curriculum	Topics	Key Knowledge
Term 1	Multicultural influence on eating habits Knife skills and safe handling of high risk foods Simple starch based sauce production Achieving consistency Whisked sponge production	Multicultural influences on eating habits will be the initial focus. Students will identify staple foods and traditional international dishes. The impact of religion will also be considered. We will look at the traditional British diet and identify factors that have driven changes over recent years. Hygiene and safety routines will be revisited with more technical detail introduced as we identify food poisoning bacteria and the role of temperature during storage, preparation and cooking. A simple starch based sauce will be made with a look at the role of gelatinisation on the sensory quality of dishes. Students will make a traditional British biscuit, with a focus on rolling and shaping to produce perfectly consistent products. The final practical of the term, Swiss Roll, will introduce the whisking method and require students to demonstrate excellent organisational skills to ensure success.
Term 2	Safe temperatures Gelatinisation Cake making and safe use of electrical equipment High level presentation techniques	The importance of temperatures will be revisited to reinforce safe food handling. Gelatinisation will be investigated and the functional properties discussed, whilst making a starch based sauce. Electrical equipment will be used in some practicals to provide speed and convenience. The role of the senses will play an important role as we look at presentation techniques and identify 'tricks of the trade'. Students will then be given a range of ingredients to demonstrate their creativity, as they go head to head! This knowledge will then be applied to an individual dessert product, where students will be encouraged to create an outstanding finish.
Term 3	Revisit knife skills and the different cuts Chemical raising agents Adapting recipes Coagulation and denaturation.	Knife skills will be refined to produce an adapted Risotto. Students will then carry out a technical challenge with an unseen recipe to test their ability to follow instructions and retrieve previous knowledge. Accuracy and consistency will be key to success. Functional and chemical properties of raising agents will then be studied and the knowledge applied to a range of baked products. To complete the course, students will carry out an Omelette Challenge and apply the theory of coagulation and denaturation.

What resources can my child access for support?

Your child will be provided with a Year 9 cookbook, with all the recipes to be produced throughout the year. If pupils lose this cookbook it can be printed using the following attachment.
Y:\Food Tech\Year 9\Year 9 2019\Year 9 Recipe Book 2019.pdf
Pupils are encouraged to cook or support cooking at home. There are lots of fantastic cookbooks in the LRC and a reliable website is www.bbcgoodfood.com

What enrichment opportunities are available and how do these support learning?

We conduct an Interhouse competition where pupils are challenged to produce a technical dish. The purpose of this activity is to encourage teamwork and instil a 'love of cooking'. Another opportunity is to cook as part of the Duke of Edinburgh Award scheme – this will count towards the skills section. In the final term we run a higher level skills course after school for selected pupils. This gives an insight into the practical skills needed at GCSE.

Head of Food:
V Knight
vicky.knight@greatsankey.org

Geography Curriculum Vision:

A 'Great Sankey Geographer' is an informed citizen of the World with an understanding of how their lives are connected to others and shaped by the environment that we live in. A Geographer is someone that is curious about the World and thinks responsibly about how the World affects us all. Our job at Great Sankey is to create a Geographer with the knowledge of places within every continent and the physical and human features that comprise each place. For all young Geographers, it is important to have a good understanding of the social, political, economic and environmental factors that affect places from a local to a global scale.

Geography is a fascinating subject that is always changing. Geography is classed as a Science whereby 'Geo' means earth and 'graphy' means description. A Geographer is someone that studies the Earth. In the words of my hero David Attenborough:

"It seems to me that the natural world is the greatest source of excitement; the greatest source of visual beauty; the greatest source of intellectual interest. It is the greatest source of so much in life that makes life worth living."

— **David Attenborough**

Geography is separated into 'Human' and 'Physical'. The Human geography is a branch of geography that deals with the study of people and their communities, cultures, economies, and interactions with the environment by studying their relations with and across space and place. The Physical Geography is the study of natural processes and patterns. These include the atmosphere, hydrosphere, biosphere and geosphere.

We live in a world of amazing beauty, infinite complexity and rigorous challenge. Geography is the subject which opens the door to this dynamic world and prepares each one of us for the role of global citizen in the 21st century. Through studying geography, people of all ages begin to appreciate how places and landscapes are formed, how people and environments interact, what consequences arise from our everyday decisions and what a diverse range of cultures and societies exist and interconnect. Geography is a subject which builds on young people's own experiences, helping them to formulate questions about the Earth.

Year 9 Geography Curriculum Aims:

Year 9 pupils will be taught how to:

- Apply map reading skills to real-life examples
- Explore different cultures around the world
- Investigate case studies by looking at social, economic, environmental opportunities and challenges, as well as, looking at the development of different countries.
- Local – National – Global scale aspects of human and physical geography.

Year 9 Geography Curriculum	Topics	Key Knowledge
Term 1	Coasts North America/USA	We start the year with Coastal landforms focussing on the Jurassic coast in the UK. We look at UK coastal landforms and the effect of coastal erosion on areas in the UK. We then focus on North America and the USA looking at resource deficit and surplus issues.
Term 2	Extreme Weather Case Studies South America/Physical features	We focus on extreme weather both in the UK most recently and Hurricane Katrina in the USA which led to a large loss of life. We then look at physical features including Mountains and Rivers in South America. We look at both Argentina and Brazil as our case study examples.
Term 3	Tropical Rainforest Hot Deserts	The final term, we look at Ecosystems in general. We focus on Tropical Rainforest characteristics, economic and environmental impacts and how they can be managed to be sustainable. We look at characteristics of a hot desert, development of desert environments and the risk of desertification.

What resources can my child access for support?

www.bbcbitesize.com www.teachitgeography.co.uk/ks3 www.geography.learnontheinternet.co.uk/ks3/index.html

What enrichment opportunities are available and how do these support learning?

Intervention after school with the Geography teacher if needed and a Geography Eco Club on a Thursday night in H10. GCSE Pod is also available in year 9.

Head of Department: Mr S Elliott shaun.elliott@greatsankey.org

History Curriculum Vision:
To provide an education that allows students to develop a greater understanding of the world we live and why it is the way it is. It will give students the skills and confidence necessary to challenge what they see and are told in the wider world. By studying history students are able to understand their place in the story of not just Britain but the wider world view. In an ever changing word it is important for students to have the skills to be able to identify fact from fiction, why someone may want to mislead or manipulate an event and how to identify and learn from lessons in the past.

Year 9 History Aims:
Year 9 history looks at the changes and challenges caused by war in the 20th century. We study the rise of new political ideas and the impact of world economics in a changing world order. We study the end of the British empire, the growth of the USA, the rise of the far right in Europe and its eventual defeat.

Year 9 History Curriculum	Topics	Key Knowledge
Term 1	Why did the Great War start and what were the consequences? Why did life in Britain change because of War?	In the autumn term we study the causes, events and consequences of the First World War. We study the complex nature of how Britain was brought into a war and how all sides used propaganda to gain popular support. We study key battles and technologies of the war and the impact this had domestically. We also study the consequences of the end of the war and what impact this had on Britain politically, socially and economically. We investigate the changes Britain went through and how this can be interpreted. The core of our skills focuses on change and continuity, causation, source and analysis and interpretations.
Term 2	Why did life in the USA change after the First World War? Why did life in Germany change under Hitler?	In the spring term we study how the USA experienced and economic boom and a great depression. We study the causes and consequences of the boom and how this changes US society. We study how America recovered from an economic depression and what impact this had on the rest of the world. We then study how the same economic crisis effected Germany and the rise of the Nazi party. We study the social and political impact that the Nazis were able to enforce on Germany. The core of our skills focuses on change and continuity, causation, source and analysis and interpretations
Term 3	Why did the nature of warfare change in the 20th Century and beyond? Why did people's lives change after the 1960s?	In the summer term we look at how the rise of the far right and left led to European conflict. We look at the changing nature of warfare, the home front and the holocaust. In the final part the year we study how Britain changed post 2nd World War, we study the impact of the cold war and what this meant for British society. The core of our skills focuses on change and continuity, causation, source and analysis and interpretations

What resources can my child access for support?
Students can access core information within their knowledge organisers, the ILC has a broad range of reference books and BBC bitesize is an excellent source of additional knowledge.

What enrichment opportunities are available and how do these support learning?
The is a ks3 debate club that runs once a half term these look at key historical questions across outside of the curriculum.

Head of Department: Mark Farrer Mark.farrer@greatsankey.org

Mathematics Curriculum Vision:
Mathematics is a universal language and one that our department is completely passionate about at all levels. It is a fundamental skill that is needed for everyday life and for understanding the world around us. Key to areas such as finance, science, technology and engineering, it is vitally important that a learner has the best possible grounding in mathematics from their education. They need to understand the mathematics they learn in order to approach problems that need to be solved creatively, whilst showing a level of confidence and fluency in using and enhancing the mathematical skills that are valued highly in industry and higher education.

Building upon the ten core values that are at the heart of our school, the department are tasked with delivering Quality First Teaching across all Key Stage. Regardless of the ability they are teaching, they encourage learners to develop their potential to the fullest. This is coupled with showcasing their enthusiasm and knowledge of our phenomenal subject to engage and engross all stakeholders in our learning community.

Year 9 Mathematics Curriculum Aims:
Mathematics in Year 9 builds upon the skills developed in the previous year to continue the extension in the understanding of the core strands of Number, Algebra, Geometry and Measure, Ratio, Proportion and Probability and Statistics.

Year 9 Mathematics Curriculum: Foundation	**Topics**	**Key Knowledge**
Term 1	Place value, decimals and negative numbers Factors, multiples, highest common factor and lowest common multiple. Squares and Cube Numbers Prime numbers and product of prime factors Indices and Standard Form Writing and Manipulating expressions incl. expanding brackets Solving equations	The term starts with students reviewing place value, decimals and negative numbers. This progresses through to types of number and their applications in a range of mathematical contexts. The first term in Year 9 concludes with developing and building upon student's algebra skills to start to extend towards a consistent level of expanding and simplifying expressions up to and including quadratics. Being proficient in Algebra is a critical skill as elements of algebra are needed in various activities every day, including cookery, the purchasing of items and trying to plan events based upon a range of different scenarios of people attending.
Term 2	Substitution into formulas Sequences Coordinates and Midpoints Constructing Angles and Shapes Angle Properties Congruence and Similarity Area and Perimeter of rectilinear shapes Area and circumference of circles.	Term 2 starts with a continuation of the Algebra strand by looking at substitution, which is a significant skill needed across a wide range of academic subjects but is also key in everyday life. During the term the algebraic development transitions into Geometry and Measures by initially looking at shape identification and calculating angles using properties which will be needed throughout life in both leisure and work scenarios. The work on angles makes way for the final elements of this term which looks at Area and Perimeter of a range of shapes. This skill is naturally needed for a range of different situations, from painting walls through to understanding the distance needed to be able to run around a range of different shaped objects.
Term 3	Real Life Graphs Velocity-Time and Distance-Time Graphs Calculating mean, median, mode and range Displaying and comparing Data	Graphs begin the focus for the final term of the Foundation Pathway in Year 9. The interpretation and drawing of a graph is a fundamental skill that will be required time and time again throughout a person's life. Being confident in this is critical. This is coupled with the continued development of statistics by looking at developing students into data rich individuals who are able to use and apply statistical calculations and diagrams to a range of different contexts. The ability for a person to understand statistics can form their opinions when deciding who to vote for in elections, to decide what may be the popular preference in a survey or to analyse data in a range of different areas, including sports, in order to decide what the best way forward is, for instance when deciding a potential Fantasy League transfer or if a stock is performing well or looking at data to see if effects of possible climate change.

Year 9 Mathematics Curriculum: Higher	Topics	Key Knowledge
Term 1	Place value and the four operations with number, including negative numbers Factors, multiples, prime numbers, HCF, LCM Square, cube numbers and their roots. Reciprocals Calculating with fractions Estimating and round numbers Ratio and proportion Fraction, decimal and percentage skills Working with percentages Standard form Upper and Lower bounds	The term starts with students reviewing place value, decimals and negative numbers. This progresses through to types of number and their applications in a range of mathematical contexts. The first term in Year 9 concludes with developing and building upon student's algebra skills to start to extend towards a consistent level of expanding and simplifying expressions up to and including quadratics. Students will work towards the more advanced elements of number at the end of the term, including standard form, a key element of STEM subjects, and Upper and Lower Bounds, which are a fundamental element of everyday life as allows students to understand how errors can affect decisions or how a leeway in measurements are used in the application of British Standards on products to ensure quality and to protect our lives.
Term 2	Simplify, expand and factorise expressions. Set up and solve equations Sequences: Arithmetic and Geometric Progressions Linear and Quadratic Graphs. Simultaneous Equations Factorising quadratics Angles properties Congruent triangles, loci and constructions	Term 2 starts with reviewing and continuing to embed the fundamental skills of algebra, including expansion of brackets up to 3 brackets, which will eventually lead to developing the understanding of Binomial expansion in A-Level. We move onto Sequences and introduce the idea of Arithmetic and Geometric Progressions and iterations, which are a fun and engaging part of algorithms and provide people with a way to work out answers to problems where they may not be able to get the solution to a given problem using an analytical method. The second half of the term focuses on embedding the methods in solving pairs of simultaneous equations and the factorising of quadratics, a skill that is critical to a student being successful at GCSE Higher. We finish the term with building upon the skills of angle properties that began in Key Stage 3 and links into understanding about how angles relate to congruent triangles and how we construct shapes and a locus of points.
Term 3	Pythagoras theorem & trigonometry in 2D and 3D shapes. Area of simple and composite shapes, Area/circumference of circles, arc, sector and segments. Surface area/volume of prisms, pyramids, spheres and cones Similar Shapes	The final term of Year 9 begins with looking at the calculations of sides and angles using Pythagoras and Trigonometry. The calculations of these area needed in Physics but in later life is used in a range of situations, especially in the calculation modern theodolites use to calculate distances and angles which are using algorithms based upon Pythagoras and Trigonometry to calculate the height or distance, which could be critical in deciding what the next step would be. We return to Shape and Geometry to complete the year, with advanced Area, Perimeter and volume methods linking into Surface area, with all of these 4 fundamental to calculations of a range of different objects which are key in DIY through to machine engineering.

What resources can my child access for support?

The department subscribes to MathsWatch and encourages the use of GCSEPod for which students are provided with logins for both. Students also have access to Kerboodle where our textbook that links to our programme of study are located. The excellent resources on Corbett Maths, including the 5-a-day questions, worksheets and exam-style questions are also an excellent resource to use, along with BBC Bitesize and Seneca Learning provide additional support for students.

What enrichment opportunities are available and how do these support learning?

Year 10 students have the opportunity to attend weekly support sessions on Thursdays in the Mathematics Department that allow them to develop and enrich their mathematics skills

High-achieving students can start on a pathway where they in Year 10 they look at the components of GCSE Statistics moving onto the AQA Level 2 Further Mathematics Qualification in Year 11. In addition, they also are invited to sit the UKMT Intermediate Mathematics Challenge in February.

Head of Department	Head of Key Stage 3	Head of Key Stage 4	Exam board
Michael Hay michael.hay@greatsankey.org	Cath Starkey catherine.starkey@greatsankey.org	James Brophy james.brophy@greatsankey.org	**AQA 8300**

MFL Curriculum Vision:

A 'Great Sankey Linguist' will have a strong desire to be able to communicate in another language. They will appreciate the concept that 'English is not enough' and they will have a deep interest in broadening their knowledge of the cultures of the people who speak the language they study. They will be open-minded and have a desire to learn about the customs, traditions and daily routines in countries around the world. They will be risk-takers and be willing to take on the challenge of communicating in a language other than their own native tongue. They will develop the ability to express themselves in a different language through an increasingly growing vocabulary and a deepening knowledge of grammar. They will become more confident as their fluency and spontaneity increase and will develop the linguistic skills which could enable them to pursue the study of further foreign languages. In our global society, where there is a strong likelihood that future employment will transport today's young people to distant horizons, the ability to speak a foreign language is and will continue to be, a much sought-after skill.

Year 9 French Curriculum Aims:

The aim in year 9 is for the pupils to continue to develop their communication skills through language acquisition and the understanding of a wider range of grammatical skills but with a particular focus on preparing for a smooth transition from KS3 to GCSE. Pupils will continue to develop competence in speaking, listening, reading and writing but the type of exercises they do and strategies required will reflect those skills which will be reinforced at GCSE level. They will re-visit topic areas from years 7 and 8 in greater depth and breadth and will be able to understand personal and factual information. By the end of year 9 they will be confident linguists and be ready to take on the next level of challenge at GCSE.

Year 9 French Curriculum	Topics	Key Knowledge
Term 1	Me, my family and friends: physical description and character, positive and negative relationships, Home, town, neighbourhood and region: house, furniture, facilities, shops and shopping Reinforcement of present tense in all 3 languages. **Grammar:** être and avoir, adjectival endings, s'entendre (reflexive verbs) on peut + inf.	By consolidating their use of regular and irregular verbs in the present tense, pupils will be able to give extended descriptions in speaking and in writing about family members, relationships, friendships. They will be able to describe both the appearance and character of other individual(s) as well as the relationship they have with them. They will be able to describe where they live, the facilities available and give positive and negative viewpoints of their local area. They will re-inforce skills required to translate to and from the target language which are required for further study.
Term 2	Current and future study: opinions of subjects, school day, school facilities, re-visit time, school rules Free-time activities: hobbies, sports, cinema and TV, music genres **Grammar:** plus/ moins …que, adjectival agreement, verbs of obligation (il faut + inf.), simple future tense, 'si' clauses (1st conditional)	Pupils will be able to speak and write in detail about what they study and what they think about it. They will be able to discuss school life and express opinions about uniform and school rules. They will reinforce and extend their knowledge about hobbies and sport and be able to talk and write about TV programmes and different film genres. They will be able to understand different viewpoints relating to TV and film and express their personal preferences. They will re-inforce skills for the photo card question which are required for the GCSE exam. They will learn new structures to add complexity to their speaking and writing. They will learn how to form the simple future tenses and use 'if' clauses.
Term 3	Free-time activities: food and eating out, buying food, ordering at a restaurant Customs and festivals: family life and routines in French-speaking countries, Festivals in French -speaking countries, Individual research **Grammar:** revision of perfect tense with être verbs All students will study a film project at the end of the year.	The knowledge of cultural celebrations and traditions is an exciting part of learning a language but also this topic is now part of the GCSE specification so exposure to different cultural traditions is vital. Students will now be able to identify and use 3 time frames confidently. In their writing they will be able to use a range of expressions to express positive and negative opinions and will be able to give reasons for these viewpoints. All students will be able to use the 1st person verb endings of regular and key irregular verbs. They will know how to distinguish between gender of singular and plural nouns and the need to apply the grammatical rule of adjectival agreements. The film project explores a French film. The students complete a study of the film and will write a review in French. The study of film is a component of the A level exam in MFL.

What resources can my child access for support?

Your child will have access to online resources through Kerboodle and their knowledge organiser.

www.bbcbitesize.com www.linguascope.com www.quizlet.com

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Exam board: www.aqa.org.uk

Year 9 German Curriculum Aims:

The aim in year 9 is for the pupils to continue to develop their communication skills through language acquisition and the understanding of a wider range of grammatical skills but with a particular focus on preparing for a smooth transition from KS3 to GCSE. Pupils will continue to develop competence in speaking, listening, reading and writing but the type of exercises they do and strategies required will reflect those skills which will be reinforced at GCSE level. They will re-visit topic areas from years 7 and 8 in greater depth and breadth and will be able to understand personal and factual information. By the end of year 9 they will be confident linguists and be ready to take on the next level of challenge at GCSE.

Year 9 German Curriculum	Topics	Key Knowledge
Term 1	Me, my family and friends: physical description and character, positive and negative relationships, Home, town, neighbourhood and region: house, furniture, facilities, shops and shopping Reinforcement of present tense in all 3 languages. **Grammar:** sein and haben, adjectival endings, mann kann + inf.	By consolidating their use of regular and irregular verbs in the present tense, pupils in all languages will be able to give extended descriptions in speaking and in writing about family members, relationships, friendships. They will be able to describe both the appearance and character of other individual(s) as well as the relationship they have with them. They will be able to describe where they live, the facilities available and give positive and negative viewpoints of their local area. They will re-inforce skills required to translate to and from the target language which are required at GCSE.
Term 2	Current and future study: opinions of subjects, school day, school facilities, re-visit time, school rules Free-time activities: hobbies, sports, cinema and TV, music genres **Grammar:** prepositions seit and vor, reflexive verbs, adjectival agreement, separable verbs, future tense	Pupils will be able to speak and write in detail about what they study and what they think about it. They will be able to discuss school life and express opinions about uniform and school rules. They will reinforce and extend their knowledge about hobbies and sport and be able to talk and write about TV programmes and different film genres. They will be able to understand different viewpoints relating to TV and film and express their personal preferences. They will re-inforce skills for the photo card question which are required for the GCSE exam. They will learn new structures to add complexity to their speaking and writing. They will reinforce their knowledge of separable verbs and learn how to form the future tense.
Term 3	Free-time activities: food and eating out, buying food, ordering at a restaurant Customs and festivals: family life and routines in French-, German-, Spanish-speaking countries, Festivals in German-speaking countries, Individual research **Grammar:** revision of perfect tense with 'haben' and 'sein' All students will study a film project at the end of the year.	The knowledge of cultural celebrations and traditions is an exciting part of learning a language but also this topic is now part of the GCSE specification so exposure to different cultural traditions is vital. In all three languages, students will now be able to identify and use 3 time frames confidently. In their writing they will be able to use a range of expressions to express positive and negative opinions and will be able to give reasons for these viewpoints. All students will be able to use the 1st person verb endings of regular and key irregular verbs. They will know how to distinguish between gender of singular and plural nouns and the need to apply the grammatical rule of adjectival agreements. The film project explores a German film. The students complete a study of the film and will write a review in German. The study of film is a component of the A level exam in MFL.

What resources can my child access for support?

Your child will have access to online resources through Kerboodle and their knowledge organiser.

www.bbcbitesize.com www.linguascope.com www.quizlet.com

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Year 9 Spanish Curriculum Aims:

The aim in year 9 is for the pupils to continue to develop their communication skills through language acquisition and the understanding of a wider range of grammatical skills but with a particular focus on preparing for a smooth transition from KS3 to GCSE. Pupils will continue to develop competence in speaking, listening, reading and writing but the type of exercises they do and strategies required will reflect those skills which will be reinforced at GCSE level. They will re-visit topic areas from years 7 and 8 in greater depth and breadth and will be able to understand personal and factual information. By the end of year 9 they will be confident linguists and be ready to take on the next level of challenge at GCSE.

Year 9 Spanish Curriculum	Topics	Key Knowledge
Term 1	Me, my family and friends: physical description and character, positive and negative relationships, Home, town, neighbourhood and region: house, furniture, facilities, shops and shopping Reinforcement of present tense in all 3 languages. **Grammar:** ser and tener, adjectival endings, se puede + inf.	By consolidating their use of regular and irregular verbs in the present tense, pupils will be able to give extended descriptions in speaking and in writing about family members, relationships, friendships. They will be able to describe both the appearance and character of other individual(s) as well as the relationship they have with them. They will be able to describe where they live, the facilities available and give positive and negative viewpoints of their local area. They will re-inforce skills required to translate to and from the target language which are required at GCSE.
Term 2	Current and future study: opinions of subjects, school day, school facilities, re-visit time, school rules Free-time activities: hobbies, sports, cinema and TV, music genres **Grammar:** más/ menos que, adjectival agreement, verbs of obligation (tener que), simple future tense, 'si' clauses (1st conditional)	Pupils will be able to speak and write in detail about what they study and what they think about it. They will be able to discuss school life and express opinions about uniform and school rules. They will reinforce and extend their knowledge about hobbies and sport and be able to talk and write about TV programmes and different film genres. They will be able to understand different viewpoints relating to TV and film and express their personal preferences. They will re-inforce skills for the photo card question which are required for the GCSE exam. They will learn new structures to add complexity to their speaking and writing and they will learn how to form the simple future tenses and use 'if' clauses.
Term 3	Free-time activities: food and eating out, buying food, ordering at a restaurant Customs and festivals: family life and routines in French-, German-, Spanish-speaking countries, Festivals in French-, German-, Spanish-speaking countries, Individual research. **Grammar:** revision of preterite tense of regular verbs and 'ir' 'ser' All students will study a film project at the end of the year.	The knowledge of cultural celebrations and traditions is an exciting part of learning a language but also this topic is now part of the GCSE specification so exposure to different cultural traditions is vital. Students will now be able to identify and use 3 time frames confidently. In their writing they will be able to use a range of expressions to express positive and negative opinions and will be able to give reasons for these viewpoints. All students will be able to use the 1st person verb endings of regular and key irregular verbs. They will know how to distinguish between gender of singular and plural nouns and the need to apply the grammatical rule of adjectival agreements. The film project explores a Spanish film. The students complete a study of the film and will write a review in Spanish. The study of film is a component of the A level exam in MFL.

What resources can my child access for support?

Your child will have access to online resources through Kerboodle and their knowledge organiser.

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Music Curriculum Vision:

A 'Great Sankey Musician' is committed, creative individual with increasing confidence; they are role models and ambassadors for our Great Sankey musical family. A Great Sankey Musician will become an effective communicator, whilst also developing skills to listen with a critical ear, nurturing a platform to celebrate success and reflection for further improvement (both for themselves and also for others). Our musicians naturally become leaders, developing their teamwork skills to fruition, enhancing values such as inclusiveness, respect, and fairness. Our musicians are tenacious, resilient and disciplined; they are dedicated to both independent and collaborative learning, understanding the importance of private practice and also the vitality of commitment to an ensemble. Above all, our musicians develop human values such as learning to love, show empathy and compassion, enthusiasm, passion, emotional intelligence, beauty and good humour.

Music is a universal language that embodies one of the highest forms of creativity. Our music curriculum is certainly broad and balanced as it encompasses Science, Maths, Literacy, MFL, History, P.E., research skills and above all, Art. Our carefully crafted curriculum will engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon. Above all, our curriculum will ensure a development of "family ethos"; our students will have a home where they feel safe, happy, valued, loved, trusted as they will naturally be provided with opportunities to lead and perform on a platform for sustained progress. Our students are individuals and our spiral curriculum will nurture and develop "the whole child". We are a local lead Ambassador Music School "Accent" (Warrington/ Halton); exemplified by our curriculum and extra-curricular offer.

Year 9 Music Curriculum Aims:

Our curriculum is split into half-termly units, which are covered in a carousel. Each unit encompasses key listening tasks delivered as starter activities, in addition to the main assessment task of either performance or composition; these are the three areas of skill for GCSE Music. In addition, students will complete "do now" tasks related to different units on the carousel to assist with the development of long term memory concerning key musical vocabulary in preparation for the to the KS4 musical courses. Throughout Year 9, students will cover the following topics, but not necessarily in this order:

Year 7 Music Curriculum	Topics	Key Knowledge
Unit 1 (HT1)	Solo Performance	Students will prepare a solo performance on either the keyboard, an instrument of their choice, or vocals. This builds on performance and keyboard skills they have developed in previous years, and gives them the chance to showcase their building confidence as performers. This also links to AoS1-4 for GCSE Music Component 1.
Unit 2 (e.g. HT2)	Music Technology	Students will create a remix of Adele's song "Rolling in the Deep", taking the vocal part and adding new music to it. This allows them to learn and develop skills in music technology such as sampling and re-pitching, as well as reinforcing their understanding of structure and song sections learnt in previous years. This unit links to both the KS4 GCSE Music Course (AoS2 for GCSE Music Component 1) and also the KS4 NCFE Music Technology Course.
Unit 3 (e.g. HT3)	Ensemble Performance	Students will put together a performance of a song in small groups. This gives them to chance to develop their team/ensemble skills, as they learn to fit different musical parts together and keep in time with each other. This will be a more developed version of their ensemble performance in Year 8, differentiated by task/ instrument according to ability/ choice. An excellent preparation for the ensemble performance at KS4.
Unit 4 (e.g. HT4)	Film Music	Students will learn about how music is used to enhance films and communicate themes to listeners. This expands their understanding of the purposes and functions of music, developing their listening skills and their understanding of the role of a composer. They study some of "the greats" like John Williams and Hans Zimmer, linking to their cultural capital. This unit prepares students for AoS4 for GCSE Music Component 1.
Unit 5 (e.g. HT5)	Solo Performance 2	Students will have a further opportunity to develop their solo performance skills, this time with different pieces and more complicated rhythms. This brings together all the skills they have developed on the keyboard up to this point, and shows how they have progressed in accuracy and fluency. This will be a more developed version of their solo performance at the start of Year 9. Students will have had time to act on their feedback and make improvements.
Unit 6 (e.g. HT6)	Music Technology 2	Students will create their own song using the Bandlab Education website, with a particular focus on adding effects to change the sound of tracks. This allows them to explore the variety of ways sounds can be manipulated using technology, while also recapping composing technique. This will be a more developed version of the Music Technology unit at the start of Year 9;. students will have had time to act on their feedback and make improvements, in addition to composing their own song, linking to both the KS4 GCSE music course and also the KS4 Music Technology course.

What resources can my child access for support?

Your child will have access to online resources through Moodle and the Great Sankey Music website:- www.sankeymusic.com or check out our showcase of performances YouTube Channel ***Sankey Music***

What enrichment opportunities are available and how do these support learning?

We offer an extensive programme with at least two ensembles rehearsing after school each night and a concert every half term. Our ensembles include:- Sankey Singers, Bellas & Fellas A capella, Theory Club, The Hit Men, Y7 Drum Ensemble, Ukulele Ensemble, String Ensemble, Young Musicians, Rock Bands & Junior Ensemble. Our programme of concerts include:- Christmas Concert, GCSE Music Concert, Great S Factor, MAT Collaborative Concert, Young Musicians Concert & Summer Concert.

Head of Department:
Joanne Foster
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KS3 Curriculum Lead:
Paul Bryan
paul.bryan@greatsankey.org

Exam board AQA

https://filestore.aqa.org.uk/resources/music/specifications/AQA-8271-SP-2016.PDF

Physical Education Curriculum Vision:

The intent of the Physical Education programme at Great Sankey High school is for students to enjoy and engage in physical activity, with the ambition to develop the skills and knowledge required to allow all learners, regardless of background and ability, to access a range of sports and physical activities both in school, during curricular and extra-curricular activities, as well as outside of the school environment. This could include an interest in sport both as a performer or spectator.

If learners have these skills and knowledge and enjoy physical activity they will confidently adopt a physical healthy lifestyle that they will maintain into later life. They will be aware of the impact that sport and physical activity has on overall wellbeing.

Year 9 Physical Education Curriculum Aims:

Students should build on and embed the physical development and skills learned in key stages 1 and 2, become more competent, confident and expert in their techniques, and apply them across different sports and physical activities. Students also have the opportunity to work towards the Physical and Skills section of their Duke of Edinburgh Bronze Award. For one lesson a week they will develop their fitness and sports leadership skill.

Year 9 Curriculum Plan:

Activities are taught on a rotation depending on the availability of facilities. The broad and balanced curriculum builds upon the students' experience in year 7&8. Revisiting the basic knowledge, skills and introducing some more complex skills and tactics of a range of games and other physical activities. Striking and fielding games and athletics are again taught in the summer months. In year 9, 50% of the lessons are used to work towards the physical (fitness) and skill (sports leadership) sections of their DofE Bronze award so the range of activities is refined to reflect the activities popular in KS4 examinations as well as the interest of the students

	Year 9 Boys	**Year 9 Girls**
Term 1 + 2	Football	Games
	Football	Games
	Handball	Handball
	Handball	Handball
	Badminton	Badminton
	Badminton	Badminton
Term 3	Athletics	Athletics
	Striking and fielding games	Striking and fielding games

What resources can my child access for support?

Information and resources for different sports can be found in the relevant National Governing Body websites. The BBC Sports Academy website is also a useful resource: http://news.bbc.co.uk/sport1/hi/academy/default.stm

For the Duke of Edinburgh award scheme information can be found on the student's personal eDofE account as well as at: https://www.dofe.org/

What enrichment opportunities are available and how do these support learning? There is an extensive extra-curricular programme run by the PE department. Clubs are open to all students and (where applicable) competitive teams are selected from those students who attend the clubs. The department also runs a regular inter-house competition, giving all students the opportunity to represent their house in an organised competition.

Head of Department: Andrew Gee andrew.gee@greatsankey.org **KS3 Curriculum Lead: n/a** **Exam board n/a**

PSHE Curriculum Vision:

PSHE will enable students to feel positive about who they are and to enjoy healthy, safe, responsible and fulfilled lives. Through active learning opportunities students will learn to recognise and manage risk, take increasing responsibility for themselves, their choices and behaviours and make positive contributions to their families, schools and communities.

Students will learn to recognise, develop and communicate their qualities, skills and attitudes. They build knowledge, confidence and self-esteem and make the most of their abilities. Students will learn to identify and articulate feelings and emotions, learn to manage new or difficult situations positively and form and maintain effective relationships with a wide range of people.

Our aim therefore for PSHE is to provide students with:

Accurate and relevant knowledge
Opportunities to turn that knowledge into personal understanding
Opportunities to explore, clarify and if necessary challenge, their own and others' values, attitudes, beliefs, rights and responsibilities
The skills and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives.
At GSHS we know that learning and undertaking activities in PSHE education contribute to achievement of the curriculum aims for all young people to become:

Successful learners who enjoy learning, make progress and achieve
Confident individuals who are able to live safe, healthy and fulfilling lives
Responsible citizens who make a positive contribution to society

At GSHS we will create a comfortable class room climate where students are confident and discuss their hopes, fears and sensitive issues; develop a set of ground rules for the PSHE class room; model good practice in the way we talk to students; provide enrichment opportunities that support and develop our students emotional and physical wellbeing; work with external providers to provide the best possible experience and expertise for our students; remain flexible with our Curriculum and respond to issues as and when they arise. Students will revisit content throughout the key stages developing knowledge and understanding which is age appropriate.

All students will receive one hour of PSHE each week, delivered by their form tutor.

	Topics	Key Knowledge
Term 1	Peer pressure, assertiveness and risk, gang crime Dieting, lifestyle balance and unhealthy coping strategies Understanding careers and future aspirations Identifying learning strengths and setting goals as part of the GCSE options process	It is common for friendship groups to change throughout our student's time at school. Sessions will develop learning from years 7 and 8 on managing relationships and will focus on managing changing relationships, whilst considering safe and risky or unsafe social groups, how to recognise and manage 'group-think'. They will learn about assertiveness and how and when it is appropriate to behave assertively. Students will also consider the risks associated with being part of a gang and will learn about the legal and physical risks of carrying a knife. With increasing work commitments in year 9 students build upon their understanding of healthy lifestyle by considering how to balance work, leisure and exercise. They will also consider the difference between a balanced diet and dieting as they become more body conscious and gain further insight into the influences on eating choices and ways to manage negative influences. Students will explore unhealthy coping strategies including eating disorders and self-harm and will learn healthy coping strategies and how to access sources of support. Students will continue their personal review of their strengths, interests, qualities and ambitions and make links between these and employability. They will investigate the nature of careers and develop aspirations for career choice and will be supported to develop an understanding the range of post 16 options to inform KS4 option choices.
Term 2	Managing conflict at home and the dangers of running away from home Tackling homophobia, transphobia and sexism	Building upon work in year 7 and 8 on managing relationships and family life, students will be supported in developing strategies for managing conflict with parents and family members and explore the common causes of conflict between young people and their parents. They will also learn of the risks associated with running away from home and how to access support services. The students work on identity will be revisited to develop a more mature understanding of identify, what makes someone who they are, including their protected characteristics. They will learn about gender identity and how this may differ from gender expression or sex assigned at birth as well as gender stereotyping and transphobia. They will analyse the effects of homophobia and biphobia on individuals and how society has challenged them.

	Managing peer pressure in relation to illicit substances Assessing the risks of drug and alcohol abuse and addiction	This topic will be revisited in order to rehearse learned strategies for managing peer influence, and in order to learn how to manage the risks and minimise the harm associated with drug or alcohol use. Students will explore the stereotype of 'addict' and its accuracy and learn more about services that provide support for those addicted to drugs or alcohol.
Term 3	Relationships and sex education including healthy relationships and consent The risks of STIs, sexting and pornography Reflecting on learning skills development in key stage 3 Planning and carrying out an enterprise project	The work done in years 7 and 8 is furthered at a more mature level to further develop an understanding of the importance of healthy, respectful relationships with sexual or romantic partners. They will discuss the thoughts and feelings young people may have about starting sexual activity, learn how to manage the pressures to start sexual activity and further explore what it means to be 'ready' for sexual activity. Students will learn about the meaning and importance in all sexual encounters, the legal age of consent and why this exists and how to seek, recognise, given, not give and withdraw consent. Students will develop knowledge of sexually transmitted disease and the consequences of unprotected sex and will evaluate the media's influence on sexual relationships. Students revisit online safety whilst considering the dangers of grooming and how to recognise the warning signs and will learn about the legal, emotional and social consequences of sharing of explicit images. Students will reflect how their enterprise and employability skills have developed through key stage 3, learn about the skills needed to create a new enterprise and develop enterprise and teamwork skills through working together.

Lead Teacher

Lewis Twist
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RS Curriculum Vision

In RS our intention is to provide a curriculum that ensures varied and enriching lessons that prepare students for life in a culturally diverse modern world. RS allows students to understand the beliefs and practices of the religions and world views that not only shape their history but their world today and to appreciate how religion, philosophy and ethics form the basis of our culture. The RS curriculum encourages enthusiasm in the study of other people's beliefs and ensures students have an understanding and respect for different cultures and communities by exploring what it means to be a part of that faith. The RS curriculum widens a student's awareness of their own surroundings, reflecting on our ever-changing world and society and a wide range of issues and big questions that affects millions of people around the world e.g. abortion and euthanasia. The RS curriculum allows students to understand and unravel the concepts they encounter, encouraging them always to be challenged in their thinking. RS allows each student to express their own beliefs and values, giving students the opportunity to think about what they believe and reflect on their own choices, allowing them to develop their own ideas and opinions, whilst understanding why some hold viewpoints and beliefs that are different to their own. Studying RS will allow pupils to adopt an enquiring, critical and reflective approach to the world in which they live. It will encourage a critical mind set and allows the development of skills such as textual analysis, critical analysis, synthesis, evaluation and empathy. RS promotes mutual respect in a diverse society.

Year 10 RS Curriculum Aims

In Year 9 students begin their GCSE in RS studying Specification A with AQA. The course consists of two papers. In the study of Paper One students will develop their knowledge of the key beliefs and practices of Christianity and Islam, assessing what is similar and different between the two religions. In Paper One students will be given the opportunity to understand what it means to be a member of each of these faith communities both in the UK and wider world today. In Paper Two students investigate a range of controversial social issues from both religious and non-religious viewpoints. Students use this to help articulate their own viewpoint on these widely debated issues issues.

PAPER ONE: **The study of Religions**
Christian Beliefs
Christian Practices
Islam Beliefs
Islam Practices

PAPER TWO: Thematic Studies
Crime and Punishment
Peace and Conflict
Religion and Life
Relationships and the Family

Year 10 RS Curriculum	Topics	Key Knowledge
Term 1	Crime and Punishment (Paper 2)	Students unravel some of the key concepts in our justice system such as aims of punishment, attitudes to law breakers and causes of crime considering a range of different perspectives, religious and non-religious. Students explore in-depth different types of punishment e.g. capital and corporal punishment investigating contrasting attitudes. This unit enables students to discuss some of the key global issues that confront humanity in the 21st Century and articulate their own view point on these issues whilst understanding why some may disagree with them
Term 2	Christian Beliefs (Paper 1)	Christianity is still the most followed religion in the world with estimates of 2.4 billion Christians in the world today. Students build on previous learning on Christianity by exploring some of the key beliefs of a Christian today e.g. the incarnation, trinity and salvation.
Term 3	Peace and Conflict (Paper 2)	Students consider some of the key religious, philosophical and ethical arguments relating to religion and belief as a cause of violence and conflict in the world, the use of weapons of mass destruction and pacifism. This unit enables students to discuss some of the key global issues that confront humanity in the 21st Century and articulate their own view point on these issues whilst understanding why some may disagree with them

What resources can my child access for support?

Some useful websites to support your child's learning further are:
www.bbcbitesize.com , SAM learning, Seneca learning and GCSE Pod

What enrichment opportunities are available and how do these support learning?

To ensure students are as engaged and as enthusiastic with their learning as can be the department offers a range of learning opportunities outside of the classroom including trips to Auschwitz, Rome and places of worship. The department also holds deeper learning days such as Holocaust Memorial Day and World Religion's Day.

Head of Department: **Exam board AQA https://www.aqa.org.uk/subjects/religious-studies/gcse/religious-studies-a-8062**

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Science Curriculum Vision:

A 'Great Sankey Scientist' is a curious individual with an inquisitive and enquiring mind. They strive for answers about how or why something behaves or acts the way it does. They investigate, considering all the factors that can affect their results and then evaluate their methods and strive to improve what they have done. They can make an open minded attempt to explain the world around them using evidence and facts. They understand the value of evidence over opinion, can spot trends in data and make conclusions and link them with explanations and understands the need for peer review. Students are not afraid to challenge ideas (in a positive way.) They have the self-motivation to read around the subject and continue their learning beyond the classroom. They think in a logical, systematic and rational way. They are also able to use abstract thinking to link ideas and concepts together. They are problem solvers (solution focussed) with good numeracy, scientific literacy and oracy skills. They have the ability to look at the complex systems within Biology, Chemistry and Physics and explain how they work in terms that anyone can understand.

Science solves problems that effect everybody and also it enhances life where problems aren't there anyway. Science provides the economic growth this country depends on. Science help pupils understand the world around them and 'how they fit'. Science provides knowledge and understanding that allows pupils to better engage in wider society. For example, pupils will have a more informed viewpoint on climate change, medical techniques, natural conservation, recycling of different materials, or nuclear power……. the list is endless! It may even lead them to become experts and leaders in these current issues; they could in turn influence future culture.

Year 9 Biology Curriculum Aims:

The year 9 curriculum builds on units of work previously studied in year 8. By the end of year 9 pupils will have studied 4 units which will underpin their knowledge as they progress onto year 10 and year 11. The basic principles of cells and organisation developed in year 7 and year 8 will begin these foundations which leads into a specific focus on particular organisation systems across animals and plants.

Year 9 Biology Curriculum	Topics	Key Knowledge
Term 1	Cell Structure and Transport Cell Division	Cell structure and transport recap the knowledge and understanding that learners have on basic cell structure and develops to include all of the organelles and their functions. Cell Division introduces the concepts of the two different types of cell division and their uses.
Term 2	Cell Division Organisation and the Digestive System Organising animals and plants	At the start of term two learners complete the cell division content by evaluating the issue of stem cells. Thy then take the concepts learnt in term one and apply these to understanding the digestive system and the principles of physical and chemical digestion. Towards the end of term two these concepts are applied to organisation in animals and plants which involves other organisation systems such as the circulatory and respiratory system in animals.
Term 3	Organising animals and plants	This term will see the completion of the organising animals and plants unit with the latter part concentrating on the organisation in plants. Learners will apply the concepts of cell, tissue and organs that have built up through KS3 to fully understand the movement of water and sugars in the plant.

What resources can my child access for support?

Your child has a kerboodle log in where they can access the digital textbook and checklists of content. www.kerboodle.com

They can also purchase a revision guide from school which covers the above content and is specific to the exam board.

What enrichment opportunities are available and how do these support learning?

Learners can attend the STEM club which is a weekly club organised by members of the science department.

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Exam board AQA **https://www.aqa.org.uk/subjects/science/gcse/combined-science-trilogy-8464**

Year 9 Chemistry Curriculum Aims:

All areas of the key stage 3 national curriculum are covered in years 7 and 8. The aim of the year 9 curriculum is to extend some of the core concepts and build upon them in preparation for years 10 and 11. These include atomic structure, the periodic table and the chemistry of the atmosphere. The idea of atoms taught first by Chemistry but is extended in Physics as the basis for radiation. The use of symbol equations is also used in Biology.

Year 9 Chemistry Curriculum	Topics	Key Knowledge
Term 1	**Atomic Structure and the Periodic Table.**	Atoms are the chemical building blocks of our world. The periodic table organises these atoms and the elements they make into a structure that helps us make sense of our chemical world. Chemists have evidence that the atoms themselves are made up of a nucleus with electrons surrounding it in energy levels. These are core ideas that are the cornerstone of all chemistry and are built on in year 10 and 11. This topic introduces balancing equations, a range of separation techniques and the idea that scientific theories can be revised or replaced by newer ones in the light of new evidence.
Term 2	**Groups and Trends of the Periodic Table and the Development of the Earth's Atmosphere.**	The periodic table is organises the elements into periods (rows) and groups. Understanding this organisation can be used to explain atomic structure and to explain how elements react relative to each other. This builds on Atomic Structure and extends into how atoms can bond together which is taught in year 10. The development of the earth's atmosphere continues on from KS3. The topic is extended to include how the atmosphere was developed and links to biology as the importance of photosynthesis is an important factor.
Term 3	**Greenhouses gases, climate change and atmospheric pollution.**	The earth's atmosphere is dynamic and always changing. Some of these changes are man-made and sometimes part of natural cycles. Scientists and engineers are trying to solve the problems caused by increased levels of air pollutants. This builds on the ideas of particles in the atomic structure unit and links to the teaching of fossil fuels and sustainability taught in year 11.

What resources can my child access for support?

Your child will have access to online resources, including text books, podcasts and exercises through www.kerboodle.com.
They can also access national curriculum revision materials at www.bbcbitesize.com.

What enrichment opportunities are available and how do these support learning?

In year 9 pupils can attend the STEM club which across the year includes aspects of all three sciences

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Exam board AQA **https://www.aqa.org.uk/subjects/science/gcse/combined-science-trilogy-8464**

Year 9 Physics Curriculum Aims:
All areas of the key stage 3 national curriculum are covered in Years 7 and 8. The aim of the Year 9 curriculum is to use some of the core concepts and build upon them in preparation for Years 10 and 11. Energy and energy transfers are used throughout Biology, Chemistry and Physics to explain everyday observations. The particle model of matter is also used to describe properties of materials in Physics, but is also used in Chemistry to explain rates of reactions and in Biology to explain phenomena such as osmosis.

Year 9 Physics Curriculum	Topics	Key Knowledge
Term 1	Energy Stores and the law of energy conservation	The law of energy conservation of energy is a core concept that runs throughout Physics, through Key Stage 3, 4 and 5. The students will learn about the store and transfer model of energy, using this to explain everyday day phenomena. The topic also provides opportunity to use and manipulate standard equations, a key skill that forms a significant part of both GCSE and A level exams.
Term 2	Thermal transfer Energy Resources	Building upon the store and transfer model of energy, students will investigate the ways in which heat is transferred. The ideas build upon previous work done in year 7 and 8, incorporating ideas about waves and the particle model of matter. The idea of energy transfers is then used to evaluate methods of energy production for use in our everyday lives. With the world's resources under increasing pressure, citizens of the future will be required to make some tough choices. This unit aims to provide some of the factual knowledge they will need to make informed decisions.
Term 3	Particle model of matter	In year 7 students used the particle model of matter to explain some physical properties of solids liquids and gases. In term 2, they again use this model to describe some thermal transfers. In this module they will go further and describe changes in state in terms of particle behaviour and the forces between them. The unit will also start to introduce some of the key investigative skills required going forward through years 10 and 11.

What resources can my child access for support?
Your child will have access to online resources, including text books, podcasts and exercises through www.kerboodle.com.
They can also access national curriculum revision materials at www.bbcbitesize.com.

What enrichment opportunities are available and how do these support learning?
We have a very successful STEM club and we have now reached a stage now where we cater for a range of abilities across all year groups.

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