Brockington College

Curriculum Overview

Year 9

Autumn Term

Introduction

Welcome to the Year 9 curriculum booklet. As students look the end of their Key Stage 3 journey and look ahead to Key Stage 4 options, Year 9 marks an exciting and transformative time filled with new opportunities, challenges, and discoveries.

Our Year 9 curriculum is designed to provide a broad and balanced education, introducing students to a wide range of subjects and learning experiences. From core subjects like English, mathematics, and science to humanities, languages, arts, and technology, our curriculum encourages curiosity, creativity, and a love of learning.

Following feedback from our parent focus groups, we have produced this booklet to make families more aware of the objectives, content and assessment plans for our curriculum, alongside advice about how parents/carers can help their children in this crucial year.

Please get in touch with your child's teacher or the relevant head of department if you have any questions or want to find out more about how you can support your child further at home.

We look forward to guiding your child through Year 9, ensuring that their first year at Brockington is both enjoyable and enriching, setting the stage for a fulfilling and successful journey ahead.

Contents

English

Overall topic(s)	Short Story Unit & Non-Fiction Text
Timeframe	Autumn

Overview of topic

1. Read a range of short stories to develop narrative structure, characterisation and plot.
2. Read 'Touching the Void' by Joe Simpson and develop sophisticated writing skills

Sequence of learning

Topic:

Topic 1: To develop the habit of reading widely and often by reading short stories and acquiring a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language. To appreciate our rich and varied literary heritage and to write clearly, accurately and coherently adapting their language and style to create engaging narratives.

Topic 2: To read easily, fluently and with good understanding and to develop the habit of reading non-fiction. Through this to acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language. To write clearly, accurately and coherently adapting their language and style in and for a range of contexts, purposes and audiences through writing guides, articles, instructions and reviews. Use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas

Areas of study:

- Communicate clearly, effectively, and imaginatively
- Develop tone and style
- Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts
- Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.
- Analyse the effect of DAFOREST techniques used in non-fiction texts.
- Debate current affairs thoughtfully
- Debate current affairs using evidence to support arguments
- Shape a viewpoint through language and structure
- Use research methods
- Use DAFOREST and more complex persuasive techniques to argue and persuade

Assessment:

- ✓ Extended pieces of narrative and transactional writing

How can you help?

- ✓ Enter the 500-word short story competition
- ✓ Go on a day trip and ask your child to write about it in detail.
- ✓ Watch and discuss the documentary 'Touching the Void'.

Mathematics

Overall topic(s)	Percentages Probability Sequences
Timeframe	Autumn

Sequence of learning

Percentages calls on our knowledge of number and proportion from Year 8. Should be a relatively familiar start to the year and gives a chance to extend knowledge of proportion and proportional reasoning.

Probability requires a strong knowledge of fractions, decimals and percentages, can't be studied in detail until a secure understanding is gained. Real life applications and ideas are also important here and become an emerging theme throughout year 9. Understanding and measure of chance and risk is essential when navigating everyday life. It's also another idea of fractions as a relative counter.

Sequences is an application of previous algebraic knowledge from Year 8. Expressions, graphing, sequences is a pure application of things we've already learnt, lots of interleaving and interweaving from previous topics, with a chance to revisit these topics in a new light.

Areas of study:

- Understand percentage as "part per hundred"
- Understand percentage as a proportional relationship between the percentage and quantity
- Use percentage multipliers to scale a quantity
- Convert percentages into decimals
- Convert decimals into percentages
- Convert percentages into fractions
- Convert fractions into percentages when the denominator is a factor or multiple of 100
- Convert fractions into percentages when the denominator is not a factor or multiple of 100
- Calculate basic percentages without a calculator
- Calculate percentages of values using a calculator
- Calculate percentage change in values using a calculator
- Represent probability in words
- Represent probability on a number line/probability scale
- Represent probability as a number
- Write the probability of a given possible outcome from a selection of equally likely possible outcomes.
- Write the probability of a given possible outcome based on a probability or statistical experiment
- Understand the meaning of "mutually exclusive" and identify mutually exclusive events.
- Understand why the probability of two or more mutually exclusive events can be found by summing the probabilities of the separate events, and apply this to problem solving.
- Understand the meaning of "exhaustive" and identify exhaustive events
- Understand why the probabilities of a list of exhaustive events must add to 1, and apply this to problem solving.
- Understand a sequence as a list of numbers obeying certain conditions.
- Recognise and extend well known sequences.
- Find missing numbers in sequences.
- Find a term-to-term rule for a sequence.
- Find a position to term rule for a linear sequence.

- Use a term-to-term rule to generate a sequence.
- Use a position to term rule to generate terms of a sequence.
- Generate and analyse a sequence from a pattern of pictures.
- Recognise a linear pattern and write down position to term rules by analysing the pattern directly.
- Recognise graphical representations of linear sequences and move between graphical and numerical representations.
- Determine whether a term can be part of a linear sequence.
- Solve problems involving sequences and other mathematics.
- Find multiples of numbers up to 12 without a calculator.
- Identify common multiples of a group of numbers, including the lowest common multiple.
- Understand squaring as a special multiple of a number.
- Recognise square numbers up to 152.
- Understand factors of a positive integer as divisors of the integer that give positive integer quotients.
- Understand factorisation as a process applied to a whole number that involves writing a number as a product of two or more factors.
- Factorise positive integers.
- Find common factors of a group of numbers, including the highest common factor
- Understand prime numbers as positive integers whose only factorisation is 1 × the number and identify prime numbers.
- Know that any non-prime positive integer can be factorised uniquely using prime numbers and these numbers are called 'composite'.
- Write any composite number as a product of prime factors.

Assessment:

- ✓ Percentages mid unit assessment and end of unit assessment.
- ✓ Probability mid unit assessment and end of unit assessment.
- ✓ Sequences mid unit assessment and end of unit assessment.
- ✓ A 'Christmas' assessment, which will bring together the topics taught so far in Mathematics.

How can you help?

- ✓ Homework will be set on Sparx on a weekly basis. Please make sure that it is complete as the tasks will support the learning in class. Details will be posted on Satchel One. If you need help to get this complete, then the library is open during lunchtime.
- ✓ If your child needs some further assistance with their numeracy and arithmetic, please use 'Times Table Rock Stars' at home. This is an online educational game that we subscribe to. All logins will be given out in mathematics lessons – please ask if you need it.
- ✓ If there are specific objectives listed above which are providing a challenge, the website www.corbettMathematics.com has a plethora of videos and worksheets which can reinforce the learning in the classroom.
- ✓ As we approach the GCSE course in Year 10, it is also helpful to have conversations about this, along with conversations around targets and aspirations for GCSE and beyond.
- ✓ You are also always welcome to communicate with us here at the college and we would all be more than happy to help answer any mathematics specific questions and work with you to help every student achieve to the best of their ability.

Science

Overall topic(s)	B10, B11 &12; P9, P10 P11; C10 & C11
Timeframe	Autumn

Overview of topics

Students look further into plant organisms and why they are vital producers within our ecosystems and investigate what factors can limit the rate of photosynthesis.

The further Biology topics in term one involves studying the reasons for variation in organisms and how these can be genetic, they begin to explain how genetic disorders are inherited and eventually building up to how we can use the knowledge of genetics to modify organism. Further study of adaptations in organisms and how this lead onto natural selection of a species, including the examples of organisms that have changed over time.

Within Chemistry, we learn about specific chemical reactions in more detail and students should now be competent at writing word and some symbol equations. Bond breaking and bond making within chemical reactions are related to energy in reactions being given out or taken in and exothermic and endothermic are used to describe reactions.

The Physics modules builds upon the basic forces topic that students covered in year 7, studying contact forces, pressure and moments. The properties of magnets and investigating magnetic fields. Students then study how electricity can be used to make magnetic materials behave like a magnet. Finally build on their electricity knowledge from year 7, comparing different types of circuits and investigating resistance.

Sequence of learning

Topics:

How can you help?

You don't have to be an expert in science! One of the most supportive things you can do is to be a partner in your child's investigations and thinking. Think out loud or describe what you are doing as you do it, whether it is cooking, fixing something, taking care of pets, or other housework. Ask questions, even when you do not know the answer!

	Areas of study	**How can you help?**
B10: Photosynthesis	• Structure of the leaf and adaptation • Measuring the rate of photosynthesis and limiting factors • Transport in plants and mineral deficiencies	GCSE Bitesize- Photosynthesis Revision RP Transport in plants B10: Seneca
B1: Genes and Inheritance and B12: Evolution, extinction and biodiversity	• Causes of variation • How characteristics are inherited • Genetic diseases • Genetic modification • Biodiversity	Inheritance and genetics - KS3 Biology - BBC Bitesize B11: Seneca B12: Seneca

C10: Chemical reaction of metals and non-metals	• Metals and non-metal properties • Reactions of metals and metal oxides and metal carbonates with acids • Displacement reactions • Neutralisation reactions	Bitesize: Reactions with acid Displacement reactions
C11: Energetics	• Exothermic and endothermic reactions • Reaction profiles • Oxidation and reduction • Combustion and thermal decomposition • Comparing fuels	Types of reactions Combustion video Reaction profiles C11:Seneca
P9: Contact forces, moments and pressure	• Resultant forces • Upthrust, stretch and compression • Hooke's Law • Moments • Pressure in liquids and gases	Hookes law video GCSE Physics - Liquid Pressure GCSE Physics - How Moments Work P9:Seneca
P10: magnetism and Electromagnetism	• Magnetic properties • Magnetic fields • Electromagnets	Magnetic fields Electromagnets P10:Seneca
P11:Voltage, Current and resistance	• Static electricity • Circuits and current in series and parallel • Potential difference and resistance	Static electricity Circuits Resistance-cognito P11:Seneca

Assessment:

Your child will be assessed through:

- ✓ A short unit assessment after each topic ~ every 3 weeks
- ✓ A series of skills-based task during practical activities.
- ✓ A series of weekly homework questions using their booklets

Religious Studies

Overall topic(s)	Paper 2 (GCSE) – Themes – Religion, Peace and Conflict
Timeframe	Autumn

Overview of topic

This topic looks at religious, philosophical and ethical teachings around peace and conflict in the modern world. Students will encounter religious and non-religious arguments about war, violence and peace and are encouraged to form their own conclusions on the ethics of warfare. They will also learn about key issues affecting the modern world such as weapons of mass destruction, pacifism and peacekeeping initiatives around the world.

Sequence of learning

Topic: Religion, peace and conflict – paper 2 (theme)

Areas of study:

Religion, peace and conflict

The meaning and significance of:

- peace, justice, forgiveness, reconciliation
- Violence and violent protest
- Terrorism
- Reasons for war
- The just war theory, and the criteria for a just war
- Holy war
- Pacifism
- Weapons of mass destruction and nuclear deterrence
- Religion and peace-making in the modern world
- Religious responses to victims of war and the work of charities working in warzones

Assessment:

- ✓ Recall grids/questions and assessed practice questions in lesson time
- ✓ Assessed in Assessment Point 1 written test – 1, 4, 6 and 12 mark questions examined (recall, explain, evaluate)

How can you help?

- ✓ Discuss conflicts in the news with your child and ask them their views and whether they agree or disagree with religious teachings on warfare (e.g. pacifism). You could read/watch the news with them as a prompt – often they feature conflict zones – and discuss the nature and course of the conflict
- ✓ Encourage your child to revise using BBC Bitesize for GCSE (AQA Specification) GCSE Religious Studies - AQA - BBC Bitesize
- ✓ Encourage your child to watch revision videos like the attached: https://www.youtube.com/watch?v=AHksTolW0AM&authuser=0
- ✓ Check Satchel One for knowledge organiser updates to assist with exam revision

History

Overall topic(s)	The Twentieth Century World
Timeframe	Autumn

Over the autumn term, your child will study the major events of the first half of the Twentieth century, including the causes, course, and consequences of the First World War. The class will then start learning about international relations between 1918 and 1939 with a particular focus on Weimar Germany.

Sequence of learning

Topic: The First World War
This topic dovetails with work students should have studied in Year 8.

Areas of study:

- ✓ **The Main causes of World War One.** This includes long, medium- and short-term causes.
- ✓ **Recruitment and Conscription.**
- ✓ **Trench Warfare –** The reasons for trench warfare and the experience of life in the trenches.
- ✓ **The Battle of the Somme.**
- ✓ **War on other fronts and the British Empire at war.**
- ✓ **New Technology and the war at sea and in the air.**
- ✓ **Women and the Home Front.**
- ✓ **End of World War One –** This includes the final offensives, armistice, and impact of the war.
- ✓ **The Treaty of Versailles.**

Topic: International Relations
Areas of study:

- ✓ **The League of Nations**
- ✓ **German reaction to the Treaty of Versailles**
- ✓ **The Weimar Republic 1919-29**
- ✓ **Ideologies –** including Democracy, Capitalism, Communism and Fascism.

Assessment:
Your child will be assessed through:

- ✓ A unit assessment based on history and writing skills.
- ✓ A series of history skills questions that will be sat sequentially in class.
- ✓ A series of homework activities focused on putting key historical skills, including recall skills, into practice.

How can you help?
There are many extra-curricular opportunities to extend learning and improve achievement on these topics, including visits to:

- ✓ **Imperial War Museums London and Manchester -** Imperial War Museums is the world's leading museum of war and conflict. it gives voice to the extraordinary experiences of ordinary people forced to live their lives in a world torn apart by conflict.
- ✓ **Royal Armouries Museum Leeds -** the national museum of arms and armour. Visit for free in Leeds, West Yorkshire. Explore thousands of incredible objects, from ancient times to the present day.
- ✓ **National Memorial Arboretum Staffordshire** – It exists to ensure that the unique contribution of those who have served and sacrificed is never forgotten.

There are also dozens of documentaries, books and websites that can help improve children's learning, including:

- ✓ ***The Great War –*** A 26-episode documentary created in partnership with the Imperial War Museum that includes interviews with veterans.
- ✓ ***World War One in Colour*** **-** World War 1 in Colour is a six-episode television documentary series recounting the major events of World War I narrated by Kenneth Branagh.
- ✓ ***BBC History Bitesize*** – Key Stage 2 and Key Stage 3 games, learner guides, video clips and quizzes.
- ✓ ***BBC Teach –*** YouTube channel with video clip sections on each Key Stage of history.
- ✓ **History Hit YouTube Channel** - Discover the past on History Hit with ad-free exclusive podcasts and documentaries released weekly presented by world renowned historians Dan Snow, Suzannah Lipscomb, Lucy Worsley, Mary Beard and more.

Parent advisory: We would recommend that parents view video resources in advance of their children to ensure that they are happy with the content.

History Learning Journey Guide

Please click on the link below to our History Learning Journey guide, which we provide all children with at the start of each academic year. The guide includes specific details on why we study specific topics and explains why we teach them in the order that we do. It also includes the core learning questions that our studies will answer.

Link: Learning Journey in History 2023 – Brockington College

Geography

Overall topic(s)	Tectonics & Demography
Timeframe	Autumn

Areas of study:

1. Plate tectonics and the structure of the Earth; continental drift; the causes, impacts and responses to earthquake hazards, tsunamis, volcanoes, hazards and how countries can prepare.
2. Push and pull factors affecting population; population pyramids; global patterns of population change over time; life expectancy and the issues surrounding youthful and ageing populations (focus on Africa and Japan); the impacts of migration and hostility to migrants; the global birth rate crisis; diversity in Leicester due to migration; the Grenfell Tower tragedy.

Assessment:

Your child will be assessed through:

- ✓ An assessment examination containing a range of question styles such as multiple choice, data response, short answer and long answer.

How can you help?

There are lots of websites where further information and support on these topics can be accessed.

- Hazards - KS3 Geography - BBC Bitesize
- Population and migration - KS3 Geography - BBC Bitesize

French

Overall topic(s)	1. Describe your neighbourhood/town 2. What can you do in your neighbourhood 3. Describe where you live 4. Home
Timeframe	Autumn

Overview of topic

- Describing the neighbourhood or town where you live and what is there, what you can do there and what you like to do there.
- Describe where pupils live and their homes

Sequence of learning

Topic:

Vocabulary for what is in your neighbourhood or town and what is not there. Justified opinions and an introduction to modal verbs and impersonal structures. There is also a review of adjectival position with some BAGS adjectives. Then we move onto to recycling the vocabulary but with past tense verbs ad time words.

For the final two topics we will recycle vocabulary from the last two units and adding some prepositions to describe where everything is in your neighbourhood. Then we move on to describing homes and what's in them.

Areas of study:

- State where you live
- Mention what facilities are there
- Saying what is not there
- Whether you like/dislike where you live + why
- Modal verb introduction
- Impersonal structure on
- Using « you can/cannot »
- Say what you can do, see, play, visit in your city/area
- Say where you can go
- Say what you did in the past and where
- Recycling of previous unit
- Perfect tense construction and rules
- Perfect tenses of « to do ; to go ; to play ; to see ; to visit »
- Say what there is in your town, neighbourhood, street, where you live
- Say where your house, flat building is located using prepositions of places
- Recycling of previous two units
- Talk about where you live (retrieval)
- Mention the different rooms where your live
- Give opinion (like/dislike) on where you live and why
- Describe what is in each room
- Recycling of previous 3 units

Assessment:

- ✓ There will be an assessment after each unit with a range of tasks including reading, writing, grammar, dictation, translation, speaking and listening.

How can you help?

- ✓ Encourage pupils to complete homework.
- ✓ To learn phrases from the Sentence Builder
- ✓ Practice vocabulary on Quizlet.com
- ✓ Start regular use of Duolingo French

ICT and Computing

Overall topic(s)	9.1, 9.2 and 9.3
Timeframe	Autumn

Overview of topic

During Term 1 – Autumn, students will study units that initially focus on significant developments of figures in the history of computing. This will bring in concepts of computing such as encryption, the Internet and Boolean logic. Students will then go on to study networks and then a unit of GCSE Business Studies. This will be to give students an experience of this subject ahead of the GCSE options selection process.

Sequence of learning

How can you help?

We would encourage conversation about the learning to promote students to reflect on their learning and develop a curiosity to develop their understanding.
There are useful website links below that relate to the learning that students do in the classroom.

Topic	Areas of study	Learning beyond the classroom
9.1 Back to the future	• Alan Turing and Code breaking • Sir Tim Berners Lee and the World Wide Web • George Boole and Logic Gates • Charles Babbage and Problem Solving	BBC Bitesize • Background - Technology through time - KS3 ICT Revision - BBC Bitesize • What is computational thinking? - Introduction to computational thinking - KS3 Computer Science Revision - BBC Bitesize • What is evaluation? - Evaluating solutions - KS3 Computer Science Revision - BBC Bitesize • What is logical reasoning? - Logical reasoning - KS3 Computer Science Revision - BBC Bitesize Seneca Learning: 3.1.7-3.1.8 • Logic Circuits - Computer Science: KS3 (senecalearning.com) Seneca Learning: 5.1.3-5.1.6 • What is the Internet? - Computer Science: KS3 (senecalearning.com) Oak National Academy • Lesson: Across time and space | KS3 Computing | Oak National Academy (thenational.academy) • Lesson: Lights and drums | KS3 Computing | Oak National Academy (thenational.academy)

9.2 Networks	• Networks and LANs • The Internet and WANs	BBC Bitesize • What is a network? - Introduction to networks - KS3 Computer Science Revision - BBC Bitesize Seneca Learning: 5.1.1-5.1.2 • Networks - Computer Science: KS3 (senecalearning.com) Oak National Academy • Unit: Networks: from semaphores to the Internet | KS3 Computing | Oak National Academy (thenational.academy)
9.3 Business Studies – Making Operational Decisions	• Business operations • Working with suppliers • Managing quality • The sales process	BBC Bitesize • The purpose of business operations - Business operations - Edexcel - GCSE Business Revision - Edexcel - BBC Bitesize • Managing stock - Working with suppliers - Edexcel - GCSE Business Revision - Edexcel - BBC Bitesize • Production of goods and the provision of services - Managing quality - Edexcel - GCSE Business Revision - Edexcel - BBC Bitesize • The sales process - The sales process - Edexcel - GCSE Business Revision - Edexcel - BBC Bitesize

Assessment:

- ✓ Students will be assessed through end of topic assessments. These are usually comprised of multiple-choice questions with some short answer questions focusing the topic they have studied, with some occasional questions focusing on recall and retrieval of learning in previous topics.

Drama

Overall topic(s)	*DNA* and Brechtian Theatre
Timeframe	Autumn

Overview of topic

During the Autumn term, your child your child will complete two music projects, one per half term. In *DNA*, they will develop character as they explore a variety of skills, preparing to present a scripted piece to an audience. In Brechtian Theatre, they will create an informative piece of theatre from a stimulus, which incorporates key Brechtian techniques. Both projects are designed to build on skills developed in Year 8 and further develop their understanding of styles and conventions of theatre.

Sequence of learning

Topic: Scripted Performance *DNA*

Our purpose is to introduce your child to drama as a curriculum subject

Areas of study:

- Understanding of Stanislavski's theatre and naturalistic theatre techniques
- Using naturalistic drama techniques to explore and develop characters further and tell stories
- Naturalistic conventions in scripted performance
- Performing to an audience

Topic: Brechtian Scripted Performance

Our purpose is to develop your child's confidence through performance skills

Areas of study:

- Understanding of Brechtian theatre and non-naturalistic theatre techniques
- Using non-naturalistic drama techniques to explore and develop characters further and tell stories
- Non-naturalistic conventions in scripted performance
- Performing to an audience

Assessment:

- ✓ Regular formative feedback
- ✓ Directed improvement and reflection time (DIRT) feedback on character letter
- ✓ Homework related to drama skills and keywords
- ✓ Summative scripted performance in a non-naturalistic style

How can you help?

- ✓ Visiting the theatre to watch live productions
- ✓ Discussing films watched at home – what made them successful, or less successful; what was happed in the plot and how did it develop; how were characters created
- ✓ Access to scripts and books at home that your child can read to develop their understanding of how stories are told
- ✓ There are lots of websites where further information and support on these topics can be accessed such as
    - Writing in first or third person guide for KS3 English students
    - How to investigate structure in fiction texts for KS3 English students

Music

Overall topic(s)	Music Tech Remix and The Big Numbers
Timeframe	Autumn

Overview of topic

During the Autumn term, your child will complete two music projects, one per half term. In Music Tech Remix they will be introduced to using Music Technology software to create a remix of a selected song. They will learn basic sequencing techniques and develop their understanding of how sounds are organised. In The Big Numbers your child will focus on developing their performance skills and musical voice through selected songs. They will have opportunity to work as soloists, small and larger ensembles to create a performance in their own musical style. In both projects, pupils will develop their listening skills and understanding of what makes pieces successful.

Sequence of learning

Topic: Music Tech Remix

Our purpose is to introduce your child to music as a curriculum subject

Areas of study:

- Reading notation in both treble and bass clef
- Understanding how musical elements are used within songs
- Understanding how notes and harmonies work together to create cohesive sounds
- Large ensemble vocal performance

Assessment:

- ✓ Regular formative feedback
- ✓ DIRT feedback on music technology project
- ✓ Homework related to listening skills and keywords
- ✓ Summative music technology piece - Remix

Topic: The Big Numbers

Our purpose is to develop your child's confidence through performance skills

Areas of study:

- Reading notation in both treble and bass clefs
- Using musical elements to create musical style
- Performance skills – playing to an audience
- Large ensemble vocal performance

Assessment:

- ✓ Regular formative feedback
- ✓ DIRT feedback on performance
- ✓ Homework related to listening skills and keywords
- ✓ Summative performance of selected piece in own style

How can you help?

- ✓ Regularly listening to new music – radio, Spotify, Amazon Music, etc… - and discussing with your child why they might like or dislike a song or piece of music

- ✓ Music Keyboard apps on tablets or phones can enable your child to practise music at home if they do not have access to a keyboard. Virtual piano – Play piano online | Musicca is one example that can be used on a computer
- ✓ Taking your child to see live music being played
- ✓ Online play-along videos, such as those on YouTube, support children in learning to play music they like
- ✓ Access to musical instruments, such as guitar, ukulele or keyboard, so your child can explore their musical voice at home. As can encouraging your child to sing.
- ✓ There are lots of websites where further information and support on these topics can be accessed such as
    - Electronic music - KS3 Music - BBC Bitesize
    - Improvising with the voice - KS3 Music - BBC Bitesize

Design and Technology: Food

Overall topic(s)	Plan, prepare and cook
Timeframe	12 weeks across the academic year

Sequence of learning

Topic:

Over 12 weeks we will look at the food from different cultures, how to meet a brief and ways to cost and analyse the nutrition of dishes. Your child will put everything they have learned into practice through completing a range of practical cooking activities.

Areas of study:

- Research skills
- Food from different cultures
- The process of gluten formation
- Costing of dishes
- Nutritional analysis of dishes
- Justifying their food choices

Assessment:

- ✓ Mid-topic multiple choice quiz
- ✓ Project marked against BC grade descriptors
- ✓ End of topic recall test

How can you help?

- ✓ Encourage your child to help in the kitchen at home, whether baking, making dinner or just helping you chop vegetables they will build confidence and skills.
- ✓ Students can also use the following websites and YouTube channels to build their knowledge:
  - 11 - 14 Years - Food A Fact Of Life
  - Unit: Catering for needs | KS3 Design and technology | Oak National Academy (thenational.academy)
  - Unit: Future food and the application of science | KS3 Design and technology | Oak National Academy (thenational.academy)
  - Gastro Lab - BBC Teach
  - Videos - Food A Fact Of Life

Design and Technology: Engineering

Year group	9
Subject	DT Engineering
Overall topic(s)	Timbers
Timeframe	13 weeks

Sequence of learning

Topic:

Over the course of this topic, we will look at the properties and characteristics of different timbers and why they are chosen for the production of different products. Students will then build on their existing knowledge and understanding of health and safety in a workshop environment. Student will develop a range of practical skills in order to produce a timber product.

Areas of study:

- Timbers – hardwoods, softwoods and manufactured board
- Exam style questions
- Isometric drawing
- Health and safety in an engineering environment
- The correct use of marking out, cutting and finishing tools to manufacture a timber product.

Assessment:

- ✓ Mid topic multiple choice quiz
- ✓ Project marked against BC grade descriptors
- ✓ End of topic recall test

How can you help?

Encourage your child to help out with DIY around the home whether that is putting together flat pack furniture, putting up a shelf or maintaining their bike. This will help your child develop confidence around a range of tools and equipment.

Students can revise the topics covered in this topic by following these links:

Timbers: https://www.bbc.co.uk/bitesize/guides/zjgyb82/revision/3

Isometric drawing: https://www.bbc.co.uk/bitesize/guides/z6jkw6f/revision/4

You can find lots of tutorials on youtube which will help your child practice isometric drawing: https://www.youtube.com/results?search_query=beginner+orthographic+drawing

Design and Technology: Textiles

Overall topic(s)	Icon project
Timeframe	12 weeks across the academic year

Sequence of learning

Topic:

During this rotation, students will continue their development of skills in textile design by researching and exploring culturally diverse designers. There will be opportunities to learn of new CAD manipulation techniques and to promote the recall of hand stitching and develop these stitches further. Students will be encouraged to develop portrait drawing to lead into their final outcome

Areas of study:

- Developing portraiture drawing
- Researching artists/designers relevant to the project
- Exploration of relevant techniques
- CAD manipulation
- Continue to develop hand stitching

Assessment:

- ✓ Mid topic multiple choice quiz
- ✓ Project marked against BC grade descriptors
- ✓ End of topic recall test

How can you help?

There are lots of websites where further information and support on these topics can be accessed.

Recall the 6 R's

- https://senecalearning.com/en-GB/revision-notes/gcse/design-and-technology/aqa/6-4-4-the-six-rs

Delitia Martin

- https://blackboxpressstudio.com/about-delita

Victoria Villasana Website

- https://victoriavillasana.com/

Basic hand embroidery stitches

- Hand Embroidery for Beginners || 14 basic embroidery stitches by Let's Explore (youtube.com)

Art

Overall topic(s)	Drawing the Human Figure
Timeframe	Autumn Term

Overview of topic

During this unit students look at artists who have used the human figure in their work and will learn to analyse them and give their own opinions about their work. They will learn to draw the human figure in proportion using measuring techniques and will develop skills and add detail and movement to their work.

Sequence of learning

Topic:

This unit is reminiscent of the portraiture unit at the end of year 8. Students will be able to use their skills from year to complete the entire human form.

Areas of study:

- Artist research
- Drawing the human figure
- Understanding proportions and movement
- Creating an entire human figure
- Shading and tonal value

Assessment:

- Artist research and copy
- Drawing the human figure in proportion
- Drawing movement

How can you help?

- Encourage your child to practise what they have learned at home.
- There are some excellent resources on YouTube which demonstrate some of the drawing techniques shown in class. Students can use these to recap and practise.

Physical Education

Overall topic(s)	Learning and developing core skills in a wide range of sporting situations
Timeframe	Throughout the academic year

At Brockington College, our Key Stage 3 PE curriculum provides a broad, balanced and inclusive experience that supports the holistic development of every student. Through a carefully sequenced and progressive model, students engage in a diverse range of physical activities that build knowledge, refine skills and promote character development.

All students receive the same curriculum offer to ensure **equality of provision**, regardless of background or ability. This inclusive approach reflects our commitment to high expectations for all and ensures every learner has access to the full breadth of opportunity.

Each unit is structured around a 'big question' that encourages deeper thinking and purposeful learning. These big questions are progressed across the key stage and are linked to a core concept, which is revisited and developed year on year. This approach ensures students build on prior learning, deepen their understanding, and make sustained progress across all areas of the curriculum.

The overview below outlines the units and concepts delivered to each year group at Key Stage 3, ensuring all students are supported to achieve their full potential and are well-prepared for future study in physical education. These key themes which run throughout the key stage curriculum are vital in allowing us to achieve our aim:

At Brockington College, our PE curriculum is designed to develop students holistically supporting their physical, social, emotional, and mental well-being. Through a broad, inclusive and ambitious offer, we aim to foster high levels of engagement, resilience, and a lifelong commitment to physical activity and healthy living

A Curriculum

(which combines traditional with concepts)

Net/Wall	Invasion	Dance & Gymnastics	Striking and Fielding	OAA	Athletics	Fitness
Physical • Technique • Consistency • Skill selection • Pressured situations • Competitive conditions	**Cognitive** • Decision making • Knowledge of rules • Tactical awareness • Outwitting opponents • Spatial awareness	**Creative** • Imagination • Choreography • Aesthetics • Feedback • Routine development	**Social** • Communication • Teamwork • Leadership • Active Listening • Problem Solving	**Personal Skills** • Enthusiasm • Confidence • Positive mindset • Resilience • Overcoming hardship	**Personal Attributes** • Cardiovascular endurance • Muscular Strength • Speed • Power • Flexibility	**Health and Wellbeing** • Warm up importance • Fitness • Heart Rate • Calories • Mental Health

Sports & Activities - Areas of Study:
Football, Netball, Basketball, Rugby Badminton, Handball, Table Tennis, Fitness, Athletics, Tennis, Cricket, Rounders.

Key Stage 3 Endpoint
By the end of Key Stage 3, students at Brockington College demonstrate increased competence and confidence across a wide range of physical activities. They acquire and apply sport-specific skills and techniques, and develop a secure understanding of what constitutes effective performance, including tactical awareness and decision-making.

Students make progress through the **Head and Hands** assessment strands—developing both **declarative knowledge** (understanding rules, tactics, strategies, and key concepts) and **procedural knowledge** (knowing how to perform techniques and apply skills effectively in context). This dual approach ensures students are challenged cognitively and physically, enabling them to reflect on, refine, and improve their performance.

Through physical challenges, teamwork and leadership opportunities, students build resilience and develop transferable skills that support their wider personal development. These attributes contribute to their success across the curriculum and prepare them for future study and life beyond school.
Overall, students make strong progress in their physical, social and emotional wellbeing. They foster a sustained interest in physical activity and sport, and are inspired to lead healthy, active lifestyles—laying the foundation for lifelong participation and future success in physical education.

Options:
At the end of Year 9, students have the opportunity to choose Exam PE as part of their options. They can select from two recognised qualifications: **GCSE PE** or **Sport Studies**. Both pathways are designed to equip students with valuable skills and practical experience relevant to careers in the sports industry. Further details about these options will be provided during the **Options Evening**, helping students make informed decisions about their future.

Assessment
Assessment in PE at Brockington College is designed to be **holistic, purposeful, and progressive**, supporting students' development across all curriculum domains. It enables staff to monitor progress, inform planning, and ensure all learners are appropriately challenged and supported.
Students are assessed through two distinct strands:

- **HEAD** – Focuses on *declarative knowledge*, including understanding of core rules, techniques, tactics, and strategic concepts within each sport or activity
- **HANDS** – Focuses on *procedural knowledge*, assessing how effectively students can apply core skills and techniques in practical and competitive scenarios

This dual-strand approach ensures that both cognitive understanding and physical execution are valued equally, promoting a balanced and inclusive model of progress.

Assessment Process
- **Lesson 1 of each unit**: HEAD and HANDS assessment criteria are explicitly shared with students to establish clear expectations and learning goals
- **Ongoing formative assessment**: Teachers use questioning, observation, and feedback to monitor progress and adapt teaching accordingly

- **Final lesson of each unit**: Students revisit the assessment criteria and reflect on their progress, identifying whether they are working *towards*, *at*, or *beyond* expectations
- **Summative assessment**: Staff assign a 1–3 score for both HEAD and HANDS strands:
    - **1 = Working Towards**
    - **2 = Working At**
    - **3 = Working Beyond**
- **KS3 Assessment Tracker**: Completed by staff after each unit to record progress across all teaching groups
- **Percentage score**: Calculated to provide an average measure of progress across curriculum units, supporting reporting and intervention

This assessment model ensures students understand how to improve, take ownership of their learning, and make sustained progress across all areas of physical education. It also supports staff in identifying gaps, celebrating success, and maintaining high expectations for all learners

How can you help?

- ✓ There are lots of websites where further information and support on these topics can be accessed. e.g. simple rules of rugby union (Rugby rules | Rugby Rules - Game Time, Points & More | spized Rugby rules | Rugby Rules - Game Time, Points & More | spized)
- ✓ Encourage your child to watch a range of 'live sports' at a game or event or on television
- ✓ Encourage your child to attend extracurricular activities in school
- ✓ Support your child by taking them to clubs in the community or get a membership for a local leisure Centre.

Personal, Social, Health and Citizenship Education (PSHCE)

Overall topic(s)	Relationships and Sex Education
Timeframe	Autumn/Spring Term

Over the course of the Autumn/Spring Term your child will become informed about and discuss different ways to look recognise and maintain healthy relationship and make safe choices in future relationships.

Sequence of learning

Topic: RSE

Our purpose is to provide students with strategies to help develop and maintain positive mental wellbeing, and strategies to make positive choices.

Areas of study:

- **Healthy Relationships** – how to recognise the signs of healthy and unhealthy relationships.
- **Recognising Pressure –** identify pressure young people face in relationships, strategies to deal with pressures and where to access further support
- **Child on Child Abuse** – recognising when relationship (romantic and non) can be abusive and how to access support
- **The Law and relationships** - what are the laws surrounding relationships, and legal consequences.
- **Introduction to Contraception** – The purpose of contraception and how different forms of contraception work
- **STI's** - What is an STI, the consequences of STI's and where to access support
- **Online Communication** – What content is appropriate and safe to send electronically, the legal and other consequences of inappropriate content, and where to access support

In this unit pupils will also participate in Anti-bullying week and Hate Crime Awareness week.

Assessment:

Your child will be assessed through:

Formative

- ✓ Self-Assessment using "I can statements" at the end of each area of study.
- ✓ DIRT self-reflection throughout module (including discussion skills)

Summative

- ✓ End of topic reflection task (DIRT mind map indicating knowledge gained)

How can you help?

- ✓ There are lots of websites where further information and support on these topics can be accessed.
  - www.brook.org.uk
  - www.leicestersexualhealth.nhs.uk
  - www.youngminds.org.uk