



# Broughton Hall Catholic High School



## *Year 9 Curriculum Booklet*



# **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.**



<b>Mrs D Lodge</b>	<b>Assistant Headteacher   Lead Officer</b>
<b>Ms S Reid</b>	<b>Student Support Manager   Second Lead Officer</b>
<b>Mrs A Greenhouse</b>	<b>Welfare and Attendance Officer</b>
<b>Mrs K Barnes</b>	<b>Student Support Manager</b>
<b>Mrs A Rock</b>	<b>Student Support Manager</b>
<b>Mrs D Kevan</b>	<b>Student Support Manager</b>
<b>Mrs S Tait</b>	<b>Student Support Manager</b>
<b>Mrs C Dowling</b>	<b>Student Support Manager</b>
<b>Mrs M Buckley</b>	<b>Nominated Governor for Safeguarding</b>
<b>Mrs M Eves</b>	<b>Chair of Governors</b>
<b>Ms S Clarke</b>	<b>Headteacher</b>

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



# Term Dates

## Autumn Term 2018

Monday, 3rd September 2018 (No Pupils)

Friday, 19th October 2018 (No Pupils)

There will be a holiday on Friday 21st September to celebrate the feast of our Lady of Mercy.

**Term Commences:** Monday, 3rd September (Inset Day no pupils)

Pupils Return - Tuesday, 4th September 2018

**Term Ends:** Friday, 21st December 2018

**October Half Term: Monday 22nd to Friday, 26th  
October 2018**

## Spring 2019

Inset Day: Friday, 4th January 2019 (Staff Only)

**Term Commences:** Friday, 4th January 2019 (Inset Day no pupils)

Pupils Return - Monday, 7th January 2019

**Term Ends:** Friday, 5th April 2019

**February Half Term: Monday 18th – Friday 22nd  
February 2019**

**Bank Holiday:** Good Friday: 19th April 2019

**Bank Holiday:** Easter Monday: 22nd April 2019

## Summer 2019

Inset Day: Monday, 22nd July (Staff Only)

Inset Day: Tuesday, 23rd July (Staff Only)

**Term Commences:** Tuesday, 23rd April – All pupils and staff return

**End of Term for All Pupils: Friday 19th July 2019**

**May Half Term: Monday, 27th May – Friday, 31st May  
2019**

**Bank Holiday:** Monday, 2nd May 2019

**Bank Holiday:** Monday, 27th May 2019



# Homework policy

## Definition

Homework is any work or activity which students are asked to do outside lesson time either on their own or with the help of parents or carers.

## The Purpose of Homework

- to help raise achievement
- to encourage students to develop the confidence and self-discipline to work on their own, an essential skill for adult life
- to consolidate and reinforce skills and understanding
- to extend school learning, for example through additional reading
- To enable students to devote time to particular demands such as GCSE coursework or project work.



## KS3

Students should expect to have one homework per week for English, Maths, Science, French (if studied), Spanish, History, Geography and RE. Computing, Drama and Music homework will be set as appropriate.

Each homework will take approximately 40 - 45 minutes to complete.

# 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 and Design Technology

## Art and Design GCSE

No of lessons per two week timetable 6/5  
(depending on option block )

Examination board – AQA

Coursework 60%

Practical examination 40%



All students follow a course which focuses on:

- Pupils will develop creative ideas by looking at a variety of ideas and artists work.
- Pupils will experiment using different materials, techniques and ways of working.
- Pupils will show an understanding of artists work from different eras.
- Pupils will produce a cohesive body of work, creating something unique and personal.

### **The GCSE Art and Design award is made up of two units :-**

Unit 1 - Art and Design portfolio 60%

Pupils will produce a personal portfolio of work developed from a theme/starting point.

This will be done via sketchbooks/journals, artist research pages, idea pages for final pieces and final outcomes.

Pupils will use a wide variety of media such as stitch, print, photography and Photoshop

### **Unit 2 - Set Task – Examination 40% - Start date January 2019**

Pupils will formulate a personal response to one question chosen from an early release paper. Pupils will be given unlimited preparation time to develop ideas. There will then be a 10 hour examination to produce final outcome/s. This will be done via sketchbooks/journals, artist research pages, idea pages for final pieces and final outcomes.

### **Extra Curricular Provision**

Lunchtimes and afterschool by arrangement with subject teacher

### **Please Note**

It is essential that students attend after school and lunch time practical sessions to give themselves the best possible chance of achieving a top grade.

### **PROGRESSION**

A Level Art & Design

A Level Photography

# FOOD & CATERING - Level 1/2 Certificate in

## Hospitality and Catering

No of lessons per two week timetable 6

Examination board – WJEC

Unit 1 - Coursework: 60%

Unit 2 - Written examination: 40%



The new Level 1/2 Certificate in Hospitality and catering gives pupils a hands-on introduction to life and work in the catering industry.

Pupils will develop, practice and demonstrate key food preparation skills, making a variety of food products.

### Assessment

**Unit 1: The Hospitality and Catering Industry** online written exam

**Duration:** 90 minutes

**Weighting:** 40%

#### **Areas of content:**

1. Understand the environment in which hospitality and catering provider.
2. Understand how hospitality and catering provisions operate.
3. Understand how hospitality and catering provision meets health and safety requirements.
4. Know how food can cause ill health.
5. Be able to propose a hospitality and catering provision to meet specific requirements.

**Unit 2: Hospitality and Catering in Action** is internally assessed: Pupils will undertake an extended project that showcases their skill.

**Duration:** 9 hours with a 3 hour exam

**Weighting:** 60%

1. The applied purpose of the unit is for learners to safely plan, prepare, cook and present nutritional dishes.
2. Propose four nutritional dishes for The Western Deli and Coffee Shop
3. Plan for the production of two dishes that could be included on the menu
4. Prepare, cook and present the two dishes that the apprentice will prepare and cook.

**Overall grading is:** Level 1 Pass, Level 2 Pass, Level 2 Merit, Level 2 Distinction



# GCSE Food and Nutrition

The WJEC Eduqas GCSE in Food Preparation and Nutrition equips pupils with the knowledge, understanding and skills required to cook and apply the

principles of food science, nutrition and healthy eating. It encourages pupils to cook, enables them to make informed decisions about food and nutrition and allows them to acquire knowledge in order to be able to feed themselves and others affordably and nutritiously, now and later in life.

## **Job opportunities:**

Education—primary, secondary, childcare

Public health-dietitians, nurse, midwifery, occupational therapy

Sports & nutrition, personal trainer, sports science

Hospitality industry– Catering Manager, Hotel & Catering, food Service Management, Beverage industry

Food Retailing-Retail Management, Brand Management, Marketing



## **Unit 1—Written Exam paper completed in Year 11**

**Weighting: 50%**

**Time: 1 hour 45 mins**

Section A - Question based on stimulus materials

Section B – Questions to assess knowledge of food and Nutrition

## **Unit 2: Assessment 1: Food science investigation.**

**Weighting: 15% . Time: 8 hours,**

Report Size between 2,000 and 2,500 words

## **Unit 2: Assessment 2: Food preparation assessment**

**Weighting: 35%. Time: 12 hours (3 Hours Practical)**

Pupils plan, prepare, cook and serve 3 dishes with appropriate accompaniments. Portfolio of evidence maximum of 15 pages A4 to include all photo's, charts and graphs



# 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.

## Drama

*Drama is an art form, a practical activity and an intellectual discipline, it involves imagination and feelings and helps us to make sense of the world. It carries the potential to challenge, to question and to bring about change.*



### Key Units in Year 9

1. Devising Project: Students will devise from a choice of given stimuli, they will use all of their knowledge of performance skills and drama techniques to develop an original piece of theatre. Students will explore the use of lighting, sound and costume to enhance their performance. This unit will require students to create a written portfolio of their work.
2. Live Theatre: Students will perform from a script and watch a range of live theatre performances which they will analyse to aid their understanding of this unit.
3. Brecht: Students will learn all about the practitioner Bertolt Brecht, they will create original theatre using this practitioner's style.

### Assessment in Drama

- Students receive individual verbal feedback throughout each lesson.
- Individual written feedback accompanies every teacher assessment which is 2-3 times per term. Students are required to reflect on this feedback and set targets for progression.
- Video evidence of all work kept in a digital Practical Pupil Portfolio.
- Homework is set when appropriate.

### *Extracurricular opportunities in Drama include:*

- Drama Club - Annual School Production -
- Numerous performance evenings and whole school events -
- Theatre trips and workshops -

## English

## 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	
<b>Tectonic Hazards</b>	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.
<b>Globalisation</b>	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.
<b>Hot and Cold Landscapes</b>	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.
<b>Population</b>	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.
<b>Issue investigation</b>	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 will begin their GCSE History course following their electives choices in Year 8.

## **Content and assessment overview.**

Edexcel GCSE (9–1) in History.

Consists of three externally examined papers. The total qualification mark is 168, of which 8 marks are for spelling, punctuation, grammar and use of specialist terminology (SPaG). Examinations will take place in May/June of Year 11.

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.

Homework is given every 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 O.G.S.R.I marks, whilst formal assessments and exam-style questions receive a GCSE grade.

## **Term 1: PAPER 2.**

- ✓ Anglo Saxons – aspects of political, social and economic life in England.
- ✓ Claimants to throne in 1066.
- ✓ The Norman Conquest and the Consolidation of Power.

## **Term 2: PAPER 1.**

- ✓ **Crime and Punishment, 1000-1700. To include:**

1. Nature and changing definitions of criminal activity
2. The nature of law enforcement and punishment
3. A case study of the Church, the Gunpowder Plot and Witch Trials in the 17<sup>th</sup> Century.

- ✓ **Term 3: PAPER 1.**

- ✓ **Crime and Punishment, 1700-Present day.**

1. Nature and changing definitions of criminal activity
2. The nature of law enforcement and punishment
3. A case study of Pentonville prison in the mid nineteenth century: reasons for its construction; the strengths and weaknesses of the separate system in operation.  
Key individual: Robert Peel – his contribution to penal reform and to the development of the Metropolitan Police Force, the treatment of conscientious objectors in the First and Second World Wars, the Derek Bentley case: its significance for the abolition of the death penalty.

# ICT

## BTEC Tech Award in Creative Media

### Production (LEVEL 2)

Are you interesting in Media Technology?

Being creative?

Understanding how technology works in the world of Media Production?

Having fun and enjoyment whilst learning?

This may be the course for you!



### Qualification Structure

Students will be entered for the full OCR Cambridge

Nationals in ICT. To achieve this, students must complete 3 mandatory units.

### Mandatory Units

Each unit is identified as a Component. The Components are as follows:

Component 1 – Exploring Media Products. In this component you will learn about audio and moving images such as TV programmes, films, video shorts, animations, and radio. You will also learn about publishing (such as magazines and newspapers) as well as interactive products such as websites and mobile applications. This will be assessed by internal coursework.

Component 2 – Developing Digital Media Production Skills. In this component you will learn about how media technical skills and techniques are used of audio/moving images, publishing and interactive products. This will be assessed by internal coursework.

Component 3 – Creating a media product. In this component you will be provided with a design brief for a client. You will use the skills and techniques developed in Components 1 and 2 to create a media product. This will be externally assessed.

### Assessment

Component 1 comprises 30% of the qualification weighting.

Component 2 comprises 30% of the qualification weighting.

Component 3 comprises 40% of the qualification weighting.

Final grade awarded is from: Level 2 Distinction, Level 2 Merit, Level 2 Pass, Level 1 Distinction, Level 1 Merit, Level 1 Pass.

Progression into employment: These qualifications are designed to enable candidates to enter employment at operative or trainee level within a wide range of business and media environments. Such candidates would normally enter employment through a work related training programme.

Progression to further qualifications: This course will provide a basis for progression to other qualifications at Level 3 of the National Qualifications Framework.

For further information on this qualification please contact: Mr T Wilkinson.



## BTEC Tech Award in Health & Social Care

### What is the Course about?

This course has been designed for students who are interested in learning about human development and ways of improving health and well-being. It is ideal if you are looking into a career which involves caring for others. You will also look at how Health and Social Care services are structured

### Qualification Structure

Students will be entered for the full Pearson Technical Award in Health & Social Care Level 2  
To achieve this, students must complete 3 mandatory units.

### Mandatory Units

Each unit is identified as a Component. There are 3 Components which are as follows:

Component 1 –Human Lifespan and development – In this section of the course you will investigate how human development is affected by different factors. You will use case studies based on real life situations, and find out how people deal with different life events. This will be assessed by internal coursework.

Component 2 –Health and Social care services and values - explores how people access and use care services. It examines issues to do with the standards of care people should expect to be treated with when using services i.e with politeness and respect for their dignity. It also looks at our responsibilities for “safeguarding” those people who need care. This will be assessed by internal coursework.

Component 3 – Health and Well-being – involves studying the factors that affect an individuals’ physiological and psychological well-being and how lifestyle factors such as obesity, lack of exercise, smoking, alcohol, drugs and economic factors can impact physical and mental health. You will also need to be able to show you can create a realistic plan to help a person improve their health and well-being. This component is tested by examination which is externally assessed.

### Assessment

Component 1 comprises 30% of the qualification weighting.  
Component 2 comprises 30% of the qualification weighting.  
Component 3 comprises 40% of the qualification weighting.  
Final grade awarded is from: Level 2 Distinction, Level 2 Merit, Level 2 Pass, Level 1 Distinction, Level 1 Merit, Level 1 Pass.

**Progression into employment/further education:** This qualification is designed to enable you to enter employment as an apprentice or you could choose to study at a higher level depending on your success. This course will provide a basis for progression to a Level 3 qualification in Health and Social care.  
For further information on this please contact: Miss Tickle



# Mathematics



## Equipment

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

## Electronic Homework

1. [www.mymaths.co.uk](http://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.

## 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



# 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

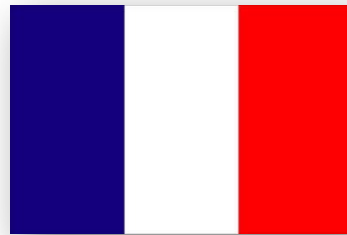
Students in Set 1 and Set 2 will receive 1 hour of French per week.

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



## COURSE NAME: EDEXCEL GCSE 1-9 in Music

ALL GCSE STUDENTS attend Band/Celebration Group (instrumental) or Vocal Group (singers) one hour per week, as well as school performances. This is compulsory, as you do not have as much written homework as other subjects & need the performance experience for the 30% performance component.

## COURSE OVERVIEW & ASSESSMENT

<b>Areas of Study:</b>	1.	Instrumental Music 1700-1820
	2.	Vocal Music
	3.	Music for Stage and Screen
	4.	World Music

**Examination: Listening (40%)** 1 3/4 hours written paper: 12 questions based on Areas of Study, musical dictation and unseen elements.

**Controlled Assessment: Performance (30%)** Perform 2 pieces (one solo, one ensemble) on chosen instrument/voice (15% each). NB: If the piece is less than Grade 4 standard, the board deducts marks.

**Controlled Assessment: Composition (30%)** 2 compositions, each written to a brief and based on two **Areas of Study** (15% each). The exam board sets the second brief.

## CONTROLLED ASSESSMENT DATES

<b>Composition:</b>	CA1 (10 hours)	Year 10	March/April/May
<b>Composition:</b>	CA2 (10 hours)	Year 11	October/November/December
<b>Performance:</b>	Solo	Year 11	Before October Half Term
<b>Performance:</b>	Ensemble	Year 11	Before Christmas Holidays

**HOMEWORK:** You should be doing at least 2 hours a week homework for each GCSE you do.

<b>Performance:</b>	REHEARSE instrument/voice 4 times a week, 15 minutes a day. Attend Celebration Group/Band/Vocal Group one hour each week.
<b>Composition:</b>	40 mins a week at composition times (before/after school) preparing your composition for GCSE marking. (This can increase if you don't use class time wisely!)
<b>Listening:</b>	Revise for a mock exam question once a half term. You should spend <i>at least</i> 1 hour revising for the mock exam questions, by using the set work scores, learning vocabulary/information and listening to examples. Obviously for the end of year exams and the final exam you will want to revise a <b>lot</b> more!

If you have a good reason to not submit homework or attend an activity please provide a note explaining this. If you fail to do this you will have:

- a 10 minute detention that day;
- a further 30 minute detention if you fail to submit the homework/note the next day.

## GENERAL INFORMATION

**Commitment, positivity and good time management** are key to success, in this subject and in life! It is essential students consistently follow staff advice & manage their time effectively to achieve the best possible results.

**USEFUL RESOURCES** CGP Books: GCSE Music 1-9: Edexcel Specification and CGP GCSE Music: Core Content; BBC Bitesize (Music); YouTube: Edexcel set works.



## **P.E**

### **Level 2 Sport and Coaching Principles**

What is this course about?

- Provide insight into the sports performance and coaching sectors.
- Sports performance and identifying methods for improvement, fitness for health and performance and the science of sports coaching.
- Learners will develop knowledge and understanding in how to analyse performance, create an action plan and evaluate improvements across all three units, providing a clear grounding in the sectors for those learners that may choose to enter into related jobs or further education and training.

The qualification will cover three units

- Improving Sporting Performance
- Fitness for Sport
- Coaching Principles

### **Assessment**

The qualification is assessed through a combination of one written examination and two centre-marked assignments.

### **What could this qualification lead to?**

The main purpose of the qualification is to support access to further education and training such as level 3 qualifications: The most relevant pathway will depend upon the outcome achieved within this qualification and others taken alongside. The qualification will allow progression routes into:

- ☐ Physical Education
- ☐ Diploma in Sport / Sport Coaching
- ☐ Level 3 Diploma in Sports Coaching
- ☐ Level 3 Medical Science
- ☐ Psychology

Pupils who have not opted for PE and Sport will receive one core lesson of PE and Dance per week. Pupils will cover 6 areas of activity in the curriculum. Opportunities to attend a wide range of clubs in extra-curricular time including: netball, hockey, dance, football, rounder's, basketball, athletics, handball, trampolining, etc.

## PSHE and Citizenship

All pupils take PSHE and Citizenship. It is a non-examination course. PSHE and Citizenship education deals with real life issues (including financial management) affecting young people, families and communities. It is concerned with the social, health and economic realities of their lives.

PSHE and Citizenship provides the knowledge, skills and understanding that students need to become confident, healthy, informed and responsible members of society. PSHE and Citizenship education helps all children and young people to achieve their fullest potential.

Careers Education and Work Related Learning is part of the PSHE and Citizenship programme and equips students to make informed choices about the world of work and their future career pathways. Partnerships have been developed with a range of local and national employers e.g DWF and PwC who contribute to students learning about the world of work and enabling them to have meaningful encounters with employers. An annual careers fair is held for Y9 students.

PSHE and Citizenship education enables school to promote the well-being of students, provide advice and guidance on a variety of issues from relationships, healthy lifestyles and keeping safe to preparing them to play a full and active role in society as responsible citizens.

Y9 pupils' study programme includes healthy relationships (including consent and abusive relationships), keeping safe (including bullying and sexting), drugs education, careers and financial capability, democracy, human rights and refugees.

Y9's health day is supported by Brook, Armistead, Life and BAMBI (NHS).

## R.E

Religious Education at Broughton Hall has been recognised for its quality of teaching and learning of RE by the Quality Mark award, when it received Gold in 2016. The Religious Studies Department is dedicated to the most basic of subject objectives, and seeks to explore the religious dimension of life and to give pupils a chance to be aware of the nature and effect of religious experience. We are a thriving successful department, and our teaching conforms to the doctrines of the Roman Catholic Church. In the light of our mission statement we endeavour to interpret human knowledge and experience in the light of Gospel values. In November 2013 Ofsted rated us 'good' with outstanding leadership and management and in 2016 the Section 48 Report the school was judged as 'outstanding' in developing the Catholic Life of the school.

The department is a hard working forward thinking team. Our success as a department is rooted in good challenging person centred relationships between staff and students, as well as our determination to continually incorporate and develop new techniques to enhance our work.

**In year 9 the teaching of RE AQA GCSE begins.**

**All students follow AQA GCSE Studies B (Catholic Christianity/Judaism/Peace and Conflict and Marriage and Family Life.) Students are graded 1-9. A final examination consisting of 3 exam papers takes place at the end of year 11.**

**All Students are entered for GCSE. In year 9 students study the first module of Judaism.**

**Religious Education is an important part of the spiritual and moral development of your daughter.**

**Self-awareness** in religious studies includes pupils:

- Feeling confident about their own beliefs and identity and sharing them without fear of embarrassment or ridicule
- Developing a realistic and positive sense of their own religious, moral and spiritual ideas
- Recognising their own uniqueness as human beings and affirming their self-worth
- Becoming increasingly sensitive to the impact of their ideas and behaviour on other people.

**Respect for all** in religious studies includes pupils:

- Developing skills of listening and a willingness to learn from others, even when others' views are different from their own
- Being ready to value difference and diversity for the common good
- appreciating that some beliefs are not inclusive and considering the issues that this raises for individuals and society
- Being prepared to recognise and acknowledge their own bias
- Being sensitive to the feelings and ideas of others.

**Open-mindedness** in religious studies includes pupils:

- Being willing to learn and gain new understanding
- Engaging in argument or disagreeing reasonably and respectfully (without belittling or abusing others) about religious, moral and spiritual questions
- Being willing to go beyond surface impressions
- Distinguishing between opinions, viewpoints and beliefs in connection with issues of conviction and faith.

**Appreciation and wonder** in religious studies includes pupils:

- Developing their imagination and curiosity;
- Recognising that knowledge is bounded by mystery;
- Appreciating the sense of wonder at the world in which they live;
- Developing their capacity to respond to questions of meaning and purpose.

## 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](http://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