



Parkstone Grammar School

# **CURRICULUM BOOKLET YEAR 9 2023 -2024**

Name:.....

Tutor Group: .....



Dear Parents/Carers

A strong partnership between school and home is vital in ensuring your child enjoys their learning and thrives at Parkstone Grammar School. Parental involvement is highly valued, and we encourage open and transparent communication between the school and families. We believe that a strong partnership between parents, teachers, and students is essential for the success of our students.

A cornerstone of a strong partnership is effective and timely information. I am therefore delighted to be introducing our Curriculum Booklet for Year 9.

I hope that you will find the contents of interest and that it provides you with information that will help you to support your child's learning.

Yours sincerely

A handwritten signature in black ink, appearing to read "Mr David Hallsworth".

**Mr David Hallsworth**  
**Head Teacher**

# WELCOME TO YEAR 9

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Dear Students

Welcome to Year 9. I'm sure you will find this to be a really exciting year as the foundation for your new GCSE courses which will culminate in your GCSE examinations in three years' time.

For the first time you have had a major input into determining the curriculum you are going to follow because of the option choices made at the end of Year 8. This means that you will now study 11 subjects plus PE, RE and Wellbeing. In addition, you will also have a 'Time to Talk' lesson to support you as you adapt to the greater academic requirements.

To help you get to grips with the expectations of your subjects Year 9 is seen as a foundation year providing the opportunity to develop the skills and knowledge required for success at GCSE.

Later this year you will need to reduce your 6 options choices down to 4 ready for your GCSE courses. This may be a difficult decision but don't forget your teachers will be here to help you through the process. If you feel that you are not coping with any aspect of your course please do discuss it with your Teacher, Form Tutor or your Head of Year as soon as possible.

Year 9 is also a time for looking towards the future and so you should continue to use some of your time to learn new skills and actively pursue existing hobbies and interests. There should be time for other activities both within and outside the school environment, whether it be sport, drama, music, Cadets, voluntary work or any of the other amazing opportunities available. Remember that those additional things you do outside your schoolwork add to your education and to your own personal development. Take the opportunity to expand your horizons; use your initiative, develop your independence and try something different.

Time will pass quickly so don't put off those things that need to be done. You will find that Year 9 will pass very quickly and Years 10 and 11 even quicker. More than anything I hope that you enjoy your time in Year 9. Show courage when things are challenging; commitment to being the best you can be and show compassion to those around you. These things will all enable you to make the best of your time in Year 9.

Yours sincerely



**Mr J Scopes**  
**Assistant Headteacher**

# FORM TUTORS

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<b>Head of Year</b>	~	Mr M Cleak	
<b>Form Tutors</b>	~	Ms C Hirst PLUS Mrs H McCalister	~ 9P
	~	Mrs H Bradstock	~ 9A
	~	Mr M Mortell	~ 9R
	~	Mr Railston-Brown	~ 9K
	~	Miss H Whelan	~ 9S
	~	Miss E Petrus	~ 9T

# SUBJECT REPORTS

## ART & DESIGN – YEAR 9

GCSE course name and number: **Art & Design (Fine Art)**  
AQA 8202

Departmental Teachers: **Miss Sturdy and Miss Nagy**

### Intent

The main aim of the Art Department is to stimulate creativity and imagination and to provide visual, tactile and sensory experiences that enable students to develop a unique way of seeing, understanding and responding to the world around them and to install a lifelong interest into the world of Art. We strive to encourage students to challenge themselves with their ideas and use of materials, to develop an independent approach, resilience, self-motivation and an inquisitive mind. We thoroughly encourage risk-taking and problem-solving, life skills that we hope will help them beyond Parkstone.

### Details of Course Mark allocation:

Portfolio work (Coursework)	60%
Externally set task (Exam)	40%

### Details of teaching scheme to be followed and timing:

During this first Year of the GCSE course, students will build on and develop the techniques and skills they have already gained in previous years and will also be introduced to some new & exciting materials and techniques- we aim to add to their 'toolbox of skills' from which they will be able to dip in to in throughout the remainder of the course. Students will work in a variety of media including: drawing; painting; printmaking; and sculpture. They will also expand on and develop their use of photography and photo-editing to develop ideas and images.

### Skills that students need to acquire:

A painterly, multi-media and experimental approach will be encouraged and students will be expected to interpret set project briefs in a lively, creative and imaginative way. Display sheets will be used for presenting work. By the end of the year we hope students will respond to ideas, tasks and visual problems with an inventive independence. Students must be willing to take risks with ideas and materials, refine, adapt and develop their own Art practice, and challenge themselves to embrace the new and experimental techniques and materials they will be introduced to.

### Notes on homework and assessments:

Completion of homework is an essential part of coursework. Projects cannot be completed successfully unless students are able to work independently and progress on their work at home. Due to the variety and pace of this course all coursework deadlines need to be met.

Assessment will be ongoing throughout the year. There will be time allocated for an end of Year 9 Art Exam, but this will take the format of a continuation of classwork and will not require any other preparation or revision.

**Students are expected to have basic art materials:** Set of sketching pencils to include 2H – 4B/6B; black fine liners, erasers; a sharpener; paint brushes; colouring pencils; acrylic paints & watercolour paints; A1/A2 portfolio for transporting work to and from School; glue stick (Pritt Stick recommended); oil pastels; and an ART - (a long, sleeved old shirt is recommended) for all lessons.

### Hints on how to be successful in the course:

- Listen carefully to instructions and guidance/feedback on progress/action points for improvement, and always ask for clarification if unsure about anything.
- Make sure you action any points for improvement & always search for ways to improve your work
- Be prepared to experiment with new materials and ideas- really challenge yourself!
- Make sure you show evidence for all 4 x Assessment Objectives within your work
- Aim for a high standard in both your artwork and presentation
- Be Organised - Devise a work schedule and keep on task to meet deadlines
- Plan ahead to arrive well prepared for lessons, so that planning and organisation is not left until the last minute when purchase of materials or printing from computers etc. may be difficult.
- Always keep a backup of all material stored on your home computer AND your School log-in, in case of any problems with software / hardware.
- Take the opportunity to read around the subject/topics covered.
- Note work expectations/homework details in your student planner
- Look at exemplar material to appreciate quality and presentation of work
- Keep all artwork secure and clearly named, because this represents 100% of your GCSE coursework

# BUSINESS & ECONOMICS

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**Departmental Teacher:**

Mr Wood, Mrs Kelly and Mr Scopes

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## **Business and Economics Department Statement of Intent:**

The fundamental aims of the Business and Economics department focus on instilling within students a life-long love and enthusiasm for, and engagement with the subject. The department endeavours to equip students with the independence, team-working and leaderships skills that will enable them to succeed in the world of work, and with the confidence, resilience and resourcefulness necessary to thrive in their chosen career. The department strives to ensure that students who choose to study Business or Economics at Parkstone Grammar School will be financially perceptive, logical, compassionate and ambitious members of society, who are able to make a significant and substantial contribution to our diverse and ever-changing global community.

## **Details of teaching scheme to be followed and timing:**

In year 9, students complete a foundation year in Business and Economics. The curriculum is designed to introduce students to elements of both the GCSE Business and GCSE Economics courses, to help inform their final option choices for Year 10. Topics that are covered include the following:

- The basic economic problem
- Main economic groups and factors of production
- The role of business enterprise
- Risk and reward
- Business stakeholders
- The impact of the economic climate on businesses
- Business plans
- The dynamic nature of business
- Business aims and objectives
- Customer needs
- Market research
- Market segmentation
- The competitive environment
- The marketing mix
- Business revenues, costs and profits

## **Skills that students need to acquire:**

Make effective use of terminology, concepts and methods, and recognise the strengths and limitations of the ideas used.  
Apply knowledge and critical understanding to current issues and problems in a wide range of appropriate contexts.  
Distinguish between facts and opinions and evaluate qualitative and quantitative data in order to help build arguments and make informed judgements.  
Appreciate perspectives of a range of stakeholders in relation to the environment, individuals, government and enterprise.

The course offers opportunities for the development of the full range of key skills.

## **Resources:**

Students will use a range of resources including textbooks, IT packages, videos and presentations as well as being able to access resources through the school's virtual learning environment.

## **Notes on homework and assessments and end of Year examinations:**

Formal assessments/tests are planned for the end of each section and students will be encouraged to produce revision materials to support their learning.

## **Hints on how to be successful in the course:**

Apart from regular attendance at lessons and careful completion of homework, students should broaden their knowledge and understanding of the business world and economic climate through reading the business/economics/financial sections of newspapers e.g. 'Money' Mail; Bournemouth Echo Business Section. They should watch relevant television programmes e.g. Dragons Den; The Apprentice etc and watch/listen to news broadcasts. Students should also make use of the wealth of online resources including the BBC business website and tutor2u.net. Discussion of work and economics-related issues with family and family friends is also very useful.

# COMPUTER SCIENCE Year 9

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**Departmental Teachers:** Mr Mortell and Mr White

**GCSE Course name and number** Exam Board OCR Specification J277

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## **Intent**

In year 9, students complete a foundation year in Computer Science. The curriculum is designed to introduce students to elements of GCSE Computer Science, to help inform their final option choices for Year 10. Topics that are covered include the following:

### **AUTUMN TERM**

- 1.1.1 Architecture of the CPU
- 1.1.2 CPU performance
- 1.1.3 Embedded systems
- 2.1.1 Computational thinking
- 2.1.2 Designing, creating and refining algorithms

### **SPRING TERM**

- 1.2.1 Primary memory
- 1.2.2 Secondary storage
- 2.2.1 Programming fundamentals
- 2.2.2 Data types

### **SUMMER TERM**

- 1.2.3 Units
- 1.2.4 Data storage
- 1.2.5 Compression
- 2.2.3 Additional programming techniques

### **Skills which we aim to develop include:**

- How to understand and apply the fundamental principles of computer science, including abstraction, logic and algorithms
- When programming students will use the PRIMM methodology – Predict, Run, Investigate, Model and Make
- The ability to analyse problems in computational terms
- The ability to write computer programs to solve problems
- An appreciation of the power of on-line platforms and media
- Problem solving and debugging skills

### **Resources used:**

- Wide variety of on-line materials that will aid students in their learning  
Students will complete work on OneNote. You can view this work on [www.onenote.com](http://www.onenote.com)
- Cornell Notebooks will be given to students to organise their notes
- Several computer programs used all of which can be downloaded for free
- Microsoft Teams will be used as an on-line learning platform hosting courses and assessments

### **Assessments and end of year examinations:**

- Assessments will be on-going throughout the year with a computer-based end of year examination

### **Hints on how to be successful in the course:**

- A passion for learning how to use and how to get the most from computers and other digital devices
- A desire to learn new skills and apply these to practical programming activities
- Keep up to date on changes in computer science and follow news stories about the subject
- Be prepared to experiment, do not be afraid of failure and embrace challenge
- Use the theory tracker to keep up to date with what you know and where you need support
- Always keep a back-up of work done

### **Competitions and Challenges:**

- Oxford University Bebras Computational Thinking Challenge
- Southampton University "The Empty Vault" Competition
- Manchester University Alan Turing Cryptography Competition

# DRAMA

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**GCSE Course Name and Number:** Drama GCSE AQA 8261

**Departmental Teachers:** Mr Graves, Ms Peace and Ms Whelan

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## **Intent**

Teaching and learning through the key stages at Parkstone Grammar School is informed by Arts Council and DFE guidance and their purpose for arts education as well as the specific requirements for GCSE and A Level.

'Including cultural education subjects such as drama in the curriculum is hugely important in ensuring we deliver a broad and balanced offer in the classroom, enriching the lives of our young people.'

Arts subjects are beneficial in themselves, but have the added bonus of offering young people the opportunity to learn about collaboration, of thinking differently, and of developing their own personal creativity. Cultural education subjects help to build the knowledge, skills, understanding and experiences that students need to succeed in 21st century life.

Employers want young people to be numerate and literate, but they also want them to invent and be imaginative problem-solvers. That's where creativity comes in; it's one of the three central pillars to a high-quality education.'

## **Details of teaching scheme to be followed and timing:**

### **Term 1: What is Theatre?**

Students develop an understanding of theatre conventions in performance and production. They will write a review of live theatre and perform extracts of a contemporary play.

### **Term 2:**

**Building blocks for rehearsal:** Physical Theatre: Students will explore more abstract and symbolic ways of presenting story and character to an audience and learn useful rehearsal techniques along the way. They will complete written evaluation of work in progress and outcomes in performance focusing on their acting skill.

**Structuring and documenting process:** Devised Project 1: working from a given stimulus students will consolidate their applications of rehearsal, character development and acting skills. They will be introduced to the process of feedback and response and the written record of their process in preparation for their portfolio work next year.

### **Term 3**

**Building blocks for rehearsal.** Presenting – performing text: students develop acting skills whilst creating characters from a scripted play to include research and self-reflection.

Through the year: students will watch a live or streamed production and analyse elements of performance and production learning key theatre terms and written analysis.

## **Resources:**

Students must wear PE shorts to lessons and will need their Drama journals and files with them.

## **Notes on homework and assessments and end of year examinations:**

Assessment is internally marked and standardised across the department through Year 9. Student, peer and teacher evaluation is an integral part of the learning process and will inform both ongoing practical and written work. This will be recorded on feedback sheets and in drama journals for homework and classwork. In addition, students must be prepared to rehearse as a group at lunchtime and occasionally after school.

## **Hints on how to be successful in the course:**

COMMIT

COOPERATE

COMMUNICATE

CREATE



# ENGLISH LANGUAGE AND ENGLISH LITERATURE

**GCSE course name and number:** AQA English Language 8700 and English Literature 8702  
(2 separate GCSE qualifications)

**Departmental Teachers:** All English Teachers

## Intent

As a department our intention is to instil a love of English, in all its forms, in the students we teach. Alongside this we strive to ensure that our students have the skills and independence, in thought and voice, to succeed in not only their terminal exams but in life beyond.

## Details of teaching scheme to be followed:

The schemes of work are designed to meet the new requirements of the subject criteria for GCSE English Language and English Literature. The course prepares students for **two** separate subjects at GCSE (**English Language and English Literature**) and takes a skills-based approach to English studies, through integrating the two subjects.

The programme of study is designed to ensure that students are given opportunities to develop the skills they need to read understand and analyse a wide range of challenging texts including prose, poetry, drama and non-fiction, covering the 19<sup>th</sup>, 20<sup>th</sup> and 21<sup>st</sup> century time periods. The ability to analyse and think carefully about what they read encourages them to become enthusiastic, discriminating and responsive readers. They are encouraged to read for pleasure, referring to the department-suggested booklist for guidance and keeping a log of their independent reading.

Speaking and listening form an integral part of English lessons with students being given opportunities to speak in a wide variety of contexts. Students are taught to develop confidence and skills to improve and develop their own writing for different purposes and audiences (such as letters, diaries, articles, reports, narrative or discursive essays). They are taught to recognise the structures of language – grammatical structures (such as the function of words in a sentence; noun, verbs, adjectives and so on) and stylistic features (such as alliteration, metaphor, personification and so on). Students are encouraged to comment on writers' methods and how they create meaning. Using other writers as models and through workshop activities in class, students are encouraged to identify strategies to improve their expression, presentation and accuracy.

## Skills that students need to develop:

### READING

- To show understanding of the ways in which meaning and information are conveyed in a range of texts.
- To articulate personal and critical responses to what they read.
- To explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views.
- To evaluate texts critically and support this with appropriate textual references.
- To show understanding of the relationships between texts and the contexts in which they were written.

### WRITING

- To communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.
- To organise information and ideas, using structural and grammatical features (such as paragraphing) to support coherence and cohesion of texts.
- To use a range of vocabulary and sentence structures for clarity, purpose and effect with accurate spelling and punctuation.

### SPEAKING AND LISTENING

- To match their talk to the demands of different situations, particularly demonstrating presentation skills in a formal setting.
- To make a range of confident contributions, using appropriate structures, vocabulary, tone and emphasis.
- To listen and respond appropriately to spoken language, including to questions and feedback on presentations.
- To use spoken Standard English effectively in speeches and presentations.
- Students will also be given the opportunity to take part in a year-wide public speaking competition.

## Resources plus any materials students need to provide:

- Copies of set texts (novel, play, short story etc.) are loaned to students over a period of weeks.
- Classrooms are equipped with reference books for use during workshop sessions (dictionary, thesaurus etc.).
- Various booklets and guidelines are provided during the year to support independent learning
- Students will need to provide themselves with an A4 lever arch ring binder
- Students will be issued with a course handbook containing an outline of the GCSE course for Literature and Language, as well as mark schemes for each exam.

**Notes on homework and assessments:**

Homework assignments may include reading, preparing notes (sometimes in chart or display format), preparing presentations, writing in different formats for different purposes and audiences, as well as writing essays using critical analysis and evaluation skills.

Ongoing work is continually assessed throughout the year, and students are given regular feedback to develop the core skills at GCSE level. When marked work is returned, students are encouraged to self-assess, enabling them to monitor their own progress and identify specific targets for future improvement. Formally assessed assignments are marked in line with GCSE specification mark schemes.

In addition to ongoing assessed work, all students will complete the following formally assessed assignments:

- Creative writing
- Language Paper 1 type response
- Modern drama/novel literature response
- Spoken Language presentation: individual persuasive speech presenting a viewpoint
- Unseen poetry

At the end of the year students will complete an internal examination assessing GCSE English Language reading.

**Hints on how to be successful in the course:**

Students should ensure that they:

- Actively contribute to lessons, in both class discussions and group work.
- Complete all tasks set to the best of their ability.
- Meet deadlines.
- Know exactly what is required when an assignment is set – writing down carefully the wording of a question and any instructions given about how the piece will be marked.
- Listen carefully to any feedback when work is returned – adding notes, if appropriate, at the end of the assignment.
- Think carefully, having noted the teacher's written and oral comments, what target to set for next time.
- Organise work carefully and logically in folders, learning to recognise the different types of skills and work required.
- Read widely, independently and regularly, seeking the advice of library staff and their teachers, as well as peers in choosing more challenging texts.

# FRENCH

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**GCSE course name and number:**

**Departmental Teachers:** Mrs Child and Ms Brasselet

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## **Curriculum Intent:**

To give students

- confidence to interact spontaneously and discuss their homes/regular activities in some detail
- the ability to confidently translate simple sentences from English into French both orally and in writing
- a greater repertoire of useful verbs and ability to use these in three tenses
- much greater breadth of vocabulary in the topics of home and town
- a thorough grammatical understanding of adjectival position and agreement and prepositions
- a wide repertoire of phrases for expressing and justifying opinions
- the ability to describe a photograph and to successfully approach a GCSE photo card task

## **Details of teaching scheme to be followed and timing:**

Topics to be covered:

- Transition Module: At home and in town
- Mon temps libre (my free time) – Music and Sport

## **Events and trips**

All pupils are given the opportunity to take part in the National French Translation Bee competition.

## **Skills that students need to acquire:**

- Effective vocabulary and grammar-learning strategies
- Listening for gist and detail
- Reading for gist and detail
- Speaking confidently and spontaneously
- Writing and translation with careful attention to grammatical accuracy

## **Resources:**

- Studio and Expo GCSE textbooks
- Subscription to [www.uk.language-gym.com](http://www.uk.language-gym.com)

## **Notes on homework, assessments and end of year examinations:**

Extension/consolidation work is given after each lesson to reinforce and extend work in class. The end of year examination tests listening, reading, speaking and writing.

## **Hints on how to be successful in the course:**

- Participate as much as possible.
- Do not translate word-for-word from the English, avoid Google Translate!
- Learn vocabulary and irregular verbs as thoroughly as possible.
- Speak French at every opportunity. Communication is key, rather than accuracy.
- Keep extending your English vocabulary, to enable you to make links between English and French.

# GEOGRAPHY

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**GCSE course name and number:** AQA GCSE 8035 Geography

**Departmental Teachers:** Mr Miller-Jones, Miss Forster, Mrs Moore

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## **Intent**

Geography is essentially about understanding the world we live in. It helps to provoke and provide answers to questions about the natural and human aspects of the world.

Students are encouraged to develop a greater understanding and knowledge of the world, as well as their place in it. The Geography curriculum enables students to develop knowledge, concepts and skills and make links between topics which increase in detail and complexity as the course progresses.

Our intent, when teaching geography, is to inspire in students a curiosity and fascination about the world and people within it; to promote the student's interest and understanding of diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes.

We aspire to develop students with enquiring minds that ask questions, appreciate, respect and debate differences in opinion, problem solve and develop a sense of personal, social responsibility and self-confidence.

## **Details of teaching scheme to be followed and timing:**

### **AUTUMN TERM**

Climate change  
Issues of urbanisation in the UK

### **SPRING TERM**

Life in an emerging country

### **SUMMER TERM**

Natural hazards  
Map skills

## **Skills which we aim to develop include:**

- **Reference Skills:** Using a variety of sources of information including fieldwork, maps, books, and statistics, IT and the Internet.
- **Communication Skills:** Presenting information in a clear and appropriate way including graphs, maps, speech and writing.
- **Interpretation Skills:** Working out the meaning of different information sources such as satellite images, weather information, maps and graphs.
- **Information Technology:** To help with research and geographical enquiry.
- **Evaluation, Decision Making and Problem Solving.**

## **Field task:**

**A visit to Bournemouth to identify the impact of Tourism.**

## **Resources Used:**

- The Key course text is AQA Geography and other materials which are issued to each student.
- This is supplemented in lessons with a variety of reference texts for GCSE Geography in Focus.
- The department has also developed a wide range of resources, specifically tailored to the GCSE course and the students at Parkstone.
- The laptop computers are used for a range of activities and geographical information systems.
- The Department also has a stock of fieldwork equipment such as ranging poles and quadrats are also used for the practical element of the course.
- Maps, Satellite photos and other visual stimulation are also provided

## **Homework and Assessments:**

- The homework time for Geography is the same as all other subjects and is set weekly
- Tests at the end of each unit and assessed past question will help improve technique through the year
- There is an exam at the end of year 9 and help with exam technique

Assessment takes a variety of forms including class and homework tasks, end of unit tests and research projects.

**Hints on how to be successful in the course:**

- Take an interest in what is going on in the world around you! For example, environmental issues, the weather and different cultures and places.
- Take responsibility for your learning and plan and evaluate your progress.
- Contribute to class discussion and debate.
- Complete class and homework tasks in detail and build up a good personal file.

# GERMAN – Year 9

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**GCSE course name and number:** German Edexcel GCSE Teaching from 2024 [tbc]

**Departmental Teachers:** Mrs Coote and Mrs Oldale

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## Statement of Intent

It is the aim of the German Department that students will gain:

- the confidence to interact spontaneously at a basic level and to sustain a conversation
- the ability to use German to perform essential functions they may need while travelling
- the ability to ask questions and successfully approach the GCSE role-play task
- a richer vocabulary of everyday nouns, verbs and adjectives
- a sound understanding of symbol sound correspondences [SSCs] developed through continued work on phonics
- the ability to tackle read aloud and dictation tasks
- the skills to decode unfamiliar vocabulary
- an understanding of more extended texts, recordings and speech
- the ability to discuss, narrate and express opinions on their daily lives and experiences e.g. family relationships, free time, home, town and local area with much greater breadth of vocabulary in the topics of home and town
- the confidence to interact spontaneously and discuss their homes and regular activities in some detail, including information about other people
- the ability to confidently translate simple sentences from English into German both orally and in writing
- a thorough grammatical understanding of adjectival position and agreement and prepositions
- a greater understanding of German and German speaking cultures

## Details of teaching scheme to be followed and timing:

Work in the early stages of Year 9 will revise and reinforce the structures and topics covered in Year 8. Later in the year we will work towards the new MFL Edexcel GCSE course. In Year 9 we also focus on the third pillar of language acquisition – Grammar. The concept of the Future and Past Tense will be introduced along with facts about the German-speaking world. All new topics and grammar are introduced through listening and oral work, so it is extremely important that learners engage in the lessons as much as possible.

## Main topics covered in Year 9 are:

- Revision of Year 8 material
- Family & Relationships
- Free-time activities [Sport & Hobbies]
- Weather
- House and home
- In town - Shops; transactional role-play tasks such as buying clothes, food and drinks
- Transport – transactional role-play tasks such as buying tickets



## Skills that students need to acquire:

- Interaction in the foreign language and ability to form questions
- Use of a German dictionary and verb table as language learning tools
- Strategies for efficient learning of vocabulary and grammar structures
- Building up a toolkit of phrases for spoken and written work
- Extending the quality (accuracy and complexity) of spoken and written work
- Understand requirements of the 90-word writing task.
- Understand requirements of the Role-play task

## Resources plus any materials students need to provide:

As well as sentence builders and material from The Language Gym, the following course books are used 'Echo Express 1 & 2', 'Logo 4 rot', GCSE Foundation text. We also use the following video materials to develop listening comprehension skills:

TV series 'Extra', 'Hallo aus Berlin' and the series 'Nicos Weg' by the Goethe institut

Authentic reading and listening material

The Internet – [www.languagesonline.org.uk](http://www.languagesonline.org.uk) and [www.uk.language-gym.com](http://www.uk.language-gym.com)

Computer room – students will have regular lessons in the computer room. This will often be devoted to developing listening skills, if possible they should bring a personal set of headphones to these lessons.

Online version of AQA GCSE Foundation course & kerboodle

O:\2022-2023 - NEW STRUCTURE\CURRICULUM SUPPORT\Curriculum Booklets\Curriculum Booklets 2023 - 2024\YEAR 9 2023-24.docx

We use mini whiteboards frequently in class, so students should bring their own whiteboard markers and erasers to lessons.

**Notes on homework and assessments and end of year examinations:**

Homework, vocabulary tests and assessments are designed to reinforce learning after every lesson and practise exam-style questions.

There is a formative Listening, Reading and Writing paper in the summer term, as well as a GCSE Role-Play task.

**Hints on how to be successful in this course:**

- Engage as fully as possible in class and oral work
- Enjoy communicating in German
- Use German language learning websites and apps to enhance your learning
- Take responsibility for your learning:-
  - Use response time effectively to improve your progress
  - Complete homework of up to 30 minutes per week
  - Regularly learn and revise vocabulary and grammar
  - Practise spelling

# HISTORY – Year 9

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**Departmental Teachers:** Ms Puckett, Miss Saunders and Mr Cleak

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## Intent

The purpose of our curriculum at Parkstone is to provide students with a broad chronological knowledge at KS3 of their country, and an understanding of some significant turning points which have shaped the nation and European community of which they are a part. We also need to recognize that the UK is part of a global community so learning should reflect an understanding of other cultures and influences from abroad. Within our areas of study we develop a range of historical skills, from chronology to understanding interpretations and the importance of causation. We want to develop passionate and literate historians who can ask questions, be independent in seeking out their own answers and can think critically about their world. Through their GCSE years we hope to develop their skills of argument, critical thinking and persuasion so that they are confident in whatever avenue they wish to pursue going forwards

## Core Theme:

This year will be focussed on conflict in the twentieth century before beginning the GCSE course

### 1. Causes and Experience of WW1

- Geography in Europe
- Tension build up through arms race/ empire building/ alliances
- Assassination of Archduke Franz Ferdinand
- WW1 Trench warfare/ role of women and the empire

### 2. Rise of Dictators

- Case Studies of Italy, Spain and Germany
- Factors which allow for dictatorships to flourish
- Impacts of dictatorships on different citizens

### 3. Nazi Germany

- Life in Nazi Germany for different groups
- Opposition in Nazi Germany
- Methods of resistance
- Study of key characters

### 4. Civil Rights Movement in America

- Features of discrimination in America
- Work of key individuals like MLK
- Methods of protest
- Impact of Civil Rights movements

### 5. Start GCSE course - Modern Depth Study: Russia and the Soviet Union, 1917-41

There are four key topics

#### **The Tsarist regime and its collapse 1914-17**

- a. The nature of Tsarist rule
- b. The impact of the First World War
- c. The fall of the Tsar

#### **Bolshevik takeover and consolidation 1917-24**

- d. The Provisional Government
- e. Imposing Bolshevik control 1917-21
- f. Creating a new society 1918-24

#### **The nature of Stalin's dictatorship 1924-39**

- g. The struggle for power 1924-28
- h. The purges of the 1930s
- i. Propaganda and censorship

#### **Economic and social changes 1928-39**

- j. Collectivisation
- k. Industrialisation
- l. Life and Conditions in Soviet Russia



**Skills that students need to acquire include:**

**Key concepts:**

- Chronological understanding
- An appreciation of the importance of diverse cultural, ethnic and religious ideas, beliefs and attitudes that have shaped the world
- An understanding of change and continuity and cause and consequence in History.
- An appreciation of the significance of events, people and developments in their historical context
- The ability to evaluate different interpretations of the past

# MATHEMATICS

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**GCSE course name and number:** Pearson Edexcel Mathematics GCSE 9-1 1MA1

**Departmental Teachers:** Mr Burgan, Miss Beattie, Mr Capel, Mrs Fooks, Mrs Huggins, Mrs Rennison, Mr Doogue, Mr Railston-Brown and Mrs Richardson.

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## **Intent**

Within the Mathematics department we aim to build fluency, confidence and appreciation of mathematics as well as mastery of its core techniques and key concepts. At each key stage we seek to make students fluent and confident in the language of mathematics so that, as they progress they can tackle more challenging problems. These problems are sometimes from real life and sometimes more abstract but allow students to build an inquisitive and resilient attitude by applying learnt knowledge in unfamiliar situations. As students take their mathematics further, they will be able to appreciate the beauty of mathematical patterns, the power of mathematical models and the overall fascination of the subject.

## **Details of teaching scheme to be followed:**

Students will cover a broad range of topics split into six modules of approximately equal length. All students follow the higher level course although the emphasis on the different topics varies from set to set.

### **Module 1 Number 1**

Indices, standard form and surds.

### **Module 2 Algebra 2**

Simplifying expressions, expanding brackets, factorising and solving both linear and quadratic equations.

### **Module 3 Statistics and Probability 1**

Averages and range, charts and graphs including scatter graphs and time series, probability, Venn diagrams and set notation.

### **Module 4 Geometry 1**

Properties of triangles and quadrilaterals, angles, scale drawing, constructions, loci and trigonometry.

### **Module 5 Algebra 2**

Rearranging formulae, linear and non – linear graphs and simultaneous equations.

### **Module 6 Number 2**

Fractions, decimals and percentages.

**Coursework details:** There is no coursework.

## **Skills that students need to acquire:**

In Year 9, the range of problem solving situations and investigations expands considerably. There is a premium therefore on logic, precision, creativity and clarity of expression, not to mention determination! Students can develop their problem solving skills further by moving on to the Intermediate Level of the National Mathematical Challenge. The experience gained will undoubtedly pay dividends later on.

## **Resources plus any materials students need to provide:**

Students will need a scientific calculator. The models recommended are the Casio FX-83 GT X, FX-85 GT X or the FX-991ES X. A set of geometry instruments is also required: compasses, protractor and ruler. This equipment should be brought to all lessons.

## **Notes on homework and assessments and end of year examinations:**

Homework is set and marked in accordance with school policy. There will be an end of module assessment at the end of modules 1, 2, 3 and 4. The end of year examination will test the material from modules 1 to 5. The scores from all tests and examinations are combined to form the basis on which setting decisions are made for Year 10.

## **Final Assessment**

The GCSE in Mathematics is examined in the Summer Term of Year 11 by 3 papers. There will be one non-calculator and 2 calculator papers.

## **Hints on how to be successful in the course:**

In order to be successful it is important for students to develop enquiring minds and to demonstrate a willingness to listen carefully to opinions and facts. They should also show respect for the opinions of others. Students should show a willingness to display their own ideas, either orally or through written work and presentations. The most successful students are those who take responsibility for their learning by checking all answers in the textbook where possible and following up mistakes and misconceptions. These students are not satisfied until they have mastered a topic and spend time on additional practice and revision, asking teachers, friends or their Sixth Form mentor, if they have one, for help when necessary. During Tuesday lunchtime there is a support session which students can go for additional support.

# MUSIC - Year 9

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**GCSE course name and number:** Eduqas GCSE (9-1) Code 1MU0

**Departmental Teachers:** Mr Block and Mrs Farbridge

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## **Intent**

The goals of the Music Department are to instil an appreciation of music from a wide range of traditions, develop confidence, resilience, creativity, risk-taking and group-work. This is achieved through a broad and wide-ranging set of topics and activities, including performing, composing, singing and group work.

## **Details of teaching scheme to be followed:**

### **All Terms**

- How to read and write in staff notation
- How to use music notation software
- How to compose good melodies and add harmonies to these
- Get to know the capabilities of your instrument
- Improve your playing through practice and performance
- Group performances
- Solo performances
- Group compositions
- Solo compositions
- Learn Associated Board musical theory to Grade 5 standard
- Learn about the history of music, its main composers and most famous pieces of music
- Listen to and appraise a variety of musical pieces from different eras and in different styles

### **Hints on how to be successful in the course:**

Students must be currently taking lessons on an instrument and be practising to improve their playing.

Listen to a wide variety of musical styles to become familiar with the ones that will be studied and examined for our chosen GCSE exam board

# PHYSICAL EDUCATION

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**Departmental Teachers:** Mrs McCalister, Mrs Greening, Miss Henderson, Mr Rusling and Mrs Porter

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## Intent

The primary goal of the Physical Education Department is to instil in students a life-long love of learning PE and a desire to lead a healthy and active lifestyle. Through an engaging, exciting and challenging curriculum and extracurricular programme we strive to allow students to reach their full potential. We hope to create students who are:

- enthusiastic and motivated;
- hardworking and resilient;
- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities

## Details of teaching scheme to be followed and timing:

Time allocation: 3 hours per fortnight.

1. Students will build on and embed the physical development and skills learned in Year 7 and 8, become more competent, confident and expert in their techniques, and apply them across different sports and physical activities. They will develop their understanding of what makes a performance effective and learn how to apply these principles to their own and others work. Students understand and apply the long-term health benefits of physical activity.
2. Students will be taught:
  - To use a range of tactics and strategies to outwit opponents in direct competition through team and individual games (e.g. netball, volleyball, football, badminton rounders and tennis)
  - Basic and more complex techniques in order to improve their overall performance in a range of athletic aesthetic activities (e.g. athletics, dance and gymnastics)
  - To analyse their performance compared to previous ones and demonstrate improvement in order to achieve their personal best based around ESDC criteria.

Students are given the opportunity to develop these skills and processes through experiencing a wide variety of activities.

For example:

- **Outwitting opponents - making and applying decision** - netball, football, rugby, volleyball, badminton, tennis and rounders).
- **Accurate replication of actions, phrases and sequences - developing skills** - (gymnastics and dance)
- **Exploring and communicating ideas, concepts and emotions - evaluating and improving** - (gymnastics and dance)
- **Performing at maximum levels in relation to speed, height, distance, strength or accuracy - developing physical and mental capacity** - (athletics)
- **Exercising safely and effectively to improve health and wellbeing - making informed decisions about healthy lifestyles** - (HRE)

**A full range of activities are offered** eg: netball, football, rugby, tennis, volleyball, cricket, rounders, dance, gymnastics, athletics, health and fitness, cross country, outdoor and adventurous activity, sports leadership.

In all activities students are encouraged to improve their overall performance by rehearsing and refining their skills in isolation as well as in a performance or competitive situation. This is undertaken through planning, performing and evaluating their own and others' work. Activities are organised to accommodate all levels of ability and tasks are differentiated to provide challenge and progress.

The Physical Education programme encourages the development of social skills such as teambuilding, co-operation, leadership and communication. Students are made aware of safe working practices.

Students will also have the opportunity to take part in competitive sports and activities as part of an extensive extra-curricular programme. Extra-curricular clubs take place at lunchtime and also afterschool. Students also have the opportunity to represent Parkstone Grammar School if selected for one of the many teams.

## Resources plus any materials students need to provide:

PE kit as stated in school handbook.

## Assessment details:

Students are provided with formative assessments throughout each activity area that they partake in. The ESDC policy is used in line with whole school assessment guidelines. Summative assessments on effort, attitude and progress are also monitored again in line with whole school policy.

## Hints on how to be successful in the course:

Approach each activity with a spirit of adventure, enjoyment and enthusiasm.

Have a determined and hardworking attitude

Have a love for learning

# PHYSICAL EDUCATION – GCSE

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GCSE course name and number:

GCSE (9-1) Specification Physical Education J587

Departmental teachers:

Mr Rusling, Miss Henderson, Mrs McCalister, Mrs Porter, Miss Crossland

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## Intent

The primary goal of the Physical Education Department is to instil in students a life-long love of learning PE and a desire to lead a healthy and active lifestyle. Through an engaging, exciting and challenging curriculum and extracurricular programme we strive to allow students to reach their full potential. We hope to create students who are:

- enthusiastic and motivated;
- hardworking and resilient;
- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities

## Details of teaching scheme to be followed and timing:

**Theory:** 2 periods per fortnight

**Practical:** 2 periods per fortnight

**Theory (60% of final grade)**

## Component 01: Physical factors affecting performance

### 1.1 Applied anatomy and physiology

- Introduces and explores some of the physical factors which underpin participation and performance in physical activities and sports,
  - *The structure and function of the Skeletal, Muscular, Cardiovascular and Respiratory systems,*
  - *Effects of exercise on body systems*
  - *Movement analysis.*
- Learners will start to explore the ways in which parts of the human body work and function during physical activity and the physiological adaptations that can occur due to diet and training.
- Learners will consolidate their understanding through end of topic tests, homework activities and response time.

## Component 03 Non Examined Assessment (NEA)

### Practical Performance & Analysing and Evaluating Performance (40% total GCSE PE Qualification)

#### Practical Performance (30%)

For their practical performance all students will be assessed in 3 different practical activities and these will be chosen from one of the following combinations:

- 2 Team and 1 Individual  
or
- 1 Team and 2 Individual

Within these team and individual activities students will need to demonstrate appropriate levels of physical fitness to be able to perform a range of skills successfully, applying good decision making and use of tactics or choreographic skills. Student's ability to observe rules and regulations will be assessed and within team activities they need to be able to show they can communicate well and are aware of the strengths and weaknesses of their opponents. All assessments for the practical component of the course will be ongoing throughout the 3 years. With practical moderation exams occurring throughout the entirety of the course.

There are a small number of activities that are external to school and are available for assessment eg Skiing and Horse-Riding. Please see [www.ocr.org.uk](http://www.ocr.org.uk) for a full list of practical activities.

## Assessment details:

**Theory** - Homework will be issued for theoretical aspects on a weekly basis and assessment will be conducted at the end of topics to ascertain progress. This assessment will be cumulative to ensure that specification content is continually revised throughout the year. 1 hour *internally assessed* written paper worth 60 marks will be set at the end of Year 9.

The theory specification is delivered over 3 years and will be examined, through 2 x 60 minute written examinations at the end of year 11.

## Hints on how to be successful in the course:

- Motivated and enthusiastic approach
- Attend extra-curricular clubs in a range of sports to support the work that is done in practical lessons.
- Ensure you maintain a level of fitness that supports your performance in each activity.
- Complete all homework to the best of your ability and hand in on time.
- Background research and reading to consolidate knowledge.
- Ask for help if you do not understand.
- Attend theory revision sessions.

# RELIGION AND PHILOSOPHY – OPTION GROUPS – YEAR 9

## INTRODUCTION TO KEY SKILLS AND CONCEPTS

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<b>GCSE course details:</b>	Religious Studies, Eduqas, <b>Syllabus: Specification Route A:</b> (1) Religious, Philosophical and Ethical Studies in the Modern World (50%) (2 hour exam) (2) Study of Christianity (25%) (1 hour exam) (3) Study of a World Faith (25%) (1 hour exam)
<b>Departmental Teachers:</b>	Mrs Atwal, Mr Collins, and Mr Collis

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The primary goal of the Religion and Philosophy department is to foster in students the three core values of empathy, understanding and acceptance. This is principally undertaken through a rigorous academic exploration of philosophical and ethical questions related to Ontology (the study of Being – the nature of God and the nature of Self), Epistemology (the study of Knowledge – truth, belief and justification), and to advancements in Science and Technology that have directly impacted on issues related to what it means to be a good person and to live in a moral society. Students are encouraged to be critical thinkers who are able to analyse, formulate judgements on, and justify a diverse range of views.

**Allocated time:** Three hours per fortnight

### Topics to be covered:

- 1 Introduction to Judaism**
  - Monotheism
  - The importance of Abraham and Moses
  - The Torah
  - Jewish Ethics
  - Messiahship
- 2 Philosopher Queens**
  - Introduction to Feminist Philosophy
  - Lal Ded
  - Bell Hooks
  - Judith Jarvis Thomson
  - Hannah Arendt
- 3 Secularism**
  - What is secularism?
  - Humanism
  - Aristotle and Virtue Ethics
  - Plato
  - Utilitarianism
- 4 Christian Beliefs and Teachings**
  - The nature of God
  - Creation
  - Jesus Christ
  - Salvation
  - The afterlife
  - Key concepts: omnipotent, omnibenevolent, Trinity, incarnation, atonement, resurrection, sacraments, evangelism
- 5 Issues of Human Rights:**
  - Human Rights and Social Justice
  - Prejudice and Discrimination
  - Issues of Wealth and Poverty
  - Key Concepts: censorship, discrimination, extremism, human rights, personal conviction, prejudice, relative and absolute poverty, social justice

**Skills that students need to acquire:**

- Ability to present philosophical and moral arguments in an informed and coherent manner
- Develop ability to take responsibility for own learning through use of research, PowerPoint presentations, class presentations, wider reading which extend student understanding from issues raised in lessons
- ICT skills with regards to accessing information from the web and presenting PowerPoint
- Communication skills - art of listening and asking pertinent, penetrating questions
- Literacy - written expression of ideas in a coherent structure

**Notes on homework and assessments and end of year examinations:**

- Students will be expected to highlight their work to demonstrate their achievement of exam criteria
- Regular homework is set and is intended to support the teaching that students receive in lessons
- Homework set is to further extend students and offer the opportunity for them to become independent learners and take greater responsibility for their education
- Homework/Assessments examine a variety of skills and may take the form of: prose, Cognitive Flow Charts, Spider-diagrams, poetry, artistic, independent research, PowerPoint presentations, student led class presentations, practice exam questions
- End of Year examination: One Paper of 60 Minutes.

**Hints on how to be successful in the course:**

- Learn new religious and philosophical vocabulary - recorded in pupils' glossaries
- Be willing to listen carefully to the opinions of others and respect their right to express their opinions
- A willingness to share ideas with others and support fellow pupils in their learning
- Apply religious points of view to ethical issues
- Analyse and apply quotations from both a religious and secular standpoint
- Readiness to accept that answers are not always easily available and that at times it is more difficult and challenging to know the right question to ask than it is to discover a response
- Following moral issues raised in the media / reading broadsheet newspaper on a weekly basis and maintaining a Moral Issues Scrap Book throughout the course
- Read relevant articles in *Dialogue* – Religion and Philosophy Journal
- When revising, use practice exam questions as well as summary mind maps to demonstrate successful application of knowledge

# RELIGION AND PHILOSOPHY - Non-examined – Year 9

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**Compulsory 1 hour lesson per fortnight.**

**Departmental Teachers:** Mr Collis, Mrs Atwal and Mr Collins

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The primary goal of the Religion and Philosophy department is to foster in students the three core values of empathy, understanding and acceptance. This is principally undertaken through a rigorous academic exploration of philosophical and ethical questions related to Ontology (the study of Being – the nature of God and the nature of Self), Epistemology (the study of Knowledge – truth, belief and justification), and to advancements in Science and Technology that have directly impacted on issues related to what it means to be a good person and to live in a moral society. Students are encouraged to be critical thinkers who are able to analyse, formulate judgements on, and justify a diverse range of views.

## **Topics to be covered:**

### **1. Medical Ethics**

- What is Medical Ethics?
- How Ethics Committees make decisions about complex cases
- Stem Cell Research
- The impact of religious and non-religious beliefs on medical ethics
- Applying different ethical theories to medical ethics: Situation ethics, Utilitarianism, Kantian ethics, Humanist approaches

### **2. Radicalisation**

- What is radicalisation and extremism?
- How does radicalisation happen?
- The impact of radicalisation on individuals, families and communities through case studies
- Different religious views on radicalisation
- Applying different ethical theories to radicalisation and extremism.

### **3. Ethics in the Media**

- Influence of the media on the ethics of society / individuals
- Philosophy and ethics in film
- Role models
- Portrayal of religion
- Censorship / free speech
- Application of religious and non-religious views

## **Core Skills**

- Selection of relevant material to justify and support student opinion.
  - Analysis of key religious and philosophical vocabulary so as to appreciate the nature of respective arguments and the traditions from which they have evolved.
  - Awareness of the implications for human existence of theistic and non-theistic views of life.
  - Appreciation that answers are not necessarily readily available when assessing the nature of a divine being through rational, empirical analysis.
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# SCIENCE

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**Departmental Teachers:** All Staff from Science Department

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## Intent

Our whole approach to the teaching and learning of science and the reason we invest such importance in what we do and why we do it, can be summarised by the famous words of Marie Curie:

***“Nothing in life is to be feared, it is only to be understood. Now is the time to understand more, so that we may fear less”***

By the end of Key Stage 4 our students should:

Be excited by scientific thinking and ideas, and wanting to study further

- Have had sufficient opportunities to develop their skills in numeracy, literacy, ICT, citizenship, and enterprise as they apply to scientific contexts at this key stage
- Be capable of managing a file of notes, organised chronologically and by topic, and be competent at taking and making notes without excessive input from the teacher via eg dictation or copying from a board or screen
- Have had sufficient work assessed by the teacher, with written feedback, to be able to evaluate their progress as learners and frequently to set themselves targets for improvement and assess their own work and the work of peers against GCSE marking criteria
- Have had sufficient experience of practical science to work safely and with confidence in a laboratory setting, and be able to identify hazards and assess risks during practical procedures
- Understand – through practical experience - scientific enquiry in terms of the need for:
  - accurate observation, measurement and recording of information
  - careful planning, including safety and fair testing/identification & control of variables when investigating scientific problems
  - presenting & analysing data in a variety of modes such as graphs, charts, tables etc
  - evaluating data, experimental methods, and conclusions based on such data and methods both critically in order to assess degrees of error and inaccuracy, and in terms of identifying ways of improving accuracy and reducing error
- Have an embedded understanding of KS3 science, and a good understanding of the content of the KS4 programme of study and the GCSE 9-1 specification both in terms of subject and operational content (ie ‘How Science Works’)
- Be capable of describing and explaining scientific ideas and phenomena through extended writing, the use of mathematical models and relationships, and the use of logic.
- Have an awareness of links between science and other curriculum areas, such as mathematics, geography, history.  
Have an awareness of the role and responsibility of the sciences in wider society & culture in terms of economic activity, human health & well-being, the environment & climate change, the impact of science & technology on local and global culture.

## Details of teaching scheme to be followed and timing:

Year 9 marks the end of Key Stage 3 teaching, and the beginning of the 3 separate science GCSE (9-1) EDEXCEL courses. This course is a rigorous introduction to GCSE Chemistry, Biology and Physics, and the content covered forms the foundation year of our three year GCSE. Edexcel for Biology and Physics. AQA for Chemistry. Examined at the end of Year 11.

There is a strong emphasis on ICT/Thinking Skills/Numeracy in Science and Scientific Enquiry, or ‘How Science Works’.

## Skills that students need to acquire:

- Safe Laboratory Practise
- Precise and accurate reporting of experiments and other written tasks
- Experimental planning, analysis and evaluation
- Personal organisation, especially with regards to equipment, keeping notes and folder organised, punctuality and deadlines

## Essential equipment:

Students need to bring to lessons

- Lab coat
- Writing and drawing equipment
- Calculator

Also useful, but not essential:

- A concise, pocket dictionary
- Coloured pens/pencils
- Glue stick

**Notes on homework and assessments and end of year examinations:**

- Typically experimental write ups, questions from text/workbook
- Learning tasks for short 'spot tests' in class
- Exam Based Assignments (EBA's) as homework for each topic covered
- Practical Investigations
- Writing accounts of investigatory skills e.g. planning experiments, obtaining and recording evidence, analysis and evaluating evidence
- End of topic tests
- End of year exam is one paper per separate science subject covering all modules taught.

**Hints on how to be successful in the course:**

- Read and sign the "expectations and safety code" pages in your Student Planner
- Turn up on time, with the right equipment
- Listen carefully
- Think about your work
- Keep your folder and notes up to date and well organised.
- Use the topic summary sheets to keep a clear overview of key concepts and key words/definitions for each topic.
- Make full and effective use of all feedback from assessments, during "Response Time" sessions
- If in doubt, ask your teacher

## What you will do

**BIOLOGY, CHEMISTRY & PHYSICS****HOW SCIENCE WORKS: In all Sciences students will be taught about:-**

- The thinking behind the doing
- Fundamental ideas
- Observing objects, organisms and events
- Making measurements
- Designing an investigation
- Presenting data
- Identifying patterns and relationships in data
- Societal aspects of scientific evidence

	<b>BIOLOGY TOPICS</b>		<b>CHEMISTRY</b>		<b>PHYSICS</b>
<b>• BIOLOGY</b>	Cell Structure	<b>• CHEMISTRY</b>	Atomic Structure and Periodic table	<b>• PHYSICS</b>	Density
<b>• BIOLOGY</b>	Variety of Life	<b>• CHEMISTRY</b>	Structure and bonding	<b>• PHYSICS</b>	Energy
<b>• BIOLOGY</b>	Biological Molecules	<b>• CHEMISTRY</b>	Chemical Analysis	<b>• PHYSICS</b>	Introduction to Astronomy GCSE
<b>• BIOLOGY</b>	Enzymes	<b>• CHEMISTRY</b>	Atmosphere	<b>• PHYSICS</b>	Waves
<b>• BIOLOGY</b>	Movement in & out of Cells			<b>• PHYSICS</b>	Motion and Forces
<b>• BIOLOGY</b>	Plant Nutrition				
<b>• BIOLOGY</b>	Ecosystems: Energy Flow				

# SPANISH – Year 9

**GCSE course name and number:** (TBC)

**Departmental Teachers:** Miss Velasco, Ms Brasselet and Mrs Glasbrook

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## Curriculum Intent

To give students

- an opportunity to revise and consolidate knowledge and skills learnt in Year 8
- a greater understanding of Hispanic cultures
- the ability to discuss present realities, past actions and events and future plans
- the ability to discuss, narrate and express opinions on their daily lives and experiences e.g. food, holidays
- the ability to confidently translate simple sentences from English into Spanish both orally and in writing
- a greater repertoire of useful verbs and ability to use these in three tenses
- a thorough grammatical understanding of adjectival position and agreement
- a wide repertoire of phrases for expressing and justifying opinions
- the ability to describe a photograph

## Details of teaching scheme and length of examinations to be followed:

Work continues from the content covered in Year 8. Topics seen in Year 9 will include daily routine, food, drink and healthy living, my town and holidays

## Events and trips

We are aiming to provide the chance to see a full production by a touring Spanish theatre company.

## Skills that students need to acquire:

- Effective vocabulary and grammar-learning strategies
- Listening for gist and detail
- Reading for gist and detail
- Speaking confidently and spontaneously
- Writing and translation with careful attention to grammatical accuracy

## Resources plus any materials students need to provide:

- Mira Express textbook / Viva GCSE
- A vocabulary / grammar / knowledge organizer booklet to be used in class and to take home
- Subscription to [The Language Gym](#) website and other specialist Internet language learning sites
- Subscription to the Viva GCSE Active Learn

A good deal of material is available on Microsoft Teams, the school's Virtual Learning Environment

## Notes on homework and assessments:

Extension/consolidation work is given after each lesson to reinforce and extend work in class. Each homework will take the form of learning key items of vocabulary and grammar regularly, exercises from the book or Internet learning sites, reading or preparation of oral work. Students will also take home the knowledge organiser booklet which must be returned each lesson. Assessments in all four language skills (listening, reading, writing and speaking) form an integral part of the course at the end of every module. The end of year examination tests listening, reading, speaking and writing.

## Hints on how to be successful in the course:

- Keep up to date with all homework tasks set and ensure that learning is thorough and regular
- Revise previously covered vocabulary and grammar on a regular basis, particularly before every lesson
- Participate as actively as they can during lessons: consider mistakes as a way to get fluent faster in Spanish
- Ask for help or further clarification whenever you feel unsure
- Use the suggested internet sites for further practice and consolidation of vocabulary/ grammar on a regular basis.

Appreciate the demands of learning another language and be willing to devote the necessary time and effort throughout the course to achieve their full potential.

# TECHNOLOGY

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## GCSE Design and Technology AQA

## GCSE Food Preparation and Nutrition EDUQAS

**Departmental Teachers:** Miss Mackonochie, Mrs Burton, Miss Lehman and Miss Morrison

**Three key subject areas:** **Food Preparation and Nutrition**  
**Design and Technology: Graphics (Papers and boards) and Textiles**

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### Intent

Design and Technology prepares students to deal with tomorrow's rapidly changing world. It encourages students to become independent, creative problem solvers and thinkers as individuals and part of a team. It enables them to identify needs and opportunities and to respond to them by developing a range of ideas and by making products and systems. Through the study of Design and Technology, they combine practical skills with an understanding of aesthetic, social and environmental issues, as well as functions and industry. This allows them to reflect on and evaluate past and present technology, its uses and impacts. Through our Technology curriculum, students should be inspired by engineers, designers, chefs and architects to enable them to create a range of structures, mechanisms, textiles, electrical systems and food products with a real-life purpose.

### Details of teaching scheme to be followed and timing:

#### GCSE Design and Technology

Students in year 9 will study Design and Technology, Textiles and Graphics: paper and boards. Students will cover core theory which looks at materials and processes from across a range of materials, thus giving the students a broad foundation of knowledge on which to base their design decisions. As well as completing focussed practical tasks to build on their skills in these areas.

The work in Year 9 will build and develop from the Year 8 programmes of study, with the design process again being central to the area of study with a focus on strengthening developmental expertise. Students will be given opportunity to work with a range of materials and extend their skills, knowledge and capability and the use of specialist pieces of equipment. Emphasis will be placed on producing high quality products with good finish. The 'Design and Make' tasks, in addition to providing opportunity for students to develop and extend their own interests and capabilities, will identify the designing process within the context of commercial production in today's competitive market and multicultural society. The work will take account of key areas such as production processes, systems, financial viability, environmental issues and the use of CAD and CAM. Students must consider fitness for purpose in their designing and making, justify their decision making and critically analyse and evaluate their products in relation to their target consumer market.

Design and Technology GCSE allows students to study core technical and designing and making principles, including a wide range of design processes, material techniques and equipment. They will also have the opportunity to study specialist technical principles in greater depth. In year 10 students will have the choice to specialise in either Graphics or Textiles at GCSE.

TIME: 3 hours of Technology (1hr or 2hr lessons) per fortnight plus related homework time.

#### GCSE Food Preparation and Nutrition

The work in year 9 will equip students with the knowledge, understanding and skills required to cook and apply the principles of food science, nutrition and healthy eating.

Students will plan and prepare dishes that demonstrate a range of skills and techniques. They will develop their ability to work more independently and make informed decisions about food choices and nutrition.

#### All Design and Technology or Food subjects

##### Skills that students need to acquire:

- A discerning, and more holistic and critical approach to decision making, to match consumer needs and aspirations to sometimes conflicting practicalities of production
- Refining of designing and making skills from year 8 with emphasis on accuracy and quality
- Research skills using a range of media
- Graphical communication to produce accurate designs etc.
- ICT, CAD and CAM
- Creativity and originality
- Co-operation and self-responsibility
- Analytical and evaluative skills
- Development and prototyping
- Investigating, analysing and evaluating the work of past and present designers and companies

**Resources (e.g. books, computer programmes used) plus any materials students need to provide:**

Each student will receive information outlining the Year 9 programme, staffing and room details, together with work expectations, safety and health procedures, homework and assessment. Textbooks, resource packs and computer programmes will be used to support the teaching and learning. Students will be given a recipe sheet for food practical which can also be downloaded from TEAMS. They will need to recipe sheet to follow in the practical lesson.

Students will be required to provide materials for the practical sessions in food and may be asked to provide materials in Textiles and Graphics if required.

**Notes on homework and assessments and end of year examinations:**

1 hour per week: details given in the lessons. Students are expected to transfer these details weekly into their student planners

**End of year assessment details:**

Teaching Assessments in Technology are included in the reports issued to parents at the end of Year 9.

Assessment in Technology is based on the student's level of performance in each of the key subject areas. Food students will carry out practical assessments throughout the year. There will be a 1 hour Design and Technology and Food Preparation and Nutrition exam held at the end of the year, this would incorporate topics and knowledge of practical experience gained throughout the year.

**Hints on how to be successful in the course:**

- Read all documentation carefully to identify what is required to successfully complete the course
- Note work expectations/homework and transfer relevant details to student planner
- Select design and make tasks, which match your interests and capability
- Make realistic practical choices which can be completed to a quality standard and finish, within the time constraints
- Devise a work schedule and keep on task to meet deadlines
- Listen carefully to instructions and always ask for clarification if unsure about anything
- Look carefully at exemplar material to appreciate both the type and quality of work you need to produce
- Always ask for support and guidance if you are unsure about any aspect of the course and make use of extra-curricular support sessions
- Plan ahead to arrive well prepared for practical sessions i.e. do not leave purchase/ organisation of materials until the last minute
- Name/label all your design sheets, homework and practical work (especially unfinished pieces)

# WELLBEING PROGRAMME - Year 9

**Teachers:** Form Tutors and Miss Wasch

## Intent

At Parkstone we believe that students should be aware that good health and wellbeing is central to effective learning and preparation for a successful independent life. Within Wellbeing at Parkstone students will develop: -

- employability skills so that they are well prepared for the next stage of education, employment, or training.
- an understanding of how to keep themselves safe from risks such as extremism and radicalisation, and all forms of bullying, including when using the internet and social media.
- a knowledge of how to keep themselves healthy, both mentally and physically.
- cultural awareness, so that they are well prepared to respect others and contribute to wider society.

**On Week B Period 1 – students will have a ‘Time to Talk’ session with their tutor.** The focus of these sessions is coaching, resilience, relaxation, and emotional support. Students will have either one-to-one discussion for 10 minutes or be involved in small group sessions. **Students will also have a timetabled lesson on Wellbeing and Personal Development, this will be once per cycle with Miss Wasch**

**Details of the proposed teaching scheme to be followed and timing:**

Session	Focus
Autumn Term	<b>Health and Wellbeing - Taking care of me.</b> <ul style="list-style-type: none"> <li>• Rethinking Periods – brief update</li> <li>• Relationship between physical and mental health</li> <li>• Positive self-image and healthy lifestyle, which includes discussion about body image and relationships with food.</li> </ul> <b>Living in the Wider World</b> <ul style="list-style-type: none"> <li>• Use of Unifrog</li> <li>• Strengths and weaknesses, Setting goals – long term and short term</li> </ul>
Spring Term	<b>Relationships - Respectful Relationships</b> <ul style="list-style-type: none"> <li>• Different types of families and parenting, including single parents, same sex parents, blended families, adoption and fostering</li> <li>• Positive relationships in the home and ways to reduce homelessness amongst young people.</li> <li>• Conflict and its causes in different contexts, this will include separation and divorce.</li> </ul> <b>Health and Wellbeing</b> <ul style="list-style-type: none"> <li>• Peer influence, substance use and gangs, assertiveness, substance misuse, and gang exploitation.</li> <li>• Specific work on types of drugs, vaping and knife crime.</li> <li>• Managing exam wellbeing and revision support</li> </ul>
Summer Term	<b>Relationships - Intimate relationships</b> <ul style="list-style-type: none"> <li>• Consent, abstinence, and romantic curiosity all types of relationships</li> <li>• Contraception – Condoms male and female, the pill and patch – link to heterosexual and LGBTQ+</li> <li>• Introduction to STI</li> </ul> <b>Living in the Wider World - Employability skills</b> <ul style="list-style-type: none"> <li>• Young people’s employment rights and responsibilities, Skills for enterprise and employability</li> <li>• How to manage their ‘personal brand’ online</li> </ul>

## Skills that students will acquire:

Students will take part both in class and small group discussions. They will learn to make decisions based on information and facts given to them. They will present their ideas and share their views with others in a variety of ways. These will include the use of role-play, debating, presenting talks, and producing display work and written work. They will develop the self-awareness and confidence required for adult life, further learning, and work.

## Resources plus any materials students need to provide:

Normal stationery items, plus coloured pens, highlighters, glue stick and scissors

## Notes on homework and assessments and end of year examinations:

Students are not set homework and are not formally assessed.

## Hints on how to be successful in the course:

To be successful, it is important for students to develop enquiring minds and to demonstrate a willingness to listen carefully to opinions and facts. They should also show respect for the opinions of others. Students should show a willingness to display their own ideas, either orally or through written work and presentations.