



**Year 9**

# Curriculum Booklets

For support with your child's progress, please contact  
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**The Whitstable School**  
LEARN LOCALLY, THINK GLOBALLY

**Spring Term**



# Contents Page

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In this booklet you will find important information about the curriculum followed by your child across Term 3 and Term 4 of Year 9. Subject leaders have provided material which will help your child to prepare for their assessments and explained a little about how they can prepare. You can use the links on the pages to contact subject leaders if you have any questions. Teachers will set homeworks which help pupils to learn the material set out here.

We hope you and your child find the booklet informative and useful! Contact us here: [tw\\_s\\_admin@swale.at](mailto:tw_s_admin@swale.at)

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8.	History	19.	Drama
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		22.	Philosophy, Culture and Ethics



Students are introduced the genre of **dystopia** - imagined and unsettling societies. Students will not study a single prose novel but will explore a range classic dystopian extracts including *Never Let Me Go* by Kazuo Ishiguro, *Nineteen Eighty Four* by George Orwell plus some young adult dystopian fiction. In addition, linking with the themes raised in dystopian literature, students will read, analyse non fiction extracts on topics relating to medical advancements and the role of technology. Students practice applying subject specific terminology with confidence and are introduced to and employ the skills required for the GCSE AQA Language Paper 2 exam. These skills include accurately identifying word classes and making inferences, exploring writers' purposes and viewpoints and commenting on the effect of language at word and sentence level. Students will eventually work towards a Paper 2 Question 5 exam style task. This task will consist of writing a newspaper article. Students will be required to argue their opinion on a specific statement related to medical advancements.

The Key Stage Three Co-ordinator of English at The Whitstable School is Miss Smith.

	<b>Assessment</b>
<b>Term 3</b>	No English assessment in term 3.
<b>Term 4</b>	Pupils will complete our Swale Trust English Exam which includes 2 tasks: -To write a description/narrative inspired by an image. -To analyse the writer's use of language in an extract.



In maths you will be covering the below topics over the course of Terms 3 and 4.

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Reasoning with algebra <b>Straight line graphs</b> FREE TRIAL  VIEW	Reasoning with algebra <b>Forming &amp; solving equations</b>  VIEW	Reasoning with algebra <b>Testing conjectures</b>  VIEW	Reasoning with algebra <b>Three dimensional shapes</b>  VIEW	Constructing in 2 & 3 dimensions <b>Constructions &amp; congruency</b>  VIEW							

We use the White Rose Maths mastery scheme of work which is available to view on the website:

<https://whiterosemaths.com/resources/secondary-resources/secondary-sols/>

At the end of every unit we will be doing a check in test where students will peer mark to identify areas to improve upon. We also have a summative assessment at the end of each double term which covers all the curriculum content from those two terms (terms 3 and 4 for this occasion). The result of this test will be recorded for reports.

Mr Yates (Director of Maths)

Mrs Bailes (KS3 Maths Coordinator)



# Science 2023/2024

In Science we assess at the end of each topic. Students will complete a unit key task, which will consist of a part A test for one lesson based on the unit studied and a Part B test that assesses information studied so far in science. This will then be followed by a feedback lesson where the students will have an opportunity to look at their areas of strengths and weaknesses from the topic.

Homework is to complete at least two daily tasks plus bonuses per week on Tassomai.

The lead for science at The Whitstable School is Mr S Baker.

	<b>Topic</b>	<b>Assessment</b>
<b>Term 3</b>	P1 - Matter	Pupils will learn about the structure of atoms and how this affects their physical properties.
<b>Term 4</b>	Yr9 Trust exam	Details and revision resources are on google classroom Biology topics: Musculoskeletal system, Digestion, Animal and plant cells, Respiration Chemistry topics: The structure of an atom, Separation techniques (filtration, crystallization, chromatography etc.), Atomic number and mass number of elements Physics topics: Simple electrical circuits (series and parallel), Freebody diagrams (forces on objects) How science works topics: Identifying equipment (measuring cylinders, Boiling tubes, beakers etc.), Identifying variables (independent, dependent and control), Writing a scientific method (e.g. step by step instructions)
	C2 - Elements, compounds and mixtures	Pupils will learn about chemical purity, separating mixtures, bonding and the properties of materials.



Pupils will be enhancing their knowledge and understanding of the physical, human and political geography of the world's largest country: Russia. Covering 17.1 million km<sup>2</sup>, Russia is home to a variety of biomes and an abundance of natural resources. Russia is also at the forefront of many geopolitical matters, such as border disputes.

In Term 4, Year 9 students will be studying the topic of natural hazards - from volcanic eruption to locust plagues. Students will gain knowledge on the causes, consequences and responses to the hazards that impact populations and environments around the world. This topic will also begin to embed some of the foundation knowledge for GCSE.

The lead for geography at The Whitstable School is Miss Gilbert.

	<b>Topic</b>	<b>Assessment</b>
<b>Term 3</b>	Russia	Extended writing - the impacts of exploiting natural resources in Russia. Key Task (end of term) - Place & Location Knowledge, Human & Physical geography, Geographic Skills
<b>Term 4</b>	Natural Hazards	Extended writing - Exam practice question, tectonic hazards in Iceland Key Task (end of term) - mixture of exam-style questions - Place & Location Knowledge, Human & Physical Geography, Geographic Skills

Pupils can also use [BBC Bitesize](#) or [Seneca Learning](#)



# History – 2023/24

Year 9 pupils continue their history studies with a focus on 20th Century history. This year we look at themes surrounding war and conflict, and the enormous influence these events had on the modern world. Pupils will continue to develop skills in understanding historical events and historians views surrounding them whilst developing analytical skills.

The lead for history at The Whitstable School is Ms Coleman.

	Topic	Assessment
Term 3	How did the Allies go from defeat to victory in the Second World War?	<p>Pupils will study the Second World War and key events within it. These events include important turning points like the evacuation of Dunkirk, the Battle of Britain and the D-Day landings. We will use sources and interpretations to discover first hand accounts and opinions about key events and the impact of them.</p> <p>A 20 mark assessment on the knowledge and understanding gained in the topic will include knowledge questions and an extended writing task.</p>
Term 4	The Holocaust	<p>Pupils will complete a topic on the Holocaust in term 4. We study the wider context of Jewish persecution throughout history, then look at specific stories and events of Jewish persecution under Nazi rule. We think about the stories of individuals and the lasting impact of this genocide on survivors and on the world as a whole.</p> <p>A 20 mark assessment on the knowledge and understanding gained in the topic will include knowledge questions and an extended writing task.</p>



# Finance: 2023/24

Continuing into the Spring terms we shall develop our budgeting and personal money management skills. Pupils will do so by learning how to keep a track of money going in and out of accounts, what accounts benefit different people at different stages of the life cycle and how we can get the best interest rate by considering borrowing products.

The Subject Leader for Finance is Mr Bennington

	TOPIC	ASSESSMENT
<b>Term three and term four</b>	<b><u>Your personal finances</u></b>  Topic 4: Managing money  Topic 5: Borrowing money  Topic 6: Insurance and inheritance  Topic 7: Risks with money  Topic 8: Keeping money safe	Multiple choice test during term 1





# Spanish – 2023/24

## Spanish

In Spanish this term, pupils will learn how to make arrangements for going out and exploring a new area. There will be regular translation assessments from English into Spanish.

The Subject Leader for Spanish is Ms. Amboage

	Topic	Assessment
Term 3	Making arrangements to go out and explore!	- Would you like to go out? - Why can't you go out? - How do you get ready? - What are you going to wear?
Term 4		- What can you do in the area? - How do I get to...?

# Personal Development – 2023/2024

In Year 9, students will be deepening their knowledge from Year 8 and will be exploring how they fit in with their local and wider communities. They will be exploring key topics such as relationships and sexism, homophobia and racism.

The Subject Leader for Personal Development is Mr Waters.

	<b>Topic</b>	<b>Assessment</b>
<b>Term 3</b>	Dreams and Goals	Written End of Term Assessment
<b>Term 4</b>	Healthy Me	Written End of Term Assessment



# Personal Development – 2023/2024

Key word	Definition	Key word	Definition
Goal	Something that we work towards.	Mental Health	How healthy our minds are.
Risk	Something that has an element or danger attached to it.	Physical Health	How healthy our bodies are.
Resilience	Being able to get back up in the the face of challenges.	Self-Esteem	The value that we believe we have.
Media	The mass communication of information over a large scale.	Equalities Act	A law the means that people should be treated daily.
Planning	Layout our options and considering what to do if something goes wrong.	Eat Well Guide.	A guide that gives an outline about how much food types to have on your plate.



# Art & Technology – 2023/2024

## ART

In Year 9 students will complete a carousel of 3 art subjects giving them an introduction to the Year 10 GCSE options of Fine Art, Art Textiles and Photography.

**Fine Art:** Year 9 Fine Art students will explore a variety of materials and techniques on a range of themes to develop their ideas and refine their skills. Students can refer to their KO to learn new key vocabulary and use it to develop their own work and annotate their sketchbooks using correct terminology.

**Art Textiles:** Art Textiles students will explore a variety of contemporary textile artists and textiles techniques. Students will need to refer to their KO to learn new key vocabulary and use it to develop their own work and annotate their sketchbooks using correct terminology.

**Photography:** Year 9 photography will start by exploring the many genres that make up 'photography'. Students will learn to identify, use and break photography's golden rules before looking into the world of miniature landscapes inspired by street artist Slinkachu. The knowledge organiser will round up all the key genres, rules, skills and techniques as well as more artists that will help to inspire creative personal responses.

The Subject Leader for Art is Mrs Connell



## **DESIGN AND TECHNOLOGY**

In Year 9, students will be looking at the work of George Carwardine and his famous invention of the Anglepoise Lamp. This project gives students the opportunity to experience a similar style to the NEA, the coursework element of the course delivered at GCSE.

Students will be given three designers to choose from to research, design and make an Anglepoise Lamp. For the making process, students will be allowed to pick one process from the following to make their lamp: Blow moulding, line bending, joining and vacuum forming. Along with learning about different designers, students will also be taught about electronics and will experience soldering to connect their components together.

For homework, students will be given the whole term to complete a drawing booklet, to practise those key skills that are needed within DT. For Year 9, the focus will be on orthographic drawing.

The subject leader for DT is Mrs Newton.

## **COOKING & NUTRITION**

In Year 9, students will begin to start looking ahead to prepare themselves for the possibility of taking their food studies further into GCSE. We currently study AQA GCSE Food preparation & Nutrition in Years 10 & 11.

Students will continue to develop knowledge of food science by examining functions of ingredients in a variety of dishes. Nutritional knowledge during this rotation will focus on the concept of energy balance and the impact of sugar in our diets. Students will also develop further knowledge of food provenance by examining the moral, ethical and environmental issues surrounding food production and will produce increasingly complex dishes using a wide range of equipment.

For homework, students will complete several short quizzes and a sensory evaluation to deepen their understanding of topics covered. Students are expected to bring in a named container and an apron for each practical lesson.

The subject lead for Food preparation & Nutrition is Mrs Harvey.



In Year 9 students will gain a variety of skills and undertake projects to enhance their knowledge and understanding of the technology subjects.

## YEAR 9 TECHNOLOGY SUMMARY

<i>Subject</i>	<i>Tasks /projects</i>	<i>Processes/Skills</i>	<i>Materials/equipment</i>	<i>Theory covered</i>
Design Technology	USB Lamp project	<ul style="list-style-type: none"> <li>• Researching and designing for a target market.</li> <li>• Creating a mood board</li> <li>• Designing for a theme/brief</li> <li>• Setting up a basic PCB for the LED lamp</li> <li>• Soldering</li> <li>• CAD/CAM</li> <li>• Vacuum forming and line bending</li> <li>• Analysing and evaluating</li> </ul>	<ul style="list-style-type: none"> <li>• Materials: Acrylic, HIPS</li> <li>• Coping saw/tenon saw</li> <li>• Files and sandpaper</li> <li>• Pillar drill</li> <li>• Try square and steel rule</li> <li>• Adhesives</li> <li>• Soldering iron and solder</li> <li>• Vacuum former</li> <li>• Line bender</li> </ul>	<ul style="list-style-type: none"> <li>• Design process</li> <li>• Categories and types of plastic</li> <li>• Environmental impacts of using plastics</li> <li>• Properties and uses.</li> <li>• Drawing techniques – isometric</li> <li>• Learning about different electrical components.</li> </ul>
Cooking & Nutrition	Food from around the world	<ul style="list-style-type: none"> <li>• Gelatinisation</li> <li>• Thickening</li> <li>• Cross contamination</li> <li>• Whisking</li> </ul>	<ul style="list-style-type: none"> <li>• Electric whisks</li> <li>• Wide range of common equipment</li> </ul>	<ul style="list-style-type: none"> <li>• Ethical issues related to food production &amp; provenance</li> <li>• Science of fats, flour &amp; sugar</li> </ul>



# Computing 2023/2024

In term 3 students will be introduced to how data can be represented and processed in sequences, such as lists and strings using Python. The lessons cover a spectrum of operations on sequences of data, that range from accessing an individual element to manipulating the entire sequence. Great care has been taken so that the selection of problems used in the programming tasks are realistic and engaging: learners will process solar system planets, book texts, capital cities, leaked passwords, word dictionaries, ECG data, and more.

In term 4 students will be introduced to data science, and by the end of the unit they will be empowered by knowing how to use data to investigate problems and make changes to the world around them. Learners will be exposed to both global and local data sets and gain an understanding of how visualising data can help with the process of identifying patterns and trends.

The lead for Computing and Digital Media at The Whitstable School is Miss Depta

	<b>Topic</b>	<b>Assessment</b>
<b>Term 3</b>	<b>Python programming with sequences of data</b> Learning to solve real life problems using sequential programming	End of topic programming project
<b>Term 4</b>	<b>Data science</b> Learning how programming can be used to represent and visualise data	End of topic assignment



# Dance 2023/24

Pupils develop their skills and knowledge in performing, creating and critically responding during dance lessons.

The Subject Leader for Dance is Miss Everson

	TOPIC	ASSESSMENT
<b>TERM THREE</b>	Contemporary Ballet Technique - Balletboyz	Performance: <ul style="list-style-type: none"> <li>- Physical Skills</li> <li>- Safe Working Practice</li> </ul> Choreography: <ul style="list-style-type: none"> <li>- Selection and use of actions</li> <li>- Selection and use of choreographic devices</li> </ul>
<b>TERM FOUR</b>	Music, pictures and props - Choreography	Performance: <ul style="list-style-type: none"> <li>- Expressive Skills</li> <li>- Mental Skills and Attributes</li> </ul> Choreography: <ul style="list-style-type: none"> <li>- Selection and use of structure</li> <li>- Selection and use of aural setting</li> </ul>

## The FOUR Elements of Movement

<b>Actions</b>	<b>What</b> a dancer does.
<b>Dynamics</b>	The <b>qualities</b> of movement based upon variations in speed, strength and continuity.
<b>Spatial</b> content	The ' <b>where</b> ' of movement.
Dance <b>relationships</b>	The ways in which dancers <b>interact</b> and the connections between dancers.





# Drama 2023/2024

During this year, the students will work to improve their skills in preparation for their options. They will focus on a wide range of styles and genres across devised and scripted work.

The Subject Leader for Drama is Mrs Freeman

	<b>TOPIC</b>	<b>ASSESSMENT</b>
<b>TERM THREE</b>	<u>Right Choices</u> Pupils will be challenged to use the basic drama skills they have learnt so far to explore issues such as 'county lines' and how to build a safe and more inclusive community.	Pupils will have the opportunity to perform a range of different styles and genres through scripted work. Pupils will be assessed in the three areas of creating, performing and evaluating.
<b>TERM FOUR</b>	Theatre in Education Pupils will explore the concept of TIE companies and work toward a group project in which they will each take on a job role and produce a performance project for a primary school audience.	Pupils will be assessed on their response to stimulus and how they create, perform and evaluate drama. They will be assessed on their use of subject specific terminology.



# Music – 2023/24

Pupils will learn about the key characteristics and stylistic features of Reggae and Hip Hop. They will choose an instrument to focus on (guitar/bass/drums/keyboard/ukulele/vocals) and improve their technique and performance ability with popular songs from the genre. Pupils will learn about the origins, culture and traditions of different Genres. Pupils will form bands, practise repertoire and perform in front of an audience.

The Subject Leader for Music is Mr Cassini

	TOPIC	ASSESSMENT
<b>Term 3</b>	<b>Genres - Reggae</b>	<p><b>Performance and Knowledge criteria</b></p> <ul style="list-style-type: none"> <li>- To understand the key characteristics and stylistic features of different Genres.</li> <li>- To be able to critically listen and appraise stylistic features of Music Genres</li> <li>- To understand the origins, culture and traditions related to the music style</li> <li>- To understand form and structure of different songs (beginning, middle and ending)</li> </ul>
<b>Term 4</b>	<b>Genres - Hip Hop</b>	<ul style="list-style-type: none"> <li>- To be able to perform musical parts fluently and accurately.</li> <li>- To use the correct technique on your chosen instrument.</li> <li>- To be able to play in time with the band.</li> <li>- To memorise your instrument parts.</li> <li>- To understand the role of your instrument within the band.</li> <li>- To perform confidently in order to engage the audience, stage presence.</li> <li>- Teamwork: to listen to your fellow band members and work together effectively.</li> <li>- Time management: to rehearse your song to performance standard within the rehearsal period.</li> </ul>



# Physical Education 2023/2024

In PE we will be developing skills in a combination of team and individual sports. Students will have the opportunity to cover a variety of sports (two each term). This will support activities that we will also offer in a competitive capacity and play against other schools, so opportunities will be provided for all to attend clubs.

We have different lead teachers for topics that extend out of the curriculum that will be shared with students and on the school webpage.

The subject leader for PE is Mrs Merrick

	<b>TOPIC</b>	<b>ASSESSMENT</b>
<b>TERM THREE</b>	Netball Football Climbing Basketball Badminton	Knowledge Practical ability (skill/tactics) Self assessment
<b>TERM FOUR</b>	Rugby Climbing Basketball Badminton Table Tennis	Knowledge Practical ability (skill/tactics) Self assessment



# Philosophy, Culture and Ethics (PCE)

## Philosophy, Culture & Ethics (Key Stage 3)

The aims of the PC&E syllabus is to introduce pupils to the world of ideas. They will have an opportunity in lessons to learn that there are some questions that we have been asking for thousands of years, for which we still seek answers. In PC&E lessons, there is never one ‘right’ answer, so pupils are encouraged to express their view in a reasoned, polite manner.

We will look at the world and the riddle of existence from lots of different perspectives – those of philosophers (old and new), ethicists, artists and poets, and through religious teachings from the major faiths of the world.

Pupils will be encouraged to debate the big questions, in class, giving verbal presentations, asking each other questions, and discussing big ideas.

The lead for this subject in the school is Mr Williams

### Some question examples:

Year 7	Year 8	Year 9
What is meant by ‘society’? What is power? Should happiness be the purpose of life?	Is religious belief another form of superstition? How do we know we exist? Can spiritual curiosity be bad for your health?	Are humans free to make themselves up as they go along?  What does power look like?

### Lessons will take place once per week.

Assessments will take place at the end of term in the form of a digital questionnaire and at the end of the year in the form of a written assessment.