



**GEORGE
SPENCER
ACADEMY**

Our Year 9 Curriculum

A guide for parents and students

ETHOS OF EXCELLENCE

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 Mrs L. Floate at lfloate3@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	Iridescent Adolescent Creative writing	Iridescent Adolescent Media introduction	Language Laboratory Non-fiction writing	Language Laboratory Non-fiction writing	Romeo and Juliet Spelling Punctuation and grammar	Romeo and Juliet Tell- Tale Heart
	Maths 4 hours a week	Rounding, Estimation & Bounds, Standard Form, Indices, Sequences	Equations, Inequalities & Formulae, Algebraic manipulation, Compound measures	Straight line graphs, Non Linear graphs, Real life graphs	Constructions & Loci, Angles in Parallel lines, Congruence & Similarity	Direct & Inverse proportion, Trigonometry in right angled triangles, Pythagoras	Passport to GCSE
	Science 3 hours a week	Biology- Adaptations and Inheritance; Chemistry - Metals, acids and alkalis	Physics - Space and radiation Chemistry - The Earth	Biology - Cell Structure and Transport; Biology - Cell Division	Chemistry - Fundamentals of chemistry Chemistry - Patterns across the periodic table	Physics - Energy and the environment Physics - Energy stores and transfers	Physics - Heat transfer Biology - Enzymes and digestion
	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 / week	Me, my family and friends	Home and Future Home	Sports and Hobbies	Music, TV , Cinema	Neighbourhood and Region	My Studies and School Life
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. Cold War	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
Design and Technology	D&T and Food 2 hrs a week	Cooking and Nutrition (The topics in Technology are taught as specialisms and may not be taught in this order)		Product Design (The topics in Technology are taught as specialisms and may not be taught in this order)		Textile Design (The topics in Technology are taught as specialisms and may not be taught in this order)	
Creative Arts	Art 1 hour a week	Sweets		Figure		Day of the Dead	
	Drama 1 hour a week	Comedy	Greek Theatre	Live Theatre Review and devised project		Scripted Theatre - Noughts and Crosses	
	Music 1 hour a week	Popular Music Band Project (order may be reversed)		African Heritage Rap Boogie-Woogie		Free Choice -Performance Festivals & Film	
ICT, Business and Computing	ICT 1 hour a week	Spreadsheet modelling	Spreadsheet modelling	HTML & Web design	HTML & Web design	App development	App development
Personal Development	Personal Development Two 20-minute slots per week	Peer influence, substance use and gangs	Setting goals	Respectful relationships	Healthy lifestyle	Intimate relationships	Employability skills

Art, Music, Drama, Geography, History, Philosophy, Maths, English, Technology and ICT are taught in form groups or similar mixed ability groups. Other subjects are taught in sets based on choice of Language (French/Spanish), gender (PE) or ability (Science).

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/1FAIpQLSfDxOAEh5snHt1hihiJAJCRau-yGOWFjHQRKLhH82reIV28A/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	Things to Make and Do in the Fourth Dimension by Matt Parker	Angles in NFL https://www.youtube.com/watch?v=P_6my53llxY	The aMazing Hedge Puzzle, Symonds Yat https://www.mazes.co.uk/
	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 Blindside	Derby Velodrome
MFL	Languages	La matadragones: Cuentos de Latinoamérica www.1jour1actu.com	Coco (In Spanish - Disney+) Les Choristes (available on Youtube)	A local salsa dance group St. Michael's Mount in Cornwall
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	Film: Evan Almighty or Bruce Almighty. Assisted suicide/Euthanasia: https://www.youtube.com/watch?v=VCNhq9iL-IU	National Justice Museum, Nottingham
Technology	Cooking and Nutrition	Are you a Monster or a rock star? By Danielle Robertson	https://www.bbc.com/future/episode/follow-the-food/ https://www.channel4.com/programmes/food-unwrapped	Croots Farm Shop https://croots.co.uk/
	Product Design	Future electric cars: EVs launching in 2021 and beyond,	Print the legend - netflix	Birmingham science museum
	Textiles Design	Past and Present professionals- http://www.julieboyd.co.uk/lets-learn/past-present-professionals/	Past and Present professionals- http://www.julieboyd.co.uk/lets-learn/past-present-professionals/	Designer stores such as Vivienne Westwood and Paul Smith in Nottingham
Creative Arts	Art	Angela Wenzel's 13 Art Techniques Children Should Know Madman Volume 1, Mike Allred	Modern Master Andy Warhol https://www.youtube.com/watch?v=8Eqsj1n3O6I	Yorkshire Sculpture Park, https://ysp.org.uk/ ,
	Drama	Noughts and Crosses by Malorie Blackman	https://www.youtube.com/watch?v=MlXi8LfkV-0&list=PLJqBmiHpggs59hmAjlAsX_vh0vGYv_3Jm National Theatre on Youtube - Playlist about Greek Theatre	Theatre Royal Nottingham - https://NottinghamPlayhouse
	Music	Popular Music Styles https://www.bbc.co.uk/bitesize/guides/z3q47p3/revision/1	Jools Holland History of the Piano	Duchess Theatre, Long Eaton
ICT, Business and Computing	ICT	The self-taught programmer – by Cory Althoff	The Imitation Game	National Videogame Museum in Sheffield

Our Year 9 Homework Offer – supporting our Year 9 Curriculum at home

Homework is an integral part of students' learning that has numerous benefits to their progress and achievement at George Spencer Academy. For example, research suggests that effective homework can have the following benefits:

- It deepens and extends students' knowledge and understanding of topics covered in class;
- It allows students to practise key skills that each subject will seek to develop as well as transferable study skills e.g. revision, quizzing, research;
- It develops key personal attributes that are vital to continued education, study and employment e.g. organisation, independence, self-motivation;

At George Spencer Academy, homework that students are set throughout the academic year will be closely linked to the curriculum maps and the topics that they will study in each subject, allowing them to know more and remember more over time.

Teachers will set homework in each subject at least **every 6 lessons*** which may take one or more of the following forms:

- Practice questions/tasks
- Structured revision tasks for tests or assessments
- Extended writing tasks
- Self-quizzing of key words or other knowledge
- Further reading
- Research tasks
- Creative tasks e.g. drawing, practising performance

*Some subjects may set homework more frequently where it supports the ongoing, lesson-by-lesson delivery of the curriculum e.g. learning new vocabulary in Languages.

Parents can support their children in the completion of homework by checking their planner to view homework that has been set and recorded, discussing and clarifying homework tasks where possible and ensuring homework is completed in a quiet environment with few distractions. These supportive steps can help to ensure that homework is valued, worthwhile and it is completed in a timely manner.

Further information regarding homework clubs and other in-school support will be available through the 'extra-curricular' section of the school website. Should you have any queries regarding specific homework tasks please contact the relevant subject teacher in the first instance.

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.

Wednesday 07/07/22	Year 9 Information Evening
Week beginning 19/12/2022	Assessment point 1 information available to parents
Week beginning 09/01/23	Year 9 Pathways launch assemblies
Thursday 19/01/23	Year 9 Pathways Evening
Thursday 02/02/23	Year 9 Options taster sessions
Thursday 02/02/23	Year 9 Progress evening- P half
Tuesday 07/02/23	Year 9 Progress evening- S half
Friday 03/03/23	Options deadline
Week beginning 17/04/23	Assessment point 2 information available to parents
Week beginning 24/07/23	Assessment point 3 information available to parents

Assessment point information is collated by teachers three times a year and sent home to parents on paper; it is also available digitally through INSIGHT. It includes scores for effort and behaviour, any concerns over homework or deadlines, 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 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

Diverse writers, teenage speech and star-crossed lovers: Year 9 is the transition year between Key Stage Three and GCSE study. In this crucial year, students will study: a diverse short story collection, explore English Language, Shakespeare, non-fiction writing and Edgar Allen Poe. We will focus on responding to literature texts, exploring the language we use, 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, as well as exploring issues around Standard English, formality, and how English adapts to different social contexts. These skills will be further developed in GCSE and A Level.

	HT1	HT2	HT3	HT4	HT5	HT6
Topics Covered	Iridescent Adolescent Creative writing	Iridescent Adolescent Media introduction	Language Laboratory Non-fiction writing	Language Laboratory Non-fiction writing	Romeo and Juliet Spelling Punctuation and grammar	Romeo and Juliet Tell- Tale Heart
Knowledge	Explicit and implicit meanings, how to select quotes, language terminology, how to write a literature essay.	How to vary sentences, create imagery and craft narratives. Media terminology.	How writers create voice, language terminology, how to craft sentences and use punctuation accurately.	Standard English, accent, dialect, sociolect, idiolect, history of English.	Shakespeare's language, dramatic techniques and context. How to write a literature essay.	Shakespeare's language, dramatic techniques and context.
Skills	Inference, language analysis, context	Creative and narrative writing.	Analysing language use and writers' choices	Writing non-fiction texts	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 makes a good piece of non-fiction writing?	How has language changed?	What human problems does Shakespeare explore?	What are the best quotes from the play you are reading?
Assessment	Iridescent Adolescent - extract analysis	Write a story with the title 'escape'	Speaking and Listening assessment re: 'Amir and George and 'language	'teen identity' - writing an informative article	How does Shakespeare present conflict in Act Three Scene One?	How does Shakespeare present Lord Capulet in the extract and play as a whole?
Cross Curriculum Connections	Personal development- discrimination Spring 2	Personal development discrimination Spring 2			Drama - analysis of dramatic effects	History Elizabethan England Yr 10 Autumn 2

Any questions? Please contact Mr W. Hall, 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 Covered	Number Algebra	Number Algebra Ratio and Proportion	Algebra Ratio and Proportion	Geometry and Measure	Ratio and Proportion Geometry and Measure Statistics	Probability and Statistics
Knowledge	Estimation and bounds Standard form Rules of indices Geometric sequences	Equations, inequalities and formulae Algebraic manipulation Compound measures	Graphs (straight line, non-linear and real life)	Construction Loci Angles in parallel lines Congruence and Similarity	Proportion Trigonometry Pythagoras	Preparation for GCSE
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?	How can I strive to achieve my best in Maths GCSE?
Assessment	Trust Assessment	Low stakes assessment	Trust Assessment	Low stakes assessment	Trust end of year assessment	Low stakes assessment
Cross Curriculum Connections			Science HT5 - Energy (rearranging equations)		Constructions & Loci link with Art - Year 8 HT2 project	Technology Y9 - HT5/6 - Problem Solving skills

Any questions? Please contact Mr C 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 Covered	Biology- Adaptations and Inheritance; Chemistry - Metals, acids and alkalis	Physics - Space and radiation Chemistry - The Earth	Biology - Cell Structure and Transport; Biology - Cell Division	Chemistry - Fundamentals of chemistry Chemistry - Patterns across the periodic table	Physics - Energy and the environment Physics - Energy stores and transfers	Physics - Heat transfer Biology - Enzymes and digestion
Knowledge	The particulate nature of matter Atoms, elements and compounds Pure and impure substances Describing motion Forces Pressure in fluids Balanced forces Forces and Motion	Pressure in fluids Cells and organisation Cells and organisation The skeletal and muscular systems Gas exchange systems	Working Scientifically The particulate nature of matter Atoms, elements and compounds	Working Scientifically Current Electricity Static Electricity Magnetism	Working Scientifically Nutrition and digestion Health	Working scientifically Knowledge retrieval from prior learning Experimental skills and investigations Making predictions using scientific knowledge and understanding
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 does a lunar eclipse differ from a solar eclipse?	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 are we able to digest our food?
Assessment	End of Topic Test					End of Year Test
Cross Curriculum Connections	Technology (analysis and evaluation) Year 7 HT2	Y8 D&T HT1 Impact of food on diet Core PE KS3 - Anatomy		Computing (KS4) Hardware / software data representation / circuits	Y9 Personal Development HT4 - Diet and Exercise Y7 - D&T - Healthy Eating Y8 - D&T HT1 Impact of food on diet Core PE KS4 - healthy Lifesyles	Year 7 human geography - graphing skills

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

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 Covered	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. Cold War	Cold War History of Terrorism
Knowledge deepened and skills developed	<u>Source skills:</u> Treaty of Versailles <u>Significance:</u> Power of Terror and Propaganda <u>Causation:</u> Rise of Hitler <u>Chronology:</u> Rise of Hitler	<u>Source skills:</u> Hitler Youth, League of German Girls, Opposition Dunkirk Battle of Britain <u>Causation:</u> Stalingrad Battle of Britain Pearl Harbour <u>Change and Continuity:</u> Hitler Youth, League of German Girls, Opposition <u>Significance:</u> Whole scheme for Turning Points <u>World History:</u> Whole scheme for Turning Points	<u>Source skills:</u> Hitler Youth, League of German Girls, Opposition Dunkirk Battle of Britain Warsaw Ghettos <u>Causation:</u> Stalingrad Battle of Britain Pearl Harbour Persecution of the Jews <u>Change and Continuity:</u> Hitler Youth, League of German Girls, Opposition <u>Significance:</u> Whole scheme for Turning Points Nicholas Winton <u>World History:</u> Whole scheme for Turning Points Holocaust scheme	<u>Interpretation:</u> MLK and Malcolm X <u>Source skills:</u> Jim Crow <u>Significance:</u> MLK and Malcolm X <u>Local History:</u> Civil Rights in the UK <u>Causation/Chronology:</u> Civil Rights in the US	<u>Source skills:</u> Berlin Blockade <u>Chronology:</u> Introduction to Cold War <u>Significance:</u> Cuba <u>Consequences:</u> Afghanistan Cuba	<u>Modern world history</u> Whole scheme <u>Significance</u> The IRA 9/11 vs T Mcveigh <u>Causation:</u> IRA <u>Source Skills</u> IRA
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: What was the global impact of the Cold War?
Cross Curriculum Connections	Philosophy: Year 8, Term 1 Introduction to World Religions (Hinduism and Judaism) Personal Development - Y9 HT1 Peer Influence			Drama: Year 8, Term 1: Rosa Parks; Philosophy HT2 Y10 – Holocaust Politics Y12 - HT1 Unit 3; Personal Development - Y7 HT3 Diversity; Personal Development - Y8 HT3 Discrimination		

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 Covered	Our Warming World	Our Warming World; Our Connected World	Our Connected World	Our Extreme World	Our Extreme World; Middle East	Middle East
Knowledge	Physical geography - key features of river drainage basins.	Physical geography - processes in the formation of a waterfall.	Physical geography - plate tectonic theory and continental drift.	Location knowledge - identifying regional patterns of urban growth from world maps.	Place knowledge - case study of Makoko in Lagos showing consequences of rapid urban growth.	Human geography - impact of international trade and globalisation on emerging economies.
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 Curriculum Connections				Link to History: Year 7, Term 1	Link to Philosophy: Year 9, Term 1	

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 Covered	Rules	Medical Ethics 1 (Abortion)	Buddhism	Medical Ethics 2 (Euthanasia)	"Power Of" People, Money, Technology, Protest, God	"Power Of" People, Money, Technology, Protest, God
Knowledge	Considering the true impact that rules actually have on us in society and how many of those rules are influenced by religion.	Considering what makes us human and when does human life begin. Reflecting on who should make the laws that affect our moral viewpoints. Should religious or non-religious people make laws about abortion for everyone else.	Reflecting on what can be applied to our own lives from the Buddhist way of life e.g. meditation and acceptance. Considering how the practice of Buddhism may change across different countries and cultures.	Reflecting on whether it is ever morally acceptable to take a life. Considering who should be responsible for making decisions about the end of life. Is end of life care good enough to rule out euthanasia as an option?	Considering what it might take to be able to affect real change in the world. Reflecting on whether we as individuals can make changes to the world.	Considering the relevance of morality and Philosophy in the modern world. Reflecting on what moral issues may arrive in the future due to developments in technology and trends in current society.
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 Curriculum Connections			Link to Geography year 8 Summer HT1 - India and China			

Any questions? Please contact Mr Green, sgreen@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 Covered	Me, my family and friends	Home and Future Home	Sports and hobbies	Music, TV , Cinema	Neighbourhood and Region	My Studies and School Life
Knowledge	<u>Vocabulary:</u> physical and personality adjectives, numbers, family members <u>Grammar:</u> Presents tense of 'to have' and to be', adjectival agreement, possessive adjectives, comparatives, present tense of reflexive verbs <u>Phonics:</u> Consolidation of sounds introduced in Y7 and 8	<u>Vocabulary:</u> Types of house and location, compass points, rooms, free time activities, adjectives, chores <u>Grammar:</u> Present tense, negative form, adjectival agreement, prepositions, modal verbs, conditional tense <u>Phonics:</u> Consolidation of sounds introduced in Y7 and 8	<u>Vocabulary:</u> Sports, free time activities, frequency words, opinion verbs <u>Grammar:</u> Present tense, negative form, subordinate clauses, infinitive constructions, near future tense, pronouns 'y' and 'en' <u>Phonics:</u> Consolidation of sounds introduced in Y7 and 8	<u>Vocabulary:</u> film genres, TV programmes, music genres, adjectives, clothes, opinion verbs <u>Grammar:</u> Infinitive constructions, subordinate clauses, perfect tense, adjectival agreement, asking questions <u>Phonics:</u> Consolidation of sounds introduced in Y7 and 8	<u>Vocabulary:</u> Facilities in town, types of shop, directions <u>Grammar:</u> Adjectival agreement, comparatives, superlatives, prepositions, negative form <u>Phonics:</u> Consolidation of sounds introduced in Y7 and 8	<u>Vocabulary:</u> School facilities, school subjects, opinion verbs, adjectives, clothes, school rules <u>Grammar:</u> Adjectival agreement, infinitive constructions, subordinate clauses, modal verbs, perfect tense, conditional tense, 'if' clauses <u>Phonics:</u> Consolidation of sounds introduced in Y7 and 8
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 describe my dream home?	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?	Can I discuss the advantages and disadvantages of where I live?	Can I discuss positive and negative aspects of school life?
Assessment	1. Writing – 40 word paragraph and translation 2. Reading and translation	1. Speaking – Photo card 2. Listening	1. Writing - 40 words	1. Writing – 90 word paragraph and translation 2. Listening	1. Speaking - General conversation 2. Reading and translation	1. Reading and translation
Cross Curriculum Connections	Personal Development Y9 HT3 - Respectful relationships					

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 Covered	Me, my family and friends	Home and Future Home	Sports and Hobbies	Music, TV , Cinema	Neighbourhood and Region	My Studies and School Life
Knowledge	<u>Vocabulary:</u> physical adjectives, personality adjectives, numbers, frequency words <u>Grammar:</u> Present tense of 'to have' and 'to be', adjectival agreement, comparatives, superlatives, present tense of reflexive verbs <u>Phonics:</u> Consolidation of sounds taught in Y7 and 8	<u>Vocabulary:</u> types of house and location, adjectives, rooms, activities, furniture <u>Grammar:</u> present tense, conditional tense, adjectival agreement, opinions with 'lo', prepositions <u>Phonics:</u> Consolidation of sounds taught in Y7 and 8	<u>Vocabulary:</u> sports, hobbies, adjectives, frequency words <u>Grammar:</u> present tense, simple future tense, 'if' clauses, opinion verbs, subordinate clauses, infinitive constructions <u>Phonics:</u> Consolidation of sounds taught in Y7 and 8	<u>Vocabulary:</u> film genres, types of TV programme, adjectives, hobbies, <u>Grammar:</u> opinion verbs, subordinate clauses, near future tense, preterite tense, present tense, adjectival agreement <u>Phonics:</u> Consolidation of sounds taught in Y7 and 8	<u>Vocabulary:</u> facilities in town, adjectives <u>Grammar:</u> adjectival agreement, quantifiers, poder + infinitive, comparatives, opinions with 'lo' <u>Phonics:</u> Consolidation of sounds taught in Y7 and 8,	<u>Vocabulary:</u> school subjects, adjectives, school facilities, daily routine verbs, clothes, colours, school rules <u>Grammar:</u> adjectival agreement, subordinate clauses, modal verbs, preterite tense, present tense, comparatives, superlatives <u>Phonics:</u> Consolidation of sounds taught in Y7 and 8
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 describe my dream home?	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?	Can I discuss the advantages and disadvantages of where I live?	Can I discuss positive and negative aspects of school life?
Assessment	1. Writing – 40 word paragraph and translation 2. Reading and translation	1. Speaking – Photo card 2. Listening	1. Writing - 40 words	1. Writing – 90 word paragraph and translation 2. Listening	1. Speaking - General conversation 2. Reading and translation	1. Reading and translation
Cross Curriculum Connections	Personal Development - Y9 HT3 Respectful relationships					

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 Year 7 and Year 8. 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 Year 9 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 also further develop your knowledge of decorative techniques and manufacture a drawstring bag based on the work of others. The skills and knowledge learnt will set up for Year 10 and beyond.

Topics Covered	Cooking and Nutrition	Product Design	Textiles Design
Knowledge	<p>Embedded understanding of Hygiene and Safety for Cooking and Nutrition Deeper understanding of food preference and choice International cuisine Food science - raising agents and gelatinisation Food production and the environment</p> <p>Design process Planning and following a method - quality and dovetailing</p>	<p>Embedded understanding of Health and Safety for Product Design workshop Motion, Mechanisms and mechanical advantage Working with materials and properties Electronics</p> <p>Design process Product analysis Design communication to inform manufacture Modelling - design and development Evaluation</p>	<p>Embedded understanding of Health and Safety for Textiles Design Introduction to more complex decorative techniques Understanding the work of others Good design</p> <p>Design process Design development Evaluation</p>
Skills	<ul style="list-style-type: none"> • Further development of Hygiene and Safety practice for the Cooking and Nutrition kitchen • Adapting recipes • Cooking techniques • Knife skills - accuracy and advanced technique • Further development of presentation skills <p>Versatile meal planning</p>	<ul style="list-style-type: none"> • Further development of Health and Safety practice for the Product Design workshop • Advanced manufacture including forming and deforming • Manufacture using electronic components • Working with standard components <p>Working with timber and polymer-based materials</p>	<ul style="list-style-type: none"> • Further development of Health and Safety practice for the Textile Design workshop • Complex decorative and construction techniques • Further development of manufacturing skills
Key questions	How do you feed yourself and others, stay healthy and look after the environment?	Why do we use levers and mechanisms? How does material property affect material choice?	How can the work of others influence your design work? What are decorative techniques?
Assessment	Practical / theory & P4L teacher assessment. End of topic test.	Practical / theory & P4L teacher assessment. End of topic test.	Practical / theory & P4L teacher assessment. End of topic test.
Cross Curriculum Connections	Geography: HT1&2 Climate change		Art: Personal creative design. Mixed media skills: accuracy and control Maths: Problem solving

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 become artists developing the media skills and techniques have experimented with will transfer into their future studies. 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 Covered	Sweets		Figure		Day of the Dead	
Knowledge	Understanding realism v photorealism How to make paintings/drawings look real Use of acrylic paint -blending techniques -tints/tones/shades -highlights and shadows		Understand proportions of the human body Understanding angles of the human body in action Compositional choices		Artwork from other cultures Compositional choices	
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	HT1 - Shine study HT2 - Sweet Painting		HT 1 - Figure proportion studies. HT 2 - Comic Front cover.		HT 1 - Mixed media skull HT 2 - Personal creative response	
Cross Curriculum Connections			Maths Y9 HT5 - Direct & Inverse Proportion Science - Year 7 - Half Term 3 Organs and Organ systems D&T Textiles Y9 - Creative Design		MFL YR10 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 Covered	Comedy	Greek Theatre	Live Theatre Review and devised project		Scripted Theatre - Noughts and Crosses	
Knowledge	Drama conventions Performance techniques How to present and perform with confidence History of performance styles	Revisiting key Drama conventions, exploring Greek theatre conventions, such as a Chorus Historical importance of the theatre of Greek theatre Historical context as stimuli Introduction to a Greek Tragedy Revisit Physical theatre	How to analyse live theatre Developing stories/plot lines Different presentation formats Research techniques Exploration of meaningful topics		How to read and understand a script Drama conventions Performance techniques Developing use and understanding of production components such as set design Developing use and understanding of production components such as costume design	
Skills	Learners use physical skills, comic timing and direct communication with audience to develop an 'interpretive dance' project.	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.	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 you create a successful comedic performance?	How can we create performance atmosphere without technology?	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	Stylised physical comedic performance assessment	Non naturalistic performance on choral skills and atmosphere creation.	Either TIE performance or Set design portfolio in Drama GCSE coursework style.		Either Naturalistic scripted performance or design portfolio task.	
Cross Curriculum Connections			Design and Technology - Y9 Set design			

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 performing, 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.

	HT 1/2		HT 3/4		HT 5/6	
Topics Covered	Popular Music	Band Project	African Heritage	African Heritage	Free Choice Performance	Festivals & Film
Knowledge	Popular music culture as stimuli How to perform as a group How to play chords	Different musical structures How to compose	African heritage and a stimuli Develop keyboard skills Music notation and rhythm values. How to compose How to perform Different musical structures	African heritage and a stimuli Different musical structures	Develop use and knowledge of chosen instrument Music notation and rhythm values. How to compose How to perform Different musical structures	Analysing live performance How to compose for a purpose
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.	Perform/Compose for a 'purpose': Festival or Film 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 when composing for the moving image?
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 or Film Composition
Cross Curriculum Connections	English Y8 term 3, Poetry including '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 Covered <i>This is a typical year. Activities and order of delivery may vary.</i>	Football Health Related Fitness	Netball Gymnastics	Basketball Dance	Rugby Badminton	Tennis Athletics	Rounders Cricket
Knowledge	Year 9 - Develop independent learning in order to apply more complex skills, tactics and strategies across a range of activities. Knowledge of physical skill and abilities					
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 Curriculum Connections	Links to Personal development - Developing Skills and Aspirations Y7 Links to Biology at KS3 - Year 7 - Cells, Tissues Organs & anatomy					

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

Our Year 9 Computing 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 every one of our students' lives on a day-to-day basis.

Big Ideas in Year 9:

Students in Year 9 work on building on and embedding the key skills and knowledge gained in Y7 and Year 8. We spend time embedding these skills through project-based work where students can showcase their skills at a higher level. We use different software and allow students to take control of project work. All skills gained and taught in Year 9 allow students to make informed choices at the end of KS3 in preparation for their KS4 options.

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 Covered	Spreadsheet modelling and Business promotion	Spreadsheet modelling and Business promotion	HTML & Web design	HTML & Web design	App development	
Knowledge	Introduction to spreadsheets The main uses, key features and how spreadsheets are used in business Identify the basic structure of a spreadsheet columns, rows, cells, and cell references in spreadsheet software Use cell references Use the autofill tool	How WhatIF scenarios work What conditional formatting is and how to apply it to a spreadsheet model How to enhance a spreadsheet by adding validation as well as applying graphs and charts to demonstrate different ways to display data Use conditional formatting	How websites are displayed within a browser using HTML and CSS How websites are requested and delivered to our computer via the internet and the World Wide Web How to create the structure of a website using HTML and change the styling using CSS	Familiarise themselves with the coding environment and have an opportunity to build on the programming concepts they used in previous units before undertaking their project. Customise GUI elements to meet the needs of the user. Recognise that events can control the flow of a program Decomposition to break down a large problem into more manageable steps		
Skills	Introduction to spreadsheets Spreadsheet structures Uses of spreadsheets in business Basic formula Functions	What IF Graphs/Charts Project	Scenario and Market Research Market Research - Primary Research Branding & HCI Business Plan	Introduction to HTML and REPL Debugging Adding Multimedia to a Website Adding CSS to a Website Adding Tables and Hyperlinks to a Website Multiple Web Pages	Introduction to APP lab Event driven programming Error Detection in Programming Decomposition and User Driven Inputs Build an App with Block Programming	App project - creating an app for the business
Key questions	What would a business use a spreadsheet for?	What are the different types of charts we can use in Excel?	What does HTML stand for and how can we use it?	How can we use CSS in a website?	What is the purpose on an app?	How can you develop an app for a business?
Assessment	Pre assessment Spellings	End of unit assessment	Pre assessment Spellings	End of unit assessment	Pre assessment Spellings	End of unit assessment
Cross Curriculum Connections	Spreadsheet Modelling - Links to Y8 Maths in HT6 (Statistical diagrams, averages, ranges and data project)					

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

Year 9 Personal Development Curriculum

We aim to develop students who:

- Have the knowledge, understanding and attitudes to live safe, healthy, and productive lives;
- Can demonstrate important life skills such as empathy, compassion to respectfully acknowledge the views of others, to try to understand them and use them to challenge their own views;
- 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 wellbeing' 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 Covered	Peer influence, substance use and gangs Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation	Setting goals Learning strengths, career options and goal setting as part of the GCSE options process	Respectful relationships Families and parenting, healthy relationships, conflict resolution, and relationship changes	Healthy lifestyle Diet, exercise, lifestyle balance and healthy choices, and first aid	Intimate relationships Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography	Employability skills Employability and online presence
Knowledge	How to assess risk and manage influences, including online	How to work towards aspirations and set meaningful, realistic goals for the future	How to manage relationship and family changes, including relationship breakdown, separation and divorce	How to manage influences on body image	How the portrayal of relationships in the media and pornography might affect expectations	How to identify and access support for concerns relating to life online
Skills	Reflection, coping strategies, organisation, self-awareness, strategies to manage influence	Discussion, reflection, agency and decision making,	Reflection, empathy, assertive communication, support seeking skills,	Reflection, empathy, compassion, communication	Reflection, discussion, assertive communication, risk management	Discussion, application, risk management
Key questions	What are the positive and negative uses of drugs in our society?	How can your GCSE options help you achieve your goals?	How do we recognise key indicators when forming and maintaining positive relationships?	How do we recognise internal and external influences on decisions that affect our mental health and well being	Why is consent and contraception important?	What are the positive and negative effects of the way we present ourselves online?
Cross Curriculum Connections	Psychology Y10 - Social influence Y9 History - Hitler Youth Case study WW2 key events	French HT3 Y10 - Customs and Festivals/ Education Post-16 & Career Choices and Ambitions	French HT1 Y9 Family, descriptions and school		Science Y10 Biology HT4 Homeostasis Topic B11	Psychology Y10 - Social influence Y9 History - Hitler Youth Case study WW2 key events

Any questions? Please contact Mrs Randall: hrrandall@george-spencer.notts.sch.uk