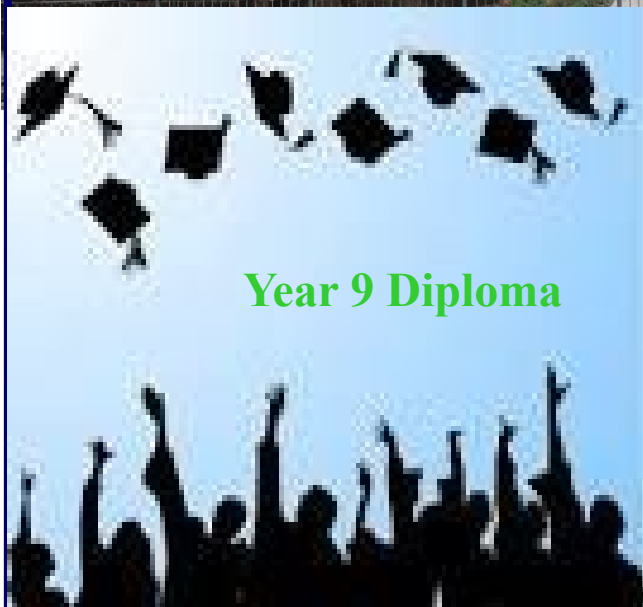




Broughton Hall Catholic High School



Year 9



Curriculum Booklet



MISSION STATEMENT

Founded by the Sisters of Mercy, Broughton Hall is committed to the Catholic Education of girls through Gospel values which permeate the life of the school.

AIMS

OBJECTIVES

- To ensure that all school policies and documents are rooted in these aims
- To recognise, nurture and celebrate the unique gifts, dignity and potential of each individual
- To develop a caring, joyful and friendly community in which all work hard and are happy
- To achieve excellence through an education which:
is concerned with the whole person; enables each person to develop spiritually, aesthetically, vocationally, physically, academically
- To foster a strong sense of community by:
generosity of spirit;
sensitivity and tolerance;
forgiveness and compassion
- To ensure that each pupil leaves with a positive self-image
- To provide a curriculum and teaching strategies which acknowledge and respond to the needs of all
- To create a welcoming, safe, attractive environment
- To promote an awareness of equal opportunities, social justice, peace and global issues
- To strengthen the partnership of staff and pupils with parents, governors, parishes and local community, united in a common purpose.

Broughton Hall Catholic High School

This is a Safeguarding School

We are committed to safeguarding and promoting the welfare of young people and we expect all pupils, staff, volunteers and visitors to share this commitment.

The Named Safeguarding Officers are

Mrs D Lodge Assistant Headteacher Lead Officer

Ms S Reid Student Support Manager Second Lead Officer

Mrs A Greenhouse Welfare and Attendance Officer

Mrs D Kevan Attendance Officer

Mrs K Barnes Student Support Manager

Mrs A Rock Student Support Manager

Mrs P Tyrer Student Support Manager

Mrs S Tait Student Support Manager

Mrs C Dowling Student Support Manager

Mrs M Buckley Nominated Governor for Safeguarding

Mrs M Eves Chair of Governors

Ms S Clarke Headteacher

Copies of the school safeguarding policy can be obtained from the school on request

PASTORAL CARE

The Head teacher is assisted in the organisation and running of the school by the Leadership Team, Subject Leaders and Progress Managers. The Progress Manager, with the help of Progress Tutors and the Student Support Manager has overall responsibility for the pastoral care of all pupils in their year group. The Progress Manager will have regular and direct contact with parents, especially when problems arise. Parents have the opportunity to arrange an interview with their daughter's Progress Manager, Student Support Manager, Director of years 9, 10 & 11 or the Head teacher if the nature of a problem is very serious.

Please ensure that the school is kept informed of any illness, medical or family problem which may affect you in school. Any such information will be treated in confidence.

Information is sent home to parents by means of termly newsletters and Head teacher's letter. An opportunity to share in the activities of the school is provided through the Parent's Association which has as one of its main aims, the fostering of links between school, home and parish. The PTA is an invaluable support to the work of the school, and is involved in the organising of social and fundraising activities throughout the year.

STAFF WHOM PARENTS MAY WISH TO CONTACT:-

TELEPHONE: 0151 541 9440

FAX: 0151 259 8448

EMAIL: admin@broughtonhall.com

SICKNESS AND EMERGENCIES

In case of illness or an accident, it may be necessary to send your daughter home or to hospital. We can not do this if we are unable to contact you. Therefore it is vital that you Inform us of any change to your EMERGENCY TELEPHONE NUMBERS ~ including mobile numbers. Please be assured that we will only use this number in an emergency.

PLEASE NOTE THAT WE ARE NOT ALLOWED TO GIVE PUPILS TABLETS OR MEDICINE WITHOUT

PARENTS' WRITTEN PERMISSION.

NO PARACETAMOLS GIVEN BY SCHOOL ONLY PRECIBED MEDICINES

ANY MEDICINE / TABLETS BROUGHT INTO SCHOOL, MUST BE CLEARLY MARKED WITH YOUR

DAUGHTER'S NAME AND FORM, AND HANDED INTO THE YEAR SUPPORT MANAGER WITH A NOTE SIGNED BY YOURSELF.

Head Teacher Ms Clarke



Deputy Head Teachers



Mrs Grant



Mr Preston

Term Dates

AUTUMN TERM 2016

Monday 5th September to Wednesday 21st December 2016

(Pupils return on Tuesday, 6th September)

Inset Day: Monday, 5th September (staff only)

**Holiday: Our Lady of Mercy Day, Friday 23rd September –
(no pupils or staff)**

Inset Day: Friday, 21st October 2016 (staff only)

Half Term: Monday 24th to Friday, 28th October

End of Term: Wednesday 21st December

SPRING TERM 2017

Tuesday 3rd January – Friday 7th April 2017

(Pupils return on Wednesday, 4th January)

Inset Day: Tuesday 3rd January (staff only)

Half Term: Monday 20th – Friday 24th February

Easter Holidays:

Monday 10th April to Friday 21st April 2017

Good Friday 14th April

SUMMER TERM 2017

Monday, 24th April – Thursday 20th July

Bank Holiday: Monday, 1st May

Half Term: Monday, 29th May – Friday, 2nd June

Inset Day: Thursday, 20th July (staff only)

End of Term: Thursday 20th July 2017

The School Day

SCHOOL STARTS
Tutorial

8.40am
8.45 - 9.05am

Lesson1
Lesson2
BREAK
Lesson3

9.05am - 10.05am
10.05am -11.00am
11.00am -11.20am
11.20am - 12.15pm

Lesson4a/KS3 Lunch
Lesson4b/KS4 Lunch

12.15pm - 1.15pm
1.15pm - 2.10pm

Lesson 5

2.10pm - 3.10pm

Homework

Subject	Times per week		Times per fortnight	
	Y7 & Y8	Y9	Y7 & Y8	Y9
English	25 mins	35 mins		
Maths	25 mins	35 mins		
Science	25 mins	35 mins		
Geography			25 mins	35 mins
History			25 mins	35 mins
RE			25 mins	35 mins
MFL	25 mins	35 mins		
ICT	25 mins	35 mins		
<i>Technology, Music & Art homework to be set as necessary</i>				
<i>20 minutes reading time</i>				

All pupils are provided with planners to record homework set and parents are asked to check these each week. There is also an additional resource called Show My Homework on the school website. This allows both students and parents to check what has been set each day. There is a homework club in the McAuley Centre for all after school until 5.15 Tues-Thurs.

Uniform

Plain navy or black coat. Other colours, logos leather, fur or denim are not permitted

Air force blue blazer (With badge) to be worn at all times. Trim for year group.

Pale Blue and White check shirt (short sleeved, open neck)

Navy pullover (single pale blue strip around neck and wrists)

Plain Navy socks (no ribbons & bows) Non shiny navy/black tights may be worn Nov-March

Navy skirt (box pleated 6cm wide)

Flat, plain black shoes (not brown) with covered toes and backs for safety. No boots, trainers or sandals.

HINTS & TIPS Label all items with your name! Items of uniform, including shoes, bags and coats, should contain no logos or coloured trims.

Money belts may be worn.



PE Kit

Attendance & Punctuality

Regular attendance at school is vital ~ 95% being the minimum required attendance ~ even this means nearly 2 weeks or 50 lessons have been missed. Pupils learn best and receive most from school when they are actually there! This issue is highlighted regularly in letters home and is featured in the Home School Agreement.

Parents are asked to avoid taking pupils on holidays during term time; all holidays are counted as an unauthorised absence. The school also requests that as far as possible medical and dental appointments are made out of school hours.

Registers are marked daily both morning and afternoon in accordance with the instructions given by the Department for Education. Notes are retained and any absences without a parental note are recorded as unauthorised by the school. On the first day of a pupil's absence parents are asked to telephone school by 10am. If no contact has been made, enquires will be made by school staff, by text message in the first instance.

This could be followed up by letter or in exceptional circumstances through the Educational Welfare Officer.

Parents are asked to provide a written explanation for each and every absence upon a pupil's return to school, even if a telephone call has been made. In any case of suspected truancy parents will be informed of the school's concern at the earliest possible opportunity.

Should your daughter's contact details, emergency names, telephone numbers, or parental salutation (i.e. Mrs Hill or Mr and Mrs Jones) change during the year please inform your Head of Year or the school office. As the school number is 'withheld' please leave a mobile number where you may be contacted in case of sickness or an emergency.

APPOINTMENTS DURING THE SCHOOL DAY

Please note that students are not allowed to leave the premises at any time during the school day without the permission of their Progress Manager or a Senior Member of Staff. Appointments should ideally be arranged outside of school hours or during holidays. If an appointment is unavoidable the school should be informed in writing and the note countersigned by the Progress Manager. Your daughter will then be issued with an absence pass authorising her absence from school and must be collected in person from the school office. In accordance with HSE guidelines no girl will be allowed to meet parents outside school.

PUNCTUALITY

If a pupil is late this means not only does she miss registration or assembly, when important information is given out, but she will not be able to get to her locker for the books and equipment she needs for lessons 1&2. Being late for school means being late or not equipped for lessons and causes disruption to other pupils. Please encourage your daughter to be in school by 8.30 in order to organise herself. It is a good idea to check bus routes, stops and fares during the summer holidays, so that your daughter feels happy and secure about travelling to school. If your child is eligible for a bus pass please apply to the LEA as early as possible.

PROGRESS MANAGER'S DETENTION

If your daughter is late without a very good cause or late twice in one week she will be required to do late detention with her Progress Manager. This is held weekly on a Wednesday evening and lasts for 1 hour. Parents are notified 24 hours in advance of their daughters' detention. Please note this detention is not negotiable.

Year 9 Diploma

What is the Diploma?

Year 9 pupils will work towards an **internal** diploma, involving all subject areas. Pupils will be expected to complete a community project.

Pupils will be accredited for effort, attainment, attendance and punctuality. Community work can be carried out in or out of school. Subjects will carry different weightings of credits. Pupils will be updated as to how many credits they have each half term.

The aim of the diploma is to make learning more relevant and to prepare our pupils for GCSE. The diploma will provide a focus with a graduation ceremony to aim for at the end!

Does my daughter get a qualification at the end of the diploma?

No, the diploma is an internal course designed by Broughton Hall staff to prepare our students for GCSE and Btec studies in her year 10 and 11 schooling.

Will everyone pass?

Only pupils who achieve the stated number of credits will actually pass the diploma and be invited to Graduation.

What happens if my daughter doesn't pass?

Pupils who fail to reach the targets set with regard to the credits and/or behaviour and attendance will complete a **Year 9 certificate** on the day of graduation and celebration.

What is the extended project?

The extended project will be included in the communication studies part of the diploma.

What is community involvement?

To raise the importance of involvement in the community, pupils will record any contribution they bring to Broughton Hall and the local community. The credits in this aspect of the diploma may be gained for some things as simple as volunteering to help at open evenings, being part of a local cadets group, or fundraising for charity in school.

ART & DESIGN TECHNOLOGY



Delivery:

- Pupils study Art & Design technology two lessons per week in year 9.
- Pupils will be taught Art, Textiles, Food Technology and Product design over two terms, approx 12 weeks in each subject area.
- Pupils will have 2 subject areas in term 1 and rotate into the other 2 subjects areas in term 2 prior to making their elective choice.
- Pupils will be placed in their Art and Design technology elective choice in Term 3, two lessons per week to develop essential KS4 skills

Homework:

Homework by each Art & Design technology area will be given homework every second week. Pupils who hand in work late will receive detention by the subject teacher.

Equipment:

- It is essential that all pupils bring the correct equipment to lessons.
Over the year this list will include the following: Pen, pencil, ruler, food ingredients, boxes, laptops, textile fabrics, class books, colouring pencils

Curriculum overview:

Pupils will complete a variety of making projects alongside learning theoretical knowledge of the individual subject area.

Food and Nutrition – Pupils will learn how to cook a range of dishes safely and hygienically and apply their knowledge of nutrition. In addition, they will consider consumer issues, food and its functions and new technologies/trends in food.

Textiles - Pupils will further develop their sewing machine skills and knowledge of decorative textile techniques. They will use a specific theme to support designing and produce a cushion. An theoretical knowledge booklet will document the design process.

Product Design - Pupils will learn about timbers and sustainable forests. Research skills, problem solving, creativity, 3D drawing skills, ICT skills, numeracy skills, evaluating work, analysing existing products. Practical skills including using a range of saws, pillar drill, laser cutter, sanding machine, hammers, tri-squares, marking gauge.

Art - Pupils' will study the Japanese culture by looking at proverbs, Japanese writing, accessories and pattern. There will be a strong emphasis on drawing skills, pattern and colour. Artists' studied will include Hokusai. A 3D outcome of a paper lantern will be made.

Assessment:

- Pupils will be assessed throughout each area. This will be in the form of 'BUILD' grades for written pieces of work produced and practical work carried out.
- Pupils will carry out peer and self-assessment for both practical and theory work.
- Pupils will receive an end of subject level for each Art & Design technology area. These levels will then generate an overall D&T level at the end of year 9.



CLIL Content and Language Integrated Learning

Broughton Hall works in partnership with the Spanish government and is the only school in England to be involved in this project.

The Spanish government sends a native teacher to deliver Geography and History through the Spanish language. The students chosen for this project were identified in Year 7 as being the most able.

This is a challenging programme which demands hard work and good levels of concentration from our students. The theory behind CLIL is that subjects taught in this way result in improved retention and performance. The skills that students acquire through being involved in this programme are widely recognised.

Students participating in this programme follow exactly the same curriculum as all other students and are assessed in exactly the same way. The impact on their language acquisition is immense and has enabled us to enter a number of students for GCSE Spanish in Year 9.

Topics to be taught

Term 1

Geography: Globalisation / Volcanoes and earthquakes
History: First World War / Russian revolutions / The Treaty of Versailles

Term 2

Geography: Global population / Development
History: Dictatorships. Case study: the Franco regime in Spain / Second World War

Term 3

Geography: Rainforests / Glaciation
History: The Holocaust / The Israeli-Palestinian conflict / Global terrorism

DANCE

Year 9 will have one half term unit of Dance in their form classes.

Term 1 – 6 weeks.

In this unit, we specialise in one style of dance such as jazz, contemporary or street and develop a variety of performance and choreography skills using specific professional work. Assessment includes peer & self-assessment tasks throughout and a milestone levelled screening at the end of the unit. Video and written evidence are used to record pupil progress.



Year 9 Performance Project – (Option selected for the year within 2nd PE lesson)

The Performance Project is a year-long opportunity for one specialist class in each band. Pupils will learn and developed an advanced range of technique, performance, choreography skills and appreciation skills. Pupils will also sample some aspects of the GCSE dance course.

Assessment focuses on target setting and skill development throughout each unit, with a milestone assessment piece at the end of each. Video and written evidence is used to record pupil progress.

Throughout the year modules to be completed include:

Term 1.

Jazz & contemporary choreography technique.

Term 2.

Fosse.

Term 3.

Sinatra Suite.



ENGLISH

Year 9 Curriculum...



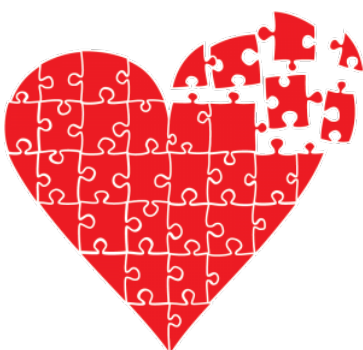
SEMINAL WORLD LITERATURE – AUTUMN TERM

Girls will read either Harper Lee's *To Kill A Mockingbird* or John Steinbeck's *Of Mice and Men*. They will study the context, language, structure, characters and themes of the novel and learn the skills needed for their GCSE Literature course. Girls will also develop and refine their own creative writing.



EXPRESSING OPINIONS & SHAKESPEARE – SPRING TERM

Girls will investigate different ways of writing to argue and persuade in our 'Don't Get Me Started ...' unit. They will develop their debating skills and learn how to present a point of view formally and articulately. In the second half-term, girls will begin their Shakespeare text for GCSE Literature.



GCSE POETRY – LOVE & RELATIONSHIPS

Girls will study seven poems from the GCSE Anthology. These poems will be based on the theme of family relationships and students will develop their skills of analysis. Girls will also begin to look at strategies to enable them to analyse and compare poems they will not have seen before for their GCSE Literature examination.



GEOGRAPHY

Students in year 9 follow an exciting curriculum which helps them to develop an inquisitive mind about the world in which they live.



In year 9, students build on the skills they have developed in year 7 and 8 and look to extend themselves by 'thinking like a Geographer'. They are encouraged to think creatively and critically about our world. They will think deeply about the impacts of developments and actions on the environment, economy and society.

Critically, they will nurture their geographical skills, so they are ready to tackle Geography at GCSE level.

Assessment

Assessment is carried out in a range of formats across the year including; end of unit tests, extended writing pieces and analysis of graphs, maps and other geographical data.

Geography Year 9 Curriculum	
Tectonic Hazards	Students will develop a deep understanding of plate tectonics and will look at case studies from around the world of events that have shook communities. We will compare the impacts in rich and poor countries and evaluate the most effective way of managing such events.
Globalisation	We are interconnected with the rest of the world like never before. Global commerce, international markets, better communication and the internet have changed the world we live in. Students will investigate the different impacts on rich and poor and evaluate it's impacts.
Hot and Cold Landscapes	Students will look further afield, by investigating spectacular hot and cold environments around the world. Students will investigate the characteristics and will look at how plants and animals have adapted to survive in such conditions.
Population	In 2012, the population reached 7 billion people, and it is still growing today. It raises questions on how we can manage our world sustainably to ensure that our world changes to reflect changes in population. We investigate different policies to population growth and migration around the world.
Issue investigation	Students will practise a range of geographical skills when creating a project on the development of Uganda. They will use information synoptically to develop their own ideas about Uganda and it's future.

HISTORY



In Year 9 students continue to develop the historical knowledge to understand the world around them.

Students receive two hours of History teaching per week and lessons are structured to offer a variety of activities tailored to fit all learning needs.

The topics studied are presented as 'Big Picture' enquiries, which will develop over a 6-8 week period. Students can expect to be formally assessed three times per year

Homework is given every two weeks, and will build on the learning that has taken place in the lesson. Resources and Assessment tasks are available via Moodle. Homework is assessed through BUILD marks, whilst formal assessments receive a levelled grade.

Autumn 1

Why did the Liverpool Pals enlist for World War One?

Autumn 2

Why was World War One the first 'Total War'?

Spring 1

The Rise of the Dictators?

Spring 2

Was Britain a Totalitarian State?

Summer

Why is there a War on Terror?

COMPUTING

In year 9 students receive 1 hour of ICT teaching per week. They will study the following:

Autumn Term

Python Programming—This scheme of work will give learners a basic understanding of the Python programming language. They create a variety of coded solutions to simple problems and use variables, data types, If statements, advanced If statements and loops. This unit helps the pupils learn about computational thinking skills and planning code and is the perfect introduction to more advanced programming



Web Development—This scheme of work is designed to give learners an introduction to the main languages involved in web development. Learners will begin by gaining an understanding of the hardware and protocols involved with networking before developing their own websites using HTML, CSS and JavaScript.

Spring Term

App Development— After an Introduction to App Technologies students will complete an App Shed Introduction Tutorial where they will create an App that gives information about Liverpool. This leads on to the design, planning and creation of their own App using App Shed

Summer Term

Data and data representation—Students are expected to carry out a number of tasks to help consolidate their knowledge of how binary data is used to represent text, image and sound. It explores ASCII code and hexadecimal and how it is used in the representing characters. Students should be able to explain how a computer uses binary data to represent text, images and sound to the user of a computer.

Assessment

Your daughter will be assessed regularly with O G S RI I marks and will also be given a level at the end of each module. The levelling for each module of work relates the Computing Progression Pathway which is used nationally and accredited by Computers At School organisation.

MATHEMATICS

AUTUMN TERM
Graphs
Volume and 3D shapes
Probability
Transformations
Understanding algebra
Patterns and sequences
Percentages
Line and angle facts
Construction and Loci
Learning Review Assessment DECEMBER
SPRING TERM
Pythagoras and Trigonometry
Averages
Circle Geometry
Formulae and substitution
Understanding algebra
Collecting and displaying data
Similarity and congruence
Learning Review Assessment March
SUMMER TERM
Inequalities
Equations
Standard form
Accuracy
Pythagoras and Trigonometry
Surds
Measures
Learning Review Assessment May/June



Equipment

Pen (Black ink)
Pencil
Ruler
Maths set
Calculator (Casio)
Coloured pencils.

Electronic Homework

1. www.mymaths.co.uk
Login yew

Password solid

2. MOODLE

<http://www.broughtonhall.com/moodle/file.php/669/student/html/materials.html>

Examinations

Paper 1 non-calculator.
Paper 2 calculator.



MODERN FOREIGN LANGUAGES



In Year 9 all students receive 3 hours of Spanish per week. Students build on the work and the skills of Speaking, Reading, Listening and Writing acquired in Year 7 and 8.

The course book used is Mira 3 Rojo or Verde. Resources can also be found on our VLE. All skill areas will be tested each half term throughout the year by an end of unit test which will be given a mark and a national curriculum level and recorded by their subject teacher. Setting is based on prior attainment in Spanish.

Some pupils who have been involved in the CLIL programme may be entered for GCSE early and they will have an extra Spanish lesson in preparation for this.

Pupils using Mira 3

Autumn 1

This half term pupils will learn how to talk about what television and film. They will be able to say what they like to do and will learn to use the past tense

Assessment

End of module 1 test

Autumn 2

This half term pupils will learn how to talk about their school and school subjects, they will be able to use adjectives correctly and will learn to write and speak at length

Assessment

End of module 2 test

Spring 1

This half term pupils will learn how to talk about illnesses and parts of the body. They will be able to talk about healthy and unhealthy lifestyles and will learn to use the future tense.

Assessment

End of module 3 test

Spring 2

This half term pupils will learn how to talk about how they earn money and what they spend it on. They will learn about jobs and be able to understand future plans and ambitions. They will embed their understanding of the future tense and start to mix tenses.

Assessment

End of module 4 test

Summer 1

This half term pupils will learn how about other countries that speak Spanish. They will study cultural differences and will look at fair trade and the impact on South America. They will become aware of environmental problems.

Assessment

Fair trade project

Summer 2

This half term pupils will learn to talk about themselves in more detail. They will be able to talk about a region in Spain and find their way around.

Assessment

Controlled assessment style writing

Year 9 pupils preparing for GCSE over 2 years

Course book; EDEXCEL GCSE Spanish Higher
Controlled Assessment; 2 pieces of written work and 2 speaking tests to be completed making up 60% of final mark.
Examination; Reading, Listening
40% of final mark.

The Speaking and Writing elements of the exam are done as controlled assessments in class. Pupils have 2 weeks preparation time and then the assessment takes place in the next lesson so it is essential that all students are present for the whole of this time.

Course outline;

September – October

Theme: Education and Future plans

Topics;

School – Future plans – Jobs – Work experience

Controlled assessment task 2

November – December

Theme; Travel and Tourism

Common Topic Areas;

Out And About;

Local amenities – Visitor information – Basic Weather – Accommodation – Shops

Controlled assessment task 3

January -March

Theme; Sport and Leisure

Common Topic Areas

Lifestyle and life choices – Leisure – General Interests

Controlled assessment task 4

Listening and Reading focus

Topics to revisit;

Product / service information; post office, bank

Music / film / reading reviews

Fashion

Famous people

Customer Services - Dealing with problems

Public transport

Family and friends



Year 9 Sets 1 and 2 French

Students in Set 1 and Set 2 will receive 1 hour of French per week.

The focus will be on grammar and building structures rather than vocabulary in order to prepare students for GCSE.

The lessons are based around units taken from Board works and supplemented with work from Expo 1. The course book is available on the school VLE.

Term 1a: Module 1

Meeting people

School objects and the alphabets

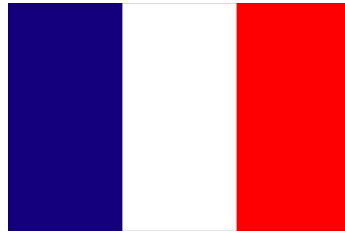
Family and pets

Numbers from 1-31

Saying when your birthday is

Using the dates

Talking about the classroom.



Term 1b: Module 2

Talking about brothers and sisters

Talking about your family and pets

Describing yourself and others

Talking about hair and eyes.

Term 2a: Module 3

Talking about where people live

Describing your home and your bedroom

Talking about what you do in the evening and telling the time

Term 2b: Module 4

Asking about places in town and directions

Expressing opinions and ordering snacks and drinks

Term 3a: Module 5

Talking about school subjects and teachers

Your school day and hobbies including sports

Term 3b: Module 6

Talking about your future and holiday plans

Talking about what you do during your holidays

Arranging to go out and giving excuses

Music

Studying Music has been proven to have academic, social and personal benefits. At Broughton Hall, our students have one lesson of Music per week.

There are also lots of opportunities to join extra-curricular music groups, perform in events and have individual or shared lessons in an instrument or voice.

The Year 9 course prepares **all** students to progress to GCSE Music. The only pre-requisites are that students enjoy all kinds of music and are willing to work hard with their teachers to achieve their best. Our Year 11 students' grades are often significantly above national averages, making our subject an excellent elective choice. We have high expectations & help students grow in confidence as well as explore their talents!



Year 9 will study in Music...

1. GCSE Music: Performance

- We prepare all students for GCSE study by ensuring they have good performance skills in one of the following: keyboard, guitar, singing or another instrument they already play. At GCSE level the performance exam is worth 30%.

2. GCSE Music Appraising: *Defying Gravity* from the musical “Wicked”

- We analyse key areas of this piece, which is one of eight set works on the Pearson GCSE Music syllabus.
- We compose our own material, practically exploring some key ideas from the musical.
- The appraising exam is worth 40% of the GCSE & composition 30%. This unit is therefore excellent preparation for GCSE Music.

3. GCSE Music Composition: Music for Film *Main Title/Rebel Blockade Runner* from “Star Wars Episode IV: A New Hope”

- We analyse key areas of this piece, which is one of eight set works on the Pearson GCSE Music syllabus.
- We study how music is used to enhance film action & how to score for orchestral instruments.
- We choose a film clip and compose music to underscore the action.
- This composition & appraising focus prepares all students well for GCSE.

Assessment

- We use self, peer and teacher assessment, with written teacher feedback every 6 hours.
- We keep video/audio evidence of all of our work.
- Each student has a Music Progress Book, including information on what she is learning, her targets and achieved levels.
- Homework is set when appropriate.

Extra curricular Music includes:

- Choir – Bands - Celebration Group Band - Woodwind Group - Guitar Ensemble – Instrumental Lessons (See school website or contact the School Office for details):



PE

PE will offer opportunities for year 9 pupils to:

- demonstrate that they skilful and intelligent performers;
- show increasing physical competence and confidence, in a range of physical activities and contexts;
- demonstrate that they can select and apply skills, tactics and compositional ideas to suit activities that need different approaches and ways of thinking;
- develop their ideas in a creative way;
- set targets for themselves and compete against others, individually and as team members;
- understand what it takes to persevere, succeed and acknowledge others' success;
- take the initiative, lead activity and focus on improving aspects of their own performance;
- discover their own aptitudes and preferences for different activities;
- make informed decisions about the importance of exercise in their lives;

Develop positive attitudes to participation in physical activity.
The programme of study identifies four areas of activity:

- dance activities;
- games activities;
- gymnastic activities;
- athletic activities;



Year 9 pupils will receive 2 PE lessons each week throughout the year, unless they do a second language in which case they will receive just one. Pupils on two lessons will cover 12 areas of activity in curriculum time each year; pupil's one lesson will cover six.

Opportunities to attend a wide range of clubs in extra-curricular time including: netball, hockey, dance, football, rounders, athletics, handball, trampolining, etc. Pupils at Broughton Hall will cover the following four areas of activity in curriculum time at KS3.

- dance activities
- Games activities
 - 4. Invasion games
 - 5. Striking and fielding games
 - 6. net/wall games
- Gymnastic activities
 - 3. Educational gymnastics
 - 4. Cheerleading
- Athletic activities

They will start to identify the types of activity they prefer and make choices to cover those units. They will be expected to take on a variety of roles, such as performer, leader and official, and will be assessed on how well they fulfil those roles.

RE

The following modules are taught in year 9 Religious Education:

Term 1

ISLAM
VOCATION

Term 2

SUFFERING
JESUS AND COMPAS-
SION

Term 3

Begin GCSE unit 3
edexcel

ASSESSMENT in year 9:

Term 1: Islam assessment

Term 2: Cross phase base-
line assessment

Term 3: Continual GCSE
practice and assess-
ment





Science

The introduction of the new GCSE specifications in July 2016 entails greater content and depth of knowledge in all three disciplines. In response to these greater demands pupils at Broughton Hall begin their studies towards GCSE qualifications in AQA Trilogy Science and Separate Biology, Chemistry and Physics GCSE's in year 9.

Term 1

Topics to be taught

Cells and transport

Atomic structure and the periodic table

Conservation and dissipation of energy

Term 2

Topics to be taught

Organisation of body systems

Bonding and structure

Energy transfer by heating

Energy resources



Term 3

Infection and response

Properties of matter

Electric circuits

Schemes of work are taken the AQA Trilogy Science and Separate Sciences specifications and are assessed by End of Unit tests. There will also be an End of year Exam which will be part of the overall Teacher Assessment level on completion of year 9.

Homeworks may be paper-based or set online via the Kerboodle link on the school website or www.kerboodle.com with login details as shown below

Username: [first letter of first name and surname, e.g. asmith](#)

Password: [This should be the same as the username when you first log on and then should be changed to your school password.](#)

Institution code: [ki9](#)

