

**Year 9**

**Key Stage 3**

**Curriculum**

**Booklet**

**2021/22**

## Contents

- Welcome
- Work Related Learning (WRL)
- Tutorial Periods
- Inclusion
- Literacy
- Numeracy
- Reporting to Parents
- English
- Maths
- Science
- Humanities
  - Geography
  - History
  - Religion, Ethics and Philosophy
- MFL – French, German, Spanish
- Computing and Information Technology (IT)
- Dance
- Design & Technology
- Drama
- Music
- Physical Education
- Personal Social Health and Economic Education (PSHEE)
- Visual Arts

## Key Stage 3 - Year 9 Curriculum Booklet

Welcome to the Year 9 Curriculum Booklet.

This booklet is designed to provide parents and carers with:

1. details of course content in Year 9
2. details of essential and wider reading for each of the courses, including revision guides
3. details of websites that can be used by students to consolidate their progress over the course of Year 9
4. details of assessment points in the year with links to the Cotham Virtual Learning Environment (VLE)

This booklet is not an exhaustive list of what each Curriculum area does. Instead it is intended to act as a guide to support parents and carers with details of each of the courses to allow them to support their child during the course of Year 9.

The Cotham Virtual Learning Environment (VLE) will contain more information to support students and parents. Curriculum areas will add revision lists to the VLE and it is important to refer to this with your child when supporting them with planning their revision. The VLE can be accessed [here](#). Curriculum areas will also provide separate links to the VLE in this document on their own subject pages.

### **Assessments during Year 9.**

Students will be assessed throughout the course of the year using informal class assessments. A formal End of Year exam will also take place in the year. The [Assessment Calendar for Year 9](#) provides a summary of the class assessments that will take place during Year 9 in each subject area over the course of the year. Please refer to this so that you can support your child in preparing for these informal class assessments and formal end of year assessments.

### **Courses**

Students at Cotham School study a broad and balanced curriculum at Key Stage 3 (KS3). The number of lessons per fortnight (over a 2 week cycle of 5 lessons per day or 50 lessons over the fortnight) is shown below.

<b>Subject</b>	<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>
English Language and English Literature	9	8	8
Mathematics	7	7	7
Physical Education (Core PE)	4	4	4
Personal, Social, Health Education	2	1	1
Science	6	6	7
Modern Foreign Languages	4	5	5
Geography	2	3	3
History	2	3	3
Religion, Ethics and Philosophy	3	2	2
Art and Design	2	2	2
Design Technology / Food	2	2	2
Computing	1	2	2
Drama	2	2	2
Dance (students can opt to do dance within their Core PE lessons in Year 9)	2	1	0
Music	2	2	2
<b>Total:</b>	<b>50</b>	<b>50</b>	<b>50</b>

The curriculum is designed to enable every student to achieve their very best and to develop independent learning skills. The KS3 curriculum is a broad and balanced curriculum, suitable for students of all abilities and is academically rigorous. This offer will provide an excellent preparation for all students for a wide variety of subject choices at GCSE level and beyond.

I hope that this document will give students and parents an overview of the curriculum that is on offer in Year 9 at Cotham School. The aim is to show that we have a broad and balanced curriculum which meets all statutory requirements and provides enriched learning for the students.

If you have concerns about your son/daughter in a particular subject area it is important to contact the subject teacher in the first instance. This can be followed up by contacting the Faculty Team Leader if necessary. The names of the teachers are available on the website with details of their role in school. Alternatively, you can contact the school by email which will be forwarded to the relevant member of staff. Issues regarding behaviour in class should also be raised with the relevant teacher. Behaviour issues outside the classroom should be addressed to the form tutor or the relevant Learning Coordinator.

Please take time to read the booklet. There are many excellent suggestions from curriculum areas about how you can support your child with their learning and there are also some excellent resources suggested to supplement their studies. An explanation of reporting is also included in order to clarify our system of assessment and the information which you will receive from us.

May I take this opportunity to wish the students every success in Year 9 at Cotham School.

Mr Christopher Reed  
Deputy Headteacher

## Careers Education, Information, Advice and Guidance (CEIAG) and Work-Related Learning (WRL)

Cotham school is committed to providing a comprehensive Careers Education, Information, Advice & Guidance programme (C.E.I.A.G) - including work related learning - for students in line with the "National standards for Good Career Guidance" (<https://www.gatsby.org.uk/education/focus-areas/good-career-guidance>). The Cotham School CEIAG and work related learning team are working to ensure all 8 Gatsby Benchmarks are achieved.

Careers Education is delivered in Tutor time. Local labour market intelligence is shared with students through their curriculum subjects, highlighting local, national and international growth sectors.

External Learning providers, Employers and visiting speakers, including Alumni and parents, are invited to Cotham School to give information and advice about Careers and pathways to success.

Our Professional Careers Adviser offers individual, impartial and objective Career Guidance to students in all year groups. Particular emphasis is given to understanding options and decision making in years 9 & 11.

In Year 9 all students take part in enterprise activities with a range of external businesses and partner agencies. Year 9 visit (Covid restrictions permitting) a local "Raising Aspirations" or "Big Bang" event in order to meet with a variety of learning providers for post 16 and post 18 success including Universities, Local Colleges and employers.

Year 7 & 8 students will experience a range of activities to identify and record their skills and personal qualities and learn how their studies are related to and enhance their future success.

Students identified as in need of enhanced levels of coaching and support to realise their potential will be offered extra Personal Guidance time, mentoring and coaching from a range of professionals to help students meet their individual goals.

## Tutorial Periods

There are 27 students in each tutor group and there are eight nine tutor groups per year group.

The tutor stays with the tutor group, as they move up through the school from Year 7 to 11. The tutor is the first port of call for parents and carers and will provide pastoral and academic support. The tutor team is led by the Learning Coordinator, who manages the tutorial programme and supports the tutors to monitor academic progress, behaviour, attendance, punctuality, uniform and wellbeing for each student.

Students register with their tutor every morning as part of their daily 20 minute long tutor time session with their tutors. The tutor sessions are allocated to one assembly per week, WEDNESDAY and two sessions for a tutor reading programme THURS AND FRIDAY (which aims to broaden students' vocabulary and cultural capital) one session dedicated to sharing important notices, and a further session for tutors to get to know their tutees and to support them with attendance, behaviour and learning. Throughout the week, tutors use this time to also support with personal organisation and homework.

Assemblies are weekly and used for reflection on a range of Spiritual, Moral, Social or Cultural (SMSC) issues, led by a range of staff, students and outside speakers, as well as focusing on student success, tutor group challenges and year group issues.

Each tutor group is also in a house. The house system encourages inter-house competition between four houses across Years 7 to 11. Students are encouraged to get achievements points for the house and their tutor group. There are three house days per year, where trophies are awarded to the house

with the most achievement points for Academic Achievement, PE, Performing Arts and Science, Technology and Maths. Individual Achievement Reports are sent home to parents and carers.

### **Year 9 Formal Tutorial Topics:**

The theme of Year 9 is 'moving on', as students focus on making informed decisions about options choices and future career paths. Students continue to build on the tutorial work completed in Years 7 and 8 and topics covered include improving Literacy and Numeracy skills, with events such as Call my Bluff and Pi Day. However, the main emphasis is on independent advice and guidance on career choices and work related learning. All students take part in a career fair at UWE and 'The Real Game', a popular activity, in which students link skills to jobs and then spend a day off timetable working with external providers. Towards the end of the year students prepare for their transition to Key Stage 4. They are encouraged to reflect on their own transition to secondary school and have a role in the induction of the new intake through formal letter writing and acting as guides to the new Year 7 when they visit.

### **Homework:**

Formal homework is rarely set by tutors. However, on occasions, students may be asked to complete activities started in tutorial sessions or asked to prepare for an activity such as the Year 7 show and tell.

### **Enrichment Activities:**

A range of enrichment activities and extra-curricular activities are offered every year. We would encourage every student to take advantage of these opportunities. Click [here](#) to go to the school website to see the activities on offer.

### **How you can support your child:**

The best way to encourage and support your child is to ensure that they have all their equipment and books with them every day – including their lanyard (personal identification card), planner and a reading book. Check their planner regularly to ensure that they are completing homework and sign the planner weekly to show that you are doing this. Provide your child with somewhere quiet to complete their homework and ensure they have a memory stick for bringing computer work to and from school. Encourage your child to take up extra-curricular activities and contact your child's tutor if you have any concerns about your child's attitude to school or progress in school. It is also very important that your child attends school every day and is punctual for school; your child should be on site by 8.25 am each morning and in their tutor base by 8.30am.

Please ensure you know what your child is doing online and encourage your child to switch off all electronic devices 1 hour before going to sleep. Your child will be physically tired during the first few terms and it is important for your child to get adequate sleep and eat properly. Sweets are not permitted on site. Your child can buy breakfast at school each day from 8.15 am.

Key Stage 3 has a homework club in the library, every day after school.

There is also a Year 9 Study Skills session that takes place in D109 every Wednesday and which students can access if they need support organising homework and learning habits.

### **[Educational Inclusion at Cotham School](#)**

*At Cotham we strive to provide an inclusive education for all of our students.*

*To help us achieve this we have dedicated SEND and Inclusion Teams who provide support for students' learning needs as well as behavioural and emotional needs.*

### **Learning Support**

## **What is learning support?**

For many reasons, some students may need more help than other students in the class in order to help them achieve their full potential.

## **How do we know what is needed?**

Students who are experiencing difficulties may be highlighted by their previous school, a subject teacher, parent/carer or even the student themselves. We make an assessment of the student's needs by talking to staff, parents, the student and, if appropriate, using a variety of tests.

## **Student Learning Plan**

Some students may be given a Learning Plan. This outlines the student's needs and information for the classroom teacher on how to support that student's learning. The Learning Plan is reviewed with the student, parents/carers and the SEND team on a regular basis.

## **What provision is in place?**

Learning support at Cotham is led by the Special Educational Needs and Disabilities Coordinator (SENDCo). In addition there are two Deputy SENDCos (one for Years 7-8 and one for Years 9-11), nine higher level teaching assistants and eight learning support assistants. It is based in the B corridor, a purpose built facility in the heart of the school, which is designed to be a supportive and motivating learning environment. The area is well resourced to support students at all levels including a wide range of books, activities and ICT.

## **Who gets extra help?**

Support is offered to the students who have fallen the furthest behind. Typically these might be:

- Students who are working below their age related expectations
- Students whose difficulty with numeracy, reading and or spelling is such that they will need more support than they could be given in a mainstream class. Some of these students may have a specific learning difficulty (such as dyslexia or dyscalculia)
- Students who have a disability

**Some of these students are already identified as needing extra support through an Education & Health Care Plan (EHCP).**

## **The Special Educational Needs and Disabilities Record**

Students who have been identified as needing extra support are placed on the school's Special Educational Needs and Disabilities Record. The register highlights the child's level of need or disability and ensures that all staff are kept aware of each child's type of need.

## **Levels of Need**

**Wave 1:** These students have a low level of need and are supported by adapted provision within their mainstream lessons

**Wave 2:** Students at this level receive direct help from the school. Typically this might involve working in a small group with an HLTA once or twice a week

**Wave 3:** Students at this level receive highly personalised interventions/adaptations, may have an EHCP and, in addition to school based support, receive regular help from an outside agency

***Should you feel that your child may require additional support, please contact the appropriate Deputy SENDCo, Mary Moore for Years 7-8 or Sinead Brennan for Years 9-11, to discuss their needs. We aim to ensure that our support will enable your child to be successful and happy at Cotham.***

### Literacy

Literacy skills are promoted across the curriculum and via numerous initiatives. These include some specific to Years 7, 8 and 9, such as the Tutor Reading Programme that expands students' vocabulary and exposes them to challenging and diverse texts.

Whole-school literacy initiatives include Word of the Week, which aims to develop the range of students' vocabulary, and we also explicitly encourage students to use appropriately academic language for each subject, in both talk and writing, with our *Oracy* initiative.

Students who require additional support with reading, writing and/or oracy are withdrawn from some lessons to receive support in small groups with an HLTA.

### Numeracy

Our Key Stage 3 Numeracy programme is designed to equip students with the skills they need to deal with the numerical challenges they will encounter throughout their life. Students will be faced with mathematical problems to solve both not only in maths lessons but in the majority of the subjects they study.

We feel it is particularly important to support students who arrive at the school with a numeracy level below that which would normally be expected. To this end, Year 9 students are setted according to ability for mathematics and identified students will receive extra assistance in improving their numeracy skills.

#### **Support in Year 9**

Some students will be placed in a smaller mathematics set which may be supported by an HLTA.

#### **Students identified as 'working below' the age related expectation in Mathematics**

These students will take an additional assessment to establish an accurate level on entry. Parents will be contacted to receive advice on how to support their child at home. The students will be placed in a small mathematics set with a bottom set specialist teacher and are likely to be withdrawn from other subjects to receive additional targeted numeracy support in small groups. Students will be regularly assessed and continue to receive the support throughout Year 9 until such time as they make progress which demonstrates they have been able to catch up with their peers.



## Reporting to Parents

### **Monitoring Sheets and Examination Results**

Monitoring sheets are sent home twice a year for each year group. They provide a Current Attainment grade for each subject\*.

The monitoring sheets also give grades for Attitude to Learning and Homework. The grades are Excellent, Good and Underperforming\*\*

\*Examination results may be on monitoring sheets or issued separately depending on the timing of the examinations.

\*\*See the guidance below on interpreting the monitoring sheet.

### **Parents' Evening**

This is an important evening where parents can make appointments to meet with subject teachers to discuss individual student progress and attainment.

### **Tutor Reports**

Tutor reports are sent home at the end of the academic year and contain written comments by the tutor giving an overview of attainment and wider contribution to school life.

An attendance sheet for the whole year goes home with the tutor report, along with the achievement record.

Parents are encouraged to contact form tutors, subject teachers, Learning Coordinators and the Inclusion team by email or telephone if there are any specific concerns.

## Guidance on interpreting Monitoring Sheets

**Current Attainment in each subject will be judged as either:**

Exceeding	Exceeding the expected standard for a student of their age
Working at	Working at the expected standard for a student of their age
Working towards	Working towards the expected standard for a student of their age (not yet at the expected standard)
Working below	Working below the expected standard for a student of their age (the student is working significantly below the expected standard)

**Engagement with Learning in each subject will be judged as either:**

1	Works both independently and in group tasks. Makes a consistent and positive contribution to lessons. Seeks challenge and perseveres. Asks questions to extend their thinking. Exemplary behaviour in all lessons, requires no reminder to stay on task.
2	Responds positively to challenging activities. Completes all work set to a good standard. Answers questions and occasionally asks questions to extend their learning. Comes prepared for lessons. Good behaviour in the majority of lessons, responds immediately to reminders to stay on task. Consistently good focus.
3	Responds positively to most activities. Completes all of the work set, some of this being completed to a good standard. Answers questions when asked but does not ask questions to extend their learning. Comes prepared for the majority of lessons. Good behaviour in the majority of lessons, requires more than 1 reminder to stay on task. Demonstrates capacity for good focus but this is not seen in the majority of lessons.
4	Contributes little in lessons. Unfocused / passive in their learning. Does not complete work set to a good standard. Does not always come prepared for the lesson Poor behaviour in lessons, requires regular reminders to stay on task.

**Quality of Work in each subject will be judged as either:**

1	All class and homework is completed to the best possible standard for that student. Work completed is beyond what was set or expected. Meets all deadlines. Reviews own progress, acts on the feedback given to them to improve their learning.
2	All class and homework completed to the best possible standard for that student. Meets deadlines. Takes action based on feedback

3	<p>Most class and homework completed to the best possible standard for that student. Some class and homeworks have been rushed or completed to a standard below that expected of the student.</p> <p>Completes work, but does not meet deadlines.</p> <p>Requires reminders to take action based on feedback.</p>
4	<p>Class and homework completed to a poor standard for the level of ability of the student.</p> <p>Regularly hands in incomplete homework, or does not complete homework.</p> <p>Sometimes attempts to act on feedback, needs reminders / prompts to rectify errors or learn from mistakes</p>

SUBJECT	English
<b>Year 9 Course Outline</b>	<p>There are a range of units in Year 9 that assess your child's writing skills and your child's ability to analyse texts (such as commenting on a writer's use of language for effect) as well as speaking and listening. We have also made sure that the skills we work on at KS3 prepare students for the new and more challenging GCSE content, along with a range of fiction and non-fiction texts (including pre-twentieth century texts).</p> <p>All of our Year 9 units include some reading, some writing and some speaking and listening activities as well and poetry, fiction and nonfiction writing.</p> <p>There is a discrete literacy lesson once a fortnight to support students with their spelling, punctuation and grammar as well as a critical thinking hour once a fortnight to encourage students to think more academically about the topics in the units.</p> <p><b>Please be aware that the order below is not necessarily the order your child will complete the units in; this helps us to manage our resources effectively when borrowing books from the library.</b></p> <p><b>Creative Writing:</b></p> <p>Students will have the opportunity to explore different types of creative writing and experiment with different styles and techniques to improve their writing.</p> <p><b>Dystopian Book Box:</b></p> <p>Students will have the opportunity to read a range of different dystopian texts from the 20th and 21st centuries. They will also read extracts from many different dystopian texts and consider the context in which they were written. They will make interpretations on the text through analysing language, form and structure.</p> <p>Students will weigh up different opinions supporting your ideas with relevant evidence and recognise the interconnections between texts of the same genre.</p> <p><b>Romeo and Juliet:</b></p> <p>Students will explore ideas about love in the play as well as considering the context of men and women in Shakespeare's world. Whilst they will know the whole story, they will focus on extracts from the play. Students will perform a speaking and listening exercise in a 'law court' to decide on whether a character is justified or not.</p> <p><b>The Crucible:</b></p> <p>Students will explore how witchcraft has been represented through time as well as how power can be used to exploit others. They will know the whole story, though they will focus on key scenes to explore. Students will also make links to Mccarthyism as well as to how power is wielded in the modern world.</p> <p><b>Parallel Voices:</b></p> <p>This unit explores what we mean by the term 'dominant narrative' and what it is. Students will also look at other perspectives such as feminism,</p>

	<p>post-colonialism and Marxism. Students will also read one story, but told from a range of different perspectives before applying what they have learnt to a short story by Chimamanda Ngozi Adichie.</p>
<b>Assessment</b>	<p>Each unit has three assessments that will take place throughout the term. The end of unit assessment will be a fully teacher marked piece the other two will either be self or peer marked.</p>
<b>Year 9 Tests</b>	<p>Teacher marked assessments will be completed at the end of each unit, each unit lasts between around 8 weeks, except the Creative Writing unit, which is 2 weeks long.</p> <p>We always give students time in lessons to prepare for their assessments and students are aware of the skills we are assessing for the unit they are being assessed on.</p> <p><b>Please find further information on our Year 9 assessments on the English KS3 VLE, under KS3 &gt;Year 9 &gt; KS3 Curriculum.</b>  <a href="http://cothamschoolenglish.weebly.com/">http://cothamschoolenglish.weebly.com/</a></p>
<b>Additional Resources and supporting activities</b>	<p><b>CGP books</b> provide a range of workbooks to support students with their literacy skills. These can be easily obtained online.</p> <ul style="list-style-type: none"> <li>● CGP Key Stage Three Spelling, Punctuation &amp; Grammar (The Workbook) <b>ISBN</b> 978 1 84762 408 6</li> <li>● KS3 English Workbook (with answers) <b>ISBN</b> 978 1 84762 258 7</li> </ul> <p><b>Useful websites:</b></p> <ul style="list-style-type: none"> <li>● BBC Bitesize can give helpful overviews of texts and assist with literacy skills.</li> <li>● No Fear Shakespeare (Sparknotes) provides summaries and modern translations of Shakespeare texts.</li> </ul>
<b>Essential reading</b>	<p>Students should be reading for pleasure at home. Please find a link to some suggested texts:  <a href="https://docs.google.com/document/d/1-T5tJ1MsUApkbsHimhbRqLLrb6-TSACil_BKoitYTM/edit">https://docs.google.com/document/d/1-T5tJ1MsUApkbsHimhbRqLLrb6-TSACil_BKoitYTM/edit</a></p>
<b>Wider Reading</b>	<p>It would be helpful if students could research contextual factors (what life was like when the texts were written and what the writer's purpose might be). At GCSE level, students are expected to apply contextual information into their interpretation of their English Literature texts.</p> <p>Entire plays/extracts from other Shakespeare texts could also be read, or texts from the same genres that we study in class (for example, gothic and dystopian texts).</p>



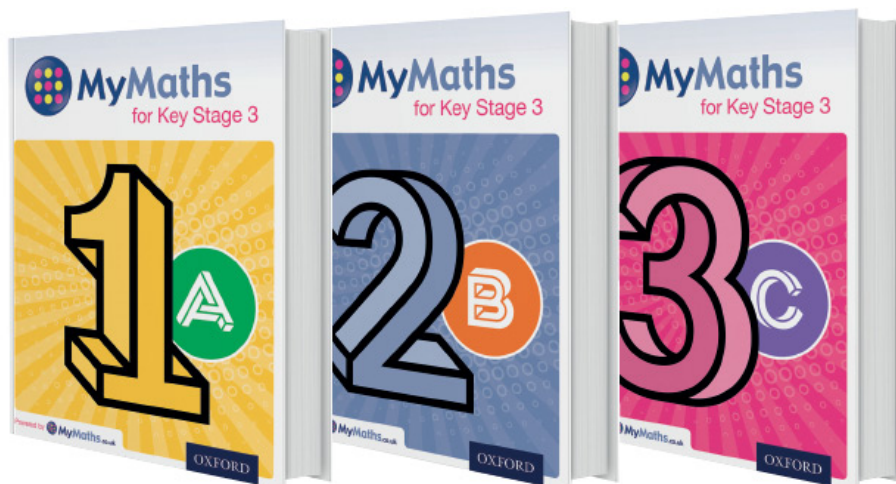
SUBJECT	MATHEMATICS
<b>Year 9 Course Outline</b>	<p>Mathematics in year 9 is taught in four/five classes (on each side of the year) which are set by ability.</p> <p><b>Term 1 (Chapters 1-3)</b></p> <ul style="list-style-type: none"> <li>● Whole number and decimals</li> <li>● Measures, perimeter and area</li> <li>● Expressions and formulae</li> </ul> <p><b>Term 2 (Chapters 4-6)</b></p> <ul style="list-style-type: none"> <li>● Fractions, decimals and percentages</li> <li>● Angles and 2D shapes</li> <li>● Graphs</li> </ul> <p><b>Term 3 (Chapters 7-9)</b></p> <ul style="list-style-type: none"> <li>● Decimal calculations</li> <li>● Statistics</li> <li>● Transformations and symmetry</li> </ul> <p><b>Term 4 (Chapters 9 - 11)</b></p> <ul style="list-style-type: none"> <li>● Transformations and Symmetry</li> <li>● Equations</li> <li>● Powers and roots</li> </ul> <p><b>Term 5 (Chapters 12 - 14)</b></p> <ul style="list-style-type: none"> <li>● Constructions and Pythagoras</li> <li>● Sequences</li> <li>● 3D shapes</li> </ul> <p><b>Term 6 (Chapters 14 - 16)</b></p> <ul style="list-style-type: none"> <li>● 3D shapes</li> <li>● Ratio and Proportion</li> <li>● Probability</li> </ul>
<b>Assessment</b>	<p><b>Homework</b></p> <p>Homework is set weekly for all students. Every other week homework will take the form of an online exercise which is marked immediately and monitored by teachers. The type of written homework set is varied, and could take the form of an investigation, creation of a powerpoint, creation of a bank of questions, though more often homework will be designed to ensure that students have the opportunity to practise and consolidate the concepts developed in class. Homework is marked and students will be given feedback on what they need to do to improve their understanding of the topic. Students are then given the opportunity to reflect on the feedback and modify their answers or extend their knowledge in lessons.</p>
<b>Year 9 Tests</b>	<p>All students in KS3 undertake formal Assessments during the course of the year. Dates for these assessments can be found in the <a href="#">Assessment calendar</a>. These assessments provide evidence for student tracking and movement between</p>

ability groups. Prior to each assessment, students are provided with revision lists which can be accessed via the Assessment Calendar.

**Additional Resources and supporting activities**

**Textbook:** Each student will be given their own textbook from the library. Students can access this textbook online as well via Kerboodle. The textbook and [online version](#) will support you with a number of examples of the type of work undertaken so that you can support your child at home. This is also in the form of a video via the online version.

If you want extra questions for your son or daughter then we would recommend purchasing the accompanying homework book. This can be purchased [here](#) however, please clarify with their teacher which one to purchase.



**Equipment:** Ensure that your child always has the right equipment for lessons (pen / pencil / ruler / rubber / compass / protractor / calculator). Calculators should be scientific and students should buy their own so that they have the opportunity to ensure that they know how to use all of the functions on it.

**Websites:** The following websites will be useful in supporting learning and revision.



[www.mymaths.co.uk](http://www.mymaths.co.uk) – used by school for online homework and contains lots of teaching powerpoints, useful revision activities.

Username:cotham Password:mathsisthebest


<https://hegartymaths.com/> - another online learning platform used for homework and independent study. This one contains targeted video tutorials for each learning objective as well as enabling 2-way teacher feedback and personalised revision quizzing. See how to access this with an explanatory video clip [here](#).

[www.kerboodle.co.uk](http://www.kerboodle.co.uk) - the online version of school textbook.

**Essential Reading**

All groups follow a scheme of work supported by the MyMaths for KS3 textbooks. Students are all issued with a textbook from the library which is full of modelled examples. The program is enhanced by periodic rich Mathematical activities consistent with the new Key Stage 3 curriculum and Functional Maths activities,



	the purpose of which is to accelerate learning by delivering mathematics in a stimulating, challenging and enriching environment.
<b>Wider Reading</b>	<p>As a school we enter a handful of students to the UK Maths challenge. This provides an opportunity for our students to compete against the best in the country. You can find a number of past paper questions to stretch and challenge your son/daughter's mathematical reasoning:</p> <p><a href="https://www.ukmt.org.uk/individual-competitions/junior-challenge/">https://www.ukmt.org.uk/individual-competitions/junior-challenge/</a></p> 
<b>Additional info</b>	Students are encouraged to develop their personal thinking skills and reflect on the ways in which Maths is encountered in everyday life.

<b>SUBJECT</b>	<b>Science</b>
<b>Year 9 Course Outline</b>	<p><b>Year 9 students now study GCSE Science. This is a three year course, and students will not be externally examined until the end of year 11.</b></p> <p><b>All students in year 9 will cover the same content, but will then be placed into either Separate Science groups (for which they receive 3 GCSEs) or Combined Science groups (for which they receive 2 GCSEs) in year 11.</b></p> <p><b><u>We start year 9 with some core knowledge:</u></b></p> <ul style="list-style-type: none"> <li>● Cell structure, gas exchange, breathing</li> <li>● Atomic structure, periodic table</li> <li>● Forces &amp; energy (equations)</li> <li>● Digestive system, diffusion</li> <li>● Separation techniques, acids &amp; alkalis</li> <li>● Electricity, Motion graphs</li> </ul> <p><b><u>The following chapters will be covered over the course of Year 9:</u></b></p> <p>C1 - Atomic structure</p> <p>B5 - Communicable diseases</p> <p>Physics - forces &amp; energy</p> <p>C2 - The periodic table</p> <p>B4 - Organising animals &amp; plants</p> <p>C3 - Bonding and Structure</p> <p>Physics - energy 2</p>
<b>Assessment</b>	<p>Each chapter will be assessed with regular quizzing (twice per unit) that students will be expected to prepare for as part of their homework. These will include recall of facts as well as 1 extended answer.</p> <p>Dates for whole year group assessments can be found in the Assessment calendar. Prior to each assessment, students are provided with assessment preparation resources which can be accessed via the Assessment Calendar.</p>
<b>Year 9 Tests</b>	<p>Dates for whole year group assessments can be found in the Assessment calendar. Prior to each assessment, students are provided with assessment preparation resources which can be accessed via the Assessment Calendar.</p>
<b>Additional Resources and supporting activities</b>	<p>Students can access the following to help them with homework and revision:</p> <ul style="list-style-type: none"> <li>● textbooks and activities on Kerboodle, each student has a login (<a href="https://www.kerboodle.com/users/login">https://www.kerboodle.com/users/login</a>).</li> <li>● Seneca</li> <li>● BBC bitesize (<a href="http://www.bbc.co.uk/education/subjects/zng4d2p">http://www.bbc.co.uk/education/subjects/zng4d2p</a>)</li> <li>● revision guides available to buy on wisePAY</li> <li>● workbooks available to buy on wisePAY</li> <li>● Past questions on the science VLE page <a href="http://cothamschoolscience.weebly.com/">http://cothamschoolscience.weebly.com/</a></li> </ul>

	Keywords for each chapter can be found in the Kerboodle book (available online from the Kerboodle website, see link below). Definitions for keywords are in the glossary.
<b>Essential Reading</b>	revision guides available to buy on wisePAY workbooks available to buy on wisePAY If you buy your own books please ensure they are for AQA separate science.
<b>Wider Reading</b>	BBC bitesize ( <a href="http://www.bbc.co.uk/education/levels/z4kw2hv">http://www.bbc.co.uk/education/levels/z4kw2hv</a> ) is a great tool to use.  BBC iplayer has some fascinating documentaries from Brian Cox and David Attenborough about the natural world.  For other resources and links please follow the link to the Science department website: <a href="http://cothamschoolscience.weebly.com/">http://cothamschoolscience.weebly.com/</a>
<b>Additional info</b>	All students study all 3 sciences up to GCSE. In addition to the content and assessments described above students also take part in lots of exciting experiments in the well equipped labs. Every science classroom has its own lab space and this forms an integral part of the lessons. Many students choose to study Biology, Chemistry and / or Physics at A level, or the more practical BTEC in Applied science, and many pursue it at University.

SUBJECT	Geography
<p><b>Year 9 Course Outline</b></p>	<p>What is life like in Tropical Rainforests?</p> <ul style="list-style-type: none"> <li>• Can explain in depth the causes of deforestation in the Amazon</li> <li>• Can explain the impacts of deforestation on the environment and people</li> <li>• Can suggest and evaluate solutions to deforestation in the Amazon and Malaysia</li> </ul> <p>How is the weather formed?</p> <ul style="list-style-type: none"> <li>• Can explain the cause of an extreme weather event</li> <li>• Can explain the impacts on the human and physical environments</li> <li>• Can suggest and evaluate solutions to managing extreme weather</li> </ul> <p>What issues are there in an urban setting? (Mumbai and growth of urban slums)</p> <ul style="list-style-type: none"> <li>• Can explain the reasons for urbanisation in Mumbai</li> <li>• Can explain the impact of urbanisation on the slums of Mumbai</li> <li>• Can suggest and evaluate solutions to the issues in Dharavi slum, Mumbai</li> </ul> <p>What is life like in Cold Environments?</p> <ul style="list-style-type: none"> <li>• Can describe what life is like in cold environments</li> <li>• Can explain the challenges of living in cold environments</li> <li>• Can evaluate the challenges and benefits of living in Siberia</li> </ul> <p>Migration: Mexico to the USA</p> <ul style="list-style-type: none"> <li>• What are the development differences between the USA and Mexico?</li> <li>• Why do people migrate to the USA? Push and Pull factors?</li> <li>• What are the impacts on the host and destination countries?</li> </ul>
<p><b>Assessment</b></p>	<p>Progress is measured by in class assessments, usually at the end of each unit of work/term, and the exam set for each year group. Some assessment will take place mid module for the bigger units of work. Students are always provided with the structure of the assessment, mark schemes and feedback sheets through Google Classroom in advance of these assessments being written.</p> <p>Revision lists and content for the exam will be shared via the department page on the VLE</p>
<p><b>Year 9 Assessments</b></p>	<p><b>Term 1 - 'TRF'</b></p> <p>After lesson 8/9 students will be writing their in class assessment on the Tropical Rainforest. The focus will be 'What are the causes, consequences and solutions to deforestation?'. They should be researching the problem of deforestation out of school. The assessment will be a 30 mark test on the natural process and climate features of a rainforest.</p>

	<p><b>Term 2/3 - Year 8 ‘Urban Issues</b></p> <p>At the end of the lesson sequence students will plan and prepare a response to a GCSE style example question worth 9 marks. This will focus on the opportunities and challenges that people living in slum areas experience.</p> <p><b>Term 3/4 - ‘Year 9 ‘Our Natural World’</b></p> <p>Students will learn about Weather and Climate and investigate a severe/extreme weather event. They will look at the physical and human factors contributing to the disaster and what impact it had. Responses in the short and long term will also be covered. Examples include major flood events (Bangladesh, Pakistan, Australia) or tropical storm events (Katrina, Nargis, Haiyan)</p> <p><b>Year 9 exam - usually completed at the end of April</b></p> <p><b>Term 5 - Year 9 ‘Take a Break’</b></p> <p>Students will cover the human and physical attractions of Kenya, the benefits and drawbacks of tourism and the ways in which the tourist impacts can be managed. Sustainable tourism will need to be understood in order to access the highest competencies in the exam.</p> <p><b>Term 6 - None</b></p>
<p><b>Additional Resources and supporting activities</b></p>	<p>Resources will be provided on Google Classroom. There are resources already to assist with the Term 3 assessments. This will be added to and continually populated. Deadlines and research tasks to assist with the assessments will be set through Google classroom</p>
<p><b>Essential Reading</b></p>	<p>There is not a single textbook for KS3 Geography.</p> <p>Essential reading lists will be provided on the KS3 page on the VLE with reading links and documentaries. These will have links to other pages or websites to assist.</p>
<p><b>Wider Reading</b></p>	<p>A copy of wider reading for Geography can be found here:  <a href="https://drive.google.com/drive/folders/1oiZLbeey0SEY024HQmG_Ddao4z8LPY3Z">https://drive.google.com/drive/folders/1oiZLbeey0SEY024HQmG_Ddao4z8LPY3Z</a></p> <p>Explore Google Earth and online maps - many students still lack a general basic locational knowledge of the planet.</p>
<p><b>Additional info</b></p>	<p>Geography is extremely popular at GCSE. More than 200 are in our Year 10 and Year 11 cohorts. The new AQA GCSE is now being taught in Year 10 and 11</p> <p>Uptake at A Level is healthy and we have at least 2 classes across the centre at Cotham. Geography is a facilitating subject and helps support applications for university places. Geography (along with Psychology) graduates make up the most employable group of graduates in the UK.</p> <p>Geography VLE link:<a href="https://cothamschoolhumanities.weebly.com/">https://cothamschoolhumanities.weebly.com/</a></p> <p>Humanities Clinic:</p>

	<p>Mr Lloyd runs a Humanities clinic every Wednesday lunch and after school. This is for students from all key stages to come along to get additional help with assessment preparation, additional assessment feedback and help with homework</p> <p>VLE link:</p> <p><a href="https://cothamschoolhumanities.weebly.com/">https://cothamschoolhumanities.weebly.com/</a></p> <p>Stretch and Challenge Tasks for Geography:</p> <p><a href="https://drive.google.com/drive/folders/1oiZLbeey0SEY024HQmG_Ddao4z8LPY3Z">https://drive.google.com/drive/folders/1oiZLbeey0SEY024HQmG_Ddao4z8LPY3Z</a></p> <p>Revision Websites</p> <p><a href="https://www.gcsepod.com/">https://www.gcsepod.com/</a></p> <p><a href="https://senecalearning.com/en-GB/">https://senecalearning.com/en-GB/</a></p>
--	---

SUBJECT	History
<b>Year 9 Course Outline</b>	<p>The Year 9 History course starts with The Black Peoples of the Americas which looks at Africa c.1500, the origins of the Transatlantic Slave Trade and traces the Black experience in America through to abolition and emancipation. Where appropriate, links are made with Bristol and the city's history.</p> <p>LO's</p> <ul style="list-style-type: none"> <li>● Knowledge- Wide ranging and carefully chosen evidence about the British involvement in the Transatlantic slave trade</li> <li>● Causes- Analyses how catalysts, short term and long term causes interplay to explain why the British abolished the slave trade.</li> <li>● Interpretations- Analyses the merits and weaknesses of different interpretations about reasons for abolition of the slave trade</li> <li>● Source Enquiry- Analyses sources on the Transatlantic using contextual knowledge.</li> </ul> <p>The second module of Year 9 takes in the First World War</p> <p>LO's</p> <ul style="list-style-type: none"> <li>● Knowledge- Wide ranging and carefully chosen evidence about the Great War</li> <li>● Interpretations- Analyses the merits and weaknesses of different interpretations about the battle of the Somme</li> </ul> <p>Followed by a module called 'From Sleeping Giant to Superpower' and picks up the story of America from the close of the First World War and follows it through the 1920s, the Great Depression, her role in the Second World War and the Cold War. Linking to module one this module also considers the issues of civil rights, tolerance and freedom.</p>

	<p>Module four, 'Who rules!' explores different ways of running countries: dictatorships and democracy, capitalism and communism. This links into The Second World War which is studied with a focus on key events and their significance.</p> <p>LO's</p> <ul style="list-style-type: none"> <li>• Knowledge- Wide ranging and carefully chosen evidence about World War II</li> <li>• Significance- Analyses the most important events during World War II in relation to why the allies defeated Germany and Japan in 1945.</li> </ul> <p>The year finishes with a depth study on the Holocaust. Much of the Year 9 course sets the context and serves as an introduction to the themes present in the Modern World History GCSE currently on offer.</p> <p>These units provide a rounded overview of history for those who do not continue with the subject beyond KS3.</p>
<b>Assessment</b>	<p>Progress is measured by in class assessments, usually at the end of each term, and the exam set for each year group. There are folders with mark schemes and power points with useful hints and tips on the History VLE under curriculum.</p> <p>VLE link to History resources:  <a href="http://cothamschoolhumanities.weebly.com/resources1.html">http://cothamschoolhumanities.weebly.com/resources1.html</a></p> <p>In Year 9 students have to answer an essay question on "The most important reason why slavery was abolished in 1833 was because of economic reasons. Do you agree?", answer a source based assessment on what were conditions like on the middle passage, an exam question reflecting the format of the History GCSE exam on an aspect of History they have studied since the start of Year 9, an interpretations question on how General Haig has been viewed by historians and finally a project on how significant the different events of the Second World War were to its outcome and development.</p>
<b>Year 9 Tests</b>	<p style="text-align: center;"><b><u>Assessment Point 1:</u></b></p> <p style="text-align: center;">Source based assessment on "What were conditions like on the middle passage?"</p> <p style="text-align: center;">Revision Resources:  <a href="http://www.bbc.co.uk/education/topics/z2qj6sg">http://www.bbc.co.uk/education/topics/z2qj6sg</a>  <a href="http://cothamschoolhumanities.weebly.com/history.html">http://cothamschoolhumanities.weebly.com/history.html</a>  Completed at the beginning of October.</p> <p style="text-align: center;"><b><u>Assessment Point 2:</u></b></p> <p style="text-align: center;">An essay to be done in class on the question: "The most important reason why slavery was abolished in 1833 was because of economic reasons. Do you agree?"</p> <p style="text-align: center;">Revision Resources:  <a href="http://www.bbc.co.uk/education/topics/z2qj6sg">http://www.bbc.co.uk/education/topics/z2qj6sg</a>  <a href="http://cothamschoolhumanities.weebly.com/history.html">http://cothamschoolhumanities.weebly.com/history.html</a>  Completed at the beginning of November.</p> <p style="text-align: center;"><b><u>Assessment Point 3:</u></b></p> <p style="text-align: center;">An interpretations question on how General Haig has been viewed by different historians.</p> <p style="text-align: center;">Revision Resources:</p>

<http://www.bbc.co.uk/education/topics/z4crd2p>  
<http://cothamschoolhumanities.weebly.com/history.html>

Completed at the beginning of January.

**Assessment Point 4:**

Year 9 Exam

Revision Resources:

<https://www.samlearning.com/>

<http://www.bbc.co.uk/education/topics/z2qj6sg>

<http://www.bbc.co.uk/education/topics/z4crd2p>

<http://www.bbc.co.uk/education/topics/z94cwmn/resources/1>

<http://cothamschoolhumanities.weebly.com/history.html>

Completed at the end of April.

**Assessment Point 5:**

A paired presentation to the class around the question: "How significant were the different events of the Second World War to its outcome and development?"

Revision Resources:

<http://www.bbc.co.uk/education/guides/z9s9q6f/revision>

<http://cothamschoolhumanities.weebly.com/history.html>

Completed at the beginning of May.

**Additional Resources**

History VLE link: <http://cothamschoolhumanities.weebly.com/history1.html>

History Clinic:

Mr Lloyd runs History clinic every Wednesday lunch and after school. This is for students from all key stages to come along to get additional help with assessment preparation, additional assessment feedback and help with homework

VLE link:

<http://cothamschoolhumanities.weebly.com/history-clinic.html>

Stretch and Challenge Tasks for History:

<http://cothamschoolhumanities.weebly.com/stretch-and-challenge.html>

Revision Websites

<https://www.samlearning.com/>

<https://www.gcsepod.com/>

Useful Research Websites for H/W:

<http://www.bbc.co.uk/history>

<http://johndclare.net/>

<http://www.historylearningsite.co.uk/>

Cotham YouTube Channel:

<http://cothamschoolhumanities.weebly.com/youtube.html>

Cotham Pinterest Page:

<https://uk.pinterest.com/cothamhistory/>



<p><b>Essential Reading</b></p>	<p>KS3 History by Aaron Wilkes: Invasion, Plague &amp; Murder Student Book (1066-1485)  <a href="#">Aaron Wilkes, James Ball</a>  ISBN: 9781850083443</p> <p>KS3 History by Aaron Wilkes: Renaissance, Revolution &amp; Reformation Student Book (1485-1750) (Paperback)  <a href="#">Aaron Wilkes, James Ball</a>  ISBN: 9781850083450</p> <p>KS3 History by Aaron Wilkes: Industry, Reform &amp; Empire Student Book (1750-1900) (Paperback)  <a href="#">Aaron Wilkes, James Ball</a>  ISBN: 9781850083467</p> <p>KS3 History by Aaron Wilkes: Technology, War &amp; Identities Student Book (After 1900) (Paperback)  <a href="#">Aaron Wilkes, James Ball</a>  ISBN: 9781850083474</p> <p>Reference versions of these books are available in Cotham School library</p>
<p><b>Wider Reading</b></p>	<p>Horrible Histories books  BBC History magazine catalogue available from the library and the History department  Historical Fiction book list available in the Cotham School library  VLE link to the catalogues:  <a href="https://drive.google.com/drive/folders/0BwtlB3i22YS1c09DLWlrdG9URm8">https://drive.google.com/drive/folders/0BwtlB3i22YS1c09DLWlrdG9URm8</a></p>
<p><b>Additional Information on Cotham History</b></p>	<p><b>Enrichment Activities:</b>  The History department aims to provide an enrichment activity for all year groups. The enrichment provision we offer is always under review and may be subject to change.</p> <p><b>VLE link to History trips and trip forms:</b>  <a href="http://cothamschoolhumanities.weebly.com/trips.html">http://cothamschoolhumanities.weebly.com/trips.html</a></p> <p><b>Additional Enrichment Opportunities in Bristol:</b>  Bristol City Museum, Georgian House, Red Lodge, M-Shed, S.S. Great Britain, Cabot Tower, St Mary Redcliffe, Bristol Cathedral, Tyntesfield and many more.</p> <p><b>Hollywood vs History Club</b>  Every Thursday 3.15-4.30 in A103 with Mr Lloyd (if there are any queries please e-mail <a href="mailto:lloydj@cotham.bristol.sch.uk">lloydj@cotham.bristol.sch.uk</a> )</p> <p><b>VLE link to Hollywood Vs History Club programme:</b>  <a href="http://cothamschoolhumanities.weebly.com/hollywood-vs-history-club.html">http://cothamschoolhumanities.weebly.com/hollywood-vs-history-club.html</a></p> <p><b>Homework:</b>  Homework is set once a fortnight and care has been taken to design tasks that engage students and inspire them to consolidate work in the classroom as well as to explore</p>

	<p>topics beyond the time available with our History curriculum. Tasks tend to either build on learning from lessons or encourage some preliminary study to inform on a lesson to come. We aim to have homework tasks marked and returned within the fortnight.</p>
--	---

SUBJECT	Religion, Ethics & Philosophy
<p><b>Year 9 Course Outline</b></p>	<p><b>How has Philosophy changed the world?</b></p> <ul style="list-style-type: none"> <li>- Students will investigate and consider key works of the following influential historical Philosophers; Socrates, Plato, Aristotle, Al-farabi, Confucius, Epictetus, Buddha, and Epicurus.</li> <li>- Students will look at interlinked phases of human history and examine the impact and validity of each Philosophers contribution to the progression of mankind (stemming from Ancient Greece and ending in the Islamic Golden age. Specifically focusing on: Socratic questioning, fixing and creating a just society, considering where knowledge comes from, discussions of the human condition.)</li> <li>-</li> </ul> <p><b>What is Ethics?</b></p> <ul style="list-style-type: none"> <li>- Students will investigate and develop skills within argument and evaluation using a balanced understanding of key ethical questions / debates.</li> <li>- These will include: how effective are secular ethical theories in making moral decisions, is uncertainty a good thing, how to successfully identify flaws in arguments, examination of the runaway trolley problem and analysis of different ethical theories in relation to it, are animals as important as humans.</li> </ul> <p><b>Can we prove God exists?</b></p> <ul style="list-style-type: none"> <li>- Development of key theological arguments in the support of God's existence</li> <li>- Theological chronology from the early Christian to the modern secular</li> <li>- Key thinkers who marked a change in attitude towards religion in European society</li> <li>- Overarching themes in the psychology and Sociology of religion.</li> </ul> <p>In Year 9, to be working at our expected standard you need to show that you can:</p> <ul style="list-style-type: none"> <li>● Give a balanced argument that considers the strengths and weaknesses of both sides.</li> <li>● Draw well-reasoned conclusions and justify your opinion.</li> </ul>
<p><b>Assessment</b></p>	<p>All assessments have the same format:</p> <ul style="list-style-type: none"> <li>● Closed-book recall of learning from across the year so far</li> <li>● Open-book extended written response to one of the Big Questions for the current topic</li> </ul> <p><b>OCTOBER</b></p> <ul style="list-style-type: none"> <li>● How well can you remember information from our most recent lessons?</li> <li>● Can you use expert language when making points and do you always support your points with fully explained evidence?</li> <li>● Can you give at least two different interpretations and make comparisons between them, without needing reminders?</li> </ul> <p><b>MARCH</b></p> <ul style="list-style-type: none"> <li>● How well can you remember information over 6 months?</li> <li>● Can you give a balanced argument using expert language, without needing any prompts?</li> <li>● When given structured examples, can you use direct rebuttals to point out</li> </ul>

	<p>flaws in reasoning?</p> <ul style="list-style-type: none"> <li>• When reminded, do you ensure that your conclusion flows naturally from the points you have made?</li> </ul> <p>JULY</p> <ul style="list-style-type: none"> <li>• How well can you remember information covered over the whole year?</li> <li>• Can you give a balanced argument using expert language, without needing any prompts?</li> <li>• When reminded, can you use direct rebuttals to point out flaws in reasoning?</li> <li>• Does your conclusion entail (flow) naturally from your points?</li> </ul> <p><b>If students are completing their required home learning, no further advance preparation is required for these assessments. Exact assessment dates will be shared via Google Classroom at least 2 weeks in advance.</b></p>
<p><b>Home learning</b></p>	<p>For each unit, you will be given a paper copy of a Knowledge Organiser and a Homework Grid. The knowledge organiser contains all of the key information you will learn in the unit. The homework grid is a selection of specific tasks that will help to extend and consolidate your learning. It also includes links to useful online resources.</p> <p>You are expected to use the knowledge organiser to do 20-30 minutes of revision each week, checked through termly testing.</p> <p>Tasks from the homework grid are optional, although your teacher may specifically set them for you if you need to catch up on missed lessons.</p> <p>The knowledge organisers and homework grids are also set as assignments on Google Classroom so that you can download spare copies. They are also all available on the VLE at <a href="https://cothamschoolhumanities.weebly.com/religion-ethics--philosophy.html">https://cothamschoolhumanities.weebly.com/religion-ethics--philosophy.html</a></p> <p>Useful websites  <a href="http://rejesus.co.uk/">http://rejesus.co.uk/</a>  <a href="http://request.org.uk/">http://request.org.uk/</a>  <a href="http://www.bbc.co.uk/religion/religions/">http://www.bbc.co.uk/religion/religions/</a>  <a href="http://www.reonline.org.uk/knowning/what-re/">http://www.reonline.org.uk/knowning/what-re/</a></p>
<p><b>Essential Reading</b></p>	<p>‘Religions to Inspire’ textbook series (edited by Steve Clarke)  ‘Living Faiths’ textbook series (edited by Janet Dyson)</p>
<p><b>Wider Reading</b></p>	<p>The Pig Who Wants To Be Eaten - Julian Baggini  Sophie’s World - Jostein Gaarder  The Philosophy Files - Stephen Law  The Three Questions - Jon Muth  Children’s Book of Philosophy - Sarah Tomley  The Shack - Paul Young</p>



SUBJECT	Personal Wellbeing
<p><b>Year 9 Course Outline</b></p>	<p>In year 9 students will start a new GCSE equivalent qualification entitled '<b>Personal Wellbeing</b>'. This is a level 2 qualification delivered by Gateway Qualifications. Students will gain 6 credits over a number of units delivered over the course of yr 9 and 10. We aim to finish the qualification by the first term of year 11. There is no exam - the qualification is gained through continuous assessment by work completed in class.</p> <p>In year 9 students will study the following units:</p> <p><u>Healthy Lifestyles (2 terms)</u></p> <p>Students will understand what is meant by a balanced diet and be able to identify how essential food groups contribute to a healthy lifestyle. Students will study how exercise and lack of exercise can affect the human body and assess 3 different forms of physical activity. Students will be able to describe the effects of stress on the body and the importance of work-life balance on physical and emotional wellbeing. Students will assess their own lifestyle in relation to physical and emotional well-being in relation to current guidelines; be able to describe how access support services and produce a plan to improve own lifestyles.</p> <p><u>Drug Education (1 term)</u></p> <p>Students will give examples of legal and illegal drugs and describe the drug classification system. They will explain why people use drugs and substances legally and also why people misuse them. They will show awareness of the ethical arguments for and against legalisation of some drugs. They will describe the risks associated with drug and substance misuse and show understanding of of the long term effects of drugs misuse. They will describe where to get help and support for drug related issues.</p> <p><u>Bullying (1 term)</u></p> <p>Students will describe different types of bullying and explain what them victim means in terms of bullying. They will describe the effects of bullying on attitudes and behaviour and describe the emotions that might be felt by a victim of bullying. They will describe ways in which the self-esteem of of the victim might be raised and interventions that can help both the bully and the victim. They will describe sources of help and support inside and outside of school.</p>
<p><b>Assessment</b></p>	<p>Continuous assessment</p>
<p><b>Additional Resources and supporting activities</b></p>	<p><a href="#">NHS Live Well</a>  <a href="#">Beat Eating Disorders charity</a>  <a href="#">Body Gossip</a></p>
<p><b>Essential Reading</b></p>	<p>It is recommended that students regularly access appropriate current affairs via the BBC website (eg Newsround) or via information sites listed on the PSHEE VLE.</p>



SUBJECT	GERMAN
<b>Year 9 Course Outline</b>	<p>Year 9 have 5 German lessons a fortnight and are taught in mixed sets. Our course is based on Zoom 2 and Theme 1 of GCSE AQA German.</p> <p>The topic areas covered are as follows;</p> <p><b>Term 1</b> - Unit 1 - Holidays</p> <p><b>Term 2</b> - Unit 2 - Daily routine and festivals</p> <p><b>Term 3</b> - Unit 3 - School and future plans</p> <p><b>Term 4</b> - Unit 4 - Me, my family and friends</p> <p><b>Term 5</b> - Unit 5 - Technology in everyday life</p> <p><b>Term 6</b> - Unit 6 - Free time activities</p> <p>Students are assessed using GCSE style tasks from the AQA Kerboodle course. These will be reading, listening and writing tasks based on each topic in Theme 1.</p>
<b>Assessment</b>	<p><b>Homework</b></p> <p>Teachers set a variety of homework including research, written paragraphs, reading exercises and computer based activities.</p> <p>All Year 9 students are given termly vocabulary lists for topic and high frequency words and are usually tested each week. Each student must achieve a minimum pass grade. If not, they may be asked back to extra support sessions.</p> <p>Quizlet for each year 9 group is linked to GCSE AQA 9-1 vocabulary.</p> <p>Homework is additionally set on <a href="http://www.seneca.com">www.seneca.com</a></p>
<b>Year 9 Tests</b>	<p>Exams are based on the topics taught during the term and students should use their corresponding vocabulary sheets and classwork for support.</p> <p>There are 2 main assessments throughout the year based on the topics studied and they cover the 4 skill areas.</p>
<b>Additional Resources and supporting activities</b>	<p>Go to <a href="http://www.cothamschoolmfl.weebly.com">www.cothamschoolmfl.weebly.com</a> to access vocabulary lists and see examples of students' exemplar homework.</p> <p><a href="https://quizlet.com/en-gb">https://quizlet.com/en-gb</a></p> <p><a href="https://senecalearning.com/">https://senecalearning.com/</a></p> <p><a href="https://www.languagesonline.org.uk/">https://www.languagesonline.org.uk/</a></p> <p>BBC Bitesize is also an excellent resource with topic based listening tasks.</p>
<b>Essential</b>	<p>Vocabulary Lists - found on <a href="http://cothamschoolmfl.weebly.com/gcse-vocabulary.html">http://cothamschoolmfl.weebly.com/gcse-vocabulary.html</a></p>



<b>Reading</b>	<p>It is essential to learn all the vocabulary from each theme.</p> <p>Revise AQA GCSE German - Revision Workbook, Pearson ISBN 9781447941149 £3.99 (some available for purchase in MFL office)</p>
<b>Wider Reading</b>	<p>Anything you can get your hands on in German! The library has a small selection of books in German. Choosing to read one of these instead of an English book will enhance your vocabulary. Choose films/ TV programmes with German subtitles so you can learn as you watch!</p>
	<p>There are many opportunities at Cotham for those who love languages</p>

<b>SUBJECT</b>	<b>SPANISH</b>
----------------	----------------

<b>Year 9 Course Outline</b>	<p>Year 9 have 5 Spanish lessons a fortnight and are taught in mixed sets. Our course is based on Claro and Theme 1 of GCSE AQA Spanish.</p> <p>The topic areas covered are as follows;</p> <p><b>Term 1</b> - Unit 1 - Holidays</p> <p><b>Term 2</b> - Unit 2 - Daily routine and festivals</p> <p><b>Term 3</b> - Unit 3 - School and future plans</p> <p><b>Term 4</b> - Unit 4 - Me, my family and friends</p> <p><b>Term 5</b> - Unit 5 - Technology in everyday life</p> <p><b>Term 6</b> - Unit 6 - Free time activities</p> <p>Students are assessed using GCSE style tasks from the AQA kerboodle course. These will be reading, listening and writing tasks based on each topic in Theme 1.</p>
<b>Assessment</b>	<p>Teachers set a variety of homework including research, written paragraphs, reading exercises and computer based activities.</p> <p>All Year 9 students are given termly vocabulary lists for topic and high frequency words and are usually tested each week.</p> <p>Quizlet for each year 9 group is linked to GCSE AQA 9-1 vocabulary.</p> <p>Homework is additionally set on <a href="http://www.seneca.com">www.seneca.com</a></p>
<b>Year 9 Tests</b>	<p>Quizzes, challenges, homeworks, projects - Aim of course is to inspire and motivate!</p>
<b>Additional Resources and supporting activities</b>	<p>Youtube, lyricstrainer, linguascope, languagesonline, duolingo, spanishdict, bbc mundo, euronews...</p> <p>Bake off, following the news. films</p>
<b>Essential Reading</b>	<p>Monitor what is happening in the hispanic world - tv/internet</p>
<b>Wider Reading</b>	<p>Anything and everything that is related to Spanish!</p>

SUBJECT	FRENCH
<p><b>Year 9 Course Outline</b></p>	<p>Year 9 have 5 French lessons a fortnight and are taught in sets. Our course is based on Allez 2 and Theme 1 of GCSE AQA French.</p> <p>The topic areas covered are as follows;</p> <p><b>Term 1</b> - Unit 1 - Holidays</p> <p><b>Term 2</b> - Unit 2 - Daily routine and festivals</p> <p><b>Term 3</b> - Unit 3 - School and future plans</p> <p><b>Term 4</b> - Unit 4 - Me, my family and friends</p> <p><b>Term 5</b> - Unit 5 - Technology in everyday life</p> <p><b>Term 6</b> - Unit 6 - Free time activities</p> <p>Students are assessed using GCSE style tasks from the AQA kerboodle course. These will be reading, listening and writing tasks based on each topic in Theme 1.</p>
<p><b>Assessment</b></p>	<p><b>Homework</b></p> <p>Teachers set a variety of homework including research, written paragraphs, reading exercises and computer based activities.</p> <p>All Year 9 students are given termly vocabulary lists for topic and high frequency words and are tested each week.</p> <p>Quizlet for each year 9 group is linked to GCSE AQA 9-1 vocabulary.</p> <p>Homework is additionally set on <a href="http://www.seneca.com">www.seneca.com</a></p>
<p><b>Year 9 Tests</b></p>	<p>Exams are based on the topics taught during the term and students should use their corresponding vocabulary sheets and classwork for support.</p> <p>Assessment Point 1: Reading, listening and writing tasks</p> <p>Year 9 Exams: March 2019 Reading, Listening and writing tasks</p>

<b>Additional Resources and supporting activities</b>	<p>Go to <a href="http://www.cothamschoolmfl.weebly.com">www.cothamschoolmfl.weebly.com</a> to access vocabulary lists and see examples of students' exemplar homework.</p> <p>Online revision:</p> <p><a href="https://quizlet.com/en-gb">https://quizlet.com/en-gb</a></p> <p><a href="https://senecalearning.com/">https://senecalearning.com/</a></p> <p><a href="https://www.languagesonline.org.uk/">https://www.languagesonline.org.uk/</a></p> <p>BBC Bitesize is also an excellent resource with topic based listening tasks.</p>
<b>Essential Reading</b>	<p>Vocabulary Lists - found on <a href="http://cothamschoolmfl.weebly.com/gcse-vocabulary.html">http://cothamschoolmfl.weebly.com/gcse-vocabulary.html</a></p> <p>It is essential to learn all the vocabulary from each theme.</p> <p>Revise AQA GCSE French - Revision Workbook, Pearson ISBN 9781447941064 £3.99 (some available for purchase in MFL office)</p>
<b>Wider Reading</b>	<p>Anything you can get your hands on in French. The library has a small selection of books in French. Choosing to read one of these instead of an English book will enhance your vocabulary. Choose films/ TV programmes with French subtitles so you can learn as you watch. Netflix also has a foreign language film section</p>

SUBJECT	Computing and IT
<b>Year 9 Course Outline</b>	<p><b>Online Programme of Study and Lessons</b></p> <p>Full programme of study and lessons for all years are available on the link below, just select the relevant year group and topic from the drop down menus at the top of the page:  <a href="http://cotham-computingit.weebly.com/">http://cotham-computingit.weebly.com/</a></p> <p><b>Term 1 - Spreadsheet Modelling - Quiz</b></p> <p>Student learn how to use spreadsheets to model real world scenarios.</p> <p><i>LO: Year 9 Information Technology 3</i></p> <p><b>Term 2 - Small Basic Programming</b></p> <p>Students learn how to program solutions to computational thinking problems using the three constructs of programming in Small Basic.</p> <p><i>LO: Year 9 Programming 2</i></p> <p><b>Term 3 - Business Skills Exam</b></p> <p>Students learn how to combine a number of digital applications to fulfill a exam brief.</p> <p><i>LO: Year 9 Information Technology 2</i></p> <p><b>Term 5 - FlowOI Programming</b></p> <p>Students learn how to program solutions to computational thinking problems using the three constructs of programming in Flowcharts.</p> <p><i>LO: Year 9 Programming 1</i></p> <p><b>Term 6 - Video Tutorials</b></p> <p>Students learn about to create and manipulate a digital product (a video tutorial) using video editing software.</p> <p><i>LO: Year 9 Information Technology 1</i></p>

<b>Assessment</b>	<p>More information available here:  <a href="http://cotham-computingit.weebly.com/ks3---assessment-strands.html">http://cotham-computingit.weebly.com/ks3---assessment-strands.html</a></p> <p><b>End of Topic Assessments</b></p> <p>Each topic is assessed in one of two ways:</p> <p>1. Project Work  The cumulative work for the whole topic is looked at and assessed. This may take the form of: several individual pieces of work or a completed digital product that has been worked on throughout the topic.</p> <p>2. End of Topic Assessment  A one assessment takes place at the end of the topic. The score from this is used as the end of topic grading.</p> <p><b>In Lesson Tasks</b></p> <p>Each topic of work uses a LEARN, SHOWCASE, EXCEL task structure. The structure is designed to:</p> <ul style="list-style-type: none"> <li>• Walk students through the learning of the topics core skills and knowledge with the LEARN tasks</li> <li>• Provide opportunities for students to demonstrate their learning through the showcase tasks</li> <li>• Stretch high achieving students through independent learning and discovery.</li> </ul> <p>The more SHOWCASE and EXCEL tasks the students complete the higher their grading will be.</p>
<b>Year 9 Tests</b>	<p><b>Assessment Dates</b></p> <p><b>(all dates are subject to change if needed)</b></p> <p><b>Term 1</b> -Spreadsheets</p> <p><b>Term 2</b> - Small Basic Programming</p> <p><b>Term 4</b> - Exam</p> <p><b>Term 5</b> - FlowOI</p> <p><b>Term 6</b> - Video Tutorials</p> <p>Dates for assessments can be found in the Assessment calendar. Prior to each assessment, students are provided with assessment preparation resources which can be accessed via the Assessment Calendar.</p>
<b>Additional Resources and supporting activities</b>	<p><b>Department Homepage</b></p> <p><a href="http://cotham-computingit.weebly.com/">http://cotham-computingit.weebly.com/</a></p> <p>All lessons and additional resources are stored here</p> <p><b>Further Information on KS3 Assessment Strands</b></p> <p><a href="http://cotham-computingit.weebly.com/ks3---assessment-strands.html">http://cotham-computingit.weebly.com/ks3---assessment-strands.html</a></p> <p><b>Low Cost Computers Council Scheme</b></p>

	Looking for a low cost computer that can be used at home to support your children with school work? Computers to buy for as little as £50. <a href="http://www.bristolcomputerreuse.org/">http://www.bristolcomputerreuse.org/</a>
<b>Wider Reading</b>	<a href="http://www.bbc.co.uk/news/technology">http://www.bbc.co.uk/news/technology</a>
<b>Additional info</b>	<b>Enrichment Activities:</b> We run a range of Cyber events and activities with Cyber Discovery an ongoing competition. Keep an eye on Google Classroom and the weekly newsletter for opportunities throughout the year.

<b>SUBJECT</b>	<b>Design, Technology and Engineering</b>
<b>Year 9 Course Outline</b>	<p>Students experience three main challenging projects delivered by specialist teachers; these will include a 'Trivet/Coasters' design task, '3D Graphic techniques' and the Food Science and Nutrition module. Students will spend half the year on DT and/or Food switching after February half term.</p> <p>During their study students will gain a knowledge and understanding of the <b>Core Technical Principles</b> of Design &amp; Technology. Students will also make a number of food dishes and learn the key principles of nutrition and healthy eating, food safety and hygiene.</p> <p><b>Trivets / Coasters.</b> A research, design and make project sees Students create a trivet or coaster using a variety of metalworking techniques. Students are challenged to research existing products and use this information to inform their own designing before starting the practical work for each outcome.</p> <p><b>3D Graphic Techniques</b> Students will develop skills in advanced sketching using drawing boards; isometric, crating, CAD orthographic and 2 point perspective.</p> <p><b>Food Science.</b> Students will make the following dishes, Rough Puff Pastry, Fruit Pinwheels, Quiche, Lasagne, Jollof Rice with plantain, Vegetable Samosa or Cheats Jamiacan Patties, choice of curries, Profiteroles.</p> <p>Students develop knowledge from Year 8 to include fruit as a food commodity/ nutritional value, preservation techniques, storage requirements, seasonality to include importation of fruit, Eggs, High and Low Biological Value Proteins, types of egg production, ethics of each production type, storage requirements, the structure of an egg and testing for freshness. Meat to include storage requirements, safe preparation and cooking, the nutritional value in the diet.</p> <p>Students will learn why people decide to become vegetarian and the differing types of vegetarian diet that people can follow. With all food products that are made students will evaluate each dish and apply sensory descriptors and apply their knowledge of nutritional and physical properties of each</p>

	ingredient.
<b>Assessment</b>	<p>All products which students make will be assessed and marked against set descriptors. Students will engage in this process by evaluating their own progress and evaluating the food products made against sensory descriptors. Students will also be assessed on the knowledge of the materials and processes used at the end of each project and this will be in the format of multiple choice questions.</p> <p><b>Homework</b></p> <p>Homeworks will be set fortnightly and will include Google Quizzes, keyword definition tasks.</p>
<b>Year 9 Tests</b>	<p>Testing for Design &amp; Technology takes place during Year 9 examination week and takes the form of a 45 minute Google Form based on multiple choice responses. Questions will be based on tools and equipment used, materials and properties, safe working practices, food science and nutrition..</p>
<b>Additional Resources and supporting activities</b>	<p><a href="http://www.technologystudent.com/">http://www.technologystudent.com/</a> is a fantastic resource for revision and all things Design &amp; Technology based. There is a wealth of information split into the specialisms taught throughout KS3 at Cotham and they make a perfect foundation of knowledge for further study at GCSE and beyond.</p> <p>Students are eligible to download a personal copy of Autodesk Inventor for use at home should they have a powerful enough computer available. Details, registration and downloads are available from <a href="http://www.autodesk.com/education/">http://www.autodesk.com/education/</a> students should sign up for an account with their Cotham email address to qualify for a free licence.</p> <p>Students have access to the online GCSE Food textbook.</p> <p><a href="http://www.illuminate.digital/edugasfood">www.illuminate.digital/edugasfood</a></p> <p>Student Username: SCOTHAM4</p> <p>Student Password: STUDENT4</p> <p>Students are encouraged to engage in designing and making at home; students can achieve house points by showing us their creations.</p> <p><a href="https://senecalearning.com/en-GB/">https://senecalearning.com/en-GB/</a> is also recommended please select EDUQAS Food Preparation and Nutrition for course content.</p>
<b>Essential Notes</b>	<p>Please advise the school of any medical dietary or allergen need in advance so this can be recorded in school - so that risk assessments can be put into place.</p>



SUBJECT	Dance
<b>Year 9 Course Outline</b>	<p>Year 9 Dance is different to Years 7 &amp; 8. In Year 9, students can opt to partake in Dance as part of their PE curriculum: this option process will have taken place in the final month of Y8 in their Dance lessons. This allows Dance to be taught once a week for two hours ensuring a high quality of teaching &amp; learning.</p> <p>Scheme of learning include:</p> <p><b>Choreography &amp; Appreciation</b></p> <p>Students will research and develop movement that is then manipulated and structured to create a 3-4 minute group dance.</p> <p>Developing appreciation skills to support the GCSE requirements, students will describe, experience and analyse the professional work <i>Rosas Danst Rosas</i> by Teresa De Keersmaker. They will produce practical work to demonstrate their understanding and answer written questions regarding the movement components and aspects of production.</p> <p><b>Performance &amp; Choreography</b></p> <p>Students will be taught GCSE level dance phrases and perform these in solo/duo with a focus on technical skills and performance qualities.</p> <p>Students will then be led in a selection of choreographic workshops which they will develop into a solo/duo choreography.</p>
<b>Assessment</b>	<p>Each term is assessed in line with the termly focus. This may take place in the form of a final performance, on-going teacher assessment throughout lessons, written class work and/or homework. Students are given verbal feedback throughout lessons either to the class, to groups or one-to-one.</p> <p>All assessment performances will be recorded and stored safely, all written will be placed in class folders. Written feedback from teachers, peers and self-review is also placed here.</p> <p>Please note due the nature of teaching in Year 9 there is no formal exam; all assessment takes place within lessons</p>
<b>Year 9 Assessments</b>	<p>These will take place in week 4 and week 7 of the relevant terms.</p>
<b>Additional Resources and supporting activities</b>	<p>There are a number of dance clubs and companies that students can join. These vary depending on the time of year- the information will be available in the Dance Department and via the weekly bulletin.</p>

<b>What can parents/ carers do to support students</b>	<p>Ensure they have their Dance uniform for every lesson. This is a Cotham Dance t-shirt and black trackies/ shorts/ leggings.</p> <p>Ask to see their work. Rehearsing outside of lessons will increase progress.</p> <p>Support with research for any written homework.</p> <p>Encourage them to partake in the dance companies within school.</p>
--	--

<b>SUBJECT</b>	<b>Drama</b>
<b>Year 9 Course Outline</b>	<p>1. Language of Drama 3 A series of self-contained workshops in which you are introduced to and develop your understanding of a variety of Drama techniques;</p>

	<ol style="list-style-type: none"> <li>2. Page to Stage 3: A scripted unit aimed at allowing you to further develop your understanding of taking a character and plot from 'page to stage'</li> <li>3. Practitioners Two – Bertolt Brecht: You will learn the basic elements of Brecht's Epic Theatre and how to apply them to a performance text.</li> <li>4. Staging Shakespeare 3 - A performance unit exploring a number of the classic monologues and soliloquies from Shakespeare's work</li> <li>5. Devising – Real Life Events Using a real life news story/event as the stimulus, you will develop your own original devised performance using the skills learnt across the year.</li> <li>6. Movie Making: You will look at a variety of screenplay extracts and attempt to recreate scenes from "classic" movies</li> </ol>
<b>Assessment</b>	Assessment takes the form of practical exploration, in-class performance, written and verbal reflection, and extended written exam. There is a formal assessment attached to each unit of work
<b>Year 9 Tests</b>	In addition to this, every unit of work has a spelling test and definitions test based on the key vocab for that term.
<b>Additional Resources and supporting activities</b>	<p>All resources are sent through via google classroom</p> <p><b>Activities currently on offer include:</b> a whole school summer show, Young Blood Theatre Festival and CUE Bristol Youth Theatre.</p> <p>Enrichment Activities are reviewed every year and are open to change.</p>
<b>Essential Reading</b>	Students Performing Arts Workbook contains all the information required to support students through Dance, Drama and Music. This includes an overview of each unit of work and the vocabulary and definitions they are to learn. The resources for each unit of work are also made available via Google Classrooms. Resources include worksheets, PowerPoints and some film footage.
<b>Wider Reading</b>	<p>The more performances students are introduced to, the more they will develop their skills. Useful websites such as <a href="http://www.stageworks.co.uk">www.stageworks.co.uk</a> or the national theatre's official website offer a wide range of activities and ideas to develop performance and audience skills.</p> <p>Bristol is a great city for theatre and performance with The Tobacco Factory and Bristol Old Vic offering a wide selection of plays and workshops.</p>

<b>SUBJECT</b>	<b>Music</b>
<b>Year 9 Course Outline</b>	<p>Year 9 units offer students the chance to achieve at the highest levels of performance; composition; and listening and appraising, preparing them for GCSE Music if they chose to continue with music into Year 10. Units include:</p> <ul style="list-style-type: none"> <li>● Radio Show</li> <li>● Dance Music</li> <li>● Performer/Producer</li> <li>● Film Music</li> <li>● Fusions</li> <li>● Summer Project</li> </ul> <p>Students have the opportunity to experience music making through playing acoustic instruments or can chose to use ICT for some topics and will be introduced to Logic Pro X sequencing software in our Mac suites. For some units students may be asked to perform in front of the class, and those students who play an instrument will be encouraged to use it in appropriate units of work.</p>
<b>Assessment</b>	<p>Progress will be measured termly. For each unit of work students will complete either a vocabulary test, a listening, or a combination of the two, in which students will be expected to identify the musical features of the genre they are studying.</p> <p>Each unit of work will also be assessed which will take the form of either a performance or composition.</p>
<b>Year 9 Tests</b>	<p>Throughout Year 9 vocabulary and listening tests will take a place and will always be linked to the unit of work students are studying. Test dates will be given to students in their lessons (written in their planners) and set on Google Classroom.</p>
<b>Additional</b>	<p>To support your child in their musical development providing them access to a</p>

<b>Resources and supporting activities</b>	<p>basic keyboard instrument will support much of their classroom work. Encourage any child that plays an instrument to join the appropriate musical ensemble so they can learn through performing music with other musicians; and encourage them to join Cotham Singers (junior choir) as singing develops a child's musical awareness, confidence and provides them with the opportunity to have fun and make friends.</p> <p>There are various extra-curricular activities that support learning and further develop students musical skills as they progress through KS3. Activities include Cotham Singers, Steel Pans, Cotham Rookies (junior orchestra), Jazz Band and Computer Composing Club. There are regular opportunities for these groups to perform in concerts throughout the year.</p> <p>Enrichment Activities are reviewed every year and are open to change.</p>
<b>Essential Reading</b>	<p>. Students Music Workbook contains all the information required to support students. This includes an overview of each unit of work and the vocabulary and definitions they are to learn. The resources for each unit of work are also made available via Google Classrooms. Resources include worksheets, PowerPoints and some film footage demonstrating how to perform keyboard parts.</p>
<b>Wider Reading</b>	<ul style="list-style-type: none"> <li>● Pearson Publishing - Opus Student Books 1, 2 and 3</li> <li>● Encourage students to listen to music around the unit of work they are studying.</li> </ul>
<b>Additional info</b>	<p>At Key Stage 3 Music is taught to mixed ability groups by specialist music teachers. The key stage 3 curriculum covers a broad range of topics through which students develop performance, composition and listening skills. The topics span a range of music genres and students will experience working in different groupings as well as develop ICT skills depending on the topic. Assessment for learning is at the heart of each unit of work and each unit is differentiated so students can access the work at different levels, regardless of their prior music experience. Those students that play a musical instrument will have the opportunity to use it in some of their lessons.</p>

<b>SUBJECT</b>	<b>Physical Education</b>
<b>Year 9 Course Outline</b>	<p>In Year 9 students are prepared for making choices about their Key Stage 4 PE involvement in both examination and core PE. The units of work have an emphasis on the students increasing their understanding and confidence in the non-performer roles of leadership, coaching and officiating. Increasing demand is also made on how the students understand and can apply their knowledge of health and fitness both to themselves and the situations they are working in.</p> <ul style="list-style-type: none"> <li>• Dance is also offered within the PE curriculum in Year 9 and is run by the dance department (see the Dance section of the booklet). Girls will take part in dance for 2 terms of the year, whilst the boys will have the option to take part in 1 term.</li> </ul>
<b>Assessment</b>	<p>The PE curriculum aims to develop students' competence and confidence to take part in a range of physical activities that can then become part of their lifestyle, both in and out of school. During the Key Stage they will work as individuals, in groups and in teams, developing concepts of fairness and of personal and social responsibility. The curriculum encourages them to take on different roles and responsibilities, including leadership, coaching and officiating. Through the range of experiences that we offer, it is expected that students will learn how to be effective in competitive, creative and challenging situations.</p> <p>Students are taught in single sex groups with two boys groups and two girls groups timetabled together. These groups are mixed ability and are continually reviewed over the key stage with the aim of having every student working in an environment in which they feel comfortable and can achieve their potential. There is one term in the year where the pupils select their preferred activity for that term and will participate in mixed sex groups.</p> <p>Each unit of work throughout the Key Stage lasts for a term and students are assessed in the progress they make against the Cogs of Learning. There are six cogs which include; Cognitive, Creative, Health &amp; Fitness, Physical, Personal &amp; Social. The cogs have been incorporated into our PE curriculum so</p>

	that every student has the opportunity to develop their physical, mental & social skills, which we believe helps to promote lifelong learning & involvement in Physical Activity. There are two formal assessments during the year where pupils are given a grade during a “moderation lesson”.
<b>Year 9 Tests</b>	No formal test in PE. Assessment is continuous throughout the year
<b>Additional Resources and supporting activities</b>	All resources are uploaded to the PE Google Classroom group pages. These will include videos of students performance to allow them to give feedback to improve either their own or each-others work.
<b>Essential Reading</b>	No textbook required for PE, however we do expect students to be keeping up to date with current issues in sport, either by reading newspapers, magazines and website (such as BBC sport) and/or listening to the radio (Radio 5 live) or various sports related podcasts.
<b>Wider Reading</b>	<p>There are numerous opportunities for students to engage in PE outside of curriculum time during Key Stage 3. Each year group has a specific lunchtime when they are able to come into the sports hall and take part in an activity, which changes each term. In addition, the boys and girls in each year group have one after school club each term they can join in order to develop their interests further and represent Cotham in the various Bristol Schools competitions if they so desire.</p> <p>Girls clubs:</p> <ul style="list-style-type: none"> <li>● Netball and health &amp; Fitness in the autumn term.</li> <li>● Football, health &amp; fitness and basketball in the spring term.</li> <li>● Athletics, tennis and rounder’s in the summer term.</li> </ul> <p>Boys clubs:</p> <ul style="list-style-type: none"> <li>● Rugby and basketball in the autumn term.</li> <li>● Football and basketball in the spring term.</li> <li>● Athletics, Tennis and cricket in the summer term.</li> <li>● There are also fixtures in cross-country, sports hall athletics, badminton and swimming at various points in the year, which are advertised to both the boys and girls.</li> </ul> <p>The department also runs a ski trip each year to students, which gives them a fantastic opportunity to experience a physical activity in a completely different environment.</p>
<b>Additional info</b>	It is essential for the progress of students in PE that they are correctly equipped for every lesson and you can support your child by helping them with this organisation. It is excellent for students to get involved in some of the many excellent sports clubs from around the city to further develop their enthusiasm for the subject. We have a range of strong club links that we can share with students when an interest is expressed. It can also be very inspirational for students to have the opportunity to watch high level sporting performances when the opportunities arise.

<b>SUBJECT</b>	<b>Visual Arts</b>
<b>Year 9 Course Outline</b>	<p>During Year 9, students develop their knowledge of how the elements of art work in combination and have the opportunity to work more independently to experiment and demonstrate their understanding of the subject in preparation for Visual Arts GCSEs.</p> <p><b>Themes</b></p> <ul style="list-style-type: none"> <li>● Collage</li> <li>● Protest Art</li> <li>● Microworlds</li> <li>● Printmaking</li> <li>● Our Environment - Plastics</li> </ul> <p><b>Artists</b></p> <p>Bob &amp; Roberta Smith, Klari Reis, Mandy Barker, Jasper Johns, Rex Ray.</p> <p><b>Key skills</b></p> <p>Observational drawing, one-point perspective, monoprinting, multi-media, photography, hand drawn typography, printmaking, composition, colour theory, colour mixing, painting, analysing artists and their work, pattern, sewing and textiles.</p>
<b>Homework</b>	<p>Within each project, students will analyse Artist's images to develop a visual literacy, written analysis to develop a depth of understanding and an Art vocabulary and refinement and exploration of skills learnt in class to improve the quality of outcomes.</p>
<b>Assessment</b>	<p>Classwork and homework is assessed together using learning objectives linked to the key skills. The assessment is recorded in the front of sketchbooks.</p>



	<p>Students are given verbal feedback throughout lessons either to the class, to groups or one-to-one.</p> <p>Students are encouraged to constantly reflect on their own work to enable them to develop their ideas and skills. Written self and peer reflection is completed and attached to relevant pages in their sketchbooks.</p> <p>Students have one lesson each year where they work under exam conditions. The exam task is a piece of work that allows them to put into practice the skills they have developed over the term/year.</p>
<b>Additional resources and supporting activities</b>	<ul style="list-style-type: none"> <li>• Art club runs for all students one lunchtime a week (and remotely at present)</li> <li>• Competitions run throughout the year.</li> <li>• Students' work is recorded and posted regularly on the department Instagram site @cotham_visual_arts</li> </ul>
<b>How parents/carers can support students</b>	<ul style="list-style-type: none"> <li>• Talk to your son/daughter about their art projects; it is helpful for them to discuss their ideas.</li> <li>• Support with research for the written homework task: look at internet sites together; visit galleries; browse books.</li> <li>• Check they have all the materials they need: from paints to embroidery thread. It is helpful to have basic materials at home. The school can support with this.</li> <li>• Practice different art and craft techniques with them at home so they develop their confidence using materials; encourage them to take risks and try things out.</li> <li>• Encourage them to attend the Friday art club.</li> <li>• Visit Art galleries and exhibitions for inspiration.</li> <li>• Careers opportunities within the Arts</li> </ul>
<b>Useful websites</b>	<p><a href="https://uk.pinterest.com/">https://uk.pinterest.com/</a></p> <p><a href="http://www.art2day.co.uk/">http://www.art2day.co.uk/</a></p> <p><a href="http://www.tate.org.uk/">http://www.tate.org.uk/</a></p> <p><a href="https://www.vam.ac.uk/">https://www.vam.ac.uk/</a></p> <p><a href="https://www.nationalgallery.org.uk/">https://www.nationalgallery.org.uk/</a></p> <p><a href="https://www.saatchiart.com/">https://www.saatchiart.com/</a></p> <p><a href="http://www.studentartguide.com">http://www.studentartguide.com</a></p>
<b>Galleries and museums in Bristol (most are free entry)</b>	<p><a href="https://www.bristolmuseums.org.uk/bristol-museum-and-art-gallery/">https://www.bristolmuseums.org.uk/bristol-museum-and-art-gallery/</a></p> <p><a href="http://www.arnolfini.org.uk/">http://www.arnolfini.org.uk/</a></p> <p><a href="http://www.spikeisland.org.uk/">http://www.spikeisland.org.uk/</a></p> <p><a href="http://www.rwa.org.uk/">http://www.rwa.org.uk/</a></p>

