

# **CURRICULUM BOOKLET**

**King Henry VIII School**



**KING HENRY VIII  
SCHOOL**

**Year 9 2023/2024**

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

September 2023

<b>ART &amp; DESIGN</b>	Year 9 pupils will be focusing along the theme of Land and Sea. The pupils will be introduced to the structure of how the GCSE Art & Design course would be followed and all pupils will use a variety of materials within this theme with the aim of finding individual pupils specialised skill base.		
	<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
	<b>Art Portfolio</b> In this course, pupils explore and develop new skills in Art & Photography. Pupils will explore and use a variety of techniques which will include: photography, printing, observational drawing and mark-making, critical and contextual studies and an introduction to oil painting. Pupils in Year 9 will be covering these skills at different times of the year.		

<b>BIOLOGY</b>	In year 9, students start the IGCSE Biology course. The necessary practical skills are developed following the specification requirements and students study a number of different topics at the appropriate level.		
	<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</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> </ul>	<ul style="list-style-type: none"> <li>• Crop plants</li> <li>• Fish farming</li> <li>• Food production using microorganisms</li> </ul>

<b>CHEMISTRY IGCSE (9-1)</b>	Year 9 The IGCSE course begins in Year 9 and is taught over three years. Years 9-11 content will be examined at GCSE		
Content of course in Year 9	<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
	9A: The periodic table, atomic structure & formulae and equations  9B: Group 1 metals & ionic bonding	9C: Group 7 elements & covalent bonding  9D: Crude oil and alkanes  9E: States of matter and elements, compounds & mixtures	Revision for summer exam  9F: Rates of Reaction

<b>COMPUTER SCIENCE</b>	<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
	<ul style="list-style-type: none"> <li>• File management</li> <li>• E-safety</li> <li>• Binary and Logic Gates</li> <li>• Understanding computers</li> </ul>	<ul style="list-style-type: none"> <li>• Everyone can code!</li> <li>• Computer legislation</li> <li>• Presentation skills</li> </ul>	<ul style="list-style-type: none"> <li>• Ethical and cultural concerns</li> <li>• Photo editing</li> <li>• Word processing</li> </ul>

**DESIGN AND TECHNOLOGY/  
FOOD PREPARATION &  
NUTRITION**

Throughout the year students will undertake a carousel of subject areas covering a wide range of skills.  
The modules can be in any order.

**Workshop Skills**

Students design, model and manufacture a phone holder from wood and plastic. They consider ergonomics, aesthetics, functionality and creativity when designing. Students will personalise the design and experiment with a range of techniques and processes in order to create a unique product.

**Design Skills**

Students explore the world of furniture design by researching a range of design styles and then creating their own 1:10 scale piece of furniture. After sketching various designs, students will learn how to create effective models from a range of materials.

Throughout Year 9, students will continue to explore and improve their 2D and 3D drawing and software skills using CAD packages including Autodesk Inventor.

**Food Preparation and Nutrition**

Weekly practicals including fajitas and use of seasonal ingredients. Consider multicultural cuisine.

Different cake making methods – whisking to make Swiss Roll and creaming for sponge cakes. Revision of food science - aeration and importance of raising agents.

Use of commercial/convenient pastry – short crust, puff and filo to make sweet/savoury products. Proportions of fat to flour in pastry and the role of fat for shortening.

Pastry design and practical assessment as evidence of summative assessment.

Pupils carry out Sensory Analysis – Star Diagram/Product Profile.

Course evaluation.

	Reading	Writing	Speaking and Listening
<p><b>ENGLISH</b></p> <p>There will be an overlap between Writing and Speaking and Listening activities.</p>	<p><b>Shakespeare:</b></p> <ul style="list-style-type: none"> <li>Analytical responses to <i>Macbeth, Julius Caesar or The Taming of the Shrew</i></li> </ul> <p><b>Poetry:</b></p> <ul style="list-style-type: none"> <li>Analytical responses to poems of different cultures; conflict poetry or love and relationship poetry from a range of eras</li> </ul> <p><b>Non-Fiction:</b></p> <ul style="list-style-type: none"> <li>Media texts: analysis of persuasive and biased writing</li> </ul> <p><b>Fiction:</b></p> <ul style="list-style-type: none"> <li>Texts such as <i>The Strange Case of Dr. Jekyll and Mr Hyde, The Curious Incident of the Dog in the Night-time, Lord of the Flies, The Woman In Black</i> and <i>The Sign of Four</i> along with a selection of short stories</li> </ul>	<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>	<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>

**FRENCH**

Pupils study 2 languages in Year 9. The Year 9 French curriculum develops language learners' fluency and ability to answer questions spontaneously. Topics ask for opinions about things that matter to pupils and allow them to give and defend a range of opinions. Pupils leave Year 9 with a core knowledge of grammar and the skills to manipulate a range of key phrases with an ever growing range of vocabulary.

**Autumn Term****Media**

- Talking about television programmes
- Musical Genres
- Talk about film and review a film
- Talk about reading preferences
- Understand the languages of advertising

**Technology**

- Describe old and new technology
- Talk about using technology for leisure activities
- Identify the risks of social networking sites
- Discuss pros and cons of new technologies
- Talk about favourite gadgets

**Grammar**

- Present tense
- Irregular adjectives
- Irregular The verb *faire*
- Perfect Tense

**Spring Term****Teenage life**

- Relationships with parents
- Daily routine
- Talk about pocket money & helping at home
- Discuss teenage pressures
- Understand advice about pressures
- Discuss life in the past

**Oral exam**

- Prepare for the Photocard and Themed questions

**Jobs & Ambitions**

- Talk about jobs and qualities
- Discuss ideal jobs and ambitions
- Talk about part-time jobs
- Talk about success and failure

**Grammar**

- Perfect tense
- Immediate future
- Pouvoir and Vouloir
- Reflexive verbs
- Clauses introduced by *quand/lorsque*

**Summer Term****A balanced diet**

- Talk about healthy eating
- Discuss healthy lifestyles

**A French film****Grammar:**

- Revision of main tenses Present, Perfect and Future

<b>GAMES</b>	<p>During Games lessons, pupils are taught the core skills in unopposed and small side games, where they develop their technique and ability to select and apply their skills at the right time. They are also taught advanced skills and decision making in small side game and full game scenarios. Tactical knowledge is developed throughout. Lessons are tailored to the group's ability.</p> <p>All pupils will have the opportunity to represent their school. For example, we have full block fixtures during games lessons for girls in hockey, netball and cricket. For boys we have full block fixtures during games lessons for rugby (some are touch fixtures), hockey and cricket.</p>		
	<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
	<p><b>Boys:</b> Rugby <b>Girls:</b> Hockey</p>	<p><b>Boys:</b> Hockey/Football <b>Girls:</b> Netball</p>	<p><b>Boys:</b> Cricket/Athletics <b>Girls:</b> Cricket/Athletics</p> <p>During the summer term there will also be the opportunity for some tennis, rounders and softball.</p>
<p>Boys and Girls compete in the above sports.</p> <p>Training and fixtures are tailored to the year group and are matched at an appropriate level. All pupils will represent the school as we schedule block fixtures for all pupils to enable them all to have the experience of travelling to fixtures and experiencing the competitive environment.</p> <p>The termly focus is as above, but pupils have an element of choice to their Games afternoon, where alternative activities are an option. These activities will vary depending on the year group.</p> <p>A full fixtures program is available on SOCS so that pupils can see where their fixtures are across the term/year. There is an expectation that all major games players will fully commit to the extra-curricular program, therefore attending Games, practice nights and Saturday fixtures.</p> <p>There is wider participation available through our extensive extra-curricular program and we encourage all pupils to take part in something, whether it be at a recreational or competitive level. This will widen their skill set, helping their physical, mental and social well-being.</p>			



	Autumn Term	Spring Term	Summer Term
<b>GEOGRAPHY</b>	<p><b>Our changing coastlines?</b></p> <ul style="list-style-type: none"> <li>• Landforms linked to erosion</li> <li>• Land forms linked to deposition</li> <li>• How to collect data from out coastlines</li> <li>• How to manage our coast lines</li> </ul> <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>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>• 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>Cartography and GIS?</b></p> <ul style="list-style-type: none"> <li>• OS map skills</li> <li>• Other types of maps</li> <li>• What is GIS?</li> </ul>

**GERMAN**

Echt 2

In Year 9 students will focus on deepening and consolidating their grammar knowledge, especially the use of a variety of tenses and word order. Students become more fluent and are able to start creating their own language at paragraph level and beyond. There is a focus on speaking and students are encouraged to think about learning and revision strategies for vocabulary and end of unit assessments.

**Autumn Term***Im Urlaub/Das Alltagsleben*

- Holiday activities
- Past holiday
- Transport
- Weather
- Daily routine
- Intercultural understanding-  
life in German speaking  
countries
- Making plans
- Housework
- Healthy living
  
- Grammar
- Infinitive
- Perfect tense haben/sein
- Imperfect tense
- Verb conjugation with different  
pronouns
- Subordinate clauses
- Using 'man'
- Wollen + infinitive
- Reflexive and separable verbs

**Spring Term***Meine Klamotten*

- Clothes
- Your style
- Shopping
- Special occasions
  
- Grammar
- Verbs with vowel change
- Accusative adjectives
- Possessive adjectives
- Werden
- Perfect tense haben and sein

**Summer Term***Virtuelle und reele Welt*

- Talking about:
- TV & Films
  - Music
  - The Internet
  - New and old technology
  - volunteering
  - Napola- film project
  
  - Grammar
  - Subordinate clauses weil, da,  
dass
  - Time/Manner/Place
  - Imperfect past
  - Tense revision

<b>HISTORY</b>	<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</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 did WWII lead to the death of 40 million civilians? (cont.)</li> <li>• Origins of the Cold War</li> </ul>

<b>LATIN</b>	<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.</p>		
	<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
	<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>

	Autumn Term	Spring Term	Summer Term
<p><b>MATHEMATICS</b> 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. Pupils will learn to use the software Sibelius to vary an existing composition as well as to compose their own.</p> <p>Topics in Year 9 include:</p> <ul style="list-style-type: none"> <li>• Composition based on the theme of ‘War and Conflict’</li> <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>Year 9 students are also strongly encouraged to take part in as many performance opportunities as possible, in particular singing.</p>
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<b>P.E.</b>	<p>In years 7-9 PE lessons will be taught in mixed gender classes. This is to give a diverse experience of learning and is therefore different to our Games programme. It allows for collaboration within the year group as well as other skills such as communication, teamwork and leadership.</p> <p>The activities chosen each year vary depending on the timetable and the needs of the pupils.</p> <p>Options to be chosen from: Physical Conditioning, Handball, Table Tennis, Badminton, Athletics, Swimming, Tennis, Rounders and Softball</p>
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<b>PHYSICS</b>	<p>This is the first year of a three-year course leading to a separate Science IGCSE Physics qualification.</p> <p>In Physics, due to the amount of equipment needed for practicals, classes may study the topics at different times of the year.</p> <p>The following topics are covered in Year 9:</p>		
	<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
	<ul style="list-style-type: none"> <li>• Density and Pressure</li> <li>• Change of State</li> </ul> <p>Ideal Gas Molecules</p>	<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>PHILOSOPHY, RELIGION &amp; ETHICS</b> Theme - Truth	<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
	<p><b>Topic 1</b> – Introduction to truth – what is truth? Examining the difference between proof and evidence.</p> <p><b>Topic 2</b> – What’s it all about? Searching for the real me; humanity vs animals and machines. Dualism and materialism.</p> <p><b>Topic 3</b> – Hinduism and the quest for truth - spiritual pathways, moral truths, unobtainable truths (ahimsa, karma).</p>	<p><b>Topic 4</b> – Extremism and political philosophy. The dangers of far right belief and the powers used by cults.</p> <p><b>Topic 5</b> – Human rights and social justice. Prejudice and discrimination in the modern world.</p>	<p><b>Topic 6</b> – Ethics. What is the difference between teleological ethics and deontological ethics? What is the best way to live morally and why?</p>

	<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<b>PSHE</b>	<p>Mental Health Self Check &amp; Healthy Routines</p> <p><b>Values:</b></p> <ul style="list-style-type: none"> <li>• Personal, Community &amp; Global</li> <li>• Human Rights</li> <li>• Abuse of human rights/Discrimination &amp; Bullying</li> <li>• Peer Pressure/Gangs</li> <li>• Homophobia/Transphobia</li> </ul> <p><b>Drugs</b></p> <ul style="list-style-type: none"> <li>• Exploring Attitudes</li> <li>• Types of Drugs, effects &amp; classification</li> <li>• The Law &amp; Managing Risk</li> <li>• Addiction</li> <li>• Cancer Awareness &amp; Prevention</li> </ul>	<p><b>RSE</b></p> <ul style="list-style-type: none"> <li>• Freedom &amp; Capacity to Consent</li> <li>• Pornography</li> <li>• Sexting &amp; Sharing Indecent Images</li> <li>• Sexual Harassment</li> <li>• Grooming</li> </ul> <p><b>Online Safety</b></p> <ul style="list-style-type: none"> <li>• Personal safety online</li> <li>• Managing challenging content</li> </ul>	<p>Revision Tips &amp; Coping with Exam Stress</p> <p><b>Planning for the future:</b></p> <ul style="list-style-type: none"> <li>• What Skills do you have?</li> <li>• Introduction to Careers</li> <li>• Investigating Careers</li> </ul> <p><b>RSE</b></p> <ul style="list-style-type: none"> <li>• Pregnancy, contraception &amp; STIs</li> <li>• Marriage &amp; Civil Partnerships</li> <li>• Responsibilities of &amp; relationships with parents</li> </ul> <p><b>Financial Education:</b></p> <ul style="list-style-type: none"> <li>• Budgeting</li> <li>• Understanding credit &amp; debit</li> <li>• Understanding Interest</li> </ul>

<b>SPANISH</b>  <b>Grammar in Year 9</b> Present Tense + Irregulars Radical Changing Verbs/ Stem Changers Reflexive Verbs Preterite tense + Irregulars Immediate future Conditional Tense + Irregulars Future Tense + Irregulars	Pupils study two languages in Year 9. Spanish will be taught two lessons a week building on prior knowledge built in Year 8. Pupils continue to broaden their cultural knowledge and to develop language skills through practising asking and answering questions with greater fluency and a degree of spontaneity. Pupils use past present and future tenses with a good level of accuracy by the end of the year. Year 9 focuses on expressing oneself using different time frames, expanding opinions and justifying them with increasing confidence.		
	<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
	<b>Module 1(La gente)/ La Rutina Diaria</b> <ul style="list-style-type: none"> <li>Sports and Hobbies, Daily routine and time, sequencing.</li> </ul> <b>Module 2 Vamos a Salir</b> <ul style="list-style-type: none"> <li>Going out in town, planning activities, inviting friends, making excuses, problems going out.</li> </ul>	<b>Module 4 La Comida</b> <ul style="list-style-type: none"> <li>Describing breakfast, shopping for groceries, eating at a restaurant, describing a special meal, likes/dislikes.</li> </ul> <b>Module 3 Mis Vacaciones</b> <ul style="list-style-type: none"> <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>	<b>Module 5 De Moda</b> <ul style="list-style-type: none"> <li>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> </ul> <b>Module 6 El Mundo Hispano</b> <ul style="list-style-type: none"> <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>