

# Curriculum Guide

## Year 9 Autumn Term

### **ART & DESIGN**

#### **Overview:**

The practical focus in Art & Design during year 9 will be on continuing to develop drawing skills and extend the range of materials and techniques used to develop practical work in order that pupils are prepared for a GCSE course if it is one of their option choices. Work in the first term will include a project based on careers in Art & Design. The theme of the work covered in year 9 for the rest of the year will be THE EVERYDAY.

#### **Subject content:**

The work will have a workshop/practical based approach with shorter projects. Work may include a textiles based project if appropriate. Work will provide a firm grounding for the GCSE course in year 10.

#### **Literacy:**

Literacy will be incorporated in artist research and analysis. There will be further subject specific vocabulary related to materials, techniques and processes.

#### **SMSC:**

The focus will be on SPIRITUAL & SOCIAL aspects of SMSC agenda and this will be delivered through the theme of THE EVERYDAY.

#### **SEN support:**

Individual pupils will have support in lessons when provided.

#### **Stretch and Challenge:**

Art club is available weekly with their own class teacher and specific sessions will be run for HPA pupils after they have taken their options.

#### **Assessment:**

Work will be triple-assessed each half term with pupils having the opportunity to give their ideas and set their own targets for improvement alongside teacher effort and working at grades.

#### **Homework:**

Art & Design homework will include : research on careers related to Art & Design. Also research and drawing tasks to be completed in their sketchbook that will be provided by school.

## **BIOLOGY**

**Overview:** Year 9 students follow the AQA GCSE Biology.

### **Subject content:**

- Microscopy and cells
- Cell division
- Cell differentiation
- Stem cells

### **Literacy:**

Students learn a number of literacy skills across the scheme including:

- The correct use and definitions of scientific vocabulary
- Presenting reasoned explanations for everyday observation
- Debating scientific questions
- Extracting information from reports to draw their own conclusions about scientific phenomena

### **SMSC:**

Students will explore how science impacts our everyday lives. This unit has a particularly strong emphasis on SMSC with the lessons focusing on genetic testing, cloning and stem cells.

### **SEN support:**

All units include differentiated materials in order to meet the needs of all students.

### **Stretch and Challenge:**

Each unit contains standalone activities designed to extend the knowledge and understanding of those students. STEM club also runs to further engage those students with a passion for Science, Technology, Engineering and Maths

### **Assessment:**

Students are assessed during the unit using extended questions on working scientifically, maths skills and with a summative test at the end of the unit

### **Homework:**

Students should be set 1 homework per fortnight. Homework can take a number of formats, including:

- Online homework from the kerboodle website

- Worksheets around the topics covered
- Title pages / definitions of scientific vocabulary

## **Chemistry**

### **Overview:**

Year 9 students follow the AQA Separate Science scheme.

### **Subject content:**

The first unit of work is Chemistry of the Atmosphere, where students study:

- Evolution of the Earth's atmosphere
- Combustion reactions
- Pollutants
- Data on air quality
- Carbon footprint
- How individuals, companies and governments can change air quality

### **Literacy:**

Students learn a number of literacy skills across the scheme including:

- The correct use and definitions of scientific vocabulary
- Presenting reasoned explanations for everyday observations
- Debating scientific questions
- Extracting information from reports to draw their own conclusions about scientific phenomena

**SMSC:** Students will explore how different approaches to improving air quality can impact on people's lives in different ways. Also how individuals, companies and governments have differing views and why.

**SEN support:** All units include differentiated materials in order to meet the needs of all students.

### **Stretch and Challenge:**

Each unit contains standalone activities designed to extend the knowledge and understanding of those students. STEM club also runs to further engage those students with a passion for Science, Technology, Engineering and Maths

### **Assessment:**

Students are assessed during the unit using extended answer 6 mark questions and with a summative test at the end of the unit

### **Homework:**

Students should be set 1 homework per fortnight. Homework can take a number of formats, including:

- Online homework from the kerboodle website
- Worksheets around the topics covered

- Research and data collection

## **Design & Technology**

### **Overview:**

Pupils will follow a wide ranging Curriculum in Design and Technology during year 9 which operates on a carousel system. They will explore the design process through various disciplines within the subject area.

In Food students have double practical lessons, so can really build on the skills from previous years. Time management and independent working is key to all practical tasks. Students are encouraged to adapt recipes to make them their own. They will focus on 'Foods of the World', sauce based dishes and quality desserts. Theory work is more technical and looks at the working characteristics of ingredients in a range of products.

### **Subject content:**

#### **Design Technology (Product Design)**

Pupils analyse existing products to design and make a small storage box in pine, looking at construction techniques, measuring and marking out, the application of finishes and surface decoration. The focus of this project is skills based and a deeper understanding of timbers and manufactured boards.

#### **Design Technology (Electronics/ Product Design)**

The Mini mood light (small USB powered light) project introduces pupils to printed circuit boards and develops their soldering skills as well introducing chips and the concept of inputs and outputs. It also combines an element of product design to house the circuit, allowing students to look at manufacturing processes like vacuum forming.

#### **Food Technology**

Design and Make Task – linked to the data and Sainsbury's 3 Star Chef Award Scheme

- Food from around the world
- planning techniques
- classification of sauces and gelatinisation
- adapting designs for different consumer groups
- food commodities
- standard components

All recipes will link to the theory work to demonstrate the key issues of the lesson before. The focus will be on dishes of the world.

### **Literacy:**

Opportunity for written tasks, reading of instructions (the putting into practise), listening skills in demonstrations and group work. Pupils will also develop their speaking skills in small groups and to the whole class.

**SMSC:**

This continues to be a strength in all disciplines within the subject. Group work is still important in all practical tasks due to the sharing of areas / tables and equipment and completing the washing up stage in food and tidying up in both areas! Pupils are aware of the needs of others. In Food recipes will be adapted according to individual requirements and costing and cultural influences will be paramount.

**SEN support:**

Is suited to individual needs.

**Stretch and Challenge:**

Extension tasks are available across the schemes. In Food the practicals enable the more able pupils to put their own slant on recipes, whilst showing individual flair and independent working. Evaluations are able to be completed to show higher order skills.

**Assessment:**

Assessment is broken down in to 4 strands in Product Design and pupils are given feedback on strengths / areas of development in each strand as well as an overall grade for the practical.

In Food each practical is assessed individually, design and written work is marked regularly. An assessment passport gives clear feedback on points of strength and targets for improvement.

**Homework:**

This varies and includes written and design tasks, research tasks as well as preparing ingredients for the practical lessons in the food element of the course. The multicultural research task encourages students to show creativity and higher order research skills with analysis.

## **ENGLISH**

### **Overview:**

As year 9 is the foundation year for GCSE English, learning is structured and marked using the same structure and mark schemes that are used in Key Stage 4. Students begin the term by studying a novel (To Kill A Mockingbird or Of Mice and Men). The unit will focus on reading critically and extending students' ability to read and understand texts, selecting material appropriate to purpose, while demonstrating developed and sustained interpretations of writers' ideas and perspectives

For the second half term, learning is centred on writing non-fiction. Students will be marked for their writing based on two criteria: Content and organisation and sentence structure, punctuation and spelling.

### **Subject content:**

Half term 1

Novel

Formative assessment: READING

Extract question from old exam paper.

Summative assessment: READING & WRITING

Essay Question using GCSE mark scheme

Spoken Language: Group drama.

Half term 2

Writing non-fiction

### **Formative assessment:**

Writing non-fiction

learners have the option from a selection of tasks.

### **Summative assessment:**

Writing non-fiction

learners have the option from a selection of tasks.

Spoken Language: Individual speeches – ambitions or tracks of my years.

### **Literacy:**

Across year 9, students build on their literacy skills from Key Stage 3 through exploration of a range of texts and genres. They are also coached in writing skills and are given the opportunity to write for a full range of purposes, for different audiences and in different forms. The assessment of reading and writing alternates throughout the year for all KS3 groups. Speaking and listening skills are intrinsic to the schemes of learning and activities take place throughout the year; the value of verbal communication is at the forefront of all lessons.

**SMSC:**

Throughout both schemes of learning in this term, students will engage with social and emotional issues which arise from discussion of themes and characters in the texts we study. In addition to the content of the texts, collaboration and team work is intrinsic to all schemes of learning in English.

**SEN support:**

We have a range of texts which are chosen by the teacher in order to tailor lessons to the needs of individual classes. In addition, resources within schemes of learning are further differentiated to match the needs of individuals.

The English team also work closely with Learner Support to ensure that second adults are deployed in order to be highly effective and provide the necessary support in a meaningful and structured manner.

**Stretch and Challenge:**

We have a range of texts which are chosen by the teacher in order to tailor lessons to the needs of individual classes and to provide stretch and challenge for all students. In addition, the exemplar materials provide students with a model which is suitably aspirational.

**Assessment:**

Students' progress will be formally assessed at the end of each half term but this will be the summation of the continuous assessment in students' exercise books where targets are reviewed and updated regularly. As part of their work in exercise books, students will produce one formative assessment (as outlined above) for which they will receive detailed feedback in preparation for their summative assessment task. Summative assessment tasks are produced under controlled conditions and the levels awarded contribute to the year's overall Teacher Assessment.

**Homework:**

English department policy is that homework should evolve from and support or extend work in class. Tasks may be research, reading or writing based.

## **GEOGRAPHY**

### **Overview:**

Students start studying topics that will be covered at GCSE this is as a foundation for the work at GCSE rather than following the exam syllabus exactly.

### **Subject content:**

Unit 1 – Development – Students study what it means to be rich or poor. Find out where billionaires live; different methods to measure development such as the Human Development Index (HDI) and the Brandt line; find out what factors contribute to making some areas of the world more developed than others and what is being done to combat poverty. Important skills are recognising the changing nature of the world and how quickly data and methods become outdated.

Unit 2 – Natural Hazards – A unit on tectonic and climatic hazards. Students find out the causes, impacts and management of volcanoes, earthquakes and tropical storms (hurricanes).

### **Literacy:**

Students have to evaluate different methods and justify their reasons for reaching these conclusions.

### **Numeracy:**

Students draw scatter graphs to test correlation. Students have to interpret data in a variety of forms – percentage, ranked, scored etc.

### **SMSC:**

Students consider why some areas are less developed than other areas – we also consider the terminology and if this gives a biased view of the world when we used to talk about “First World” and “Third World” countries.

### **SEN support:**

Teachers are aware of individual needs and will prepare resources to reflect this.

### **Stretch and Challenge:**

Students are given the opportunity to complete GCSE style questions.

### **Assessment:**

The Development Assessment is a decision-making exercise where students have to decide the best way to improve life for a family living in rural Ghana, Africa.

The Natural Hazards assessment is a GCSE question on tectonic hazards.

### **Homework:**

There is a variety of homework set. There may be research on actual hazard events or judgements about resources. Students have to test hypotheses about where billionaires would live in the world – which continent will have the most.

## **History**

### **Overview:**

History in Year 9 will begin with The Industrial Revolution, exploring the reasons for industrial growth and its impact on Britain. An investigation into the identity of Jack the Ripper will also feature in this Victorian period. A study into the British Empire will include the use of slavery. The second half of the term will move onto an investigation into the causes and major events of World War I.

### **Subject content:**

Industrial Revolution

Jack the Ripper

British Empire

Slavery

Causes of World War One

Major events of World War One

### **Literacy:**

Literacy skills are addressed from the start of the year in History lessons, with connectives being a key focus for development, in addition to continuous work on spelling, punctuation and grammar. Literacy title pages are completed for each unit, addressing key words and definitions. Teacher and peer assessment is used to improve Literacy skills.

### **SMSC:**

The Autumn Year 9 History course provides many opportunities for SMSC development. Lessons will encourage learners to develop relationships by working collaboratively and having opportunities for class discussion. There will be detailed investigations into English society and culture, as well as enquiries into religious development in the Empire.

### **SEN support:**

The SEN department at Great Sankey is incredibly skilled and well resourced: the History department works closely with support staff to ensure that effective strategies and materials are used to support learner development.

### **Stretch and Challenge:**

The History department Schemes of Learning clearly identify opportunities in every lesson for learners to be stretched and challenged, whether this is through further evaluation of an issue or an enhanced element of problem solving.

### **Assessment:**

There will be an assessment based on a judgement questions in Autumn 1 and 2, assessing students' ability to describe, explain and evaluate. Knowledge tests will also be used to judge progress as well as formative judgement questions. Source skills will be practiced frequently, particularly in the area of inference and reliability.

**Homework:**

The History department sets homework in line with the school homework policy. Homeworks are intended to be pieces which will take understanding acquired in the classroom further, encouraging students to develop a deeper awareness of the issues involved. Creativity is also a key element of many homeworks, particularly project-based work.

## **ICT and Computing**

### **Overview:**

Students will develop their skill set using a variety of pieces of software to ensure they are all competent users of ICT. They will also increase their theory knowledge on ICT and Computing topics through a range of experiences inside and outside of the classroom.

### **Subject content:**

#### **Software**

Presentation

Spreadsheets

Word processing

#### **Theory**

Spreadsheet modelling

Profit/Loss models

#### **Literacy:**

Keywords and definitions are recorded by all students to show they know and understand the keywords for each topic

#### **SMSC:**

(S)Business related – profit and loss

#### **SEN support:**

‘Scaffolding’ is used within lessons

Help sheets are available to guide students on how to access the required tools within a piece of software

#### **Stretch and Challenge:**

All students are taught the essential tools within a piece of software but to achieve higher levels they are required to independently find how to use the more complex ones. Students might be asked to research a certain topic in more detail to allow them to access higher levels. Students are asked to evaluate their work and justify why they have used certain tools or techniques

#### **Assessment:**

Effective self-assessment and peer-assessment is a skill our students develop. This is done against a set criteria allowing students to assess their work and allows them to set targets to help them improve. Verbal feedback is given every lesson to ensure students are progressing. Every student is given an assessment level at the end of a unit of work. This can help a student to see how they are progressing.

**Homework:** Homework's are set based on the software and/or topics they are studying at the time. These homework tasks can help to broaden a student's knowledge of a topic.

## **Mathematics**

### **Overview:**

The syllabus is broken down into 2 / 3 week units based on the KS3 National Curriculum.

We set in ability groups based on KS2 performance and teacher assessment.

All the sets cover broadly the same elements of the syllabus, appropriate to their level of ability.

### **Subject content:**

Number 1 – Types of number

Shape 1 – Angles, Scale drawing and Bearings

Algebra 1 – Basic manipulation, including brackets

Algebra 2 – Co-ordinates and linear graphs

Data Handling 1 – Collecting and representing data

### **Literacy:**

Starter and plenary activities are designed to make sure learners use mathematical vocabulary correctly and develop communication skills.

### **SMSC:**

The learning atmosphere in the classroom promotes mutual respect and a co-operative team building ethos. The resources used are multicultural and show the diverse backgrounds of both famous mathematicians and the techniques we use. Where relevant the topics are related to real life situations.

### **SEN support:**

Our lower ability sets are supported by TAs as well as our departmental assistant.

### **Stretch and Challenge:**

All sets are given extension examples to challenge the most able. We enter our most able students for the UK Mathematics Challenge as well as holding our own events for the gifted and talented. We also use a variety of web sites to enrich the mathematical experience for our learners.

### **Assessment:**

We use homework and Assessment Passports to assess our learners on a week to week basis as well as a formal assessment at the end of the term.

### **Homework:**

This is set and marked in line with school guidelines.

## **Year 9 Higher      Mathematics**

### **Overview:**

The syllabus is broken down into 2 / 3 week units based on the KS3 National Curriculum.

We set in ability groups based on KS2 performance and teacher assessment.

All the sets cover broadly the same elements of the syllabus, appropriate to their level of ability.

### **Subject content:**

Number 1 – Types of number, including HCF and LCM

Shape 1 – Angles, Scale drawing and Bearings

Algebra 1 – Basic manipulation, including brackets

Number 2 – Fractions

Number 3 – Decimals

Algebra 2 – Linear graphs

Number 4 – Estimating, rounding and accuracy

Data Handling 1 – Collecting and representing data

Algebra 3 – Sequences

### **Literacy:**

Starter and plenary activities are designed to make sure learners use mathematical vocabulary correctly and develop communication skills.

### **SMSC:**

The learning atmosphere in the classroom promotes mutual respect and a co-operative team building ethos. The resources used are multicultural and show the diverse backgrounds of both famous mathematicians and the techniques we use. Where relevant the topics are related to real life situations.

### **SEN support:**

Our lower ability sets are supported by TAs as well as our departmental assistant.

### **Stretch and Challenge:**

All sets are given extension examples to challenge the most able. We enter our most able students for the UK Mathematics Challenge as well as holding our own events for the gifted and talented. We also use a variety of web sites to enrich the mathematical experience for our learners.

### **Assessment:**

We use homework and Assessment Passports to assess our learners on a week to week basis as well as a formal assessment at the end of the term.

**Homework:** This is set and marked in line with school guidelines.

## **Modern Foreign Languages**

### **Overview:**

In Year 9 students continue with the language that they have studied in Years 7 and 8. For the current Year 9, this is either French or Spanish. Wherever possible students will be exposed to authentic materials and situations in the four skill areas of speaking, listening, reading and writing.

**Year 9 is a GCSE foundation year. We follow the AQA specification.**

In the speaking component, students are required to fulfil a variety of tasks ranging from role-plays in everyday situations to eliciting information, responding to questions and to holding conversations on prescribed topics. In the listening component, students work from a variety of materials including audio material and video extracts. They are expected to understand specific details of what they hear and extract relevant specific information. In the reading component, students are expected to understand instructions, signs and notices on public display and to extract information from a wide variety of materials. In the writing component, students will complete a range of writing tasks using a variety of stimuli and models, including letters, emails, articles and other authentic sources.

### **Subject content:**

#### **FRENCH and SPANISH:**

#### **GCSE context: Work and Education**

##### Autumn term 1

- Describing your school
- The school day
- Giving opinions about the subjects you study
- School uniform
- Describing teachers
- The differences between French/Spanish and English schools

##### Autumn term 2

- The perfect tense
- Future plans
- The near future
- The future tense
- Why study languages?

### **Literacy:**

There is a strong focus on grammar and vocabulary learning and acquisition in Year 9 and we aim to build on, consolidate and extend the grammar covered in Years 7 and 8. Tenses and more complex grammatical structures are studied in greater detail.

Students are encouraged to write accurately and to understand and use grammatical terms. They will be expected to spot mistakes and make corrections. They will produce longer and more complex pieces of writing.

Text handling skills and strategies for comprehension are also a key focus in Year 9, as is the development of dictionary skills. Students are encouraged to use glossaries and dictionaries to look up unfamiliar vocabulary on an on-going basis.

Students also learn vocabulary regularly, including the spellings. This should access the Memrise vocabulary learning site ([www.memrise.com](http://www.memrise.com)). This encourages vocabulary learning and accurate spelling. Individual teachers will also create their own courses for students to complete.

### **SMSC:**

By their very nature languages encourage students to develop their communication and social skills, express opinions and points of view and consider cultural differences. The topic of 'school' studied in both languages this term, allows students to consider the differences between the UK and the target language country. Students are also encouraged to consider issues such as 'uniforms: for or against?'

We also use authentic materials and aim to develop a wider cultural awareness of countries across the world where French and Spanish are spoken.

Students regularly work in pairs and groups, and conduct whole class surveys, mutual respect is encouraged and expected as a matter of course. Students also have regular opportunities to consider their own lifestyles and preferences, and to compare and contrast them with those of others.

Our Foreign Language Assistants also work with groups of students or on a one-to-one basis, giving students an authentic context for their learning, as well as a real insight into the target language country.

### **SEN support:**

Materials are differentiated to meet the needs of all students.

TA support will be provided in some lessons for individuals as required

### **Stretch and Challenge:**

Challenge cards are used

The textbooks contain extension sections at the end of each module (En plus / ¡Extra!)

### **Assessment:**

The department operates a policy of continuous assessment with students' targets reviewed and updated regularly. Work is TIM assessed at least twice per half term. Self and peer assessment opportunities are provided on an on-going basis in lessons

Progress tests take place at the end of each half term.

Progress test 1 (Autumn 1)

- Listening and reading

Progress test 2 (Autumn 2)

- Mini controlled assessment – describing your school

**Homework:**

Year 9 students should receive around 1 ½ hours (max 2 hours) homework every two weeks.

We recognise that pupils enjoy doing different types of activities, and we aim to address all learning styles. Typical homework tasks will include:

- Reading activities: comprehension and text handling exercises which are appropriate to the level of the class
- Writing tasks
- Vocabulary learning
- Grammar exercises
- Learning of grammar
- Gap-fill activities
- At least one research task per term

## **Music**

### **Overview:**

A term for re-visiting solo performance and music technology modules.

### **Subject content:**

Depending on the carousel, most classes begin Year 9 with a solo performance. Many students choose to use the keyboard for this unit, but some choose instead to sing or play their own instrument. They practise a song of their choice over several lessons, building up to their performance at the end of the unit.

Students also complete a Music Technology unit in the autumn term. Building on the introductory unit from Year 8, they sequence their own version of a popular song, then learn how to add effects and automation to this to improve the overall sound. Students are assessed on the quality of their final mix and their creative use of effects.

### **Literacy:**

Students use literacy skills when using related vocabulary, following learning resources and working with song lyrics.

### **SMSC:**

Students use social skills when working in pairs on their music technology project.

There are links to culture through the use of popular songs for solo performance.

### **SEN support:**

- Simplified keyboard parts and music technology tasks
- Using alternative phrases in place of advanced terms
- Extra support from staff

### **Stretch and Challenge:**

- Advanced performance pieces and chord patterns
- Advanced music technology techniques
- Use of higher level technological vocabulary

### **Assessment:**

Assessment is carried out at the end of each unit in the form of a solo performance or music technology mixdown.

### **Homework:**

Online tasks on Moodle, focusing on performance and Pro Tools software.

## **PE**

### **Overview:**

Physical Education lessons aim to ensure that all pupils:

- Develop competence to excel in a broad range of physical activities.
- Are physically active for sustained periods of time
- Engage in competitive sports and activities
- Lead healthy, active lifestyles

Two of the lessons each fortnight are used to deliver the Physical (fitness training) and Skill (sports leadership) sections of Bronze Duke of Edinburgh award, which all learners are given the opportunity to participate in.

### **Subject content:**

Year 9 PE builds upon the work from year 8 and prepares the learners for GCSE study. Activities are followed on a rotational basis, each block of work lasting 6 weeks (6 lessons). Activities include:

Boys - Rugby, football, and badminton.

Girls - Handball, invasion games (football, rugby), gymnastics, dance and badminton

### **Literacy:**

Focus on key words and sports specific terminology.

### **SMSC:**

Fair play, sportsmanship and respect are promoted in all lessons.

### **SEN support:**

Groups are setted by ability. TA's actively support lessons.

### **Stretch and Challenge:**

Groups are setted by ability allowing the more able to be extended. The department also offers an extensive extracurricular programme including competitive sports teams.

### **Assessment:**

Continual teacher assessment, formal assessment at the end of the block of work. Learners are also given the opportunity to carry out self-assessments.

**Homework:** N/A

## **PHYSICS**

### **Overview:**

Year 9 students follow the AQA Physics GCSE

### **Subject content:**

The first unit of work is waves, where students study:

- The nature of waves
- Transverse and longitudinal waves
- The wave equation
- The electromagnetic spectrum

### **Literacy:**

Students learn a number of literacy skills across the scheme including:

- The correct use and definitions of scientific vocabulary
- Presenting reasoned explanations for everyday observation
- Debating scientific questions
- Extracting information from reports to draw their own conclusions about scientific phenomena

### **SMSC:**

Students will explore how science affects human understanding of our place in the Universe and how scientific theories can be challenged and replaced.

### **SEN support:**

All units include differentiated materials in order to meet the needs of all students.

### **Stretch and Challenge:**

Each unit contains standalone activities designed to extend the knowledge and understanding of those students. STEM club also runs to further engage those students with a passion for Science, Technology, Engineering and Maths

### **Assessment:**

Students are assessed during the unit using extended answer 6 mark questions and with a summative test at the end of the unit

### **Homework:**

Students should be set 1 homework per fortnight. Homework can take a number of formats, including:

- Online homework from the kerboodle website
- Worksheets around the topics covered
- Title pages / definitions of scientific vocabulary

## **PSHE**

### **Overview:**

Options Choices Unit

Launchpad – questionnaire

and careers package

Options booklet (will be ongoing throughout term one and two)

Drug Education

- Types, classification and consequence
- Evaluation of our knowledge
- Peer pressure
- Exploring attitudes towards drug users

National Anti-Bullying Week November 2014

Theme 'Let's stop bullying for all'.

### **Subject content:**

To establish their knowledge about drugs and to develop a greater understanding of the different drugs available and their classes

To increase basic knowledge around substance use/misuse. To identify prevalence of drug use, both locally and national. To explore positive and negative use of drugs and how to refuse them.

Examine the unpredictability of drugs.

To explore peer pressure and the many reasons why people may choose to take drugs

**Literacy:** Speaking and listening. Reading/interpretation

**SMSC:** Students will explore their beliefs and experiences, feelings and values, enjoy learning about oneself, others and the surrounding world and will reflect.

### **SEN support:**

Form tutors will be aware of the different needs of their students in their form and will have various strategies in place for this. All lessons have a detailed lesson plan in order to help the tutors prepare lessons that will meet the needs of all students.

### **Stretch and Challenge:**

Within the SoL there are various resources and extension tasks aimed at the higher achievers.

### **Assessment:**

Throughout the year PSHE is assessed by the teacher during lesson time. Self and peer assessment take place also.

## **Religious Studies**

### **Overview:**

Over the course of three years, students study the Edexcel GCSE which is made up of two units, Religion and Life and Religion and Society. This term, students will be studying Crime and Punishment.

### **Subject content:**

Students will study;

- Law and Justice
- Theories of punishment
- Why Justice is important
- Capital Punishment
- Drugs and Alcohol

When looking at each topic students will consider non-religious, Christian and Muslim attitudes as well as developing their own opinions on these issues.

### **Literacy:**

reading, poetry, writing, speaking and listening, key terms, presentations

### **SMSC:**

Students are encouraged to understand impact religion has on the lives of those around them whilst reflecting on their own beliefs and what they value.

### **SEN support:**

Lessons are planned with every student in mind and resources are differentiated.

### **Stretch and Challenge:**

Higher ability students are positioned in groups to take on a coaching role with other students. 'Challenge' questions are set during lessons. Work is differentiated to stretch the more able. More stretching text when considering the design and causation argument as well as key philosophers critiques.

### **Assessment:**

Students have the opportunity to take ownership of their own work through peer and self assessment. Books are marked on a regular basis with feedback given on how to make continued progress as well as opportunity to apply that feedback to their previous work. An end of unit test will take place. Regular practice exam questions take place.

### **Homework:**

Homework will be set every other lesson. It may be a research task, a written or creative task. Creative homework's may be set to cover a number of lessons.

