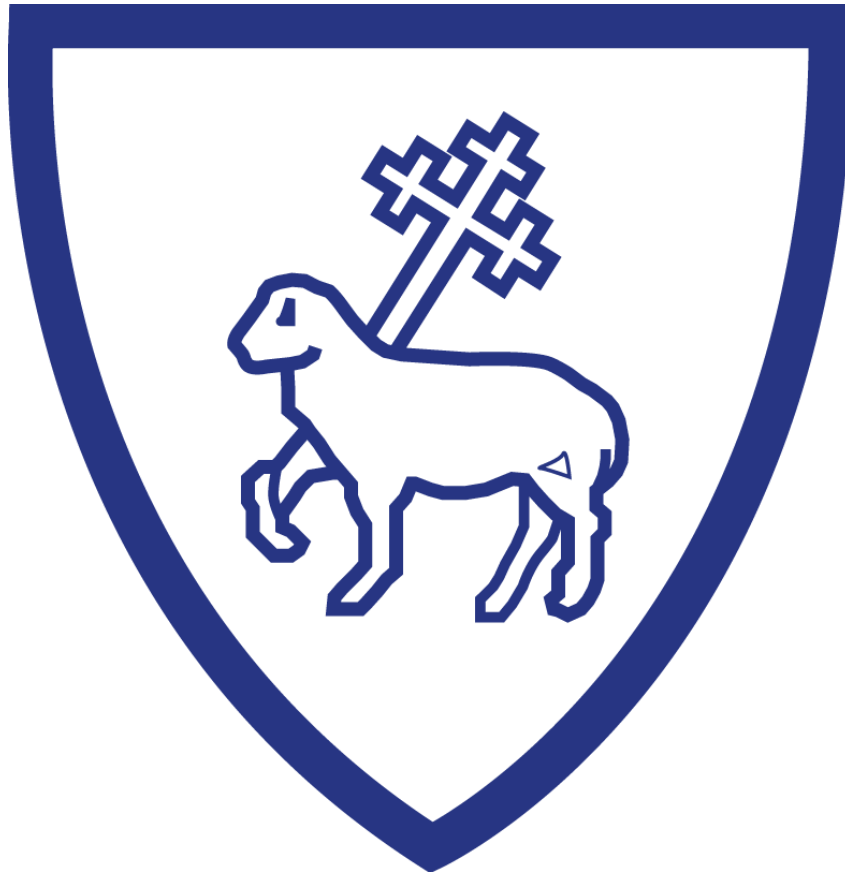


Brockington College

Curriculum Overview



Year 9
Summer Term



Introduction

Welcome to the Year 9 summer 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.

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English

Overall topic(s)	Shakespeare
Timeframe	Summer

Overview of topic

1. Study of the characters, plot, themes and context of *Romeo and Juliet*. Developing analytical writing.
2. Study of the characters, plot, themes and context of *Romeo and Juliet* and developing speaking and listening skills through a presentation.

Sequence of learning

Topic:

This term, students will study a full Shakespeare play, developing the ability to read and engage with the text fluently and with insight. Through this study, they will broaden their vocabulary, strengthen their understanding of grammar, and deepen their knowledge of linguistic conventions across reading, writing, and spoken language.

Students will analyse key scenes, characters and themes, learning to write clearly, accurately and coherently, while adapting their language and style to suit analytical tasks. They will also be encouraged to appreciate Shakespeare's work as part of Britain's rich and varied literary heritage.

Discussion plays a key role in learning, and students will be supported in developing their ability to articulate and explain their ideas with clarity. They will become more confident in the arts of speaking and listening through structured debate, formal presentations, and collaborative activities that promote thoughtful and effective communication.

Areas of study:

- Comment on Shakespeare's presentation of characters and themes
- Explain how contextual factors influence an audience's reaction to events and characters
- Summarise the plot of *Romeo and Juliet*
- Understand what makes *Romeo and Juliet* a tragedy
- Define and identify symbolism, motif, oxymoron, religious imagery
- Write a structured, full analytical essay
- Use academic language to analyse

Assessment:

- Analytical essay
- Speaking and Listening

How can you help?

- ✓ Watch a version of *Romeo and Juliet*
- ✓ Try to catch a play of *Romeo and Juliet* in a local theatre.
- ✓ Watch *West Side Story* or even *Gnomeo and Juliet* to help students with their understanding.
- ✓ Take a trip to Stratford and explore Shakespeare's context.

Mathematics

Overall topic(s)	✓ Factors and Algebra ✓ Proportional Reasoning
Timeframe	Summer

Sequence of learning

This term, students will deepen their understanding of equations by reinforcing their knowledge of symbolic algebra and focusing on the fundamental concept of equality. They will explore what happens when we make changes to expressions that are equal and consider whether using the equals sign always implies true equality. This unit encourages critical thinking about the meaning and application of algebraic balance.

The second part of the term focuses on formulae and graphs. Building on their understanding of equality, students will learn how to represent mathematical relationships in multiple forms, including formulae and graphical representations. They will revisit key concepts such as scale and axes, making important connections between algebra and geometry. This unit supports a more integrated view of mathematics and strengthens their ability to model real-world situations.

Areas of study:

- Understand what an equation is.
- Understand what a solvable equation is, and identify solvable equations.
- Represent different equations using bar models.
- Represent different equations using unscaled vectors.
- Represent different equations using a balance method/counters.
- Solve one-step linear equations.
- Solve two-step linear equations that don't involve brackets.
- Solve two-step linear equations that involve brackets.
- Solve two-step linear equations where the variable appears as the denominator of a fraction.
- Solve three-step linear equations without unknowns on both sides.
- Solve three-step linear equations with unknowns on both sides.
- Solve any linear equation.
- Understand a formula as an equality relationship between two or more variables.
- Represent a formula as a bar model, and use this to read/write a formula in different ways.
- Substitute values into any formula to find the value of a subject/dependent variable.
- Substitute values into any formula which leads to a linear equation needing to be solved to find the value of a variable.
- Generate value pairs for a formula involving two variables.
- Plot coordinates of value pairs in all four quadrants.
- Create graphs from coordinate pairs.
- Draw scaled axes for graph plotting of coordinate pairs.
- Create graphs from formulae by choosing suitable values.
- Interpret graphs from contexts.
- Create graphs from directly proportional relationships.
- Recognise the properties of proportional graphs. Solve problems involving circles.

Assessment:

- ✓ End of year assessment
- ✓ Equations mid unit assessment and end of unit assessment.
- ✓ Formulae and Graphs mid unit assessment and end of unit assessment.

How can you help?

- ✓ Help facilitate the completion of the Sparx Maths programme at home.
- ✓ 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.corbettmaths.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)	GCSE: B2 and B3, C5, P2 and P3
Timeframe	Summer

Overview of topics

Biology

As students move into the final term of Year 9, they will explore the process of cell division, with a focus on mitosis and the importance of cell differentiation. They will begin to evaluate the use of stem cells and the ethical considerations surrounding therapeutic cloning. This topic progresses into a detailed study of the digestive system, where students build practical skills by testing for different food groups. They will also learn how these nutrients are broken down in the body and the vital role that enzymes play in digestion.

Chemistry

In chemistry, students revisit the topic of how materials are extracted from the Earth, using the reactivity series to understand the principles behind metal extraction. They will carry out further practical investigations involving displacement reactions, deepening their understanding of chemical reactivity. The topic of neutralisation is introduced and explored through hands-on activities, helping students become more confident in recognising and naming useful salts formed during these reactions.

Physics

Students will continue to develop their understanding of energy transfers, focusing on how specific heat capacity can be measured in different materials through experimental work. They will investigate and evaluate a range of heating and insulating materials, applying their findings to real-world scenarios. The term concludes with an exploration of different energy resources, where students assess both renewable and non-renewable options and consider the environmental impact of energy use.

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?
B2: Cell Division	<ul style="list-style-type: none"> ✓ Cell division ✓ Growth and cell differentiation ✓ Stem cells 	<ul style="list-style-type: none"> ✓ Cell division GCSE bitesize ✓ Cell division quiz
P2: Energy Transfer	<ul style="list-style-type: none"> ✓ Energy transfer by heating ✓ Infrared radiation (seps only) ✓ Thermal equilibrium (seps only) ✓ Specific heat capacity (RP) ✓ Controlling heat transfer ✓ Heating and insulating buildings ✓ Insulation RP (seps only) 	<ul style="list-style-type: none"> ✓ Specific heat capacity RP ✓ Thermal insulation RP (seps only)

P3: Energy resources	<ul style="list-style-type: none"> ✓ Energy demands ✓ Energy from wind and water ✓ Energy from the sun and earth ✓ Energy and the environment ✓ Evaluation of energy resources 	<ul style="list-style-type: none"> ✓ Energy resources ✓ Geothermal ✓ Wind and solar
B3: Organisation-digestive system	<ul style="list-style-type: none"> ✓ Tissue and organs ✓ Digestive system ✓ Food test (RP) ✓ Catalysts and enzymes ✓ Factors affecting enzymes (RP) 	<ul style="list-style-type: none"> ✓ Food tests RP ✓ Enzymes RP ✓ Enzymes and the digestive system
C5: Chemical change	<ul style="list-style-type: none"> ✓ Reactivity series ✓ Displacement reactions ✓ Extracting metals ✓ Strong and weak acids ✓ Salts from bases (RP) ✓ Salts from alkalis and carbonates 	<ul style="list-style-type: none"> ✓ Making a salt RP ✓ Reactivity series ✓ Making useful products from acids

Assessment:

Your child will be assessed through:

- A small topic test after each topic
- A series of skills based tasks during the required practical activities.
- A series of weekly homework questions using their GCSE work books.

Religious Studies

Overall topic(s)	Paper 1 (GCSE) – Buddhist Beliefs and Teachings
Timeframe	Summer

Overview of topic

This topic looks at the core beliefs and teachings of Buddhism. Students develop an understanding that Buddhism is a diverse tradition and has many traditions associated with it (in particular Theravada and Mahayana). To summarise, students should understand the influence of Buddhist beliefs, teachings and practices on individuals, communities and societies. Students will look at different interpretations that Buddhist schools use and recognise how this influences their everyday life.

Sequence of learning

Topic: Buddhist Beliefs and Teachings – Paper 1

Areas of study:

- **The dhamma**
What is the dhamma?
Dependent Arising
The Three Marks of Existence – Anicca, Anatta, Dukkha
The Five Skandhas (Aggregates), Sunyata and Buddha-nature
Arhat and Bodhisattva
Pure Land Buddhism
- **The Buddha**
Buddha's birth and life of luxury
The Four Sights
Ascetic life
Buddha's Enlightenment
The Four Noble Truths – Dukkha, Samudaya, Nirodha, Magga
The Three Poisons
Tanha (Craving)
Nibbana/Nirvana

Assessment:

- In-lesson – Recall grids, assessed practice questions
- Assessed in Assessment Point written test – 1, 2, 4, 5 and 12 mark questions examined (Recall, explain, evaluate)

How can you help?

- ✓ 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. Search Youtube for AQA GCSE RS Spec A 'Buddhist Beliefs and Teachings', or any of the key words mentioned above
- ✓ Check Satchel One for knowledge organiser updates to assist with exam revision

History

Overall topic(s)	The Cold War and Civil Rights in the USA
Timeframe	Summer

Over the course of the summer term, your child will study the era of the Cold War between 1945 and 1991 and the Civil Rights movement of the 1950s and 1960s, in the USA. This last unit is a sensitive topic and includes material that may upset students such as the use of archaic language. As a department, we treat the study of this topic incredibly sensitively and encourage students to consider how discrimination still impacts the world we live in today.

Sequence of learning

Topic: The Cold War

This topic dovetails with work students completed in the spring term on the Second World War. Our purpose is to chart the course of the Cold War and its impact on the world today.

Areas of study:

- **The origins of the Cold War** – This includes the origins of the Cold War, key definitions and a timeline.
- **Cold War crises** – This includes the Berlin Crises of 1948-49 and 1958-63
- **The end of the Cold War** – This includes the collapse of Communism in Eastern Europe and the Soviet Union.

Topic: Civil Rights in the USA

The Civil Rights course includes topic matter suitable for Year 9 and helps explain some of the current issues in 21st century America. Some of the key moments in the movement are explored sensitively using primary sources from people who lived through the period. The course is useful for demonstrating how change can be brought about through peaceful protest and relates to several of the core values of the school.

Areas of study:

- **The origins of the Civil rights movement**
- **Segregation in the USA**
- **Rosa Parks and the Montgomery bus boycott**
- **Little Rock nine and the children's crusade**
- **Freedom Riders and 'Sit ins'**
- **Martin Luther King and Malcolm X**
- **Civil Right Acts**

Assessment:

Your child will be assessed through:

- ✓ A unit assessment based on chronology 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:

- **The Imperial War Museum, London** (free entry), and includes exhibits relating to the Cold War.

- **The National Cold War Exhibition at RAF Cosford** - This exhibition aims to inform and educate present and future generations about the immense threat posed to world peace and security during the Cold War.

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

- ✓ **Strange Days: Cold War Britain** – BBC documentary on the Cold War
- ✓ **Cold War** – first aired in 1998 on the BBC - It features interviews and footage of the events that shaped the tense relationships between the Soviet Union and the United States.
- ✓ **BBC Teach** – A YouTube channel with extensive video resources on history
- ✓ **BBC History Bitesize** – Key Stage 2 and Key Stage 3 games, learner guides, video clips and quizzes
- ✓ **Imperial War Museum Website** - This includes specific learner guides on the Cold War along with supporting videos
- ✓ **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: [History Learning Journey](#)

Geography

Overall topic(s)	Africa, Epidemiology & International relations
Timeframe	Summer

Areas of study:

1. Africa

The political and physical geography of Africa; the Ethiopian Grand Renaissance Dam project; the historical causes of inequality in Africa; the impact of corruption on African development; solutions to the conflict in South Sudan; how technology can increase rates of development in Africa; the pattern of climate and biomes in Africa; the causes, impacts and solutions to desertification in the Sahel region; the challenge of population change in Africa

2. Global Pandemics

Students will explore the history of global pandemics, examining how diseases have spread across time and place. They will investigate the factors that influence the transmission of viruses, such as population density, travel networks, and healthcare access. The topic includes a focus on Covid-19, looking at its impacts on societies and economies, as well as how vaccine distribution and prioritisation decisions were made at national and global levels.

3. Geopolitics and Global Influence

This unit introduces students to the complex world of geopolitics, including the role of alliances, trading partnerships, and global superpowers. Students will study concepts such as spheres of influence and investigate China's Belt and Road Initiative as a case study of growing global power. The causes and consequences of conflict and war are explored, along with potential solutions and the important role of international organisations such as the United Nations in promoting peace and cooperation.

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.

- [Geopolitics and conflict for KS3 Geography - BBC Bitesize](#)

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

- [Africa - BBC iPlayer](#)

French (Modern Foreign Languages)

Overall topic(s)	U7 – Healthy Living U8 – Describe a typical day at school U9 – A typical Day in the past, present and future U10 – Technology
Timeframe	Summer

Overview of topic

- Talk about healthy lifestyles, including food, exercise and choices pupils can make to stay healthy.
- Describe a day at school and talk about school rules. Then describe a typical day using the past present and future tense.
- Talk about daily routines and free-time activities, including what pupils do during the week and at weekends.
- Talk about using technology, including how pupils use mobile phones and the internet in their daily lives

Sequence of learning

Topic:

Pupils begin by learning how to talk about healthy living, including food, drink, exercise and how to give opinions and advice using key structures such as *il faut* and *je dois*. They then move on to describing a typical day at school, learning to talk about subjects, timetables, school rules and daily routines using time expressions. This is developed further by describing a typical day in the past, present and future, enabling pupils to talk about what they did, what they usually do and what they are going to do. Finally, pupils learn how to talk about technology, including how they use mobile phones and the internet in their everyday lives, building confidence in expressing personal experiences in French.

Areas of study:

- Talking about the school day, including subjects, timetable and daily routine
- Saying what you do at different times of the day using time expressions
- Describing activities at home and in your free time
- Talking about how often you do activities using frequency phrases
- Using the present tense to describe daily habits
- Using the perfect tense to talk about what you did in the past
- Using the near future tense to say what you are going to do
- Talking about food, drink and exercise
- Giving opinions about healthy and unhealthy lifestyles
- Giving reasons using common connectives
- Using modal verbs such as *il faut*, *je dois* and *je devrais* to give advice
- Building longer spoken and written answers with increasing accuracy

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)	9.5 and 9.6
Timeframe	Summer

Overview of topic

During Term 3 – Summer, students will initially continue to study Digital Software Skills with the aim of upskilling all students in common software they are likely to use in their future careers. This unit will involve students completing a project and using the variety of software to complete the different tasks involved. After this, students will move on to study Digital Media – Pre-Production Skills where they will learn about the creation of digital media products and focus on the creative planning involved.

Sequence of learning

How can you help?		
<p>We would encourage conversation about the learning to promote students to reflect on their learning and develop a curiosity to develop their understanding.</p> <p>There are useful website links below that relate to the learning that students do in the classroom.</p>		
Topic	Areas of study	Learning beyond the classroom
9.5 Digital Software Skills	<ul style="list-style-type: none"> • Visual style and research • Spreadsheets • Letter writing • Presentation • Database • Desktop publishing 	<p>BBC Bitesize</p> <p>Word processing - Software applications - KS3 ICT Revision - BBC Bitesize</p> <p>Different ways to present information - Presenting information on computers - KS3 ICT Revision - BBC Bitesize</p> <p>Graphics software - Graphics software - KS3 ICT Revision - BBC Bitesize</p> <p>Recording and sharing video - Recording, sharing and editing video and audio - KS3 ICT Revision - BBC Bitesize</p> <p>Oak National Academy Unit: Gaining support for a cause KS3 Computing Oak National Academy (thenational.academy)</p>
9.1 Digital Media – Pre-Production Skills	<ul style="list-style-type: none"> • Mood boards • Mind maps • Visualisation diagrams • Cameras and lighting • Storyboards • Scripts • File formats 	<p>BBC Bitesize</p> <p>Graphics software - Graphics software - KS3 ICT Revision - BBC Bitesize</p> <p>Recording and sharing video - Recording, sharing and editing video and audio - KS3 ICT Revision - BBC Bitesize</p> <p>Other Microsoft PowerPoint - R081 creative iMedia KO (holyfamilycarlton.org)</p>

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)	Shakespeare's theatre
Timeframe	Summer

Overview of topic

During the summer term, your child will be introduced to the work of Shakespeare and will explore character, context and plot. They will explore this style of theatre in a practical way as they engage in workshops and explore presenting characters. They will have a clearer understanding of the purpose of Shakespeare as a piece of performance and some insight to the historical context of this style of theatre. They will develop their confidence in the language of Shakespeare and the application of this within their pieces of performance work.

Sequence of learning

Topic: Shakespeare's theatre

Our purpose is to develop your child's understanding of creating characters and telling stories through Shakespeare

Areas of study:

- ✓ Understanding of theatre techniques and conventions to develop characters and tell stories
- ✓ Performing to an audience

Topic: Verbatim theatre

Assessment:

- ✓ Regular formative feedback
- ✓ DIRT feedback on planning
- ✓ Summative scripted performance

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 happened 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
- [About Shakespeare - KS3 English - BBC Bitesize](#)
- [About Shakespeare - audience and social attitudes - BBC Bitesize](#)
- [About Shakespeare - performance - BBC Bitesize](#)
- [About Shakespeare - language and relevance - BBC Bitesize](#)
- [About Shakespeare - beliefs and superstitions - BBC Bitesize](#)

Music

Overall topic(s)	Summer Festival
Timeframe	Summer

Overview of topic

During the Summer term, your child will explore Band Skills and performing popular music. With this they will learn about musical parts and how they work together and how sounds are organised into structures. Your child will work as class and smaller ensembles to perform songs taking responsibility for their own musical part. As well as keyboards, pupils will use ukuleles and have opportunity to use their own instruments if they play outside of school.

Sequence of learning

Topic: Band Skills 3 – Summer Festival

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

Areas of study:

- ✓ Reading rhythmic and pitched notation
- ✓ Understanding musical parts, in both treble and bass clef
- ✓ Reading chord diagrams on keyboard and ukulele
- ✓ Using further features of the keyboards – voice and style – to create style
- ✓ Using strumming patterns on ukuleles
- ✓ Large and small ensemble performance of popular songs
- ✓ Performance Skills playing to an audience

Assessment:

- ✓ Regular formative feedback
- ✓ DIRT feedback on performance skills
- ✓ Formative feedback of first song
- ✓ Summative performance of second song

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.
 - ✓ [Playing together - KS3 Music - BBC Bitesize](#)
 - ✓ [Performing with the voice - KS3 Music - BBC Bitesize](#)
 - ✓ [How to rap - 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

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

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
- Orthographic 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>
 - Orthographic drawing: <https://www.bbc.co.uk/bitesize/guides/z6jkw6f/revision/6>
- ✓ You can find lots of tutorials on YouTube which will help your child practice sketching and rendering skills.
 - 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 contemporary 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 \(youtube.com\)](https://www.youtube.com/watch?v=14basicembroiderystitches)

Art

Overall topic(s)	Pop Art
Timeframe	Summer

Overview of topic

This is a short unit designed to introduce students to the Pop Art movement. Students begin by researching one of the leading artists. They continue to develop observational drawing skills using packaging as their stimuli. Work will be developed throughout the unit demonstrating the various styles of artists within the Pop Art movement.

Sequence of learning

Topic: Pop Art

Still developing observational drawing skills, this unit introduce students to a wider range of art. Using cartoon style imagery makes this unit appealing for those who enjoy this style. This unit continues to encourage students to develop their research skills and practical skills learned throughout KS3.

Areas of study:

- ✓ Artist research
- ✓ Drawing from observation
- ✓ Presentation
- ✓ Shading and tonal value

Assessment:

- ✓ Artist research and copy
- ✓ Pastiche
- ✓ Drawing from observation
- ✓ Final presentation

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

Over the course of the Autumn and Spring Terms, your child will participate in range of games type activities and individual sports. There will be an option to choose GCSE PE/Sports studies taster sessions for those students who might opt for those in year 10. In the summer term the focus again will be on athletics and striking & fielding games. New activities will be available to Year 9 students.

Sequence of learning

Topic: Development of core skills

Our purpose is to provide students with a variety of core skills such as passing, receiving, dribbling, turning shooting, balance, hitting, running, throwing and jumping and an understanding of the basic rules and techniques. Our aim is to develop their awareness of choreography and tactics to allow them to be more successful, to help strengthen determination and resilience when faced with challenging sporting situations and to support them with their transition to secondary school.

Areas of study:

- **Football**
- **Netball**
- **Handball**
- **Rugby**
- **Badminton**
- **Trampolining**
- **Fitness**
- **Athletics**
- **Rounders**
- **Table tennis**
- **Orienteering**
- **Ultimate frisbee**

Assessment:

- ✓ Your child will be assessed formally in lessons through teacher observation and using Brockington College levels at 3 assessment points throughout the year.

How can you help?

- ✓ There are lots of websites where further information and support on these topics can be accessed. e.g. Skills and tactics in netball ([CentrePassNetball-Strategiesfor your team \(elitenetballacademy.co.uk\)](http://CentrePassNetball-Strategiesfor_your_team(elitenetballacademy.co.uk)))
- ✓ 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)	Youth Crime
Timeframe	Spring/Summer

Over the course of the Spring/Summer Term your child will become informed about and discuss the causes and consequences of Youth Crime (with a depth study on knife crime). They will become informed about the processes used to deal with and support young people involved in crime.

Sequence of learning

Topic: Youth Crime

Our purpose is to provide students with information on the causes and consequences for youth crime, and where to access support for young people at risk of committing a criminal offence

Areas of study:

- ✓ **Age of Responsibility** – what does the law say about holding young people responsible for criminal offences.
- ✓ **The Causes of Youth Crime** – identify key reasons why a young person might become involved in crime.
- ✓ **Crime Statistics** – recognising what crimes are most committed by young people under 17.
- ✓ **Knife Crime** - what are the laws surrounding possession and use of a knife, why are young people involved in knife crime, how knife crime can impact individuals and society. Pupils will also be informed about support to help young people at risk of being involved in knife crime.
- ✓ **Policing in the UK** – The roles and responsibilities of police in the UK, the process of arrest and the skills and qualities needed to be a police officer.
- ✓ **Youth Justice System** – What happens in a youth court, why are there differences between an adult court and a youth court, what is the purpose of a youth court and the possible sentences that can be given to young offenders.
- ✓ **Life as Young Offender** – What it is like to be a young offender – living in a young offender’s institute and the consequences.
- ✓ **Preventing Youth Crime** – What strategies are used to help prevent young people from becoming involved in crime and from re-offending. Pupils will also have the opportunity to express what they think would help tackle youth crime.

During this module students will also participate in Children’s Mental Health Week, National Careers Week, Make Your Mark (National Youth Parliament campaign) and Diversity 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.benkinsella.org.uk
- ✓ www.justforkidslaw.org