

ARCHBISHOP BLANCH C E HIGH SCHOOL



YEAR 9 PARENTS' INFORMATION BOOKLET

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ENGLISH

Each half term a short SAT-style assessment will be undertaken by all pupils enabling us to track progress more effectively. This will not be reported to parents separately from the normal two school reports.

AUTUMN

In the autumn term we will be revisiting the major types of non-fiction writing: instructions, information text, persuasive writing, argument etc. Year 9 will need to be able to write well in a variety of non-fiction and fiction styles for their SAT in May. Unlike GCSE where we know in advance what types of writing are required on each paper, Key Stage 3 SATs spring surprises on us. In the exam itself they will have a longer writing task (45 minutes) and a shorter one (25minutes) but the tasks vary widely from year to year.

The ability to write in the style of local and national newspapers as well as different types of magazine or journal is necessary, so you can help your daughter by encouraging her reading of papers and magazines. Web pages are a further type of writing she needs to be familiar with so if you do not have internet access at home please check out the facilities which may be available at your local public library.

Some preparatory work introducing Shakespeare may begin but generally the study of the SAT play ("Romeo & Juliet" by Shakespeare) begins in Spring term. More emphasis will be placed on the specific comprehension skills required in the SATs reading paper. Pupils should be familiarizing themselves with the Assessment Focuses.

SPRING

In spring term the English department starts work on the Shakespeare play set for the Key Stage 3 SATs.

The QCA also specify which scenes they will be setting the questions on so that it is not such a weighty task as preparing a Shakespeare play for GCSE or A level examinations. Parents can help by encouraging their daughters to talk about what is happening in the play and what they think of the various characters involved. The more familiar they are with plot and character the better. We provide ample examination practice and revision materials so parents should not need to purchase any commercial revision guides. Please note that the scenes which form the basis of the question are printed as part of the examination paper so pupils do not need to learn quotations from the play.

The Shakespeare paper is now 45 minutes long and is worth a lower percentage of marks than formerly yet still causes disproportionate anxiety among pupils. Everyone, however academically able, struggles initially with English written four centuries ago (and in verse!) so please reassure your daughter that a sense of "not understanding the words" should quickly wear off.

We also endeavour to provide a live performance of the SAT play either by going to a theatre or having a theatre in education group visit us. We make use of videos and DVDs of filmed versions where appropriate. You will be asked to give written permission for your daughter to see any version where the BBFC classification is in excess of the pupils' age.

Other written work relates to preparation for the comprehension and writing tasks expected on the other SATs papers which will take place in the first week of May.

SUMMER

The first part of the term is dominated by preparation for the Key Stage 3 SAT. This involves a reading comprehension test on three passages linked by a theme but demonstrating different types of writing, for example:

- an extract from a novel, an information text, a web page;
- a writing paper with a longer and shorter task which test two different styles of writing e.g. a letter to persuade;
- a newspaper article to inform the Shakespeare paper which tests two prepared extracts from "Romeo & Juliet".

After the SATs staff review the Key Stage National Curriculum orders and the National Literacy Strategy to ensure that their group has had adequate coverage of all the main areas and Key Objectives which will be further developed in Key Stage 4 GCSE work.

There is also a chance to develop drama, media and independent learning projects.

MATHEMATICS

AUTUMN

This year is an important staging post for these KS3 students as it marks the end of the foundation topics culminating in the SAT examination in May. Students' results in this examination along with other data will help staff place them in the correct GCSE group and therefore it vital to stress how important this year is in their Mathematics education. In the first 2 to 3 weeks students study a familiar topic, Statistics, one which we hope will again engender some confidence. The course then moves on to probability and algebra. These topics will not be new to year 9 but aspects will be explored in more depth and new skills acquired bearing in mind the SAT level each student is aiming for. Students will be stretched where necessary, this term is mainly about completing the foundations for topics introduced in years 7 and 8. At the end of each chapter the students will be tested and scores will be used to assess their progress together with other information such as classwork and homework. It is important that students revise for these tests and homework time will be given to facilitate this - it is hoped parents will do their "bit" to encourage students to revise thoroughly.

SPRING

The course in the spring term is mainly a preparation for the SAT examination and staff will construct a program of study that is appropriate for their particular class. It will focus on those areas of weakness identified by assessment from previous years. The areas revisited will include number, probability, algebra and statistics. It is not just a matter of old ground being covered in that staff will extend pupils where possible to improve their eventual SAT level. There is a chance for pupils to revise for the examination by attempting past papers. It should not be underestimated how useful this facility is and pupils should make every effort to incorporate them into a structured revision plan. A key element of the summer examination is the mental test and there will be a series of these to familiarise pupils with the format and sharpen up their mental agility. After the examination the pressure on pupils is eased and the rest of the term is devoted to some more enjoyable aspects of Mathematics. These games and investigations are a useful introduction to Key Stage 4 Coursework.

SUMMER

The first few weeks in the summer term consist of the last stages of preparation for the SAT examination. All pupils will be invited to attend lunch time revision sessions as well as their normal timetable to fill in any gaps they may have in their Mathematical abilities. Pupils will need to construct a personal revision timetable if they are to secure their target grade or above. After the examination, the pressure on pupils is eased and the rest of the term is devoted to some more enjoyable aspects of Mathematics. In conjunction with our Initial Teacher Training students the staff will build a six week enrichment course to promote pupils' enjoyment of Mathematics and also to improve investigational and problem solving skills through game play. These games and investigations are a useful introduction to the problem solving aspect of Key Stage 4. They include Harry Potter Mathematics, PowerMaths (a suite of computer investigations), "Who wants to be a Mathonnaire", Fairtrade Maths, Fun Maths Road Show and a range of other interesting activities.

Pupils will be placed in an appropriate set once results from SATs are published – based on SAT performance and ability. At this point in time we will start the GCSE Course looking at 'Number and Algebra'.

SCIENCE

During the Autumn term, students will study some aspects of the Key Stage Three curriculum that are not covered by the GCSE curriculum. Once these topics have been delivered, students will begin their GCSE course in science. Much of Year Nine was previously taken up with preparation for the SATS examinations. We now intend to use this time to focus on the GCSE examinations.

The Science Department will deliver some parts of the AQA Science A course for the rest of the school year. Many of these topics were originally taught as part of the Year Nine scheme for Key Stage Three. However this academic year, due to the change in assessment for students since the Government abandoned SATS testing, we have chosen to deliver these topics to a higher level and begin teaching the GCSE course so that our students are more likely to achieve their GCSE target grades.

In the summer of Year Nine, students will undertake their first GCSE examinations in science. The course consists of six short multiple choice papers (which in previous years were sat in the spring and summer of Year Ten). We hope to enter most of our Year Nine pupils for the first three of these examinations:

Biology 1A	(AQA code: BLY1AP)
Chemistry 1A	(AQA code: CHY1AP)
Physics 1A	(AQA code: PHY1AP)

Students will then complete this course during Year Ten (when there will also be opportunities to resit the earlier units and improve on the marks gained in Year Nine).

The students then go on to study a further Science GCSE course through to the end of Year Eleven

Students will also complete a number of GCSE level ISA tests (*Individual Skills Assignments*). These are practical science based assessments that may be ultimately used towards a student's final GCSE science result.

By starting this work at the end of year nine students gain the necessary skills and experience to successfully complete the GCSE science course and have the best chance of gaining or exceeding their target grade.

Students will also be assessed throughout Year Nine to give them their final Key Stage Three level. These assessments will be skills tasks that link to areas of study that run through the Key Stage Three and GCSE subject content.

DESIGN AND TECHNOLOGY

SPRING

GRAPHICS

Students will have a design brief to design and make packaging for a product. They will look at the purpose of packaging to protect the contents, to preserve them so that they are sold hygienically, to promote the product, to inform consumers and to transport goods efficiently.

They will research existing products and undertake tasks to improve their skills in designing and making. This will involve the following activities:

- Investigation of different styles, sizes and colours of lettering.
- Learning how to use colour rendering techniques.
- Collection and evaluation of different drawing techniques, including drawing from observation, cartoon, storyboard, caricature and reportage.
- Pictorial and orthographic drawing.
- Disassembly and evaluation of existing products.
- Brainstorming and planning sheets.
- Designing and making their own packaging.
- Nets, models and prototypes.
- Evaluation and testing of student's own graphic product.

ALL TERMS

FOOD TECHNOLOGY

Food Technology in Year 9 is designed to occupy a twelve week block comprising three lessons per week. All pupils start the course by undertaking a number of focussed practical tasks to plan, prepare and present two high quality food products (one savoury and one sweet). These tasks are planned to introduce pupils to the safe and correct use of a wide selection of technological equipment and to prepare a range of foods materials with care and precision. They also provide an introduction to Computer Aided Manufacture.

Pupils will then work on the following design brief:

"Many school meals services rely on ready made dishes or products, which can be heated and served quickly and conveniently. Design and make a range of meal options for a school canteen that follows current healthy principles and are capable of being successfully chilled and re-heated and have pupil appeals."

Pupils will have to carry out research work, including a survey, to gather information from a variety of sources and use this information to justify their design proposals. They will produce a production schedule and demonstrate a high level of skill when making their chosen products. Pupils will be expected to follow basic HACCP procedures to ensure safety and hygiene. They must present products prepared to a high standard and carry out continual product evaluation during the whole designing and making process.

Throughout the course, pupils are encouraged to use ICT and they will assemble a portfolio of written work to accompany their practical outcomes, in order to achieve their target grades and beyond. They will work either as an individual or in teams.

RESISTANT MATERIALS

Theme: Product Design This theme reinforces the concept that in the 'real world' all products are the result of either intensive research and design work or the evolution of existing designs. The pupils will already have an understanding of the need to design an object before it can be made from the work that they will have done in Year 7 and 8. All the work in this theme will be based on products related to jewellery design and jewellery boxes.

After discussing what a manufactured product is, pupils will be asked to research jewellery boxes and will research in detail materials and the process used to manufacture these designs.

When a final design has been agreed they will once again follow industrial practice where one or more prototypes would be made for evaluation purposes. This project is not taken beyond producing a prototype.

The final project will be an individual design and make activity which will combine all of the above stages to make a jewellery box. The pupils will be given a maximum size but apart from that will have complete freedom to develop and make their own designs. They will produce various wood working joints and use CAD/CAM to produce accurate finger joints and acrylic mirrors for their designs. They will also evaluate and analyse their final products to ensure they understand all aspects of the topic covered.

TEXTILES

Main Aim: to learn about designing for manufacturing.

In this unit pupils will tackle a Design and Make Assignment on the theme of Product design. They will design and make a product suitable to be given as a free gift in a new 'Ethical' fashion magazine. The Pupils gain the knowledge; skills and understanding they need to carry out the DMA successfully, through product evaluation and focussed practical tasks.

They will: design a product that is suitable for manufacturing

- Learn how designers and manufacturers generate and develop new ideas for products; i.e. product analysis, market research, prototypes
- Learn about different scales of production
- Find out about the main commercial processes
- Learn about responsibilities of designers (social, cultural, moral & environmental).

For skills introduction pupils will take part in a product analysis exercise, they will evaluate various products and carry out a virtual disassembly. They will learn different manufacturing techniques to enable them to join and combine fabrics together.

Pupils will investigate methods of applying colour onto fabric, through experimenting with various printing techniques and different types of appliqué.

Pupils are encouraged to use ICT and will assemble a portfolio of both written and design work to accompany their practical outcomes.

At the end of the key stage, all pupils should be fully prepared and able to make an informed choice for their GCSE options.

GRAPHICS

Students will have a design brief

RELIGIOUS EDUCATION

AUTUMN

Girls will begin to study for the first paper of their GCSE course. This is called “The Christian Life and the Gospel” and is a study of Mark’s Gospel and its effect on Christians today. Everyone will be provided with a copy of the Good News version of St Mark’s Gospel for use both at home and in lessons. Units covered this term will vary depending on teacher choice, but will probably include the unit on ‘Authority’, which explores who Mark was, why he wrote his gospel and also a look at what different Christians believe about the Bible. They may then move on to the unit on ‘The person of Jesus’, which explores the meaning of the different titles used for Jesus in the gospel and looks at stories which use them. As each unit is studied, the girls will learn how to answer exam questions on the topics covered. They will be assessed either through their answers to these questions or through end of unit tests.

SPRING

In year 9 pupils will continue their GCSE Course studying “The Christian Life and the Gospel.” Mark’s Gospel is studied under different themes such as The Kingdom of God, The Person of Jesus, The Suffering and Death of Jesus and Discipleship. We will practise answering examination questions on each topic and at the end of the year pupils will sit a recent past paper as their summer examination.

SUMMER

In the Summer term, we will complete the course on St Mark’s Gospel. Pupils will continue to practice examination-style questions and in June they will sit a recent past paper as their summer examination.

GEOGRAPHY

AUTUMN

We will begin the year by examining the '**Global Fashion Industry**'. In this unit pupils will investigate:

- Where their clothes are made and how they end up in the UK?
- Who makes their clothes and how this impacts peoples' lives?
- The role of Multinational Corporations in the production of clothes.

In addition to this, pupils will participate in a cross-curricular 'Ethical Fashion Day' which will be co-ordinated by Mrs Carson.

SPRING

This term we will be studying the country of **Brazil**. This will include:

- Finding out what pupils know about Brazil and challenging stereotypical views of the country.
- The physical and human features of Brazil.
- A study of the South Eastern area of Brazil especially the overcrowded cities of the region. We will be building our own shanty town / favela and undertaking an assessment about redesigning an area of housing to replace a favela.
- A study of the Amazon region of Brazil.
- A comparison of the two regions.
- How developed is Brazil?
- Brazil's interdependence with other countries.

Following on from this, we will be studying the **Rainforest** ecosystem, with specific reference to the Amazon region.

This will include

- The location and climate of the rainforests.
- Structure of the rainforest including making a model of it
- The importance of the rainforest globally and on a smaller scale.
- Rainforest flora and fauna.
- People who live in the Amazon rainforest.
- What has the rainforest got to offer us?
- Deforestation and destruction of the Amazon.

We will also hopefully arrange a visit by Zoolab to look at (and hold) some real live rainforest creepy crawlies.

SUMMER

We will be studying **Coasts** for the major part of this term. This includes:

- Weathering and erosion of rocks
- Definitions of coastal erosion
- Features created by coastal erosion – caves, arches, stacks, stumps, wave cut platforms, bays and headlands
- Coastal deposition – longshore drift
- Features created by coastal deposition – spits and beaches
- Human responses to coastal erosion and deposition

The pupils will complete an assessment task about the South West Coast Path towards the end of this unit.

HISTORY

AUTUMN

This year the focus is on ensuring that the students have a good understanding of the world around them – a great deal of the time is therefore spent on the history of the 20th Century.

The first term we look at the importance of the vote and how ordinary working class men achieved the right to vote through the work of the Chartists. We then focus on how and why women achieved the right to vote concentrating on analysing the importance of the Suffragette Movement.

The progress of students is monitored throughout the term but especially important are the Key Assessment tasks which are given a level to indicate progress.

There is a strong emphasis this year on the skills of extended writing and source analysis – both key skills at GCSE level.

SPRING

In the spring term the 1st World War and its consequences are studied. The focus is primarily on the experiences of soldiers who fought in the war and the topic is taught using as much primary evidence in the form of videos and photographs as possible. This is to develop the skill of source evaluation.

Assessment opportunities include a letter home from the trenches and an opportunity to evaluate various pieces of primary evidence about trench warfare.

SUMMER

After studying the First World War last term and its impact on the soldiers fighting the theme of this term's work is Civilians and the impact war has had on them.

Topics include:

- The Home Front in World War 2.
- The Resistance Movement in Europe during World War 2.
- The Holocaust.
- Hiroshima and Nagasaki – the dropping of the atom bomb.

Emphasis as always is placed on literacy and communication but this term there are many opportunities for individual research and group work.

ICT

AUTUMN TERM

Advanced email

- Email skills for the workplace
- Revision of email basics
- Folders and rules to organise incoming messages
- Use of personal distribution lists to send messages to groups
- Production of Email tutorial presentation

ICT in our World

Research project: Benefits and problems of technological change
To include: social networking; internet fraud; email surveys
Production of presentation of research findings

SPRING TERM

System development

Advanced skills: mail merge
Database system: Animal Rescue

Revision of spreadsheets
Spreadsheet system: Dream Designs

SUMMER TERM

System Development

ArchieTube: an introduction to podcasting

Control systems: Dance routines

MODERN FOREIGN LANGUAGES

AUTUMN

FRENCH

This term pupils studying two languages will cover the following topics in French in module 1. Pupils will learn how to discuss what's on television and what kind of programmes they like and dislike. This will involve them learning high frequency expressions and the use of pronouns to improve the register of their language use. They will go on to learn about films, in order to describe a trip out to the cinema.

The module then covers the pupils' daily routine, both past and present, the reading preferences and future plans of pupils and ends with giving descriptions of books and films.

Pupils studying French only will begin the term by learning to describe themselves and others, and then describing activities they have done in the past. They will learn all about weekend activities and how to describe what they do on a special day out.

The course goes on to cover daily routine in detail, extra-curricular clubs and making arrangements to go out, involving a new tense, the conditional. The pupils will learn how to make arrangements to go to the cinema in particular.

GERMAN

The course begins with the study of the school day. This will incorporate the revision of numbers in order to learn how to tell the time correctly, using both the 12 and 24 hour clock. After learning this skill thoroughly, we will move on to school subjects, linking this and time to be able to describe a school timetable, talking about preferences and dislikes, then moving on to the daily routine at home. Besides this vocabulary, pupils will also learn to give opinions about aspects of their school and daily routine.

The course then covers the skills of finding one's way around, learning the names of places in town and how to ask for, and give directions. The course will involve kinaesthetic activities and poetry writing during the lessons. This topic involves learning about German prepositions and how they affect the words that follow. Pupils will have vocabulary to study and learn, and grammatical structures and changes to memorise.

During this term pupils will continue to reinforce their knowledge of grammatical structures by learning how to use high frequency past and conditional tense forms, moving on from simple present tense usage. They will also focus carefully upon the word order of the German language, taking in to account the changes that occur when one uses expressions of time.

SPANISH

This course is taught using Listos 2, and the pupils will learn how to express themselves in greater depth in the Spanish language. They will learn to talk about themselves and others, their daily routine, including free time activities and school life, each time adding a range of opinions to vary their speech. Particular attention is paid to adjectives and the future tense this term.

After half-term, the course moves on to the topic of food, saying what you prefer and how to buy it in shops. The culture of Spain and Hispanic countries is shared with the pupils here, as typical dishes are described. The pupils will also learn how to look after a Spanish speaking visitor.

Lessons with the assistant will provide extra background and culture throughout the term.

SPRING

FRENCH

During the spring term your daughter will study topics of town and country and the problems and /or advantages of living in each. She will learn about the city of Rouen and become familiar with the language of tourist brochures. She will learn about the services offered by Minitel. There will be cross-curricular links with the study of the work of Monet. This will be followed by a unit of work on aspects of school life such as, home work, absence from school, class representatives, the canteen and bullying.

Grammatical points studied will include the modal verb, 'pouvoir' (to be able), the perfect and imperfect tenses as well as the future using 'aller'. (Je vais sortir -I am going to go out). She will revise position of and agreement of adjectives, weather expressions and food.

GERMAN

This term, pupils will cover the topic entitled free time and hobbies. They will learn not only what are typical hobbies in Germany, but also how to describe their own hobbies. They will learn how to give opinions about their activities, and this will involve detailed study of how the present tense is formed, plus further study of word order. The pupils will be involved in speaking, listening, reading and writing activities, including learning tongue-twisters and creating simple poems.

The next topic is the weather. Pupils will learn how to describe the weather, using three tenses so that they can say what the weather is like now, how it was yesterday, and finally, what will happen tomorrow. Pupils will be asked to write weather forecasts, and deliver them to the class. This skill of using three tenses is important, and will form part of the summer assessment.

SUMMER

FRENCH

Year 9 will begin to learn the Imperfect tense. This will be in the context of talking about how things used to be in their own lives, but will be developed to enable them to understand longer narratives which describe scenes of incidents.

They will study the region of Normandy and develop the use of adjectives. They will learn how to book hotel accommodation and make travel arrangements. Texts read will be longer and more authentic and the use and formation of the conditional tense will be examined.

GERMAN

This term pupils will cover the topics of weather and food and drink. The course covers the names of different weathers and also covers the grammar needed to give a weather report in the present tense, the past and a forecast. Pupils will be involved in preparing reports and filming themselves as "Weather Forecasters". The reports they produce will show what National Curriculum level they have achieved in German writing and speaking.

Next, pupils will learn about typical food in Germany and also how to describe their own diet. They will learn how to give opinions about their meals and how to order food and drink in real life situations abroad. This will involve role play. The pupils will be involved in speaking, listening, reading and writing activities, including learning tongue-twisters and creating simple poems.

ART

AUTUMN

During Year 9 students will undertake a number of projects based on the themes 'natural forms' portraits, identity and pop-art. In each of these projects they will continue to develop their drawing, painting and collage skills in a range of techniques and processes. They will carry out research on the work of artists and they will show an increasingly personal and individual response to the development of ideas.

During the Autumn term students will produce analytical studies from direct observation of natural forms looking at line, tone, colour, pattern and texture. They will select details from their drawings which can be further developed into a composition exploring a combination of drawing, painting and collage techniques. They will also work on their portrait and identity projects during this term. This will include drawings and paintings of portraits, self portraits and selected images leading to final pieces of work based on identity.

SPRING

Portraiture and Identity

Students will produce a series of portraits and self-portraits to learn how to improve their drawing competence, experiment with materials and develop their own technique.

They will work on timed drawing exercises for their self-portraits and studies of others in the group which will form the basis for work in colour. They will look at the style, technique and composition of portraits by nineteenth and twentieth century artists such as Modigliani, Matisse, Picasso, Warhol and others. They will work towards interpreting elements of style from their chosen artist's work into their own portraits.

To further develop this project, students will look at a variety of ways in which to represent identity. They will consider how locations, dress and posture are used in portraits to convey meaning about the identity of the sitter. They will look at a series of images representing contemporary and historical portraits. They will gain an understanding of how to construct a composition about their own identity using a collection of materials, images and sources to create a collage which represents something about themselves and their own personal identity. The composition for the collage will form the basis for final work in drawing and painting.

SUMMER

Year 9 are taught in five groups according to their ability in RE, Classics and Latin. During the Summer term pupils will develop visual awareness through observations and close investigations of natural forms. Pupils will explore and experiment with a range of surfaces and media and develop confidence in using a variety of materials. Pupils will explore the possibilities of developing an image from initial stages of drawing from observations into a final composition which may be abstract. Pupils will be encouraged to use ICT as an integral part of their work in art. Pupils will be introduced to the work from different eras within the academic field of art and design. They will be expected to respond practically and theoretically to a range of artist stimulus.

They will look at the work of artists such as Cezanne, Seurat, Matisse, Nicholson, Moore and O'Keefe.

There may be occasions during the term when students participate in other activities and projects as and when such opportunities occur.

MUSIC

AUTUMN

In Year 9 the pupils study a course in music which aims to build on the musical skills and concepts that have been mastered in Year 9. The special focus is on the main styles and chord progressions used in popular music to be experienced through practical activities. These include the Blues structure and various interesting bass lines, the Turnaround progression and the use of chord progressions.

They are given keyboard lessons which now have music that needs more difficult fingering. The pieces again use lead sheet notation which consists of the tune in treble clef and chord symbols that can be arranged to accompany the tunes as bass lines, full chords or broken chord figures. Through doing this, the students learn the skills needed to continue to compose their own music and to develop it by inventing more complex melodies using the music software.

The music course for Year 9 also includes listening activities which begin to consolidate all the skills learned thus far in preparation for the end of key stage examination. Through classroom arrangements, they are able to use their singing and playing skills in a group or solo context. They will also complete a project on an own choice topic.

SPRING

This term we try to bring together all the musical skills and knowledge covered so far in order to **arrange, perform** and **record** our own versions of some popular songs.

These may include “Love is all around”, “Unchained melody”, “Killing me softly”, “Amazing Grace” and “Never ever”.

Pupils will also continue work on **aural** and **keyboard skills**.

Pupils will begin to prepare work on a performance and composition for a **Showcase** lesson later in the year.

The **Year 9 project** will be completed and given in by the end of the term.

SUMMER

Completion of all remaining ‘Listen In’ and ‘Keyboard Skill’ modules.

A composition project on keyboards and computers.

Guided revision leading to the end of Key Stage examination.

The study of a musical stage work will complete the year.

PHYSICAL EDUCATION

AUTUMN

All pupils will have two hours of Physical Education per week. It meets the needs of the national curriculum by pupils studying **FOUR** of the five areas of study---- **Gymnastics, Dance, Athletics and Games**. At the end of the Key stage all pupils are expected to understand the importance of exercise as part of a healthy lifestyle and should have progressed to be able to:

- Select and combine skills, techniques and ideas and apply them in ways that suit the activity and with consistent control, precision and fluency.
- Draw on what they know about strategy, tactics and composition to respond to changing circumstances and other strengths and weaknesses.
- Analyse and comment on how skills techniques and ideas have been used in their own and others work, on compositional and other aspects of performance and on ways to improve performance.
- Explain how to prepare for and recover from activities and how different types of exercise contribute to their fitness and health.
- Describe how they might get involved in other types of activity and exercise.

The pupils will be graded at National Curriculum levels, level 5 being the national average, level 3 and 4 working towards; level 6, 7 and 8 working beyond and above being exceptional. The grades are awarded by the P E staff after continual assessment throughout the year. However, it is hoped that the majority of our students will achieve at least Level 6 by the end of the Key Stage.

All students have the opportunity to participate in a variety of extra curricular activities where they are encouraged to represent school and forge links with appropriate sporting clubs.

SPRING

During the spring and summer term the year will continue to meet the requirements set down by the National Curriculum and contribute to the general education of the individual through physical activity. Throughout the key stage the pupils will have been given the opportunity to engage in health promoting activities and understand the role of exercise in enhancing and maintaining health.

The aim will be to improve existing skills and performances in dance, athletics, tennis and a striking/fielding game, whilst continuing to learn how to evaluate their own performance and that of others.

Dance: Pupils will perform dances, including set dances, from different traditions from the UK and around the world. They will then have the ability to analyse and interpret dances and recognise aspects of production, as well as culture and historical content within dance.

Tennis: To develop the basic skills through practice and the game situation. Recapping on forehand/backhand drive and volley as well as the serve. Learning a half court game, tactics in doubles and scoring.

Athletics: To develop track and field events safely whilst understanding warm up/cool down and training within competition.

Striking/Fielding: To improve and develop basic skills of throwing/catching, hitting and fielding. To learn and apply tactics and rules of a specific game.

SUMMER

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The aim will be to improve existing skills and performances in athletics, tennis and a striking/fielding game, whilst continuing to learn how to evaluate their own performance and that of others.

Tennis: To develop the basic skills through practice and the game situation. Recapping on forehand/backhand drive and volley as well as the serve. Learning a half court game, tactics in doubles and scoring.

Athletics: To develop track and field events safely whilst understanding warm up/cool down and training within competition.

Striking/Fielding: To improve and develop basic skills of throwing/catching, hitting and fielding. To learn and apply tactics and rules of a specific game.

CLASSICAL CIVILISATION

AUTUMN

Pupils will be studying stories from Greek mythology connected with the Trojan War. They will start with the stories about the cursed family of Agamemnon. These stories introduce the important themes of justice, revenge and punishment for wrong doing. Pupils will also be asked to complete a creative homework project of making a shield for the hero Achilles. At all times comparison and contrast is made with the modern day, and pupils develop skills of analysis and evaluation as well as gaining knowledge of the subject. There are opportunities for role-play. Skills in literacy are developed and themes of citizenship are explored.

SPRING

Pupils will continue studying stories from Greek mythology connected with the Trojan War. They will now move on to studying the trilogy of plays connected with the family of Agamemnon. These plays explore in more depth the themes of justice, revenge and punishment for wrong doing. The plays are adapted from the original works of the Greek playwright Aeschylus. Pupils will also be asked to act out the plays and they will learn about the ways plays were performed in Ancient Athens. They will study the origins of codes of law and the jury system. At all times comparison and contrast is made with the modern day, and pupils develop skills of analysis and evaluation as well as gaining knowledge of the subject. There are opportunities for role-play. Skills in literacy are developed and themes of citizenship are explored.

SUMMER

Pupils will continue studying the trilogy of plays connected with the family of Agamemnon. These plays explore the themes of justice, revenge and punishment for wrong doing. The plays are adapted from the original works of the Greek playwright Aeschylus. Pupils will also be asked to act out the plays and they will learn about the ways plays were performed in Ancient Athens. They will study the origins of codes of law and the jury system. Study will then move on to the life and achievements of the archaeologist Heinrich Schliemann, who discovered Troy and Mycenae. At all times comparison and contrast is made with the modern day, and pupils develop skills of analysis and evaluation as well as gaining knowledge of the subject. There are opportunities for role-play. Skills in literacy are developed and themes of citizenship are explored.

LATIN

Pupils initially study stories from Greek mythology connected with the Trojan War. They start with the stories about the cursed family of Agamemnon of Mycenae. These stories introduce the important themes of justice, revenge and punishment for wrong doing. Pupils are asked to complete a creative homework project of making a shield for the hero Achilles. They next study the trilogy of plays connected with the family of Agamemnon. These plays explore in more depth the themes of justice, revenge and punishment. The plays are adapted from the original works of the Greek playwright Aeschylus. Pupils are asked to act out the plays and they learn about the ways plays were performed in Ancient Athens. They also learn about the origins of codes of law and the jury system. Study then moves on to archaeology, in particular the life and achievements of the archaeologist Heinrich Schliemann, who discovered Troy and Mycenae.

At all times comparison and contrast is made with the modern day, and pupils develop skills of analysis and evaluation as well as gaining knowledge of the subject. There are opportunities for role-play. Skills in literacy are developed and themes of citizenship are explored.