



**GEORGE
SPENCER
ACADEMY**

Our Curriculum

Year 9

2021-22

**A guide for parents and
students**

An introduction to our Year 9 Curriculum

Welcome to our Year 9 Curriculum booklet and thanks for taking the time to read and engage with this information. Year 9 is an exciting year for students as they begin to consider their option subjects for study in Year 10 and 11.

The overall purpose of this booklet is to share our curriculum with parents so that you are more able to support your children with their learning. At George Spencer Academy, we pride ourselves on providing students with rich learning experiences through a creative and innovative curriculum. Our formal curriculum is built from sequences of topics and lessons which are designed to help students know more and remember more in each subject. Students learn better when they understand how lessons fit within their broader context and when they are able to make connections between and within their subjects. Parents can support their children by discussing this formal curriculum at home, and the information in this booklet will help you do this by summarising key topics and discussion points in each subject.

Alongside the formal curriculum, our wrap-around curriculum aims to provide a holistic approach to the development of each child. This includes Form time learning on topics such as well-being, learning strategies and values for life in modern Britain. It also includes opportunities for extending learning outside of the classroom, especially through reading texts, watching films or documentaries and visiting places of interest. As parents, your help with this is much appreciated and this booklet provides ideas for partnership learning at home which will usefully complement what is being taught in school.

Included in this booklet:

- A one-page curriculum summary with half-termly topics and allocated teaching hours in each subject;
- A list of ideas for students to read, watch and visit at home for each subject;
- A calendar of key curriculum dates, including key dates in the Pathways (options) process;
- A page for each subject which includes an intent statement, links between and within subjects, half-termly topics, skills and key questions for discussion, plus information on how students will be assessed.

If you have any queries regarding our Year 9 curriculum, please contact Mr P. Allen at pallen@george-spencer.notts.sch.uk. This booklet is also available in the Curriculum section of the school website if you wish to use the hyperlinks that are included in some places.

Our Year 9 Curriculum on one page

		HT1	HT2	HT3	HT4	HT5	HT6
Core subjects	English 4 hours a week	Of Mice and Men	Of Mice and Men	Romeo and Juliet or Macbeth; The Tell Tale Heart	Romeo and Juliet or Macbeth; The Tell Tale Heart	Shakespeare revision Non -fiction writing	Unseen Poetry Skills/ Introduction to Victorian context
	Maths 4 hours a week	Rounding, Estimation & Bounds, Standard Form, Indices	Equations & Inequalities, Expanding Brackets, Factorising,	Straight line graphs, Non Linear graphs, Real life graphs & Compound Measures	Constructions & Loci, Angles in Parallel lines, Back bearings, Congruence & Similarity	Direct & Inverse proportion, Trigonometry in right angled triangles, Pythagoras	Scatter graphs, Surface area, Problem solving in context
	Science 3 hours a week	Biology- Adaptations and Inheritance; Chem- Metals, acids and alkalis	Chemistry - Metals, acids and alkalis; Fundamental skills for GCSE	GCSE Biology - Cell Structure and Transport; Cell Division	GCSE Chemistry Atomic Structure;- The Periodic Table	GCSE Physics - The Conservation & dissipation of energy; Energy Resources	GCSE Biology - Organisation and The Digestive system
	PE 2 hours a week	Activities may include: Football, Basketball, Rugby, Netball, Table Tennis, Badminton, Gymnastics, Dance, Health Related Fitness, Handball		Activities may include: Football, Basketball, Rugby, Netball, Table Tennis, Badminton, Gymnastics, Dance, Health Related Fitness, Handball		Activities may include: Tennis, Rounders, Cricket, Track & Field Athletics, Softball.	
MFL	Languages 3 hours a week	Me, my family and friends	Home, town, region	My Studies	School Life	Sports and hobbies	Music, Cinema, TV
Social Sciences	Geography 1 hour a week	Our Warming World	Our Warming World;	Our Connected World	Our Extreme World	Our Extreme World; Middle East	Middle East
	History 1 hour a week	Rise of Hitler; Democracy and Dictatorship	Hitler Youth; Case study WW2 key events	WW2 key events Holocaust	Holocaust Civil Rights Movement 1950-1970	Civil Rights cont. History of Terrorism	History of Terrorism
	Philosophy 1 hour a week	Rules	Medical Ethics 1 (Abortion)	Buddhism	Medical Ethics 2 (Euthanasia)	"Power Of" People, Money, Technology, Protest, God	"Power Of" People, Money, Technology, Protest, God
Technology	Technology and Food 2 hours a week (rotation)	FPN - developing a greater understanding of foods and diet from different cultures. Independently produce higher skilled dishes.		Skills and Knowledge - Developing an understanding of systems and control, how they work and can improve the quality of users lives. Lamp manufacture.		Problem Solving - Healthy lifestyle NEA - work independently to identify and solve a real world problem.	
Creative Arts	Art 1 hour a week	Sweets		Figure		Day of the Dead	
	Drama 1 hour a week	Greek Theatre	Comedy	GCSE Taster		Scripted Theatre - DNA	
	Music 1 hour a week	Popular Music	Band Project	African Heritage	African Heritage	Free Choice Performance	Ensemble Skills
ICT, Business and Computing	ICT 1 hour a week (rotation)	Creative iMedia - Understanding digital graphics	Creative iMedia - Creating digital graphics	Computer Science Python programming	Computer Science Python Turtle Games Development	Business Developing a Cereal Product Project	Business Developing a Cereal Product Project
Personal Development	Personal Development Two 30-minute slots per week	Self concept Mental health and well being Healthy lifestyles	Drugs, alcohol, tobacco Puberty and sexual health	Forming and maintaining respectful relationships Consent	Contraception and parenthood Bullying, abuse' discrimination	Values for life in modern Britain	Media literacy And digital resilience

Read, watch and visit- supporting our Year 9 Curriculum at home

Here are some ideas to extend learning outside of the classroom in each subject. There are a lot, but even having a go at one or two over the course of Year 9 will help. Students might try to do one for each subject, or one from each of the 'read, watch and visit' categories, or focus on the subjects that hold the most interest.

So that we can keep track of participation and reward excellent effort, please log activity at https://docs.google.com/forms/d/e/1FAIpQLSfDxOAEh5snHt1h1h1h1JAjCRau-yG0WFjHQRKLhH82reIV28A/viewform?usp=sf_link. This booklet is available with hyperlinks in the Curriculum section of the school website.

		Read	Watch	Visit
Core subjects	English	To Kill a Mockingbird by Harper Lee	BBC Shakespeare Collection	Local theatres (Nottingham Playhouse, Nottingham Theatre Royal, Lakeside Arts)
	Maths	Graphs - https://www.newyorker.com/magazine/2021/06/21/when-graphs-are-a-matter-of-life-and-death	Estimating and accuracy - https://ed.ted.com/lessons/what-s-the-difference-between-accuracy-and-precision-matt-anticole	National Maritime Museum
	Science	'There is no planet B' by Mike Berners-Lee	BBC Four documentary - ATOM CLASH OF THE TITANS	Natural History Museum
	PE	Women in Sport: fifty Fearless Athletes Who Played to Win.	The Blindsight	Derby Velodrome
MFL	Languages	La matadragones: Cuentos de Latinoamérica SOS Terre - Patrick George // Tous lecteurs ! Niveau 3 - La vie dans les pôles	Coco (In Spanish - Disney+) Les Choristes (available on Youtube)	A local salsa dance group
Social Sciences	Geography	Prisoners of Geography: Our World Explained in 12 Simple Maps (illustrated edition) by Tim Marshall (2019)	The Day After Tomorrow	Windermere, Lake District
	History	Wolf Children by Paul Dowswell	Jojo Rabbit, 2019 film	National Holocaust Centre and Museum, Newark
	Philosophy	My Sister's Keeper by Jodi Picoult	Assisted suicide https://www.youtube.com/watch?v=VCNhq9iL-IU	National Justice Museum, Nottingham
Technology	Technology and Food	Future electric cars: EVs launching in 2021 and beyond. , Car Magazine	Inside the Factory , BBC	Conkers
Creative Arts	Art	Angela Wenzel's 13 Art Techniques Children Should Know	Modern Master Andy Warhol https://www.youtube.com/watch?v=8Egsj1n3O6I	Yorkshire Sculpture Park, https://yssp.org.uk/ ,
	Drama	DNA by Dennis Kelly	DNA by Dennis Kelly (genesis Theatre) https://www.youtube.com/watch?v=RKh3T9A4uBE&t=736s	Theatre Royal Nottingham - https://www.nottinghamplayhouse.com/
	Music	Popular Music Styles https://www.bbc.co.uk/bitesize/guides/z3q47p3/revision/1	Jools Holland History of the Piano Stormzy Documentary	Duchess Theatre, Long Eaton
ICT, Business and Computing	ICT	The self-taught programmer – by Cory Althoff Body and Soul by Anita Roddick	Inside Bill's Brain	Cadbury's World

Key dates in our Year 9 Curriculum

Here is a list of key dates, all of which are designed to keep you informed about our curriculum and about how your child is progressing at George Spencer Academy. For other dates, such as term dates and INSET days, please see the school website or the student planner.

Week beginning 1/11/21	Assessment point 1 information available to parents
Week beginning 13/12/21	Assessment point 2 information available to parents
Week beginning 10/1/22	Year 9 Pathways launch assemblies
Thursday 20/1/22	Year 9 Pathways Evening
Tuesday 1/2/22	Year 9 options taster sessions
Thursday 3/2/22	Year 9 Progress evening- P half
Tuesday 8/2/22	Year Progress evening- S half
Friday 4/3/22	Options deadline
Week beginning 18/4/22	Assessment point 3 information available to parents
Week beginning 25/7/22	Assessment point 4 information available to parents

Assessment point information is collated by teachers four times a year and sent home to parents on paper; it is also available digitally through INSIGHT. It includes scores for effort, behaviour, deadlines and preparation for learning (homework), as well as a target grade and a predicted grade in each subject. The predicted grade is the GCSE grade that a teacher believes the student is most likely to achieve in that subject if they continue to make normal progress from this point up to the end of Year 11. Predictions are based on teacher assessments, including in-class tests and homework pieces.

Our Year 9 History Curriculum

We aim to develop all students into historians who:

- Have a coherent framework of knowledge about the history of the local area, of Britain and of the wider world;
- Have the ability to deploy historical skills, including analysis, investigation, communication and evaluation of interpretations;
- Have a passion for learning about the past and understanding how this can help us make sense of our own identity and place in the world.

Big Ideas in Year 9 History

The twentieth century was a period of conflict, ideologies and social upheaval. From the rise of Fascism and the dictatorships of Europe, to the fall of the Berlin Wall, students will gain an insight into how Europe was shaped by its challenges throughout the century. Students will continue to build key historical skills through engaging with historical interpretations of key issues such as the Civil Rights movement, and a variety of sources across the topics; whilst developing an understanding of the legacy of the key events of the twentieth century and their relevance to today's world.

Making Connections

Our Year 9 History curriculum will build on Year 8 by developing students' historical understanding of key themes such as race, war and the continued development of the world's industrialised superpowers. The key skills of Year 8 will inform how students are able to enhance the critical thinking in Year 9.

Our Year 9 History curriculum will build towards the study of History at GCSE level in Year 10. Students will focus on developing the skills of historical study such as source utility, analysis of interpretations and structuring historical essays. Year 9 will provide the solid foundations for the challenges of GCSE History.

	HT1	HT2	HT3	HT4	HT5	HT6
Topics	Rise of Hitler and Democracy and Dictatorship	Hitler Youth Case study WW2 key events	WW2 key events Holocaust	Holocaust Civil Rights Movement 1950-1970	Civil Rights cont. History of Terrorism	History of Terrorism
Skills	Source skills Significance Causation	Source skills Interpretation Chronology Evaluation	Evaluation/Analysis World History Interpretation Causation	Interpretation Source skills Evaluation Significance Empathy	Source skills Interpretation Chronology Evaluation	Modern world history Significance Debate
Key questions	What factors led to Hitler's rise to power?	How did life change for young people in Nazi Germany?	How was the Second World War one and lost across key battles?	How did the persecution of minority groups escalate in Nazi Germany?	How did the Civil Rights movement develop and what was its impact?	What is terrorism and its legacy?
Assessment	Timed assessment: Was Hitler's rise to power due to his use of propaganda?	Timed assessment: Were the experiences of young people in Nazi Germany the same?	Timed assessment: What was the most significant turning point of World War Two?:	Timed assessment: Was Nicholas Winston's responses to the Holocaust typical?	Timed assessment: What was the impact of Martin Luther King?	Timed assessment: Which terror groups had the most problematic legacy for the UK?
Cross-curricular links			Philosophy: Year 8, Term 1 World Religion	Drama: Year 8, Term 1: Rosa Parks		

Any questions? Please contact Miss Coell-Pemberton, scoell@george-spencer.notts.sch.uk

Our Year 9 Geography Curriculum

We aim to develop all students into geographers who:

- Have a detailed knowledge of places, human and physical processes and the relationships between them at local, national and global scales;
- Develop and apply the skills of geographical enquiry including fieldwork, numerical skills, data analysis, evaluation and effective written and verbal communication;
- Have an awareness and understanding of being a global citizen including environmental futures, diversity and sustainability.

Big Ideas in Year 9 Geography

Our world is facing an uncertain future. Increasing droughts and tropical storms, unfair global trade agreements, the fear of global warming, and conflict in the Middle East. Students will explore these current geographical issues and be able to make informed decisions about the sustainability of the current state of our world. Can we survive at the rate we're going?

Making Connections

Our Year 9 Geography Curriculum will build on understanding of both physical and human processes that affect places around the world. Students will have a good understanding of how natural environments change and how cities evolve which will help them understand the interaction between the human and physical world, leading to complex social, economic and environmental issues.

Our Year 9 Geography Curriculum will build towards the challenging GCSE Geography course, which students may choose as part of their pathways process. Students will consider the consequence of uneven development on variety of issues such as extreme weather and industry which will help students understand issues related to biodiversity, resource inequality and urbanisation.

	HT1	HT2	HT3	HT4	HT5	HT6
Topics	Our Warming World	Our Warming World; Our Connected World	Our Connected World	Our Extreme World	Our Extreme World; Middle East	Middle East
Skills	Graphical skills Numerical skills	Using maps Using secondary data	Statistical skills Cartographic skills	Map skills Drawing diagrams	Using photographs Using maps	Numerical skills Using secondary data
Key questions	How can we see that climate change is happening?	Is there anything that can be done about climate change?	Why is the world becoming more connected?	How does extreme weather impact people and the environment?	Why might one storm have different impacts in different places?	How is the Middle East so diverse and divided?
Assessment	Our Warming World knowledge assessment	Our Warming World topic assessment	Our Connected World topic assessment	Our Extreme World knowledge assessment	Our Extreme World topic assessment	Middle East knowledge assessment
Cross- curricular links	<i>Link to Science: Year 9, Term 3</i>		<i>Link to Business: Year 10, Term 3</i>			<i>Link to Philosophy: Year 7, Term 1</i>

Any questions? Please contact Miss McCool, cmccool@george-spencer.notts.sch.uk

Our Year 9 Philosophy Curriculum

We aim to develop all students into philosophers who:

- Develop knowledge of different belief systems and behaviours of people in the UK and worldwide while understanding similarities and differences through the idea of diversity;
- Build the skills of analysis, empathy and debate while being able to showcase our own philosophical and ethical views in a respectful manner;
- Develop a passion and awareness of the big and small issues of life in a personal and global perspective, so we can be informed to make wise and ethical choices as a global citizen on a daily basis.

Big Ideas in Year 9 Philosophy

Is abortion murder? Should you have the right to organise a pain free death for yourself or someone else legally? Is a Buddhist view of life more simple and logical? What influence does different types of power have on our lives? What would society be like if there were no rules?

So many questions in so many different and serious areas of life. The maturity and realisation of the relevance of Philosophy & Ethics should really hit home with students understanding that it is part of all parts of life.

Making Connections

Our Year 9 Philosophy Curriculum will build on the Ethics topic about being a Global Citizen from in Year 8. It will also cover the sixth of the six major world religions we have been working on from Year 7 & 8.

Our Year 9 Philosophy Curriculum will build towards GCSE as an option after studying a half term on Buddhism which is one of the two religions we have to study in Year 10. The topics of Abortion and Euthanasia covered will also serve as a perfect introduction for studying it further in Year 11 in the GCSE.

	HT1	HT2	HT3	HT4	HT5	HT6
Topics	Rules	Medical Ethics 1 (Abortion)	Buddhism	Medical Ethics 2 (Euthanasia)	"Power Of" People, Money, Technology, Protest, God	"Power Of" People, Money, Technology, Protest, God
Skills	To question. Understanding the need for rules. Evaluation	Debating Respecting different views. Justifying views	Understanding a different way of living.	Debating Respecting different views. Justifying views	Empathy Understanding areas of life and influence. Debating Justifying	Empathy Situational thinking. Justifying views. Debating
Key questions	'Do we need rules?'	Is having an abortion murder?	Why are Buddhist beliefs about suffering so important?	Should people have the legal right to organise their own death?	In what ways has different types of power made a difference?	How much power do you have or show?
Assessment	Rules - Knowledge Assessment	Abortion Assessment - Essay	Buddhism - Knowledge Assessment	Euthanasia - Knowledge Assessment	People, Technology, Protest, Money, God - Knowledge Assessment	Individual Presentation Assessment
Cross- curricular links						

Any questions? Please contact Mr Green, sgreen@george-spencer.notts.sch.uk

Our Year 9 English Curriculum

We aim to develop students of English who:

- Are challenged and engaged by a curriculum that enthuses students and staff, while fostering a love of language and literature;
- Build a life-long competence in reading and communicating with skill and clarity, as well as an appreciation of how we can manipulate and are influenced by language in the wider world, through knowledge of writers' methods;
- Gain knowledge of a wide range of literature that teaches them something about the world they live in and supports both their academic achievement and their personal wellbeing. Students will also gain knowledge of the timeless nature of literary themes.

Big Ideas in Year 9 English

Working class heroes, star-crossed lovers and big questions: Year 9 is the transition year between Key Stage Three and GCSE study. In this crucial year, students will study: Of Mice and Men, Shakespeare, non-fiction writing and Edgar Allen Poe. We will focus on responding to literature texts and creating our own non-fiction pieces. Our appreciation of literature in its historic and social contexts will flourish and inspire us to connect to the big questions relevant to the 21st century.

Making Connections

Our Year 9 English Curriculum will build on our Year 7 and 8 curriculum in which we grew to love Shakespeare, studied texts in their contexts and crafted non-fiction pieces. We will also develop our analytical and inference skills which we honed in Year 7 and 8.

Our Year 9 English Curriculum will build towards a more in depth study of literature which is integral for Year 9 study and beyond. Students will continue to develop written skills needed in English Language GCSE. These skills will be further developed in GCSE and A Level.

	HT1	HT2	HT3	HT4	HT5	HT6
Topics	Of Mice and Men	Of Mice and Men	Romeo and Juliet or Macbeth The Tell Tale Heart	Romeo and Juliet or Macbeth The Tell Tale Heart	Shakespeare revision Non-fiction writing	Unseen Poetry Skills/ Non-fiction writing/ Introduction to Victorian context
Skills	Inference, language analysis, context	Inference, language analysis, context	Inference, language analysis, context.	Inference, language analysis, context.	Inference, language analysis, structure analysis and writing skills.	Inference, language analysis, structure analysis and writing skills.
Key questions	How can stories make us understand what life is like for others?	How do writers bring characters to life?	What human problems does Shakespeare explore?	What are the best quotes from the play you are reading?	What makes a good piece of non fiction writing?	What techniques do poets use?
Assessment	How does Steinbeck present George and Lennie?	How does Steinbeck present the idea of the American dream?	How does Shakespeare present love in Act 1 scene 5?	How does Shakespeare present conflict in Act 3, scene 1?	How does Shakespeare present Lord Capulet?	How does Rossetti present her speaker's emotions in 'A Birthday'?
Cross-curricular links	Pastoral:· discrimination Spring 2	Pastoral:· discrimination Spring 2	Drama - analysis of dramatic effects y11	History Elizabethan England Yr 10 Autumn 2		

Any questions? Please contact whall@george-spencer.notts.sch.uk

Our Year 9 Mathematics Curriculum

We aim to develop all students into mathematicians who:

- Have a coherent framework of knowledge about the mathematical areas of Number, Algebra, Geometry and Measure, Probability and Statistics, Ratio and Proportion;
- Become fluent in the language of mathematics, have the ability to reason mathematically and have confidence in solving increasingly complex problems by applying a combination of mathematical skills to routine and non-routine problems with increasing sophistication;
- Understand the practical applications of mathematics, relish the challenge that studying mathematics provides and believe that by working hard at mathematics they can succeed.

Big Ideas in Year 9 Mathematics

Our year 9 curriculum allows pupils to deepen and strengthen their mathematical understanding to create a strong foundation for starting their GCSE's. Starting with key number and algebra skills, pupils will explore real life applications of mathematics while honing problem solving and reasoning skills.

Making Connections

Our Year 9 Mathematics Curriculum will build on deep, long-term and adaptable understanding of mathematical concepts and the ability to solve maths problems without having to memorise procedures.

Our Year 9 Mathematics Curriculum will build towards providing students with a solid foundation by developing mathematical fluency, reasoning and problem solving skills in preparation for starting their GCSE qualification.

	HT1	HT2	HT3	HT4	HT5	HT6
Topics	Estimation and bounds Standard form Rules of indices Geometric sequences	Equations and inequalities Expanding and factorising Change the subject of the formula	Graphs (straight line, non-linear and real life) and compound measures	Construction Loci Angles in parallel lines Back bearings Congruence and Similarity	Proportion Trigonometry Pythagoras Averages from grouped frequency tables	Scatter graphs and correlation Surface area Problem solving
Skills	Making connections between number relationships and algebraic representations	Use algebra to generalise the structure of arithmetic and mathematical relationships.	Modelling situations mathematically and interpreting in context.	Reason deductively in geometry including using geometrical constructions	Select and use appropriate calculation strategies to solve complex problems	Developing formal mathematical knowledge to interpret and solve problems
Key questions	How can I check if my answer is sensible? Can I generalise this rule?	Can I manipulate and use algebra?	How can I represent an algebraic relationship?	Can I represent this as a diagram? What mathematical concepts can I see?	How can I represent this situation? How does this link to my understanding of angles?	What can I determine from this graph? Can I calculate area?
Assessment	Trust end of half-term assessment	Trust end of half-term assessment	Trust end of half-term assessment	Trust end of half-term assessment	Trust end of year assessment	Trust end of half-term assessment
Cross- curricular links	Science - Standard form	Science - Rearranging formula	Science - Graphs and measures		Art - Year 8 HT2 project	Science - Statistical diagrams

Any questions? Please contact Connor Lynch, clynch@george-spencer.notts.sch.uk

Our Year 9 Science Curriculum

We aim to develop all students into scientists who:

- Have opportunities to indulge their natural curiosity for science, leading to a lifelong passion
- Are scientifically confident and skilled learners with potential for embarking upon STEM-based careers
- Have a broad and deep knowledge of the sciences through immersion in our five-year spiral curriculum

Big Ideas in Year 9 Science

So much of our everyday lives depend on the fundamentals of science without most of us even realising it! What makes up everything that we see? How are we as humans different to plants at the cellular level? How does energy made in far off power stations get transferred into our homes to run our houses and technology? How do we choose which metals to make different objects out of? How can we tackle climate change?

Making Connections

Our Year 9 Science Curriculum will build on the idea from KS2 that organisms face threats and dangers and looks into how natural selection helps organisms adapt, whilst extinction faces those that can't. Y7 and 8 study of particles and the periodic table will be built on to look at the reactivity series of metals.

Our Year 9 Science Curriculum will build towards GCSE topic C5 studied in Y10 Chemistry where the reactions of metals and other chemical changes will be studied further, introducing and developing practical skills based on this. KS3 B8 also prepares students for B13, 14 and 15 studied in Y11 Biology, which looks at the applications of inheritance and natural selection in more detail.

	HT1	HT2	HT3	HT4	HT5	HT6
Topics	KS3 B8 - Adaptations and Inheritance KS3 C5 - Metals, acids and alkalis	KS3 C5 - Metals, acids and alkalis Fundamental skills for GCSE	GCSE B1 - Cell Structure and Transport GCSE B2 - Cell Division	GCSE C1 - Atomic Structure GCSE C2 - The Periodic Table	GCSE P1 - The Conservation & dissipation of energy GCSE P3 - Energy Resources	GCSE B3 - Organisation and The Digestive system
Skills	Graph skills Drawing punnett squares	Working Scientifically	Using microscopes & Calculating percentage change	Changing models based on new developing evidence	Rearranging equations	Practical skills Analysing & interpreting data from graphs/ tables
Key questions	What can we inherit from our parents? What is natural selection and what happens when organisms can't adapt?	How do metals react and what is produced?	What do cells look like under the microscope? What function do all the cell structures have?	How has the model of the atom changed over time as each new scientist gained more evidence?	How is energy stored or transferred? How can we make greener energy to tackle climate change?	How is our body and its systems organised? How are we able to digest our food?
Assessment	B8 end of topic test	C5 end of topic test End of KS3 Exam	B1 + B2 Topic assessment	C1 + C2 Topic assessment	P1 + P3 Topic assessment	End of year 9 exam (covering B1, B2, B3, C1, C2, P1 + P3)
Cross-curricular links	'Religion and science' taught in Y8 HT6 Philosophy links to B8				Y9 HT2 Maths - solving equations + Rearranging formulae HT1 Maths - Indices + routes	

Any questions? Please contact Mr B Walpole, bwalpole@george-spencer.notts.sch.uk

Our Year 9 French Curriculum

To develop all students into linguists who:

- Build upon their previous linguistic experience, developing the necessary linguistic skills to be able to communicate effectively in Listening, Speaking, Reading and Writing.
- Benefit from opportunities to use and manipulate a variety of key grammatical structures and patterns and develop and use a wide ranging and deepening vocabulary.
- Enjoy an opening to other cultures, fostering their curiosity and deepening their understanding of the world.

Big Ideas in Year 9 French

Are you passionate about films and music? Do you want to give your real opinions of the subjects you study? What would your dream house be like? - In year 9 French, you will be able to speak in depth about the things which matter to you. We will begin by learning to talk about family relationships, answering key questions such as what is your family like? Who do you get on well with and why? As we study each topic, including home and town, school and free time, we will widen our knowledge of vocabulary and develop greater proficiency when using different tenses and complex structures in order to speak and write in depth and with confidence about each topic..

Making Connections

Our Year 9 French Curriculum will build on both vocabulary and grammatical knowledge developed in Years 7 and 8. Having covered topics such as local area, hobbies and family in earlier years, we revisit these topics, but at a more advanced level. We expand our knowledge of complex structures and develop increasing proficiency in using three tenses, building on the foundations already established in Year 8.

Our Year 9 French Curriculum will build towards providing students with a solid foundation for their French GCSE by developing confidence in using three tenses and complex structures. Students will regularly complete GCSE style tasks in lessons in order to prepare them for Key Stage 4 Spanish.

	HT1	HT2	HT3	HT4	HT5	HT6
Topics	Me, my family and friends	Home, town, region	My Studies	School Life	Sport and hobbies	Music, Cinema, TV
Skills	Accuracy in writing and speaking Literary text	Giving detailed descriptions	Using 3 tenses together Making comparisons	Use transferable language accurately Resilience when listening	Accuracy in translation Recognising patterns in verbs Literary text Using 3 tenses together	Using opinions in the past tense Using 3 tenses together Using complex opinions Transactional language
Key questions	Can I discuss family relationships and give reasons?	Can I discuss the advantages and disadvantages of where I live?	Can I give justified opinions about subjects I study?	Can I discuss positive and negative aspects of school life?	Can I talk about my free time activities in present, past and future tense?	Can I give justified opinions about film and music genres, and types of TV programmes?
Assessment	1. Writing – 40 word paragraph and translation 2. Reading and translation	1. Speaking – Photo card 2. Listening	No assessment – Combined assessment with school life in HT4	1. Writing – 90 word paragraph and translation 2. Listening	No assessment – Combined assessment with music, cinema and TV in HT6	1. Speaking – Conversation 2. Reading and translation

Any questions? Please contact Miss Khirodhur - rkhirodhur@george-spencer.notts.sch.uk

Our Year 9 Spanish Curriculum

To develop all students into linguists who:

- Build upon their previous linguistic experience, developing the necessary linguistic skills to be able to communicate effectively in Listening, Speaking, Reading and Writing.
- Benefit from opportunities to use and manipulate a variety of key grammatical structures and patterns and develop and use a wide ranging and deepening vocabulary.
- Enjoy an opening to other cultures, fostering their curiosity and deepening their understanding of the world.

Big Ideas in Year 9 Spanish

With languages you are at home anywhere - Edmund de Waal

Sports, family relationships, school subjects, different types of films and TV programmes - during Year 9 Spanish you will cover all topics that are relevant to you. You will begin to feel so much more confident giving your opinions and talking about all aspects of your life in Spanish. This academic year will start to give you a real insight into what GCSE Spanish will be like and you won't be disappointed!

Making Connections

Our Year 9 Spanish Curriculum links to our Year 7 and Year 8 curriculum in which students will build on their knowledge of key topics such as Family and Friends and School. Students will also develop and expand their grammatical knowledge of different tenses and complex structures.

Our Year 9 Spanish Curriculum will build towards providing students with a solid foundation for their Spanish GCSE by developing confidence in using three tenses and complex structures. Students will regularly complete GCSE style tasks in lessons in order to prepare them for Key Stage 4 Spanish.

	HT1	HT2	HT3	HT4	HT5	HT6
Topics	Me, my family and friends	Home, town, region	My Studies	School Life	Sports and hobbies	Music, Cinema, TV
Skills	Accuracy in writing and speaking Literary text	Giving detailed descriptions Literary text	Using 3 tenses together Literary text Making comparisons	Use transferable language accurately Resilience when listening Using 3 tenses together	Accuracy in translation Recognising patterns in verbs Using 3 tenses together	Using opinions in the past tense Using complex opinions Transactional language
Key questions	Can I describe my friends and family and talk about how well I get on with others and why?	Can I talk about where I live and what things there are to do in my area?	Can I talk about past, present and future studies? Can I make comparisons of different subjects?	Can I describe my school and talk about areas such as uniform, school facilities and school rules?	Can I talk about sports and hobbies and give my opinion on these? Can I talk about sports I will do in the future?	Can I give my opinion on a range of different TV programmes/films and talk about which I regularly watch and why?
Assessment	1. Writing – 40 word paragraph and translation 2. Reading and translation	1. Speaking – Photo card 2. Listening	No assessment – Combined assessment with school in HT4	1. Writing – 90 words and translation 2. Listening	No assessment – Combined assessment with music, cinema and TV in HT6	1. Speaking – Conversation 2. Reading and translation

Any questions? Please contact Miss J Webb (Head of Spanish) jwebb@george-spencer.notts.sch.uk

Our Year 9 Technology and Food Curriculum

We aim to develop students of Design and Technology who:

- Have a coherent framework of knowledge about past and present design, understanding it's impact on daily life and the world around them.
- Develop the skills needed to design and make prototypes that solve real and relevant contexts.
- Benefit from the opportunity to develop creative, technical and practical expertise.

We aim to develop students of Food Preparation and Nutrition who:

- Gain knowledge and understanding of the importance of healthy eating and the principles of nutrition.
- Build the skills to cook a wide range of predominantly savoury dishes.
- Benefit from the opportunity to explore flavours and textures whilst using a variety of techniques and processes.

Big Ideas in Year 9 Design and Technology

How do designers solve our everyday problems? How do they know what works for us and what doesn't? Why do some products perform better and are more durable than others? Why should diet and eating healthily be an essential part of our everyday lives? What is the science behind what we eat? Why and how do ingredients function? In Y9 we continue to develop your skills and knowledge so that you can not only answer these questions but make informed decisions to shape your thinking.

Making Connections

Year 9 continues to build upon developing your knowledge, skills and understanding learnt in Y7 and Y8. You will explore different foods, through cooking a variety of dishes. Working with clients, you will independently solve problems using the iterative design process, designing and making high quality working prototypes.

In Y9 you will further develop your understanding of mechanisms and electronics, designing an iconic angle-poise lamp whilst considering the implications of environmental issues. You will develop your food practical skills, producing higher skilled dishes using foods from different cultures. You will demonstrate your knowledge of the iterative design process through completing an NEA to set you up for Y10 and beyond.

Topics	FPN - Designing suitable menus and preparing safe and balanced dishes.	Skills and Knowledge - Developing an understanding of systems and control, how they work and can improve the quality of users lives. Lamp manufacture.	Problem Solving - Healthy lifestyle NEA - work independently to identify and solve a real world problem.
Skills	Hygiene and safety Knife skills Presentation techniques Cooking techniques Analysis and investigation Research and planning Sensory analysis and evaluation	Health and safety. Motion and mechanisms - levers. The work of others. Developing/Modelling/Manufacturing. Annotated design ideas. Use of specialist tools and equipment. Testing and Trialling. Working with timber and plastic. Standard components. Collecting and analysing data. Evaluating.	Addressing a context. Investigating user/client needs. The work of others. Product analysis/Further research. Design briefs and specifications. Generating design ideas with annotation. Development Inc. SCAMPER & CAD. Modelling and prototypes. Evaluating.
Key questions	How do you plan, prepare and cook dishes for a range of users safely whilst meeting their dietary needs?	Why do we use levers and mechanisms? How does material property affect material choice?	What is a design brief & specification? Why do we evaluate?
Assessment	Practical teacher assessment.	Practical / theory & P4L teacher assessment.	Practical / theory & P4L teacher assessment.
Cross- curricular links	KS4 Science: Gelatinisation, Yeast. Bacteria, Pathogens and microorganisms.	Drama: HT3&4 - GCSE Taster module in 'set design experience'	Art: HT1&2 Observational Drawing skills: tone, blending, highlights and shadows..

Any questions? Please contact Sarah Juniper, sjuniper@george-spencer.notts.sch.uk

Our Year 9 Art Curriculum

We aim to develop all students into artists who:

- Develop a practical skill base and enhance their use of digital media, literacy and numeracy within the Arts.
- Learn how to develop personal and highly creative ideas whilst displaying an understanding and connection to the work of others (artists and cultures).
- Unlock creative potential within determined, resourceful and respectful attitudes.

Big Ideas in Year 9 Art

If we can produce artwork using any art materials, what would we select to use? Year 9 Art provides opportunities for students to make more personal decisions with their artwork by designing personal final outcomes and selecting preferred art materials. We will explore the themes of sweets and figure drawing, plus the popular 'Day of the Dead' project this year. How do you want to create your artwork and why? What ideas do you have for your artwork to make it creatively individual? We are excited to see your ideas!

Making Connections

Our Year 9 Art Curriculum will build on the media skills students have learnt in year 7 and 8 and extend these through longer, more in depth projects. There is an increased focus on students developing independence in their work and becoming more confident in decision making.

Our Year 9 Art curriculum prepares and inspires students to study Art at GCSE level. The media skills and techniques have experimented with will transfer into their sustained projects. Alongside their increased ability to make independent choices students will work towards creating personal outcomes based on insects, food and a personal choice project at GCSE level.

	HT1	HT2	HT3	HT4	HT5	HT6
Topics	Sweets		Figure		Day of the Dead	
Skills	Artist analysis Observational drawing skills: tone, blending, highlights and shadows Painting skills		Observational drawing skills: proportion, shape, tone Artist analysis Personal creative design Mixed media skills: accuracy and control		Preparation for GCSE Art Personal design response to cultural contextual source Personal choice of media	
Key questions	What is photorealism? How can we paint in a photorealistic style?		What is the proportion of the human body? How many 'heads' tall are we?		How do other cultures celebrate life and death?	
Assessment	1. Artist research 2. Personal creative response		1. Figure drawing 2. Personal creative response		1. Contextual research 2. Personal creative response	
Cross- curricular links			Maths - Year 9 - HT5 Direct and inverse proportion		Modern Foreign Languages Y10 Spanish half-term 2 Cultural Understanding	

Any questions? Please contact Mr Solly jsolly@george-spencer.notts.sch.uk

Our Year 9 Drama Curriculum

We aim to develop students of Drama who:

- Develop knowledge of a wide range of dramatic conventions, genre, styles and practitioners using practical and theoretical approaches.
- Develop skills as a performer, director and designer, making strides with personal life-skills including communication, presentation, self confidence, motivation, group work techniques, empathy and an understanding of the processes of analytical evaluation.
- Create opportunities to become lifelong learners, participants in Drama and Theatre and access to live theatre, developing confidence in one's own opinions and ideas while identifying their place as a global citizen.

Big Ideas in Year 9 Drama

"Theatre Is a form of knowledge; it should and can also be a means of transforming society". Whether exploring the traditions and origins of theatre, playing the fool or exploring meaningful society based issues in topical GCSE taster work and text exploration, year 9 is about exercising your dramatic muscles in order to tell a story or deliver a message in an interesting and engaging way, with confidence.

Making Connections

Our Year 9 Drama Curriculum will build on culmination of skills taught throughout KS3 encouraging students to apply their knowledge in a creative and meaningful manner.

Our Year 9 Drama Curriculum will build towards giving the students the necessary skills and experiences required to successfully study Drama GCSE at KS4. With a view to further study at KS5 and to encourage a lifelong love of Drama and live theatre.

	HT1	HT2	HT3	HT4	HT5	HT6
Topics	Greek Theatre	Comedy	GCSE Taster		Scripted Theatre - DNA	
Skills	Students explore the features of Greek Theatre, with focus on Choral skills. They use the story of Antigone and a range of non naturalistic drama conventions.	Learners use physical skills, comic timing and direct communication with audience to develop an 'interpretive dance' project.	Introduction to Creating Theatre in Education (TIE) performances, and the elements of Set Design. Working in groups with a stimulus to create a TIE performance or a Set Design portfolio, learners will experience a 'coursework' style assessed project		Script reading. Character identification and work on theme and plot development. Naturalistic performance from a script requires line learning. Introduction to Set and Costume design. Students choose either a performance or design (Costume or Set) based assessment. **This play is studied in GCSE Drama	
Key questions	How can we create performance atmosphere without technology?	How can you create a successful comedic performance?	How can we approach a GCSE style coursework project? How can we develop our time management skills? How can we create work based around a TIE theme?		How can we make our characters more believable? How can we make our design work more detailed?	
Assessment	Non naturalistic performance on choral skills and atmosphere creation.	Stylised physical comedic performance assessment	Either TIE performance or Set design portfolio in Drama GCSE coursework style.		Either Naturalistic scripted performance or design portfolio task.	
Cross- curricular links			DT YR 9 HT3, Modelling			

Any questions? Please contact Miss Skitt, nskitt@george-spencer.notts.sch.uk

Our Year 9 Music Curriculum

We aim to develop all students into musicians who:

- Perform, listen to and evaluate music across a range of musical periods and genres, historical periods, styles and traditions, including the works of the Great Composers and musicians throughout time. Students will develop confidence as performers through a range of performance opportunities.
- Use their voices as a tool for both composition and performance in solo and group contexts. Singing will be encouraged as part of the composition process and they will have opportunities to learn a variety of musical instruments in and out of the classroom.
- Understand 'how' music is created through the Elements of Music. They will listen to, discuss and analyse music from a breadth of genres, styles and cultures - understanding 'how' music fits into context.

Big Ideas in Year 9 Music

Why listen to only one style of music when there is a wealth to choose from?

Each time, place and culture has its own musical footprints and we can often make connections between countries and genres. We will gain an appreciation that Rap, Jazz and Boogie-Woogie have very strong links with Africa, as well as revisiting elements of The Blues studied in Year 8. We explore music that is relevant 'now', as well as having an appreciation of what has gone before. We will study popular musical styles from the past 70 years and realise this through performances as part of a band or ensemble. Most importantly, we will learn that performing and composing music with others can be a really rewarding experience!

Making Connections

Our Year 9 Music Curriculum will build on the skills of Performing, Composing, Listening and appraising developed throughout Years 7 & 8. Students will have experienced a range of music from different times, places and cultures and gained a wealth of experience as practicing musicians in the classroom.

Our Year 9 Music Curriculum will build towards giving the students the necessary practical, listening, composing and appraising skills required for GCSE Music and beyond. Practical skills remain at the heart of the curriculum and students will gain a wealth of performance and assessment experience. We encourage independence and decision making throughout, promoting a lifelong love of music.

	HT1	HT2	HT3	HT4	HT5	HT6
Topics	Popular Music	Band Project	African Heritage	African Heritage	Free Choice Performance	Ensemble Skills
Skills	Chord & Melody Performance: Paired, solo & ensemble.	Structure, making instrument choices. Rehearsing & Performing.	Boogie -Woogie Piano styles, based around a 12-Bar Blues structure. Improvisation.	Rap Writing & Performing Vocal Rap. Creating backing tracks using technology	Students select a keyboard piece of their choice: solo or as a pair. OR: Own choice of instrument.	Whole-class ensemble skills: Watermelon Man. Opportunities to develop GCSE skills
Key questions	How do we select an appropriate accompaniment/ style?	Which instruments will we use for each part of the song?	Where did Boogie music originate and how do we play 'Swing'?	How do we structure a Rap? What is 'Flow'?	What makes a good Performance?	What skills do I need in an Ensemble Performance?
Assessment	Keyboards Melody and/or Chord Assessment	Instrumental Skills within a band setting	Boogie -Woogie Keyboard assessment.	Written Lyrics and Vocal Performance Assessment	Performance Assessment: Live or Recorded	Group Performance Assessment
Cross- curricular links	English Y8 term 2, Poetry- 'Pop sonnets'		Geography Y7 term 3, African place study			

Any questions? Please contact Mrs Brown, jbrown@george-spencer.notts.sch.uk

Our Year 9 PE Curriculum

The **Intent** of Physical Education Curriculum at George Spencer Academy is to develop Physical Education students that:

- Use Physical Education to enhance knowledge and skills in a range of sports and activities so that students may be able to expertly and competently demonstrate and apply new techniques and a greater understanding of the use of tactics and strategies to overcome opponents.
- Develop a range of life and employability skills in order to be effective members of society.
- Benefit from a range of opportunities to develop a lifelong love for Physical Education and embed the importance of leading a healthy and active lifestyle.

Big Ideas in Year 9 PE

Have you ever wondered what the key to sporting success is? How tactics and set plays are used to outwit opponents? This year we focus on developing our understanding of these and provide opportunities to put this into practice in a competitive environment. There will also be opportunity to take on other sporting roles such as officiating and leading.

Making Connections

Our Year 9 PE Curriculum will build on developing and demonstrating an understanding of what makes a performance effective. We look at building student's confidence during competitive situations to provide the skills needed to outwit opponents and be successful.

Our Year 9 PE Curriculum will build towards exploring independent learning and a student centred approach to games based learning. Students will be proficient in knowing the rules and regulations for a range of activities as well as being able to employ tactics in order to outwit an opponent.

	HT1	HT2	HT3	HT4	HT5	HT6
Topics	Activities may include: Football, Basketball, Rugby, Netball, Table Tennis, Badminton Gymnastics, Dance, Health Related Fitness, Handball		Activities may include: Football, Basketball, Rugby, Netball, Table Tennis, Badminton Gymnastics, Dance, Health Related Fitness, Handball		Activities may include: Tennis, Rounders, Cricket, Track & Field Athletics, Softball.	
Skills	Character	Leadership	Problem Solving	Communication	Teamwork	Mindset
Key questions	How could you demonstrate accountability and fairness in your lessons?	What skills and attributes make a successful leader?	How could you implement different tactics during a competitive situation in order to outwit an opponent?	How could you demonstrate non-verbal communication and what impact might this have on your peers?	How can you support and respect your peers during the learning of a new skill?	Can you reflect on your own performance and then identify your own strengths and weaknesses?
Assessment	End of unit assessment	End of unit assessment	End of unit assessment	End of unit assessment	End of unit assessment	End of unit assessment
Cross- curricular links						Personal Development HT1

Any questions? Please contact Mr M Powell mpowell@george-spencer.notts.sch.uk

Our Year 9 ICT Curriculum

We aim to develop all students into effective practitioners in the workplace who:

- are prepared for the demands of Computing and IT in the world today;
- benefit from a programme that supports progression into GCSE work while also incorporating wider skills and context to prepare for the world of work;
- develop a love for the subject that is embedded into each and everyone one of our students' lives on a day-to-day basis.

Big Ideas in Year 9 Creative iMedia, Computer Science and Business:

In year 9 students will be on a rotation between Business, Creative iMedia and Computer Science where each topic spans 10 weeks of term time. The purpose here is to give them a solid foundation of what each subject offers at KS4 and also to complete their KS3 curriculum. Once the students have made their choices on their subjects they will then be assigned to the correct teacher for the final rotation so their learning can be geared towards the KS4 Curriculum. Where students have not picked a subject in the faculty they will receive an IT curriculum that will ensure they start KS4 with the adequate computing skills.

Making Connections

Our Year 9 Curriculum will build on elements of all topics from KS3 that will support the cognitive links to all three pathways. For example when we develop websites in year 8 we will be designing the interface which links to Creative iMedia; writing the code to create the website which links to computing and developing the entire solution based on a business need.

Our Year 9 curriculum will build towards ensuring our students are offered the best preparation for their chosen pathways by ensuring they are able to make an informed decision on the choice of pathway and then to engage them with the relevant curriculum for their future in KS4

	HT1	HT2	HT3	HT4	HT5	HT6
Topics	Creative iMedia - Understanding User interfaces	Creative iMedia - Understanding user interfaces	Computer Science Python programming	Computer Science Python Turtle Games Development	Business Developing a Cereal Product Project	Business Developing a Cereal Product Project
Skills	Understand the basics of digital user interfaces for the creative and digital media sector. Learn where and why digital graphics are used and what techniques are involved in their creation.	Develop understanding of a client brief, time frames, deadlines and preparation techniques as part of the planning and creation process	Understanding Python Programming including: Selection Sequence Iteration Arrays	Developing a game in Python Turtle. This will include learning interface design and game development techniques.	Understanding the marketing mix and customer requirements	Understanding the marketing mix and customer requirements
Key questions	What is the purpose of a user interface and why are they used?	How would you enhance user interfaces for different audiences?	What skills have you been exploring in Python?	What game are you creating?	What are the gaps in the market for the cereal industry?	What are the gaps in the market for the cereal industry?
Assessment	Pre assessment Post assessment	Pre assessment Post assessment End of term assessment	Pre Assessment Mid Assessment Post Assessment	Practical Programming Game	Practical Project	Practical Project
Cross-curricular links	Technology: ICT in Today's World - Emerging Technologies.	Computing Media	Technology: Problem solving - Healthy lifestyle mini NEA		Creative Imedia	Creative Imedia

Any questions? Please contact hwhalley@george-spencer.notts.sch.uk*** Timings may be different depending on which rotation you start with.

Year 9 Personal Development Curriculum

We aim to develop students who:

- Have the knowledge, understanding, attitudes and practical skills to live safe, healthy, and productive lives.
- Can demonstrate important life skills such as empathy, compassion and communication whilst being able to showcase discussion, debating and presenting skills..
- Become responsible, tolerant, positive global citizens who will make positive contributions to life in modern Britain.

Big Ideas in Year 9 Personal Development

We learn about concepts and topics that are hugely important in developing confident, responsible and tolerant global citizens who can make positive contributions to society.

Specific topics under the umbrellas of 'Living in the wider world', 'relationships', and 'health and well being' are explored and provide opportunities for students to express their thoughts, views and opinions in these areas.

Making Connections

Our Year 9 Personal Development Curriculum will build on knowledge developed in Year 8. Key concepts topics such as resilience, drugs, alcohol and tobacco and media literacy and resilience are explored more deeply.

Our Year 9 Personal Development Curriculum will build towards key stage 4 by further refining discussion and debate skills alongside empathy and reflection. Students will further explore relationship values including intimacy and sexual relations and the importance of consent.

	HT1	HT2	HT3	HT4	HT5	HT6
Topics	Self concept Mental health and well being Healthy lifestyles	Drugs, alcohol, tobacco Puberty and sexual health Positive relationships	Relationship values Forming and maintaining respectful relationships Consent	Contraception and parenthood Bullying, abuse and discrimination Social influences	Values for life in modern Britain	Media literacy And digital resilience
Skills	Reflection, coping strategies, organisation, self awareness	Discussion, reflection, agency and decision making, strategies to manage influence	Reflection, empathy, assertive communication, support seeking skills, risk management	Reflection, empathy, compassion, communication	Reflection, discussion, empathy	Discussion, application, risk management
Key questions	How do we recognise internal and external influences on decisions that affect our mental health and well being	What are the positive and negative uses of drugs in our society?	How do we recognise key indicators when forming and maintaining positive relationships?	How can we promote inclusion and challenge discrimination?	How does democracy work in the UK?	What are the positive and negative effects of the way we present ourselves online?
Cross- curricular links	PE - mindset HT6			Phiosophy - HT2 (Medical ethics and abortion)	Philosophy HT1 (Rules)	

Any questions? Please contact Mr Dakers, jdakers@george-spencer.notts.sch.uk