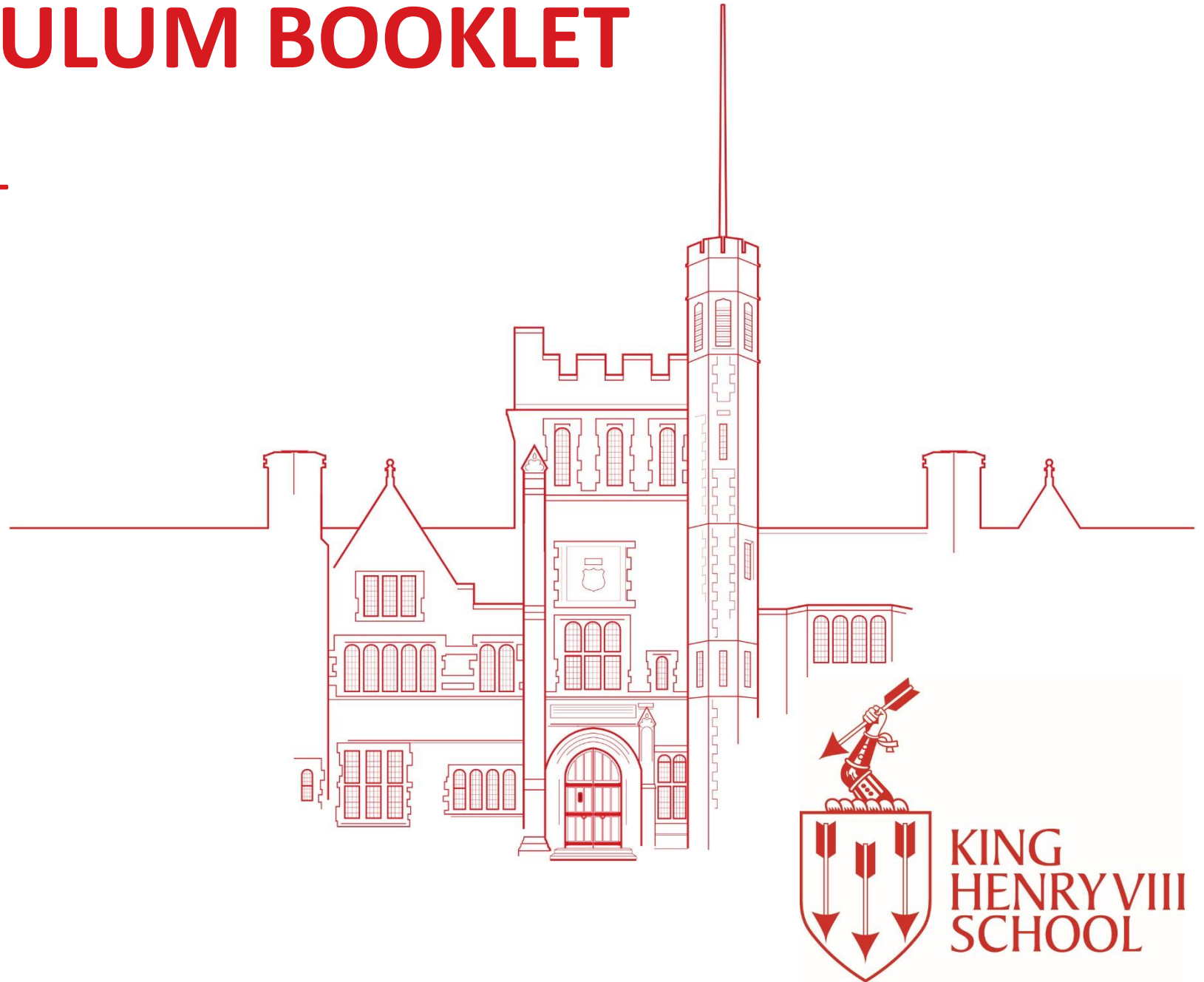


# CURRICULUM BOOKLET

2020-2021

YEAR 9





Dear Parent/Guardian

This curriculum booklet has been put together as part of the Home-School partnership. It includes an outline of the topics / themes studied in each subject throughout the year. Where possible, this has been arranged into the three terms, although some subjects do not study the topics in the same order with every group. In addition, some subjects are skills based and it is difficult to define exactly when each skill will be covered. Please be reassured that all groups will ultimately cover the same work leading to a common examination.

Throughout Year 9 important work is done towards GCSE examinations. This could be explicit topics as in Science or the continued building blocks done within Mathematics and Languages or more skills based within English and the Humanities. It is important that these are worked at throughout the year. After Christmas your son/daughter will make their choices for GCSE, these include English, Maths, all 3 sciences, a modern foreign language and 3 option subjects. More will be explained about this at the GCSE option choices evening in January.

PSHE education at King Henry VIII School is a planned, developmental programme of learning through which children and young people acquire the knowledge, understanding and skills they need to manage their lives now and in the future. As part of a whole-school approach, PSHE education develops the qualities and attributes pupils need to thrive as individuals, family members and members of society. PSHE education equips pupils to live healthy, safe, productive, capable, responsible and balanced lives. It encourages them to be enterprising and supports them in making effective transitions, positive learning and career choices and in achieving economic wellbeing. A critical component of PSHE education is providing opportunities for children and young people to reflect on and clarify their own values and attitudes and explore the complex and sometimes conflicting range of values and attitudes they encounter now and in the future.

The aim of PSHE education is to provide pupils with:

- Accurate, balanced and relevant knowledge;
- Opportunities to turn that knowledge into personal understanding;
- Opportunities to explore, clarify and if necessary challenge, their own and others' values, attitudes, beliefs, rights and responsibilities;
- The skills, language and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives;
- Opportunities to develop positive personal attributes such as resilience, self-confidence, self-esteem, and empathy.

The PSHE programme at King Henry VIII School is guided by three core themes:

- Health and Wellbeing;
- Relationships;
- Living in the Wider World.

We hope that you will find the booklet informative and useful.



Mr R Sewell  
Deputy Head

October 2020

	Autumn Term	Spring Term	Summer Term
<b>ART &amp; DESIGN</b> Pupils in Year 9 will be covering these skills at different times of the year.	<b>Art Portfolio</b> In this course, pupils explore and develop new skills in both Art & Photography. The theme for the year will be Natural Form moving through Landscape. Pupils will explore and use a variety of techniques which will include: photography, printing, observational drawing and mark-making, critical & contextual studies and an introduction to oil painting.		
<b>BIOLOGY</b>	<ul style="list-style-type: none"> <li>• The nature and variety of living organisms</li> <li>• Levels of organisation</li> <li>• Cell organelles</li> <li>• Biological molecules</li> <li>• Enzymes</li> <li>• Co-ordination and response</li> </ul>	<ul style="list-style-type: none"> <li>• Geotropic and phototropic responses</li> <li>• The nervous system</li> <li>• The endocrine system</li> <li>• Photosynthesis</li> <li>• Plant mineral requirements</li> <li>• Crop plants</li> <li>• Fish farming</li> </ul>	<ul style="list-style-type: none"> <li>• Organisms in their environment</li> <li>• Feeding relationships</li> <li>• Food production using microorganisms</li> </ul>
<b>CHEMISTRY</b>	<ul style="list-style-type: none"> <li>• States of Matter</li> <li>• Atomic Structure</li> <li>• The Periodic Table</li> <li>• Group 1 Elements</li> <li>• Group 7 Elements</li> <li>• Ionic Compound</li> </ul>	<ul style="list-style-type: none"> <li>• Covalent substances</li> <li>• Oxygen and oxides</li> <li>• Crude oil</li> <li>• Introduction to Organic Chemistry</li> </ul>	<ul style="list-style-type: none"> <li>• Alkanes and Alkenes</li> <li>• Ethanol</li> <li>• Synthetic Polymers</li> </ul>
<b>COMPUTER SCIENCE</b>	<ul style="list-style-type: none"> <li>• File management and organisation</li> <li>• Understanding computer components</li> <li>• Taking a computer apart</li> <li>• Binary and Logic Gates</li> </ul>	<ul style="list-style-type: none"> <li>• Programming: Python</li> <li>• Ethical and cultural issues</li> <li>• Computer legislation</li> </ul>	<ul style="list-style-type: none"> <li>• Databases</li> <li>• Flash animations</li> </ul>

	Autumn Term	Spring Term	Summer Term
<p><b>DESIGN AND TECHNOLOGY</b></p> <p>Throughout the year students will undertake a carousel of subject areas covering a wide range of skills. The modules can be in any order.</p>	<p><b>Workshop Skills</b></p> <ul style="list-style-type: none"> <li>Design and manufacture an LED desk light combining elements of graphic design precision use of workshop tools and CAD/CAM. Working with a range of materials and components. Use of CNC routing and advanced CAD skills.</li> </ul>	<p><b>Engineering Challenges</b></p> <ul style="list-style-type: none"> <li>A range of engineering and design problems will be presented to test the student's creative responses to design and engineering challenges. Each lesson will be a standalone design task tested against set criteria. Evaluation skills will be required in addition to rapid modelling and creativity.</li> </ul>	<p><b>Food Preparation &amp; Nutrition</b></p> <ul style="list-style-type: none"> <li>Weekly practical including fajitas and use of seasonal ingredients</li> <li>Different cake making methods – whisking and creaming</li> <li>Use of commercial pastry – short crust, puff and filo for sweet/savoury products</li> <li>Pastry design and practical assessment suitable for a given design brief</li> <li>Time plan</li> <li>Evaluation skills.</li> </ul>
<p><b>ENGLISH</b></p> <p>There will be overlap between Writing and Speaking and Listening activities</p>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li><b>Shakespeare:</b> Analytical responses to <i>Macbeth</i></li> <li><b>Poetry:</b> Analytical responses to poems of different cultures; conflict poetry or love and relationship poetry</li> <li><b>Non-Fiction:</b></li> <li>Media texts: analysis of persuasive and biased writing</li> <li><b>Fiction:</b> Texts such as <i>The Strange Case of Dr. Jekyll and Mr Hyde</i>, <i>The Curious Incident of the Dog in the Night-time</i>, <i>Lord of the Flies</i>, <i>The Woman In Black</i> and <i>The Sign of Four</i></li> </ul>	<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Creative writing</li> <li>Writing in different media formats</li> <li>Persuasive and transactional writing</li> <li>Spelling, punctuation and grammar: revision of key skills</li> </ul>	<p><b>Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>Paired work / Group work</li> <li>Individual presentations</li> </ul> <p><b>Drama</b></p> <ul style="list-style-type: none"> <li>Integrated into lesson activities</li> </ul>

	Autumn Term	Spring Term	Summer Term
<b>FRENCH</b>	<b>Daily Routine</b> <b>School</b> <ul style="list-style-type: none"> <li>• Present tense -irregular</li> <li>• Reflexive verbs</li> <li>• Futur simple</li> <li>• Negatives</li> <li>• Comparatives</li> <li>• Superlatives</li> </ul>	<b>Holidays</b> <b>Free Time and Leisure</b> <ul style="list-style-type: none"> <li>• Perfect tense</li> <li>• Basic imperfects - c'était / il y avait /</li> <li>• il faisait</li> <li>• Pouvoir and Vouloir</li> <li>• Adverbs such as d'habitude/normalement</li> <li>• Clauses introduced by quand/lorsque</li> <li>• Opinions</li> </ul>	<b>Cinema and Music</b> <b>Examination revision</b> <ul style="list-style-type: none"> <li>• Focus on one French film and a variety of French songs</li> <li>• Opinions</li> <li>• Revision of main tenses Present, Perfect and Future</li> </ul>
<b>PLEASE NOTE due to COVID-19 games sessions are likely to change throughout 2020-2021 with new regulations and guidance being released regularly.</b>			
<b>GAMES - Boys</b>	<ul style="list-style-type: none"> <li>• Rugby, Swimming and Health Related Fitness</li> </ul>	<ul style="list-style-type: none"> <li>• Hockey, Swimming and Health Related Fitness</li> </ul>	<ul style="list-style-type: none"> <li>• Cricket, Athletics, Tennis,</li> </ul>
<b>GAMES - Girls</b>	<ul style="list-style-type: none"> <li>• Hockey/Netball</li> </ul>	<ul style="list-style-type: none"> <li>• Netball/Hockey</li> </ul>	<ul style="list-style-type: none"> <li>• Tennis, Rounders, Athletics</li> </ul>

	Autumn Term	Spring Term	Summer Term
<b>GEOGRAPHY</b>	<p><b>What are the challenges and opportunities facing Africa?</b></p> <ul style="list-style-type: none"> <li>• The physical and human geography of Africa</li> <li>• Africa's colonial history</li> <li>• Some of the challenges facing the continent</li> <li>• Some of the opportunities to develop and change</li> </ul> <p><b>How does ice change the world?</b></p> <ul style="list-style-type: none"> <li>• How ice changes the world</li> <li>• How erosion and transportation create glacial landforms</li> <li>• Identifying glacial landforms on OS maps</li> <li>• How the distribution of ice around the world changes through time</li> </ul>	<p><b>Can we ever know enough about earthquakes and volcanoes to live safely?</b></p> <ul style="list-style-type: none"> <li>• The theory of plate tectonics</li> <li>• How volcanoes and earthquakes are linked to plate tectonics</li> <li>• The hazards for people associated with these events</li> <li>• How scientists attempt to predict, manage and prevent these hazards</li> </ul> <p><b>Is the geography of Russia a curse or a benefit?</b></p> <ul style="list-style-type: none"> <li>• What Russia is like.</li> <li>• The physical landscape, climate and natural environment of Russia</li> <li>• How Russia's physical geography has influenced its human geography.</li> <li>• How important Russia is to the world.</li> </ul>	<p><b>Why is the Middle East an important world region?</b></p> <ul style="list-style-type: none"> <li>• Where the Middle East region is located</li> <li>• What countries make up the region</li> <li>• The physical landscape of the Middle East</li> <li>• The human geography of the region</li> <li>• Examples of conflict and controversy in the Middle East</li> <li>• How important the region is to the world</li> </ul>

	Autumn Term	Spring Term	Summer Term
<b>GERMAN</b>	<ul style="list-style-type: none"> <li>• Revision of daily routine &amp; separable verbs</li> <li>• Revision of reflexive verbs</li> <li>• School Subjects</li> <li>• Opinions &amp; reasons</li> <li>• Describing School</li> <li>• Describing school day</li> <li>• School in Germany</li> <li>• Past Tense Revision</li> <li>• Food &amp; Drink</li> </ul>	<ul style="list-style-type: none"> <li>• Transport</li> <li>• Time, manner, place</li> <li>• Town revision</li> <li>• Directions</li> <li>• Prices</li> <li>• Gern/nicht gern</li> <li>• Future Tense revision</li> <li>• Dative Course revision</li> </ul>	<p>Talking about:</p> <ul style="list-style-type: none"> <li>• TV &amp; Films</li> <li>• (genres/adjectives etc)</li> <li>• Weather</li> <li>• Books</li> <li>• Festivals</li> <li>• Holidays</li> <li>• Revision</li> <li>• Orals</li> <li>• Listening Exam</li> </ul> <p>After Exams:</p> <ul style="list-style-type: none"> <li>• Project on a film or book that they have read/seen or weather project</li> </ul>
<b>HISTORY</b>	<ul style="list-style-type: none"> <li>• How and why did the Liberals help people?</li> <li>• Why did the Allies win WW1?</li> </ul>	<ul style="list-style-type: none"> <li>• How did dictatorships change Europe?</li> <li>• Why did WW2 lead to the death of 40 million civilians?</li> </ul>	<ul style="list-style-type: none"> <li>• Why should British people know about the Korean war?</li> <li>• How did Britain change after WW2?</li> </ul>



	Autumn Term	Spring Term	Summer Term
<p><b>LATIN</b></p> <p>Building on work in Years 7 and 8, new Latin grammar and vocabulary are introduced in the final stages of the Cambridge Latin Course Book 2 and most of Book 3 (up to stage 25)*. The Latin stories and paralinguistic material continue to concentrate on Quintus' travels and experiences in Roman Britain, including involvement in intrigue in the royal palace and encounters with the Roman army: *</p> <p>More detail can be found on the excellent and comprehensive website that accompanies the Cambridge Latin Course throughout our Year 7-11 GCSE course. Major grammar points include participles, neuter nouns, and the vocative and ablative cases.</p> <p>A certain amount of time is also spent on extending the introduction to Ancient Greece and its culture that began in Year 8. (For Greek <i>language</i> see below.)</p>	<ul style="list-style-type: none"> <li>• Worship of Isis</li> <li>• Roman medicine</li> <li>• Aquae Sulis (Bath) and Roman baths</li> <li>• (Visit in January)</li> </ul>	<ul style="list-style-type: none"> <li>• Magic and curses</li> <li>• Roman religion</li> <li>• Travel and communication</li> </ul>	<ul style="list-style-type: none"> <li>• The legionary soldier</li> <li>• Agricola – governor of Roman Britain and senior officers in the Roman army.</li> </ul>
<p><b>GREEK</b></p>	<p>A group of students started a two and a half year course preparing for GCSE Greek in January 2018. This will lead to GCSE qualification in summer 2020. The next intake of students will be in January 2020. Students should see Mr Jones if they are interested in doing Greek.</p>		

	Autumn Term	Spring Term	Summer Term
<p><b>MATHEMATICS</b></p> <p>There is an emphasis throughout on clear and efficient written communication of Mathematics. Where pupils have encountered topics previously we will develop a more formal approach, focusing, where appropriate, on proof and applications.</p>	<ul style="list-style-type: none"> <li>• Applications of percentages</li> <li>• Algebraic expressions</li> <li>• Representing data</li> <li>• Equations</li> <li>• 2-Dimensional geometry</li> <li>• Sequences and functions</li> <li>• Circles</li> <li>• Ratio</li> <li>• Simultaneous equations</li> <li>• A formal approach to fractions</li> <li>• Functions</li> </ul>	<ul style="list-style-type: none"> <li>• Construction and locus</li> <li>• Statistical calculations</li> <li>• Standard form</li> <li>• Formulae</li> <li>• Accuracy</li> <li>• 3-Dimensional geometry</li> <li>• Further graphical representations</li> <li>• Transformations</li> <li>• Inequalities</li> </ul>	<ul style="list-style-type: none"> <li>• Probability</li> <li>• Trigonometry</li> <li>• Proof</li> <li>• Set theory</li> </ul>
<p><b>MUSIC</b></p> <p>Students in Year 9 study topics which form a foundation for GCSE including the development of compositional, performing and listening skills as well as being able to critically evaluate a piece of music using and building upon their knowledge and understanding of the elements of music. In Year 9, pupils will also work on the computers using the software Sibelius to vary an existing composition as well as to compose their own.</p>	<p>Composition based on the theme of 'War and Conflict'</p> <ul style="list-style-type: none"> <li>• Four Chords Songs – learning how to play the famous four chords in a variety of keys</li> <li>• Theme and Variation – varying a well-known melody using music software (Sibelius)</li> <li>• Music Theatre – learning about the genre and beginning to describe elements of melody and texture</li> <li>• Ground Bass – looking at baroque music and one particular compositional technique.</li> </ul> <p>The year is designed to prepare students for GCSE Music. Y9 students are also strongly encouraged to take part in as many performance opportunities as possible, in particular singing.</p>		

	Autumn Term	Spring Term	Summer Term
<b>PLEASE NOTE due to COVID-19 PE sessions are likely to change throughout 2020-2021 with new regulations and guidance being released regularly.</b>			
<b>P.E.</b>	Autumn and Spring term – each sport runs for a 6 week block <ul style="list-style-type: none"> <li>• Health related fitness</li> <li>• Badminton</li> <li>• Handball</li> <li>• Swimming</li> </ul>		<ul style="list-style-type: none"> <li>• 5 Star Athletics Award Scheme</li> </ul>
<b>PHYSICS</b> This is the first year of a three-year course leading to a Separate Science IGCSE Physics qualification. The following topics are covered in Year 9: In Physics, due to the amount of equipment needed for practicals, classes may study the topics at different times of the year.	<ul style="list-style-type: none"> <li>• Density and Pressure</li> <li>• Change of State</li> <li>• Ideal Gas Molecules</li> </ul>	<ul style="list-style-type: none"> <li>• Forces</li> <li>• Elasticity</li> <li>• Moments</li> </ul>	<ul style="list-style-type: none"> <li>• Waves</li> <li>• The Electromagnetic Spectrum</li> </ul>
<b>PSHE</b>	Healthy Routines in a COVID world. Values <ul style="list-style-type: none"> <li>• My Values</li> <li>• Other People’s Values</li> <li>• Communities</li> <li>• How Can We Make a Difference?</li> <li>• Taking Responsibility</li> </ul> Planning for the Future <ul style="list-style-type: none"> <li>• Introduction to Careers</li> <li>• Career Paths</li> <li>• Making Choices</li> </ul>	Managing Conflict Forms of Discrimination Working Together Alcohol and the Teenage Brain Alcohol and the Body What are Illegal Drugs Drugs – Range of Risk Alcohol & Drugs – Dealing with Peer Pressure	Sexual Health <ul style="list-style-type: none"> <li>• Healthy Relationships</li> <li>• Pornography</li> <li>• STIs &amp; Contraception</li> <li>• Consent</li> </ul> 1:1 Discussion and Exams Review Financial Education <ul style="list-style-type: none"> <li>• Budgeting</li> <li>• Understanding Interest</li> <li>• Good Debt vs Bad Debt</li> <li>• Case Studies</li> </ul>

	Autumn Term	Spring Term	Summer Term
<b>PHILOSOPHY, RELIGION &amp; ETHICS</b> Theme - Truth	<ul style="list-style-type: none"> <li>• Unit 1 – Truth – Introduction to truth – Examining the difference between proof and evidence.</li> <li>• Unit 2 - Human Nature – Searching for the real me; humanity vs animals and machines. Dualism and materialism.</li> <li>• Unit 3 - Ethics – Ethical truth and application to contemporary issues.</li> <li>• Unit 4 - Islam – Islamic beliefs and truths, including the nature of the Qur’an and core beliefs.</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 5 – Human Rights and Social Justice. Prejudice and discrimination in the modern world. Poverty and wealth issues.</li> <li>• Unit 6 - Dangers of Belief – A comparison of harm caused by different political, social and religious views.</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 7 – Human Values and Spiritual Values – Introduction to Humanism and Buddhism. A consideration of the extent to which spiritual values are generally human values.</li> </ul>
<b>SPANISH</b> Present Tense +Irregulars Radical Changing Verbs/ Stem Changers Reflexive Verbs Preterite tense +Irregulars Immediate future Conditional Tense +Irregulars Future Tense +Irregulars	<ul style="list-style-type: none"> <li>• Module 1(La gente)/<b>La Rutina Diaria</b></li> <li>• Module 2 <b>Vamos a Salir</b></li> <li>• Sports and Hobbies, Daily routine and time, sequencing</li> <li>• Going out in town, planning activities, inviting friends, making excuses, problems going out</li> </ul>	<ul style="list-style-type: none"> <li>• Module 4 <b>La Comida</b></li> <li>• Module 3 <b>Mis Vacaciones</b></li> <li>• Describing breakfast, shopping for groceries, eating at a restaurant, describing a special meal, likes/dislikes</li> <li>• Describing a recent holiday, countries, travel, holiday activities and opinions. To be able to ask and answer questions in past present and future</li> </ul>	<ul style="list-style-type: none"> <li>• Module 5 <b>De Moda</b></li> <li>• Module 6 <b>El Mundo Hispano</b>                Describing clothing likes and dislikes, uniform, preferences, packing holiday wear, describing fancy dress costumes and describing what you would/would not wear and why.</li> <li>• Rights and privileges of children. UNICEF. Spanish speaking countries. A child’s life in an LA country, the geography and environment of LA.</li> </ul>