



Bishop Challoner
Catholic School

Year 9 Curriculum Calendar 2024-25

	YEAR LEADERS	TUTOR GROUP	FORM TUTOR
Year 9	Mr Campbell (HOY)	St Ignatius	Ms Ferry
		St Martin de Porres	Ms Englefield
	Ms Ali (DHOY)	St Maximillian Kolbe	Ms Ige
		St Oscar Romero	Ms Anwan
		St Katherine Drexel	Ms Boudlal
		St Teresa of Kolkata	Ms Wang

At Bishop Challoner, we deliver a broad and balanced curriculum, providing pupils with the education they need to succeed in later life. At our school, we aim to inspire pupils through our curriculum, and encourage them to seek the paths they desire for their future careers. The school intends to offer pupils new and exciting experiences through extracurricular activities that are designed to build resilience, confidence and self-esteem. Through the design of our curriculum, we seek to educate the whole person as made in the image and likeness of God. We strive to develop the spiritual, moral, social and learning attitudes of our pupils so that they may become the best that they can and live the best possible life.

Regular testing and assessment is integral to the curriculum with full reports sent to parents/guardians annually. Parents/guardians will be encouraged to co-operate with the school by monitoring their child's work and activities, by frequent inspection of the homework diary and by attending meetings arranged for the purpose of discussing student's progress.

The curriculum is designed to provide access and opportunity for all pupils who attend the school. Where required, pupils with SEND will receive the additional support they require both academically and with their personal development, in line with the school's Special Educational Needs and Disabilities (SEND) Policy.

This may include:

- Working with TAs in smaller groups to work on topics covered in lessons to ensure they do not fall behind their peers
- Taking measures to ensure pupils with SEND are not discriminated against in any way
- Teachers monitoring the progress of pupils with SEND and reporting this to the SENCO
- Adopting a close working relationship between the SENCO and teachers to help them break down any barriers pupils with SEND have to education

SEND

We believe that your child's learning needs will first be met through the high quality teaching delivered by her/his subject teacher. Children with Special Educational Needs are taught alongside other pupils. Some subjects are set according to ability whilst others are taught in mixed-ability groups. Lessons are 'differentiated' so that different pupils may have adjusted work or different goals set for each lesson. We believe it is very important for parents/carers to be involved in all areas of their child's learning and we actively encourage discussions.

We believe, where appropriate, that it is essential to understand your child's views on any difficulties they may experience with their learning. You will be able to share your views and discuss your child's progress at regular meetings with the subject teachers and form tutor. If your child has a Statement of special educational need or an Education, Health and Care plan (EHCP) you and your child will be able to share your views at the Annual Review. Our SENCO is Ms A Alonso. You can contact her via reception.

More Able

We have a large number of more able students, with whom we work and monitor closely to best support their needs and future aspirations. These students are identified within the first term, and teachers are encouraged to be aware of subject specific abilities as well as overall academic achievement. We ensure they are stretched and challenged within each of their subjects, and work closely with a link colleague in every faculty to ensure this is carried out across the school. We also ensure that elements of challenge are incorporated into every lesson so that more able pupils are stretched at all times.

PSHE

As a Catholic School, the foundation of PSHE is based on our motto, "Christ at the Centre". We believe as a School community, that Christ is at the centre of our lives and all that we do. According to John 10:10, Jesus said, "I have come so you might have life". It is our hope that through PSHE we can develop the qualities and attributes needed to bring about the life that Jesus promised to all our students.

Our planned programme is designed to help them adequately navigate and address the many difficult moral, social and health-related issues that arise in their lives and in the society they live in. It is our intention that PSHE will support the development of the young men and women in our school, enabling them to live confident healthy, independent lives as individuals within society. In addition to this, the PSHE programme promotes fundamental British Values, which are taught implicitly in lessons and throughout all key stages.

The key 3 areas covered throughout the PSHE programme are:

1. Health and Wellbeing – Loving ourselves
Ephesians 2:10; 'For we are his workmanship'
2. Relationships – Loving others
John 13:34; 'Love one another'
3. Living in the Wider World – Loving the world
Genesis 2:15; 'Take care of it'

The delivery of the lessons is aimed to be interactive, dynamic, practical, and easily adaptable to different learning styles. Pupils are encouraged to be expressive with their thoughts and be engaged with their learning.

Timings of the School Day

	Activity	Duration
8:30 – 8:50	Line-up / Registration	20 mins
8:50 – 9:50	Period 1	1 hour
9:50 – 10:50	Period 2	1 hour
10:50 – 11:10	Break / Line-up	20 mins
11:10 – 12:10	Period 3	1 hour
12:10 – 13:10	Period 4	1 hour
13:10 – 13:50	Lunch / Line-up	40 mins
13:50 – 14:50	Period 5	1 hour
14:50 – 15:05	Line-up / Dismissal	15 mins

Year 9 Art & Design

At Key Stage 3 students are taught to develop their creativity and ideas, becoming confident and proficient in a variety of techniques and Art mediums. Students will also develop knowledge and a critical understanding of art and design practitioners to inform their work. Our curriculum enables students to develop their emotional expression through art to further enhance their personal, social, emotional, and moral development. The curriculum focuses on different themes to ensure continued interest in the subject as well as acquiring new knowledge. Students should also gain some understanding of how art & design shape our history and contribute to the culture, creativity and wealth of our nation.

Head of Department – Miss K Skinner kskinner@bishop.towerhamlets.sch.uk
Lessons per 2-week cycle: 2
How is the course taught? The Key Stage 3 curriculum is taught over three years and is centred around developing students core skills within Art & Design. Students are introduced to a wide range of art and design practitioners' work, both historical and contemporary. In Year 7 & 8 students are introduced to the Formal Elements of Art, which are Line, Tone, Colour, Pattern, Shape and Form (the building blocks of art and design). These key areas are then revisited In Year 9 to enable students to continue to build and develop their skillset in preparation for GCSE and A Level Art.
How are students grouped? Students are taught in mixed ability classes.
How are students assessed? Assessment (Grades A-E) given on specific tasks completed for classwork and homework within students' sketchbooks.
Homework: Homework is set twice every half term and is predominantly based on analysing artist's work that links to the topic that students are learning within class at that time. Homework is set on Satchel One , and hard copies of resources are given to students for practical tasks.
Textbooks and Materials provided and needed: Sketchbooks and Art materials are provided by the department. Students will need to bring their own pen, pencil, pencil sharpener, ruler and eraser

Year 9 Art & Design Course Description

Autumn Term 1- The Formal Elements in Art- **Line & Tone**

- To know the different ways that artists can represent line and tone within their work.
- To develop skills in creating continuous line drawings in the style of Henri Matisse.
- To learn the process of creating a geometric portrait in the style of artist Josh Bryan.
- To develop skills in analysing the work of different line artists using the formal elements as guidance.
- To develop skills in applying tone to capture shadow and light within a still-life image.

Autumn Term 2- The Formal Elements in Art-**Tone & Colour.**

- To know the different ways that artists can represent tone and colour within their work.
- To further develop skills in painting by learning how to mix and apply tertiary and monochrome colours to an image.
- To develop skills in analysing the way artists represent Tone& Colour in their work using the formal elements as guidance.

Spring Term 1- The Formal Elements in Art- **Colour & Pattern.**

- To know how to mix and apply a range of harmonious colours to create a painting of a still-life image.
- To develop knowledge and understanding of the work of artist Iain MacArthur and how he incorporates patterns into his portraits.
- To learn the process of creating a patterned portrait in the style of artist Iain MacArthur.

Spring Term 2- The Formal Elements in Art- **Pattern.**

- To develop knowledge and understanding of the work of artist Iain MacArthur and how he incorporates patterns into his portraits.
- To learn the process of creating a patterned portrait in the style of artist Iain MacArthur.

Summer Term 1- The Formal Elements in Art- Shape & Form.

- To develop skills in applying tone to capture shadow and light from observing a natural form.
- To be able to develop a drawing into a three-dimensional sculpture.
- To learn the process of how to create a three-dimensional mod roc sculpture inspired by the work of sculpture artists Henry Moore and Barbara Hepworth.

Summer Term 2- The Formal Elements in Art- Shape & Form.

- To learn the process of how to create a three-dimensional mod roc sculpture inspired by the work of sculpture artists Henry Moore and Barbara Hepworth.
- To develop skills in analysing the way artists represent Shape & Form in their work using the formal elements as guidance.

Year 9 Computing

Head of Faculty – Miss A Ahmed
Lessons per fortnight cycle: 2
How is the course taught? The course is taught across three academic years. Students revisit concepts from year 7 and year 8 at the start of some lessons as short activities. In the first half term students grasp mathematical concepts related to computing and understand the communication and storage of data. They will watch videos and be expected to remember the process of working with data. They will be developing their literacy and numeracy skills to solve computational problems.
How are students grouped? Students are grouped in mixed ability classes.
How are students assessed? Students are assessed: <ul style="list-style-type: none">• Through low stakes homework quizzes online• End of topic tests at the end of each unit• Grade Indicator exams
Homework: Homework is set once a fortnight via Satchel One based on retrieval of content taught in lessons. Students receive a homework booklet for each term.
Textbooks and Materials provided and needed: Students will have access to all Microsoft Office Applications via RM Unify. Lesson resources can be found on Google Classroom. Students are encouraged to download Python at home.

Year 9 Computing Course Description

Autumn Term

Computational Thinking

- Logical Thinking Logic Gates
- Algorithmic thinking
- Abstraction
- Decomposition

Spring Term

Programming using the Python Text Editor

- Introduction to the text editor and basic python syntax to display text
- Data types and variables
- Input and output using variables
- Selection using IF, ELSE
- Multiple selection using ELSE IF
- Iteration using WHILE
- Iteration using FOR
- Subroutines

Summer Term

Database Development

- Introduction to databases
- Creating a database table
- Queries
- Input forms
- Creating a report
- Testing

Year 9 Dance

The intent of the dance department at Bishop Challoner is to stimulate an awareness and enjoyment of dance and promote understanding of Dance as an art form. Our aim is to develop basic, intermediate and advanced performance skills so that the body can be seen as a versatile instrument capable of expressing a variety of moods, ideas and feelings through movement. We aim to develop choreographic skills helping students gain an understanding of choreographic devices, structuring dances and the way in which to communicate with an audience through movement.

Head of subject – Ms C Charter
Lessons per 2 week cycle : 2 lessons per fortnight for half of the academic year.
How is the course taught? Students will develop their technical, physical, expressive and mental performance skills through warm ups and set performance phrases. Students will learn to choreograph dance using a variety of different stimuli and music styles.
How are students grouped? Students are taught in form groups
How are students assessed? Students use self and peer assessment in every lesson. They are formally assessed at the end of each unit of work using ABCDE.
Homework: Practical hw: practising dances learnt in class. Students are given the opportunity to use the dance studio to rehearse in at lunchtimes.

Year 9 Dance Course Description

Autumn Term 1

Martial Arts and Dance: performance

Skills taught:

- Understanding how to combine elements of Martial Arts and contemporary dance.
- Use of contrasting dynamics.
- Clarity of shape in performance.
- Use of unison and canon.
- Duet choreography using action and reaction.
- Self and peer assessment skills
- Sustaining a performance to an audience with focus and energy.

Autumn term 2

Ghost Dances: Choreography

Skills taught:

- Understanding how to use contrast and contact in choreography.
- Understanding how to use dynamics in performance to create the sense of a predator.
- Dynamic extremes in performance.
- Contact choreography using different forms of contact.
- Refining and developing choreography.
- Performing with focus and energy.
- Self and peer assessment skills

Spring Term 1

Autumn Term 2

Street Dance: Performance

Skills taught:

- Understanding the elements of movement that define the street style.
- Accuracy of action, in particular hand and arm gestures.
- Precision of movement.
- Clarity of timing.
- Collaboration in a large group.
- Focused rehearsal skills.
- Advanced unison and canon.
- Self and peer assessment skills
- Sustaining a performance to an audience with focus and energy.

Year 9 Drama

The Drama curriculum has been designed with three key concepts at its core – **devising** Drama, **performing** Drama and **responding** to Drama. The acquisition of knowledge that supports students’ understanding and masterful practice of these concepts in Drama is cumulative as students explore the origins of drama, the various structures of a piece of drama and a plethora of dramatic texts at all key stages.

In year 9, the topics centre on drama’s impact and the responsibility of an actor, director or designer. Students develop their knowledge and understanding of the origins of Drama through practitioner-based study; returning to Stanislavski and the concept of Naturalism but contrasted with Bertolt Brecht and the concept of stylised non-naturalistic theatre. The contrasting styles of theatre are applied to more complex but relevant scripts which represent the ethnic diversity of our student body - “noughts and crosses”. The complex themes and messages within these texts also support component 3 of the GCSE which features a set text to be studied in preparation for the exam paper.

Knowledge of dramatic origins and key methodologies are then applied later in Y9 to stimuli used in Art and English poetry. This is used to create a devised piece of work which will be of improved quality than in Y8.

Head of Department Ms Ferry Mferry@bishop.towerhamlets.sch.uk
Lessons 1 lesson per week
How is the course taught? The course is taught through guided practical exploration of key practitioners and modelling by the teacher across three half-terms. Students are given the opportunity to collaborate and apply contrasting methodologies to appropriate texts which also exposes them to stimulating and culturally representative scripts for them to interpret. Students will be expected to form informed opinions on the style of drama which suits them best as they move towards opting for GCSE Drama.
How are students grouped? Students study Drama in their tutor group.
How are students assessed? <ul style="list-style-type: none">• Exam-style writing written analyses/reflections• Homework• Half-termly ‘final performance’
Homework: Homework will be provided twice per half-term and will consist of independent research of Brecht’s life and theories. Additionally, homework will consist of private reading and analytical annotations of texts.
Textbooks and Materials provided and needed: Students are provided with the materials needed to access the course for example, extracts from literary texts.

Year 9 Drama Course Description

Half-Term 1 and 2 – Stanislavski’s Naturalism and ‘*Noughts and Crosses*’

Students will

1. Strengthen their knowledge of Stanislavski’s system of developing characterisation.
2. Consolidate their understanding of what the style of naturalism means for an actor in rehearsal.
3. Practically explore new, more challenging methodologies of rehearsal and analysis – units and objectives, subtext and super objectives.
4. Apply Stanislavski’s methods to a contemporary text which will support their ability to perform from naturalistically from a script and generate an in-depth understanding of a play.
5. Begin analysing and evaluating the creative choices made during rehearsal and the impact on an audience.
6. Learn how to direct an actor to use key performance skills and clearly outline this in written form.
7. Students will perform in a more visually engaging and credible way as they communicate key themes of diversity, equality and discrimination.

Half-Term 2 and 3 – Stimulus-based devising and Brecht (*Voices – Poetry*)

Students will

1. Strengthen their ability to analyse and interpret a piece of text e.g. poetry.
2. Know how to apply a variety of dramatic methods to enhance the style, structure and performance of a piece of Drama.
3. Refine one's ability to analyse and evaluate one’s own process of devising using subject-specific terminology.
4. Demonstrate an improved and focused ability to collaborate with peers and rehearse meaningfully.
5. Know who Brecht is and what is his theoretical position on Theatre?
6. Know what *Epic Theatre* is and how it compares to Stanislavski’s *System*.
7. Know how to communicate a clear socio-political message using Brecht’s methodologies.
8. Know what the purpose and methods of Brecht’s theory are.
9. Recap on the concept of breaking the 4th wall.

Year 9 Design and Technology

Year 9 will focus on developing the skills learned in year 7 and year 8, to provide a solid foundation of knowledge, which will fully prepare our pupils for the requirements of the GCSE course. Pupils will have a secure grounding in most of the hand tools and machines, processes and manufacturing techniques needed to manufacture a range of products. They will also explore the iterative design process and enhance their problem-solving skills/abilities through a variety of approaches. Pupils will use CAD/CAM to develop ideas and produce prototypes.

There is no carousel arrangement structure at KS3. Pupils will be taught by the same teacher throughout the year. This will enable pupils to enjoy every opportunity that the department has to offer and allow them to be fully informed on their option choices. It will also allow for good teacher, parent, and pupil relationships to build. This will also benefit assessment, as more accurate monitoring and reporting can take place.

Head of Faculty – Mr A Frederick (Afrederick@bishop.towerhamlets.sch.uk)
Lessons per 2 week cycle :4
How is the course taught? The core skills and knowledge will be taught and revisited <ul style="list-style-type: none">• Making (Practical) skills• Evaluating• Design (Graphic) skills• Technical knowledge• Technology in society (Past, current and in the future)
How are students grouped? Students are grouped in mixed ability classes
How are students assessed? Students are assessed: <ul style="list-style-type: none">• Reflection tasks• Practical tasks• Homework• End of topic test• Grade indicator exams• Questioning• Formative assessment

Homework:

Homework is set at least every two weeks.

Textbooks and Materials provided and needed:

- Exploring food and nutrition for KS3
- Pocket sized revision guide – Design and Technology
- Design and Technology 2nd edition
- Timber, metal based materials and polymers

Year 9 Design & Technology Course Description

Autumn 1- Graphics content to be covered

- Advanced shading
- 2 and 3-point perspective
- Isometric drawing
- Packaging
- Product Analysis ACCESSFM
- Net developments
- Commercial printing methods
- Stock forms
- Efficient use of materials
- Printing processes

Technology in society

- New and emerging technologies
- Design strategies
- Business enterprise

Autumn Term 2- Food content to be covered

- Food commodities- How cheese and yogurt are produced, the difference between meat and poultry and types of fish
- Skills focus
- Food science
- Food choice cont.
- British and International cuisines
- How to carry out nutritional analysis
- Method of heat transfer
- Applying food science in their practical- chemical raising agents, biological raising agents and mechanical raising agents
- Provenance – Where food comes from

Spring Term 1- Textiles content to be covered

- Manipulating textiles
- Blended and mixed fibres
- Woven/ no woven fabrics
- Knitted textiles
- Decorating and enhancing textiles
- Pattern creation
- Tessellation in industry

Technology in society

- Levels of production
- Industrial processes
- Recycling textiles
- True cost of textile technology

Spring Term 2- Resistant Materials content to be covered

- Sources and origins of plastics and metals
- Scales of production- Mass and continuous production
- Plastic moulding techniques
- Ergonomics and Anthropometrics
- Inclusive design
- Selection of materials and components
- Standardised components
- Semi-permanent joining methods
- Composite materials
- Tolerances

Technology in society

- Planned obsolescence
- Design for maintenance

Summer Term 1- CAD/CAM content to be covered

- SolidWorks
- Automation
- FMS- Flexible manufacturing systems
- JIT- Just in time manufacturing
- Lean manufacturing

Technology in society

- The benefits CAD/CAM brings to:
- The client
- The designer
- The manufacturer
- The design development stage
- Social issues

Summer Term 2- Systems and control content to be covered

- Levers
- 1st, 2nd and 3rd order
- Linkages
- Bell and push/pull

Rotary systems

- Cam and followers
- Simple gear trains
- Pulleys and belts

Year 9 English

Year 9 English is an introduction to the skills and concepts which students will build on each year as they progress towards their GCSE courses in English Language and English Literature. Students will read and be assessed on high-quality, challenging texts. The texts, across a range of genres and types, will support students in developing their own writing by providing effective models to prepare them for the demands of the GCSE specification the following year.

Head of Faculty – Ms S Ali
Lessons per 2 week cycle : 8
How is the course taught? The course is taught over one academic year with 6 units (roughly one per half term) where they cover a range of text types e.g. poetry, novels, short stories, non-fiction texts etc. Students are introduced to both language and literature terminology and texts to help prepare them for KS4.
How are students grouped? Students are groups in mixed ability classes with one literacy set to help those in need of extra support.
How are students assessed? Students are assessed: <ul style="list-style-type: none">• Through end of unit assessments based on the GCSE mark schemes for Language and Literature• Homework• Consistent marking in line with the marking policy of the school• Low stake quizzes• AFL strategies and questioning in lesson.
Homework: Homework is set every two weeks. Each unit taught has HW tasks within the SoW on the learning of the topic, focusing on retrieval, consolidation, research and creativity. Homework is set via G4S and each booklet is expected to be complete by the end of each unit.
Textbooks and Materials provided and needed: The department has collaborated to create a scheme of work for each unit taught that covers all of the assessment without levels objectives, Rosenshine’s principals and the framework set out by the DoE. Homework booklets have also been designed specifically for each of these units.

Year 9 English Course Description

Autumn Term 1 – Othello

- Students build on their knowledge and understanding of Shakespearean terminology and language.
- More in depth analysis is practiced and students study an entire play to ensure they can access the language in the next few years when studying Shakespeare plays.
- Context surrounding the plays is introduced so that students build up knowledge of Shakespeare's era.
- Assessed through an analytical essay based on an extract from the play.

Autumn Term 2 Genre Writing (Crime Writing)

- Texts studied in depth in preparation for the creative writing section of the language papers that they will need to study for GCSE.
- Helps to transition from KS3 to KS4.
- Helps students practice and build on the skills they will need for language GCSE.
- Assessment is a creative writing story on the Crime genre – focused practice for Language Paper 2 Q5.

Spring Term 1 – Novel Study, The Woman in Black

- In depth character and theme study
- Built in opportunities for transactional and literary writing so students practise frequently
- Texts studied in depth in preparation for the 19th century text that they will need to study for GCSE. Helps to transition from KS3 to KS4.
- Students practice the skills for Literature Paper 1 – where they must read, analyse and learn a novel.
- Assessed through an analytical essay based on an extract from the novel

Spring Term 2 – Language Paper 1

- Students transition to GCSE content – specifically the first language paper.
- KS3 content has been preparing them for this paper, specifically the Q5 creative story writing.
- Students practice both sections of the language paper.
- Assessment is a Section A – Q1 – 3.

Summer Term 1 – Voices Poetry

- Students are introduced to different forms of poems from a range of different perspectives in society.
- Students build on their knowledge about historical and societal events and draw on their own opinions and compare with the opinions of the poets' they are studying.
- Texts studied in depth in preparation for the poetry anthology that they will need to study for GCSE.
- Assessment is a comparative analytical essay in the style of Literature Paper 2.

Summer Term 2 – Language Paper 2

- Students transition to GCSE content – specifically the second language paper.
- KS3 content has been preparing them for this paper, specifically the Q5 non-fiction creative writing.
- Students practice both sections of the language paper.
- Assessment is a Section A – Q1 – 3.
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Year 9 French

More than 220 million people speak French on all the five continents; it is the second most widely learned language after English and the sixth most widely spoken language in the world. French is also both a working language and an official language of the United Nations, the European Union, UNESCO, NATO, the International Olympic Committee, the International Red Cross and international courts.

We believe languages should be accessible for all students and this curriculum has been developed to help students of all abilities progress and develop a passion for languages, thorough culturally engaging content.

Head of Faculty – Mrs S Cuino- scuino@bishop.towerhamlets.sch.uk
Lessons per 2 week cycle : 3
How is the course taught? Year 9 follows an ambitious and bespoke curriculum plan which enables students to maximise their progress at the end of KS3 so that they are ready to move on to their next step in the language acquisition process. Lessons aim to broaden students' perception of languages and engage students in cultural aspects of France and francophone countries. Students are also taught about the importance of learning a language and the use of languages in the workplace. Progress is tracked through formal and informal assessment tasks, such as end of module assessments and homework assignments. Teacher feedback guides students' next steps so that students can improve their work and set targets for future learning.
How are students grouped? Students are taught in form groups.
How are students assessed? Students are assessed through: <ul style="list-style-type: none">• Low- stake assessment tasks• Homework• Mid-term diagnostic assessments• End of module assessments• Grade Indicator exams
Homework: Homework is set based on retrieval of content in lesson: vocabulary quizzes, grammar and translation, vocabulary building tasks, cultural tasks, reading, listening, and writing tasks. Homework is set via Go4 schools with accompanying resources.
Textbooks and Materials provided and needed: The MFL department has developed most of the teaching and assessment resources from the Dynamo 3 textbook, additionally, new bespoke units have also been designed to give a more tailored approach to meet students' needs. Students will be provided with revision

resources and extension tasks that will enable them to take control of their learning in manageable steps.

Year 9 French Course Description

Autumn Term 1 Mon monde à moi

- Talking about likes and dislikes
- Talking about after school activities/clubs
- Describing friends
- Using aimer
- Using verbs in the present tense
- Phonics

Autumn Term 2 -Mon monde à moi

- Describing birthday celebrations
- Discussing what you are going to wear
- Using the perfect tense
- Using the near future tense
- Revision
- Phonics

Spring Term 1- Projets d'avenir

- Talking about earning money
- Talking about what you want to do when you're older
- Discussing the importance of languages (careers)
- Using modal verbs *pouvoir* and *devoir*
- Using modal verb *vouloir*
- Phonics

Spring Term 2- Projets d'avenir

- Talking about what you want to do in the future
- Talking about what you did yesterday
- Consolidating the future tense
- Using the perfect tense with *ne...pas*
- Revision
- Phonics

Summer Term 1- Ma vie en musique

- Talking about musical tastes
- Using the direct object pronoun
- Describing what you used to be like
- Using the imperfect tense
- Describing future plans
- Using 2 tenses together (present and future)
- Phonics

Summer Term 2- Ma vie en musique/Le monde Francophone

- Describing a trip to a concert
- Using the past perfect
- Asking and answering questions
- Using 3 tenses together
- Talking about French speaking countries, music, and art
- Phonics
- Revision

Year 9 Geography

The KS3 Geography national curriculum aims to ensure that all pupils:

- Develop contextual knowledge of the location of globally significant places – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes.
- Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.
- Are competent in a range of geographical skills.

Our curriculum at Bishop Challoner further aims to create global citizens who appreciate the world in which they live and understand the ever-evolving nature of Geography as an academic discipline.

Head of Faculty – Ms L Griffiths lgriffiths@bishop.towerhamlets.sch.uk

Head of Department – Ms F Abidi fabidi@bishop.towerhamlets.sch.uk

Lessons per 2 week cycle : 3

How is the course taught?

The Geography Department follow the KS3 National Curriculum to ensure our lessons offer breadth and depth of key geographical concepts and places across three years of study. The Geography curriculum has been carefully planned to ensure units consider our specific demography and diversity. Amazing Africa helps students to revisit human and physical concepts learnt previously in the curriculum, while other units throughout the year develop their geographical understanding of human, physical, environmental disciplines. Career choices have been integrated regularly to ensure all students are exposed to a variety of relevant careers throughout their Geographical journey.

The KS3 curriculum has been designed with explicit links to KS4 where KS3 assessment Criteria develop skills that can be utilised across later learning within Geography and across the curriculum. Students are given clear strategies for answering extended writing tasks and data analysis questions through sentence starters, model answers and acronyms such as PEEL, TEA and CLOCC to help them remember how to structure answers.

How are students grouped?

Students are grouped in mixed ability classes and taught within their form classes.

How are students assessed?

- Through low stakes quizzes in class
- Homework
- End of topic tests at the end of each unit
- Mid year and end of year exams

Homework:

Homework is set every two weeks and based on retrieval of content taught in lesson or extended writing and literacy tasks. Homework is set via Go4Schools.

Textbooks and Materials provided and needed:

The department works from Geog.1, 2 & 3 textbooks and students will have access to these in class when required. Students will also have use of updated World Atlases and OS Maps to develop and improve their geographical skills throughout the year.

The Geography department will provide revision resources at the end of each unit and prior to end of unit assessments and end of year examinations.

Year 9 Geography Course Description

Autumn Term 1**Unit 1 – Amazing Africa**

This topic encompasses physical, human and environmental aspects of the continent of Africa while interweaving elements from a historical perspective to further understand development theory. Key themes will explore Africa by way of its human, physical and environmental geography through the use of in depth case studies and location knowledge.

Autumn Term 2**Unit 2 – Urbanisation**

This topic builds upon pre-existing knowledge in terms of urban areas and sustainability, using real life case studies to solve associated problems. This unit considers how urbanisation has become a global phenomenon and affected developing, emerging and developed countries. Students study specific focus locations such as hyper-urbanised Tokyo and sustainable Masdar. Knowledge is built up in order to identify the challenges of urbanisation and possible solutions.

Spring Term 1**Unit 3 – The Age of Stupid**

Do we live in the age of stupid? Students are introduced to a range of environmental issues, with a large focus on climate change and energy consumption. They will consider the importance of interactions between physical and human processes in shaping our world today and in the future.

Spring Term 2**Unit 4 - Conflict**

Students explore what conflict is and why it is caused. Students utilise social, economic and environmental knowledge to make judgements on how this may impact the human and built environment. Case studies include the Syrian refugee crisis, Israel vs. Palestine, and the factors leading to the Ukraine/Russia conflict.

Summer Term 1**Unit 5 – Brilliant Biomes**

This investigates the distribution of global biomes, whilst considering the local and global factors that lead to their location. Students will consider how ecosystem interactions, including abiotic and biotic processes, can be consistent on a larger global scale. Students will assess the value of resources related to the biosphere, and the impact of exploitation and urbanisation. Finally students will consider how theorists have responded to the unknown outcome of global populations and resources.

Summer Term 2**Unit 6 – Fascinating Forests**

This topic shows how abiotic and biotic components interact across the tropical rainforest and taiga biome. It is linked to adaptations to each of these biomes, as well as the nutrient cycles within them. Students can identify the threats to each of these biomes as well as the challenges in reducing these threats. Students will be reintroduced to the idea of stakeholders and how views can cause conflict when it comes to natural resources.

Year 9 History

History is a subject that encourages students to explore and question the world around them. Through the use of enquiry, pupils are introduced to key historical concepts such as Evidence, Change and Continuity, Historical Significance, Cause and Consequence, Interpretations and Similarity and Difference. These provide pupils with key skills which can be used across numerous subjects throughout their secondary journey. It also provides them with an understanding of how the world around them was shaped and formed, be that socially, politically or geographically, following a chronological framework.

Head of Faculty – Ms L Griffiths lgriffiths@bishop.towerhamlets.sch.uk

Lessons per 2 week cycle : 3

How is the course taught?

This is the third year of a three-year KS3. Students explore a range of topics from the modern period covering the second order concepts. Students address the cause of the First World War in the first half term and then move on to address the misunderstandings around Jewish people and the Holocaust before ending the year studying the Cold War in Europe which introduces some of the key substantive concepts which students will later explore in more depth if taking History GCSE.

Exam questions are broken down and students are given clear strategies for answering them through sentence starters, model answers and acronyms such as PEEL to help them remember how to structure answers.

How are students grouped?

Students are groups in mixed ability classes.

How are students assessed?

Students are assessed:

- Low stakes quizzes/testing
- Homework
- End of topic assessments (half termly)
- End of year examinations

Homework:

Homework is set every two weeks, these take a variety of forms including research, write ups and comprehension tasks based on work that has been covered throughout the term. Homework is set online via Satchel One and pupils write it down in their planner.

Textbooks and Materials provided and needed:

The department has produced a range of resources to be used in lessons alongside a range of textbooks.

Year 9 History Course Description

Autumn Term 1

Enquiry Question: 'The Assassination of Archduke Franz Ferdinand was the most important cause of WW1.' How far do you agree?

Conceptual focus: Causation

What were the cause of WW1 – a look at how a variety of factors all played a key role in the war beginning including underlying tension, a growth in nationalism and a desire for imperial growth.

Autumn Term 2

Enquiry Question: 'Appeasement of Hitler was the correct policy for Britain between 1933-1939'. How far do you agree with this statement?

Conceptual focus: Interpretations

Students will analyse and evaluate the different interpretations surrounding the policy of appeasement and its' success. They will consider a range of viewpoints in order to reach their own judgement in answer to the enquiry question.

Spring Term 1

Enquiry Question: Myth-Busting the Holocaust + study of Rwandan society.

Conceptual focus: Interpretations

A scheme developed by the Holocaust Education Trust, which aims to identify and correct many misconceptions/myths around Jewish people and the Holocaust itself. A study of the Rwandan genocide and its causes to show how these events can happen again.

Spring Term 2

Enquiry Question: What was the most significant event in the Cold War?

Conceptual focus: Significance and introduction to GCSE skills

An introduction to the Cold War in Europe. Whilst still based around an enquiry of significance in which student will construct their own criteria of significance, it is designed as a vehicle to help introduce key substantive concepts for GCSE History alongside some GCSE question skills.

Summer Term 1

Enquiry Question: To what extent did the Arab Spring change peoples' lives?

Conceptual focus: Change and Continuity

A scheme of work to introduce students to the protests and revolutions that spread across the Arab world in the early 21st century. Students will evaluate the role of tyranny, economic turmoil and technology in causing the Arab Spring, before analysing the extent to which these events changed the political and social landscape of the region.

Summer Term 2

The final weeks of the term will be dedicated to revision of prior learning in preparation for end of year grade indicator exams.

Year 9 Mathematics

Mathematics is a creative and highly interconnected discipline that has been developed over centuries, providing the solution to some of history's most intriguing problems. It is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment. Our high-quality mathematics education therefore provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject.

Head of Faculty – Ms D Hegarty dhegarty@bishop.towerhamlets.sch.uk
Lessons per 2 week cycle : 6
How is the course taught? Our schemes of learning are designed to ensure that students efficiently acquire, rehearse and connect knowledge using pedagogical approaches that provide instructional support. This instructional support includes retrieval and review, presenting new material in small steps, checking understanding, modelling, scaffolding and guided and independent practice.
How are students grouped? Students are grouped according to mathematical ability
How are students assessed? Students are assessed: <ul style="list-style-type: none">• Through low stakes quizzes in class• Weekly Sparx Maths homework• End of term tests• Grade Indicator exams
Homework: Homework is set every week on Sparx Maths. It provides personalized homework to each child, with questions that are challenging yet achievable, and tailored to their learning needs. The majority of each week's homework will be based on recently learnt topics, but it will also include some questions from previous topics to help reinforce their learning. Every question in Sparx has a support video attached to that your child can get help independently.
Textbooks and Materials provided and needed: The department has access to the Collins Connect textbooks. Students are given a Sparx Maths account where they are able to watch videos and complete questions based on the topics they are learning. Personalised learning checklists with Corbett Maths video numbers are issued at the start of each half term to encourage independent study.

Year 9 Mathematics Course Description

Autumn Term 1	
Higher	Foundation
<p>Number</p> <ul style="list-style-type: none"> • Be able to multiply and divide decimals • Be able to round to the nearest 10, 100, 1000, decimal place and significant figures. • Be able to estimate calculations • Know the order of operations • Know the index laws • Be able to identify factors, multiples and primes • Be able to write a number as a product of its prime factor • Be able to find the HCF and LCM of a number (including worded problems) • Be able to convert numbers to and from standard form • Be able to carry out calculations involving standard form • Be able to simplify surd expressions • Be able to expand brackets involving surds • Be able to rationalise the denominator 	<p>Number</p> <ul style="list-style-type: none"> • Know place value • Be able to round to the nearest 10, 100, 1000, decimal place and significant figures • Be able to order positive and negative numbers • Be able to carry out the four operations with negative numbers • Know squares, cubes and roots • Know the order of operations • Be able to multiply and divide integers • Be able to multiply and divide decimals • Be able to estimate calculations • Know the index laws • Be able to identify factors, multiples and primes • Be able to write a number as a product of its prime factor • Be able to find the HCF and LCM of a number (including worded problems)
Autumn Term 2	

Higher	Foundation
<p>Algebra</p> <ul style="list-style-type: none"> • Be able to use negative numbers with the four operations • Be able to simplify algebraic expressions • Be able to substitute numbers into expressions • Be able to use index laws with algebraic expressions • Be able to expand single, double and triple brackets • Be able to factorise expressions • Be able to factorise quadratic expressions • Be able to solve equations • Be able to set up and solve equations • Be able to rearrange formulae 	<p>Number</p> <ul style="list-style-type: none"> • Be able to convert numbers to and from standard form • Be able to carry out calculations involving standard form <p>Algebra</p> <ul style="list-style-type: none"> • Be able to simplify algebraic expressions • Be able to substitute numbers into expressions • Be able to use index laws with algebraic expressions • Be able to expand single and double brackets • Be able to factorise expressions • Be able to factorise quadratic expressions
Spring Term 1	
Higher	Foundation
<p>Algebra</p> <ul style="list-style-type: none"> • Be able to recognise sequences • Be able to generate a sequence (linear, quadratic and geometric) • Be able to find the nth term of a linear, quadratic and geometric sequence <p>Interpreting and representing data</p> <ul style="list-style-type: none"> • Be able to complete a set up two way tables • Be able to find the mean, mode, median and range for discrete data • Be able to find the mean, mode, median and range for continuous data • Be able to solve combined mean questions • Be able to draw and interpret scatter graphs • Be able to produce and draw line charts including frequency polygons and time series graphs 	<p>Algebra</p> <ul style="list-style-type: none"> • Be able to use function machines • Be able to solve equations • Be able to set up and solve equations • Be able to recognise sequences • Be able to generate a sequence (linear and quadratic) • Be able to find the nth term of a linear sequence <p>Interpreting and representing data</p> <ul style="list-style-type: none"> • Be able to read timetables • Be able to complete a set up two way tables

Spring Term 2	
Higher	Foundation
<p>Interpreting and representing data</p> <ul style="list-style-type: none"> • Be able to draw and interpret pie charts • Be able to know different types of sampling methods • Be able to draw and interpret box plots • Be able to draw and interpret cumulative frequency graphs • Be able to draw and interpret histograms • Be able to compare data 	<p>Interpreting and representing data</p> <ul style="list-style-type: none"> • Be able to design and use data collection sheets • Be able to produce and draw line charts including frequency polygons and time series graphs • Be able to draw and interpret pie charts • Be able to know different types of sampling methods • Be able to draw and interpret scatter graphs • Be able to find the mean, mode, median and range for discrete data • Be able to find the mean, mode, median and range for continuous data • Be able to solve combined mean questions
Summer Term 1	
Higher	Foundation
<p>Fractions, ratio and percentages</p> <ul style="list-style-type: none"> • Be able to simplify fractions • Be able to convert between improper fractions and mixed numbers • Be able to add, subtract, multiply and divide fractions • Be able to carry out the four operations with algebraic fractions • Be able to find a percentage of a quantity • Be able to increase/decrease by a percentage • Be able to answer reverse percentage questions • Be able to solve simple interest problems 	<p>Interpreting and representing data</p> <ul style="list-style-type: none"> • Be able to find averages from a frequency table <p>Fractions and percentages</p> <ul style="list-style-type: none"> • Be able to simplify fractions • Be able to convert between improper fractions and mixed numbers • Be able to add, subtract, multiply and divide fractions • Be able to carry out the four operations with algebraic fractions • Be able to find a percentage of a quantity • Be able to increase/decrease by a percentage

<ul style="list-style-type: none"> • Be able to solve compound interest questions • Be able to find the percentage change of an amount • Be able to convert between fractions, decimals and percentages • Be able to convert from a recurring decimal to a fraction 	<ul style="list-style-type: none"> • Be able to answer reverse percentage questions • Be able to find the percentage change of an amount • Be able to convert between fractions, decimals and percentages
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Summer Term 2

Higher	Foundation
<p>Ratio</p> <ul style="list-style-type: none"> • Be able to simplify ratios • Be able to divide a given quantity into a ratio (including questions where the difference has been given) • Be able to answer recipe questions • Be able to answer currency questions <p>Proportion</p> <ul style="list-style-type: none"> • Be able to recognise a graph when two variables are proportional • Be able to solve direct and inverse proportion problems 	<p>Percentages</p> <ul style="list-style-type: none"> • Be able to increase/decrease by a percentage using a calculator • Be able to solve simple interest problems • Be able to solve compound interest questions <p>Ratio and proportion</p> <ul style="list-style-type: none"> • Be able to simplify ratios • Be able to divide a given quantity into a ratio (including questions where the difference has been given) • Be able to answer recipe questions • Be able to answer currency questions • Be able to recognise a graph when two variables are proportional • Be able to solve direct and inverse proportion problems

Year 9 Music

The Music Department ensures that all pupils are included in musical learning regardless of prior learning. All schemes of work within the Music Department are skills based. These are centred on a specific sequence that encourage pupils' development of Performance, Composition and Appraisal of Music. The Music Department runs with the saying 'Practice Makes Perfect'. This phrase builds resilience in learning and ensures pupils understand the benefit of working towards achievement. Each unit of work requires pupils to learn a new skill and to practice it to make it better. Modelling this behaviour allows pupils to not only grow through the curriculum but spiritually, morally and socially.

Head of Department: Fiona Donaldson
Lessons per 2 week cycle : Once a Week
How is the course taught? Music is a practical course and is taught through performance and composition skills. Pupils build on performance and compositional skills learnt in Years 7 and 8.
How are students grouped? Students are taught in forms for Music. When completing group tasks, the teacher will choose the groups.
How are students assessed? Music is a modular course throughout Key Stage 3. At the end of each unit, pupils will either perform individually or as a group, or hand in a composition. Each half term a new unit begins.
Homework: Homework as per school policy.
Textbooks and Materials provided and needed: N/A

Year 9 Music Course Description

Autumn Term 1

Reggae Music

Pupils learn where Reggae Music originated and how it developed over time. Pupils learn typical features of Syncopation and learn how to create their own group performance of a Reggae Song

Autumn Term 2

Keyboard Skills 3

Pupils build on prior knowledge learnt in Year 7 and year 8 in relation to the piano. Pupils learn 3 pieces and complete a Music Medal examination.

Spring Term 1

Ensemble Performance

Pupils learn how to work together as a group to put together a group performance of a typical pop song. Pupils learn the requirements for GCSE Music Performance.

Spring Term 2

Riffs and Hooks

Pupils learn what a riff and hook is within popular music and how to recognise them through aural perception. Pupils learn how composers used the musical elements to create memorable riffs and hooks.

Summer Term 1

Remixing Music

Pupils learn about the roles of producers and arrangers. Pupils develop GarageBand skills that are used within the music industry. Pupils create their own remix of the iPhone ringtone or a classical piece of music.

Summer Term 2

Band Project

Pupils will work in groups to develop their performance skills which will culminate in a battle of the bands at the end of the academic year. Pupils can use one of the songs that they have already learnt or choose another one provided by their teacher.

Year 9 Physical Education (PE)

Head of Faculty
Lessons per 2 week cycle : 4 (1 double lesson, 2 single lessons)
How is the course taught? <ul style="list-style-type: none">• All activities are selected to ensure that we teach all subject content on the national curriculum as well as meet the aims. Our schemes of work are designed to challenge students across a broad range of physical activities and be active for sustained periods of time in every lesson.• In year 7 core skills are taught, in year 8 we develop these core skills and teach advanced skills then in year 9 the advanced skills are developed in to decision making and tactical awareness including rules and regulations. Eg. Invasion game – basketball – shooting: Y7 Core skills – lay-up with dominant hand, Y8 advanced skills – lay-up with non-dominant hand and reverse lay-up, Y9 – euro step/ selection of correct shot to outwit opponents within the rules of the sport.• In year 7 all students complete the first half term in forms as baseline assessment to identify practical ability, knowledge and understanding from KS2.• The curriculum is taught in arbitrary order due to facility clashes. All students in each year group will cover the same physical activities throughout the year just in different orders.• All physical activities (excluding fitness) can be assessed at GCSE/BTEC/VCERT whilst still providing a varied curriculum for those who choose not to continue into KS4 examinable PE.• Theory is taught through practical throughout KS3 which links directly to the GCSE/BTEC/VCERT curriculums.
How are students grouped? <p>Students are grouped in to ability sets. The sets are created from the initial baseline assessment in Y7 then adjusted accordingly throughout KS4 if necessary.</p>
How are students assessed? <ul style="list-style-type: none">• Sport specific core task assessment• Low stakes questioning in class• End of year theory exam
Homework: <p>One piece of homework will be set per half term. This homework is based on the theoretical content the students will be learning in lesson.</p>
Textbooks and Materials provided and needed: <p>Online resources are set on satchel one. Extra-curricular clubs are offered for the majority of classes on our school curriculum.</p>

Year 9 Physical Education Course Description

Physical education at Bishop Challoner aims to:

- To develop competence in core skills to excel in a broad range of physical activities
- Students are physically active for sustained periods of time
- To engage in competitive sports and activities
- To implement basic tactics and strategies
- To understand basic rules and regulations
- To lead healthy, active lives.
- To acquire theoretical knowledge from elements of the applied anatomy and physiology and physical training topics at GCSE/BTEC

Year 9

Athletics

Badminton

Football

Basketball

Tag Rugby

Softball

Cricket

Field Hockey

Table Tennis

Netball

Invasion games (football, basketball, tag rugby, netball) – Passing, dribbling, shooting, footwork (movement) attack, defence

Striking and fielding (Softball and cricket) – Precision, control, throwing, catching and batting

Net games (badminton)– grip stance and movement, serves, defensive shots, attacking shots

Extra-curricular – sports that are not taught within the curriculum are offered within extra-curricular clubs (trampoline and fitness)

Year 9 Religious Education (RE)

As a Catholic School, Religious Education is a core subject and central to our school ethos. The KS3 course is authentic to the Catholic faith, rigorous and engaging, allowing students of all backgrounds to be fully immersed in the curriculum in an inclusive way. The subject also encourages students to develop their critical thinking and evaluative skills as they form their own arguments around common and divergent views within Catholic Christianity. Throughout the course there is time allowed for spiritual reflection including opportunities to reflect on personal beliefs and how these teachings impact students personally.

Head of Faculty – Mrs E Englefield eenglefield@bishop.towerhamlets.sch.uk
Lessons per 2 week cycle : 5
How is the course taught? The KS3 RE course is taught across three academic years. The students study Catholic Christianity alongside other world religions so they are ready to engage with the GCSE curriculum when they reach Year 10. In Year 9 students study units on Judaism, Women of Faith, Hearing the Call, Ethics, Lived Religion and Religion in the Media. Students develop their literacy, oracy and research skills through extended writing, research projects, presentations and group work. Student progress is tracked using AWLs – Emerging, Developing, Secure and Mastery. Formative assessment is used to evaluate learning throughout the unit. There are two formal assessment points, one mid-unit which takes many forms such as essay questions, speeches, letters or presentations and one end of unit assessment which is always written and is essay-based.
How are students grouped? Students are taught in their form groups
How are students assessed? RE uses a range of methods to assess students including: <ul style="list-style-type: none">• Quizzes in class and on Satchel1• Homework• Mid-term assessments• End of Unit assessments
Homework: Homework is set every two weeks and based on retrieval of content taught in lesson. Homework can include research, extended writing and questions. Homework is set via Satchel1 and resources are given in class.
Textbooks and Materials provided and needed: All material needed is provided.

Year 9 Religious Education Course Description

Autumn Term 1

Judaism

- The foundations of Judaism and the belief that God is One
- Different key writings with the Tenakh and its formation
- Key titles of God
- The qualities of the Messiah
- The Covenants with Abraham and Moses and their importance to Jewish communities today
- Key features of a Synagogue

Autumn Term 2

Following Jesus

- To describe the call of the disciples
- To describe the story of Peter's promise and denial
- To explore whether the disciples were good role models
- To study Jesus' teaching on service and examine its significance for 21st century Christians
- To know and understand the Parable of the Talents (Matthew 25:14-30)
- To explain the different ways Christians may respond to a Christian calling
- To evaluate the ordination of women

Spring Term 1

Ethics

- Dignity
- Sanctity of Life
- Imago Dei
- Pro-life organisations
- Equality
- War and Peace

Spring Term 2

Hearing the Call

- Vocation
- Sacrament of Baptism
- Sacrament of Ordination
- Missionaries of Charity
- Modern Day Disciples

Summer Term 1

Human Rights and Social Justice

- Catholic beliefs about human dignity
- The relationship between rights and responsibilities
- Responsibilities around wealth
- Catholic attitudes towards greed
- Catholic teachings about poverty
- Christian charities that work to fight against poverty
- Catholic teachings on justice, equality, prejudice and discrimination

Summer Term 2

Introduction to Catholic Christianity

- Sources of authority with the Catholic Faith
- The nature of Jesus and the hypostatic union
- The Kingdom of God and the teachings of Jesus
- How Jesus established His Church
- How the Church is structured
- Catholic teachings about the afterlife

Year 9 Science

In science, we want our students to be resilient, life-long learners with an inquisitive mind-set and curiosity about the world around them. Science is a subject dedicated to explaining the natural world. The KS3 curriculum has been created to allow all students to;

- develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry, and physics
- develop understanding of the nature, processes, and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them
- are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future.

Head of Faculty Science – Mr. M. Larkin
Lessons per 2-week cycle: 6 Lessons
How is the course taught? Physics, Biology and Chemistry are taught as a series of topics that are sequenced together to build upon the 10 Big Ideas in Science to prepare students for further study. Science combines theory with practical experiential learning and many of the topics are investigated by demonstrations and/or student experiments.
How are students grouped? Students are arranged into groups according to their ability levels for classes.
How are students assessed? Students are assessed: <ul style="list-style-type: none">• Through low stakes quizzes in class• Homework• End of topic tests at the end of 2 topics• Grade Indicator exams
Homework: Homework is set every two weeks and based on retrieval of content taught in lesson or practise exam questions. Homework will be given in class and be available on Satchel One.
Textbooks and Materials provided and needed: Students will work from the following textbooks: <ul style="list-style-type: none">• Oxford KS3 Science Activate 1 Student Book• Oxford KS3 Science Activate 2 Student Book• CGP KS3 Science Study Guide Students may wish to purchase a revision guide to aid their learning.

Year 9 Science Course Description

Autumn Term 1

- **Topic 1: Intro-Science Level 3:** Students will learn the basics in an introductory lesson, then proceed to understand significant figures and how to convert figures. They will also be taught key statistical methods such as mean, median, and mode.
- **Topic 2: The Periodic Table:** Students will learn about the history of the periodic table and the electronic structures of elements. They will explore the reactivity series and delve into the properties and reactivity of Groups 1, 7, and 0, with practical exercises for Groups 1 and 7. They'll study the uses of Group 0 elements and take on the stretch and challenge of explaining trends. The course will also cover writing and balancing word and symbol equations.

Autumn Term 2

- **Topic 3: Radioactivity:** Students will learn about the interplay of radiation and energy, the greenhouse effect, and the interaction of atoms with radiation. They will study the distinct properties of alpha, beta, and gamma radiation, tackle nuclear equations in a stretch and challenge section, and explore the practical uses of radioactivity.
- **Topic 4: Bioenergetics:** Students will learn about the process of photosynthesis, the structure of a leaf, and observe an investigation into photosynthesis involving starch. They'll carry out practical work to measure the rate of photosynthesis and learn about plant minerals. The course also covers aerobic and anaerobic respiration, biotechnology, and a practical experiment involving the measurement of yeast activity rate.

Spring Term 1

- **Topic 5: Adaptation, Inheritance, Evolution:** Students will learn about food chains and webs, their potential disruptions, and the broader context of ecosystems. They'll study competition, adaptation, and responses to environmental changes. The course covers biological diversity, including variation, inheritance, DNA, genetic crosses, and genetic modification. The final sections delve into natural selection, extinction, and the importance of preserving biodiversity.

Spring Term 2

- **Topic 6: Motion & Forces:** Students will learn about the concept of speed and how to represent motion using graphs. They'll explore pressure in different states of matter including gases, liquids, and solids. The course will also cover the topic of turning forces, furthering their understanding of mechanical physics.

Transition Period to KS4

Summer Term 1

- **Topic 7: KS4 B1 Cell Biology:** Students will learn about the structure of plant and animal cells, the use of microscopes, and will conduct required practical work using a light microscope. They'll differentiate between eukaryotic and prokaryotic cells, understand specialisation in cells, and study processes like diffusion,

osmosis, and active transport. Additionally, they'll learn about material exchange, cell division, growth, differentiation, and stem cells, including associated ethical dilemmas.

Summer Term 2

- **Topic 8: KS4 C1 Atoms & the periodic table:** Students will learn about techniques to separate mixtures, including chromatography and distillation, as well as atomic structure and the history of the atom. They'll explore ions, atoms, isotopes, and will revise electron structures and the periodic table. The course also entails a revision of the properties and characteristics of Groups 1 and 7 on the periodic table.
- **Topic 9: KS4 C10 Chemistry of the atmosphere:** Students will learn about Earth's changing atmosphere and the greenhouse effect, delving into the pressing issues of global warming and climate change. They will explore ways to reduce carbon footprints and study the impact of atmospheric pollutants on our environment.

Year 9 Spanish

Spanish is the second most spoken language spoken by native speakers in the world, equating to more than 400 million people in 21 countries. It is also considered one of the easiest languages to learn as it is mostly phonetic, and its pronunciation is relatively straightforward. According to the British Council, Spanish speaking countries are having an ever-increasing presence in the global market, and therefore work and business opportunities deriving from Spanish language knowledge is becoming more prevalent than ever.

We believe languages should be accessible for all students and this curriculum has been developed to help students of all abilities progress and develop a passion for languages, thorough culturally engaging content.

Head of Faculty – Mrs Cuino scuino@bishop.towerhamlets.sch.uk
Lessons per 2 week cycle : 3
How is the course taught? Year 9 follows an ambitious and bespoke curriculum plan which enables students to maximise their progress at the end of KS3 so that they are ready to move on to their next step in the language acquisition process. Lessons aim to broaden students' perception of languages and engage students in cultural aspects of Spain, such as festivals and traditions. Students are also taught about the importance of learning a language and the use of languages in the workplace. Progress is tracked through formal and informal assessment tasks, such as end of module assessments and homework assignments. Teacher feedback guides students' next steps so that students can improve their work and set targets for future learning.
How are students grouped? Students are taught in form groups
How are students assessed? Students are assessed through: <ul style="list-style-type: none">• Low- stake assessment tasks• Homework• Mid-term diagnostic assessments• End of module assessments• End of year exams
Homework: Homework is set based on retrieval of content in lesson: vocabulary quizzes, grammar and translation, vocabulary building tasks, cultural tasks, reading, listening, and writing tasks. Homework is set via Satchel One with accompanying resources.

Textbooks and Materials provided and needed:

The MFL department has developed most of the teaching and assessment resources from the Viva 3 textbook, additionally, new bespoke units have also been designed to give a more tailored approach to meet students' needs. Students will be provided with revision resources and extension tasks that will enable them to take control of their learning in manageable steps.

Year 9 Spanish Course Description

Autumn Term 1- Somos Así

- Talking about things you like
- Talk about films
- Talking about your week
- Using some irregular verbs in present tense
- Using regular verbs in present tense
- Using the near future tense
- Phonics

Autumn Term 2- Somos Así

- Talking about a birthday
- Talking about life as a celebrity
- Using three tenses together: past, present, and future
- Phonics

Spring Term 1- Orientate

- Saying what you must do at work
- Talking about what job you would like to do
- Discussing the importance of languages (careers)
- Using *tener que*
- Using correct adjective agreement
- Phonics

Spring Term 2 Orientate

- Talking about their future
- More practice on the near future
- describing a job
- More practice on using 3 tenses
- Revision
- Phonics

Summer Term 1- En forma

- Talking about diet
- Using direct object pronouns
- Talking about an active lifestyle
- Using stem-changing verbs
- Talking about daily routine
- Using reflexive verbs
- Phonics

Summer Term 2- Ciudades/ El mundo hispano

- Talking about ailments
- Using *me duele(n)*
- Talking about getting fit
- Using *se debe/no se debe*
- Exploring the Hispanic world
- Using the imperfect & perfect tense to describe a festival
- Revision
- Phonics