



Key Stage 3 Curriculum Booklet 2026/27

Year 9

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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.

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. An Assessment calendar is sent out to the parents of Year 9 at the start of the year and this 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.

Subject	Year 7	Year 8	Year 9
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
Philosophy and Religion	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
Total:	50	50	50

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

Cotham Futures

Cotham school is committed to providing a comprehensive Careers Education, Information, Advice & Guidance programme “Cotham Futures” which includes introductions to employers and growth industries to inspire and inform students in line with the “National standards for Good Career Guidance” (<https://www.gatsby.org.uk/education/focus-areas/good-career-guidance>). The Cotham Futures team have achieved the “Investor in Careers Award” as well as the West of England “Green Champion” Award as part of our pursuit of excellence in Careers work.

Careers Education is delivered in Tutor time and in PSHE lessons. 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 at key decision making points during years 9, 11 and in Post 16.

In Year 9 all students take part in enterprise activities with a range of external businesses and partner agencies. Year 9 students are encouraged to build their individual “Futures” profile by creating an account with [Careerpilot](#). “Career Pilot” quizzes and research activities will be suggested as homework to build students’ understanding of the options available for post 16 and post 18 learning.

The Parents/Carers section of this website is packed with frequently asked questions and answers to support when aiding students to research and make decisions.

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 9 tutor groups in Year 9. Each tutor group has 27 students.

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 and their Year Team Assistant, 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, two sessions for a tutor reading programme (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 achievement 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; 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 get a free breakfast at school each day from 8.10 am.

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

[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/carers 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 Gabrielle Telford (SENDCo, Years 9 to 11), Laurie Knowles-Smith (Deputy SENDCo Years 7 and 8) 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 Engagement with Learning and Quality of Work. The grades are 1/2/3 or 4.

*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 a 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	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. Completes work, but does not meet deadlines. Requires reminders to take action based on feedback.
4	Class and homework completed to a poor standard for the level of ability of the student. Regularly hands in incomplete homework, or does not complete homework. Sometimes attempts to act on feedback, needs reminders / prompts to rectify errors or learn from mistakes

Assessment of Oracy: an overall mark based on the student's demonstration of a range of speaking and listening skills

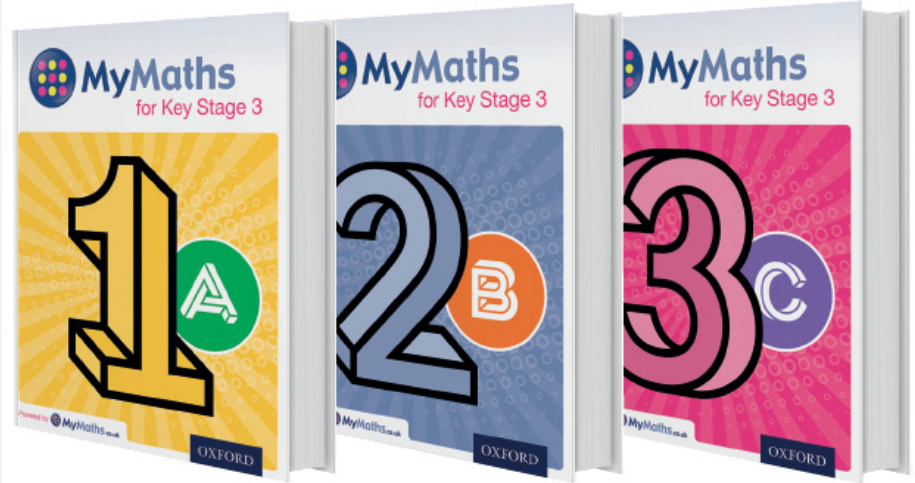
1	Always speaks clearly with appropriate moderation of pace and tone; natural use of body language. Always uses full sentences and discourse markers to structure speech; uses subject specific vocab with confidence. Always engages with others' ideas and uses them to inform their own position on a topic; demonstrates listening through precise summary and questions for clarification. Always articulates their own position and actively encourages contributions from others; can take a leading role in group tasks.
2	Speaks clearly, adapting pace and tone; uses body language for active listening and to support meaning. Uses full sentences and discourse markers to structure speech; uses subject specific vocabulary consistently. Engages with others' ideas; demonstrates listening through summary or questions for clarification. Articulates their own position and responds appropriately to others in a group context.
3	Tone, pace and volume can lack clarity; can use body language for active listening, but not consistently. Can use full sentences and subject specific vocabulary, but not consistently. Can engage with or evidence their understanding of other peoples' ideas, but not consistently. Can be reluctant to speak and does not always respond appropriately to others.
4	Rarely speaks at an appropriate tone, pace and volume; rarely uses body language for active listening. Often speaks in fragmented sentences with a limited range of vocabulary. Rarely engages with or evidences their understanding of other peoples' ideas. Is often reluctant to speak and/or does not respond to others in an appropriate way.
N or N/A	On occasion, grades may not be available for individual students.

SUBJECT	English
Year 9 Course Outline	Our curriculum in Year 9 is designed to ensure students' reading, writing, speaking and listening skills are secure so that they are ready to begin their GCSEs next academic year. We ensure that they are prepared and are confident, critical, creative and conceptual learners. Throughout the year, students develop independence in key skills allowing them to analyse a range of texts, including exploring how writers use language and structure to create meaning and effect. They also develop confidence in communicating their ideas through discussion, presentation and collaborative activities. Our Year 9 units include some reading, some writing and some speaking and listening activities as well as poetry, fiction and nonfiction writing. At the beginning of each academic year, all year groups complete a short introductory unit which reminds students of the foundational literacy skills required to be effective communicators. In addition, students will complete baseline assessments to identify any gaps which can then be addressed quickly by their teacher or the SEND department. World Build and Breaking In this unit, students are introduced to the creative processes and decision making in building worlds for video games. Students focus on narrative structure, creating believable settings, and are introduced to the many careers in this field. We then move on to a genre study of Dystopian Literature. Students will have the opportunity to read a range of different dystopian texts from the 20th and 21st centuries. They will read extracts from different texts to consider their context of production and reception. Alongside their study of the genre, students will be expected to read widely and independently from our Dystopian Book box to complement their work in class, and we hope to maintain a love of reading. The Crucible: In this unit, students explore how witchcraft has been represented through time as well as how power can be used to exploit others. Students will also make links to McCarthyism as well as to how power is wielded in the modern world. Students develop skills in interpreting and analysing how language can be used to build a world. Exam unit: "A Private Experience" In this shorter unit, students prepare explicitly for their exam which will assess their analytical reading skills. Students will read a short story by Chimamanda Ngozi Adichie and write an essay demonstrating their ability to form coherent arguments, analyse language and explore the writer's intended impact on the audience. "Romeo and Juliet" Students will explore ideas about love in the play as well as considering the context of men and women in Shakespeare's world. We spend significant time on Shakespeare's context-the roles of marriage, violence, power in his world which helps prepare students for their GCSE year. We look, again, at the sonnet form, and

	how characters change across a text, and develop close analysis skills of key extracts from the play. Critical Perspectives This unit explores what we mean by the term ‘dominant narrative’ and introduces students to how critical theory can reveal different perspectives and interpretations. Students will read texts and analyse films through the critical lenses of feminism, post-colonialism and Marxism and create their own theory-based interpretations.
Assessment	Students are continuously assessed within every lesson through a combination of questioning, live marking and oracy-based activities. Each unit has two extended tasks for which students are prepared in advance. One is a self-assessed, allowing students to build their independence and awareness of their component skills. The second is a teacher-marked piece, which students will always respond to by improving and amending their work after it has been marked using feedback to improve their skills and will be supported in doing so in class by their teacher and peers. Students will also be prepared for the Y9 exam during a 2-week preparation window, practising explicit skills which will be present in the exam. This exam will then be marked and students will be given time to develop and improve their skills using the feedback they’ve received.
Year 9 Tests	Teacher marked practices will be completed at the end of each unit, and we always give students time in lessons to prepare for their practices and students are aware of the skills we are assessing for the unit they are being assessed on. In addition, students are formally assessed and graded in advance of each assessment point Please find further information on our Year 9 assessments in the Assessment Calendar which will be shared at the beginning of the year.
Additional Resources and supporting activities	CGP books provide a range of workbooks to support students with their literacy skills. These can be easily obtained online. • CGP Key Stage Three Spelling, Punctuation & Grammar (The Workbook) ISBN 978 1 84762 408 6 • KS3 English Workbook (with answers) ISBN 978 1 84762 258 7 Useful websites: • BBC Bitesize can give helpful overviews of texts and assist with literacy skills. • No Fear Shakespeare (Sparknotes) provides summaries and modern translations of Shakespeare texts.
Essential Reading (Sparx Reader)	All students are set a reading homework on Spark Reader every week. They must read for 30minutes to earn 300points on the platform. Sparx Reader is a diagnostic and responsive platform which automatically assesses students’ reading abilities; students read a text and then answer questions which are pitched at their level, but also designed to develop their reading skills specific to their need and ability.

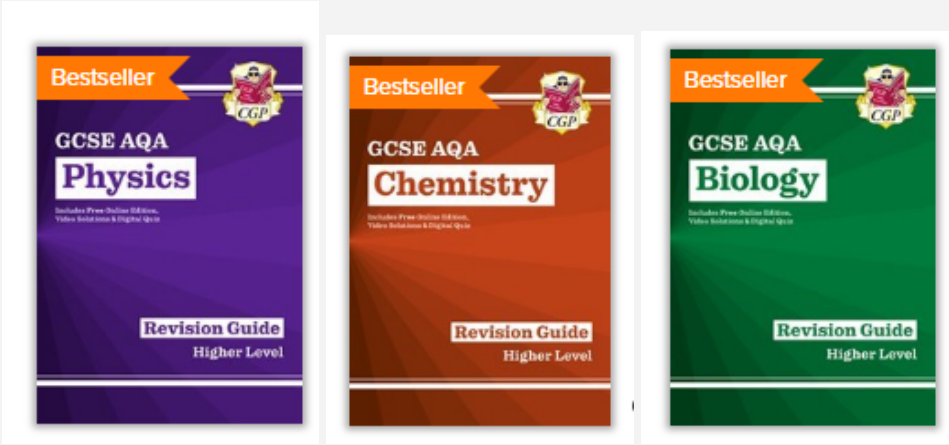
Wider Reading	Students should also be reading for pleasure at home, and will do so at the beginning of each lesson and during some tutor times. We have a fantastic library which is always kept up to date, and Ms Payne is very happy to help students select a book they'll enjoy. Please find a link to some suggested texts: here 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. 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). Above all, we encourage students to pursue their own wider reading for enjoyment- it is the single most effective investment they can make in their own education- improving comprehension, spelling, vocabulary, ability to understand other people-their lives and relationships.
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SUBJECT	MATHEMATICS
Year 9 Course Outline	Mathematics in year 9 is taught in four classes (on each side of the year) which are set by ability. Term 1 (Chapters 1-3) • Whole number and decimals • Measures, perimeter and area • Expressions and formulae Term 2 (Chapters 4-6) • Fractions, decimals and percentages • Angles and 2D shapes • Graphs Term 3 (Chapters 7-9) • Decimal calculations • Statistics • Transformations and symmetry Term 4 (Chapters 9 - 11) • Transformations and Symmetry • Equations • Powers and roots Term 5 (Chapters 12 - 14) • Constructions and Pythagoras • Sequences • 3D shapes Term 6 (Chapters 14 - 16) • 3D shapes • Ratio and Proportion • Probability
Assessment	Homework Homework is set weekly for all students. All homework will be on Sparx Maths which is an online maths platform. Homeworks will follow the learning that is happening in class, with opportunities for retrieval and consolidation each week. Students will answer questions which are marked automatically so that they have instant feedback. Each question has an associated video to support students if they get stuck. The platform can also be used for independent learning and revision ahead of assessments.
Year 9 Tests	All students in KS3 undertake formal Assessments during the course of the year. Dates for these assessments can be found in the Assessment calendar. These assessments provide evidence for student tracking and movement between 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: Students will be following a textbook within their lessons and they can withdraw a copy of the textbook from the library to use at home. Students can also access this textbook online 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.   https://sparxmaths.com/ - online learning platform used for weekly homework and independent study. The difficulty of questions builds in line with students' learning, and there are video tutorials for every question to ensure students are fully supported. Students can access this using their school google log in. www.mymaths.co.uk – used by school for online homework and contains lots of teaching powerpoints, useful revision activities. Username:cotham Password:mathsissthebest www.kerboodle.co.uk - the online version of school textbook. Students can access this using their school google log in.
Essential Reading	All groups follow a scheme of work supported by the MyMaths for KS3 textbooks. Students can withdraw 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.
Wider Reading	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: https://www.ukmt.org.uk/individual-competitions/junior-challenge/ 
Additional info	Students are encouraged to develop their personal thinking skills and reflect on the ways in which Maths is encountered in everyday life. For those needing a quiet space to work or more one-to-one help, there is also a Maths Homework Club which currently runs after school every Monday and Thursday (2:45 in room A209, with computers available) as a drop-in session for students to get support from teachers and/or Y13 Mathematicians.

SUBJECT	Science
Year 9 Course Outline	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. All students in year 9 will cover the same content. From Year 10 some students will study Separate Science (for which they receive 3 GCSEs) and some students will study Combined Science groups (for which they receive 2 GCSEs) in year 11. More details on how this decision is made is in the Pathways booklet. <u>The following chapters will be covered over the course of Year 9:</u> B1 - Cells B2 - Cell Division B3 - Organisation and Digestion B4 - Digestion C1 - Atomic structure C2 - Periodic Table C7 - Energy Changes P1 - Conservation and Dissipation of Energy P2 - Energy Transfer P3 - Energy Resources P4 - Electric Circuits
Tests	Students will be tested on each larger specification point (e.g. Cell Biology which covers B1 and B2) in an End of Topic Test. Knowledge organisers will be shared on google classroom to help students revise.
Year 9 Assessment	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. The assessments will be cumulative on everything they have learnt throughout the year.
Additional Resources and supporting activities	Students can access the following to help them with homework and revision: • Sparx - this is where weekly homework is set • Seneca • BBC bitesize (http://www.bbc.co.uk/education/subjects/zng4d2p) • revision guides available to buy on wise pay

	 Physics ISBN: 9781782945581 Chemistry ISBN: 9781782945574 Biology ISBN: 9781782945567 • workbooks available to buy on wisepay • Past questions on the science VLE page http://cothamschoolscience.weebly.com/
Essential Reading	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.
Wider Reading	BBC bitesize (http://www.bbc.co.uk/education/levels/z4kw2hv) 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: http://cothamschoolscience.weebly.com/
Additional info	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
Year 9 Course Outline	Year 9 - Applying Geographical Thinking. 9.1 - How do atmospheric systems create weather and extreme events? Disciplinary thread: Explaining atmospheric systems and evaluating hazard impacts. Student mastery actions: Explain atmospheric circulation using system-level reasoning and global patterns. Analyse hazard impacts using evidence from contrasting case studies. Evaluate responses to extreme weather using criteria (effectiveness, equity, sustainability). Unit aim: Students understand how atmospheric systems create weather and hazards. 9.2 - How do rainforest ecosystems work, and how can they be protected? Disciplinary thread: Explaining ecosystem processes and sustainability. Student mastery actions: Explain nutrient cycles and ecosystem interactions using systems thinking. Analyse how biodiversity patterns relate to climate, structure and adaptation. Evaluate sustainability strategies using evidence from multiple rainforest contexts. Unit aim: Students understand how rainforest ecosystems function and why they are under threat. 9.3 - Why do people migrate, and how does migration reshape places and lives? Disciplinary thread: Explaining human processes and evaluating multiple perspectives. Student mastery actions: Explain migration causation using interconnected social, economic and political factors. Analyse lived experiences as qualitative evidence to deepen understanding. Evaluate migration policies using evidence and ethical reasoning. Unit aim: Students understand why migration happens and how it affects people and places. 9.4 - How do cities grow, and how should they be redeveloped for the future?

	Disciplinary thread: Explaining urban systems and evaluating redevelopment. Student mastery actions: Analyse urban patterns using multi-layered evidence (maps, graphs, demographic data). Explain urban challenges using interconnected human–environment reasoning. Evaluate redevelopment strategies using criteria (equity, feasibility, sustainability). Unit aim: Students understand how cities grow, change and can be improved. 9.5 - How does Russia’s geography shape its global power and future choices? Disciplinary thread: Explaining geopolitical causation and evaluating trade-offs. Student mastery actions: Explain geopolitical decisions using interconnected physical, economic and strategic factors. Analyse Russia’s global role using multi-scale evidence. Evaluate geopolitical trade-offs using environmental, social and political criteria. Unit aim: Students understand how Russia’s geography shapes its global importance.
Assessment	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. Revision lists and content for the exam will be shared via Google Classroom.
Year 9 Assessments	Assessment Point 1 - How do atmospheric systems create weather and extreme events? There will be a mixed-tariff assessment with structured questions after lesson 6. This test will include a 10 mark essay question. Year 9 Exam - Completed in March in class - Students will be assessed in the exam on Units 9.1 to 9.3. Assessment Point 3 - How do cities grow, and how should they be redeveloped for the future?
Additional Resources and supporting activities	Resources will be provided on Google Classroom. This will be added to and continually populated. Deadlines and research tasks to assist with the assessments will be set through Google classroom

Essential Reading	There is not a single textbook for KS3 Geography. 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.
Wider Reading	A copy of wider reading for Geography can be found here: https://drive.google.com/drive/folders/1oiZLbeey0SEY024HQmG_Ddao4z8LPY3Z Explore Google Earth and online maps - many students still lack a general basic locational knowledge of the planet.
Additional info	Geography is extremely popular at GCSE. More than 150 are in our Year 10 and Year 11 cohorts. The new AQA GCSE is now being taught in Year 10 and 11 Uptake at A Level is healthy and we have at least 2 classes across the centre at Cotham + RGS. 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. Geography VLE link: https://cothamschoolhumanities.weebly.com/ Humanities Clinic: 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 VLE link: https://cothamschoolhumanities.weebly.com/ Stretch and Challenge Tasks for Geography: https://drive.google.com/drive/folders/1oiZLbeey0SEY024HQmG_Ddao4z8LPY3Z Revision Websites https://www.gcsepod.com/ https://senecalearning.com/en-GB/

SUBJECT	History
Year 9 Course Outline	<u>Topic 1: The Transatlantic Slave Trade</u> • Why was a slave port established in Bristol? • What was Africa like before Slavery? • How did the Transatlantic Slave Trade Start? • What was the Triangle of Trade? • What were conditions like during the Middle Passage? • What was life like on a plantation? • How did enslaved West Africans resist? • Which parts of Bristol were influenced by the Transatlantic slave trade? • Why was slavery abolished? <u>Topic 2: The First World War and the Peace Settlement</u> • What were the long term causes of the War? • What were the short term causes of the War? • What was trench warfare like? • What types of weapons were used? • How did the government use Propaganda? • Why did Ernest Coleman join up? • How did the commonwealth contribute? • Why did the 1st day of the Somme go so wrong? • How have interpretations of General Haig changed over time? • What is a modern interpretation of Haig? <u>Topic 3: The Interwar Years</u> • Why did America get involved in World War I? • Was 1920's America a Golden Age? • How roaring were the roaring twenties? • What was the Harlem Renaissance? • What was Prohibition and why did it fail? • What did it mean to be a woman in the 1920s? • Why did the Wall St Crash happen? • Can you play the stock market? • What were the effects of the Wall St Crash? • Where were the main dictatorships in the 1930's? <u>Topic 4: The Second World War and the role of Alan Turing</u> • Why did World War II break out in 1939? • Was appeasement the right policy? • How did women contribute to World War II? • How significant was the work of Alan Turing? • Why did the Japanese attack Pearl Harbour?

	- Why did America drop the Atomic bomb on Japan? <u>Topic 5: The Holocaust</u> - What can ordinary things tell us about the past? - Why did the Nazi's persecute many groups in Germany? - What was pre-war Jewish life like? - How can objects help us to learn about the Holocaust? - When were the different phases of persecution? - Why did battalion 101 participate in the Holocaust? - How did Jewish communities try to resist? - Why did ordinary people participate in the Holocaust? - Who is responsible for the Holocaust? - How should we remember the Holocaust?
Assessment	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. VLE link to History resources: http://cothamschoolhumanities.weebly.com/resources1.html In Year 9 students complete a knowledge check on the Transatlantic Slave Trade unit and answer a PEE paragraph on why slavery was abolished, answer a source based assessment on what were conditions like on the middle passage, an interpretations question on how General Haig has been viewed by historians and finally an interpretations assessment on the dropping of the atom bomb
Year 9 Tests	<u>Assessment Point 1:</u> Source based assessment on "What were conditions like on the middle passage?" Revision Resources: http://www.bbc.co.uk/education/topics/z2qj6sg http://cothamschoolhumanities.weebly.com/history.html Completed at the beginning of October. <u>Assessment Point 2:</u> A knowledge check on the Transatlantic Slave Trade and an extended writing

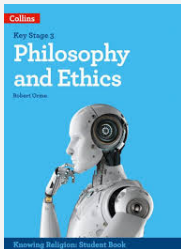
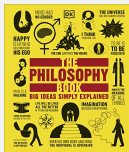
	section answering the question “The most important reason why slavery was abolished in 1833 was because of economic reasons. Do you agree?” Revision Resources: http://www.bbc.co.uk/education/topics/z2qj6sg http://cothamschoolhumanities.weebly.com/history.html Completed at the beginning of November. Assessment Point 3: An interpretations question on how General Haig has been viewed by different historians. Revision Resources: 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: An interpretation assessment looking at the reasons why America dropped the atomic bomb. 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/
Essential Reading	KS3 History by Aaron Wilkes: Invasion, Plague & Murder Student Book (1066-1485) Aaron Wilkes, James Ball ISBN: 9781850083443 KS3 History by Aaron Wilkes: Renaissance, Revolution & Reformation Student Book (1485-1750) (Paperback) Aaron Wilkes, James Ball ISBN: 9781850083450 KS3 History by Aaron Wilkes: Industry, Reform & Empire Student Book (1750-1900) (Paperback) Aaron Wilkes, James Ball ISBN: 9781850083467 KS3 History by Aaron Wilkes: Technology, War & Identities Student Book (After 1900) (Paperback) Aaron Wilkes, James Ball ISBN: 9781850083474 Reference versions of these books are available in Cotham School library
Wider Reading	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: https://drive.google.com/drive/folders/0BwtIB3i22YS1c09DLWlrdG9URm8
Additional Information on Cotham History	Enrichment Activities: 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. VLE link to History trips and trip forms: http://cothamschoolhumanities.weebly.com/trips.html Additional Enrichment Opportunities in Bristol: Bristol City Museum, Georgian House, Red Lodge, M-Shed, S.S. Great Britain, Cabot Tower, St Mary Redcliffe, Bristol Cathedral, Tyntesfield and many more.

	Homework:
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	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 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.
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SUBJECT	Philosophy + Religion
Year 9 Course Outline	What is Ethics? - Students will investigate and develop skills within argument and evaluation using a balanced understanding of key ethical questions / debates. - Students will look at four normative ethical theories: Natural Moral Law, Situation Ethics, Kantian Ethics and Utilitarianism. - They will need to apply and evaluate these theories using thought experiments to test the merit of how well the theory withstands during application. Can War ever be Justified? - Students will use their knowledge of ethical theories from term one and apply them to issues within conflict. - Specifically they look at Just war theory, Jihad, causes of war, use of nuclear Weapons, actions vs consequences. - Students will cover a broad range of case studies dating back to spartan war all the way up to modern conflicts. - Students will be expected to end the unit by pitting two different viewpoints against each other, then drawing their own conclusion. Can we prove God exists? - Development of key theological arguments in the support of God's existence - Theological chronology from the early Christian to the modern secular - Key thinkers who marked a change in attitude towards religion in European society - Overarching themes in the psychology and Sociology of religion. In Year 9, to be working at our expected standard you need to show that you can: ● Give a balanced argument that considers the strengths and weaknesses of both sides. ● Draw well-reasoned conclusions and justify your opinion.
Assessment	Assessment Point 1: Which ethical theory solves moral problems best? Students will complete a closed book knowledge check based on their knowledge organiser. Students will have to write a two sided essay. To present a moral theory that is best at solving moral problems, then one that is not good at solving moral problems, before coming to a conclusion. Assessment point 2: Can War ever be justified? Students will complete a closed book knowledge check based on their knowledge organiser. Students will have to write a two sided essay. One side of their essay should argue that war can be justified using examples and case studies. One side of their essay should argue that it can never be justified using examples and case studies. Students should then come to a conclusion. Assessment point 3: Is there a successful argument for Gods existence? Students will complete a closed book knowledge check based on their knowledge organiser. Students will have to write a two sided essay. One side of their essay should argue

	that there is a successful argument to prove God's existence (using the ideas of a philosopher studied in lesson). One side of their essay should argue that God's existence is unlikely (using the arguments of either a psychologist or sociologist studied in lesson). Students should then come to a conclusion. 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.
Home learning	For each unit, you will be given a paper copy of a Knowledge Organiser. The knowledge organiser contains all of the key information you will learn in the unit. es. You are expected to use the knowledge organiser to do 20-30 minutes of revision each week, checked through bi-weekly testing. 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 https://cothamschoolhumanities.weebly.com/religion-ethics--philosophy.html Useful websites https://www.bbc.co.uk/ethics/war/ https://www.youtube.com/watch?v=1A_CAKYt3GY&pp=ygUKcGhpbG9vc3BoeQ%3D%3D https://www.bbc.co.uk/ethics/introduction/intro_1.shtml
Essential Reading	Philosophy and Ethics by Robert Orme 
Wider Reading	 The Philosophy Book by DK  The Puzzle of Ethics By Peter Vardy  You don't know what war is By Yeva Skalietska

SUBJECT	PSHE AQA Certificate
Year 9 Course Outline	Unit 1: Making Informed Careers Choices - drop down day • Starting your careers journey • Where can I get ideas and information about careers? • What future careers might suit me? • What could my career journey look like? • Reflection and next steps Unit 2: Personal Safety • What hazards do people encounter every day? • What to do if there is a fire at home? • Who is responsible for my safety? • How can I stay safe on social media? • What if someone steals my identity online? • How can I stay safe in the community? • How can I stay safe in sexual relationships? Unit 3: Healthy Lifestyles • How does food impact our health? • What is an eating disorder? • How does exercise impact our health? • Where can we go for exercise? • Why is sleep hygiene important? • What could happen if you neglect your health? • What is my plan for leading a healthy lifestyle?
Assessment	All classwork will count towards a Level 2 Certificate in PSHE units. In addition progress is measured by in class assessments, usually at the end of each unit of work/term. There is no formal end of year assessment for Year 9s. 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. Revision lists and content for the exam will be shared via Google Classroom
Additional Resources and supporting activities	https://www.careerpilot.org.uk/ https://nationalcareers.service.gov.uk/ https://www.young-enterprise.org.uk/what-we-do/ https://www.nhs.uk/live-well/ https://yunosexualhealth.co.uk/ https://www.childline.org.uk/
Essential Reading	It is recommended that students regularly access appropriate current affairs via the BBC website (eg Newsround).

SUBJECT	GERMAN
Year 9 Course Outline	Year 9 have 5 German lessons a fortnight and are taught in mixed sets. Our course is based on the following topics with grammar progression and phonics development. The topic areas covered are as follows; Term 1 - Unit 1 -Customs, festivals and celebrations Term 2 - Unit 2 - Technology Term 3 - Unit 3 -Education - School Term 4 - Unit 4 -Work and future plans Term 5 - Unit 5 - Healthy Living Term 6 - Unit 6 - Environment Students are assessed using GCSE style tasks from the AQA Kerboodle course. These will be reading, listening and writing tasks based on each topic. These topics mirror GCSE topics to ensure core vocabulary is developed.
Assessment	Homework Teachers set a variety of homework including research, vocabulary learning and digital learning. All Year 9 students are given termly vocabulary lists (Knowledge Organisers) for topic and high frequency words and are usually tested each week. Quizlet sets can accessed for Year 9 German here: https://quizlet.com/join/GBdfmmRHZ?i=252265&x=1bqt Vocabulary and grammar practise: https://www.languagesonline.org.uk/Hotpotatoes/germanindex.html#gsc.tab=0
Year 9 Tests	Assessments are based on the topics taught during the term and students should use their corresponding vocabulary sheets and classwork for support. There are 2 main assessments throughout the year based on the topics studied and they cover the skills areas: Reading, listening, writing, phonics and translation.
Additional Resources and supporting activities	BBC Bitesize is an excellent resource for revision or extension work: https://www.bbc.co.uk/bitesize/subjects/zcj2tfr Also tap into anything German via Youtube, TikTok, Deutsche Welle, Goethe Institut & Duolingo.

Wider Reading	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!
Opportunities	There are many opportunities at Cotham for those who love languages. Currently, there is a Year 9 trip to the Black Forest in Germany.

SUBJECT	SPANISH
Year 9 Course Outline	Year 9 have 5 Spanish lessons a fortnight and are taught in mixed sets. Our course is based on the following topics with grammar progression and phonics development. The topic areas covered are as follows; Term 1 - Unit 1 -Customs, festivals and celebrations Term 2 - Unit 2 - Technology Term 3 - Unit 3 -Education - School Term 4 - Unit 4 -Work and future plans Term 5 - Unit 5 - Healthy Living Term 6 - Unit 6 - Environment Students are assessed using GCSE style tasks from the AQA Kerboodle course. These will be reading, listening and writing tasks based on each topic. These topics mirror GCSE topics to ensure core vocabulary is developed.
Assessment	Homework Teachers set a variety of homework including research, vocabulary learning and digital learning. All Year 9 students are given termly vocabulary lists (knowledge organisers) for topic and high frequency words and are usually tested each week. Quizlet sets can accessed for Year 9 Spanish here: https://quizlet.com/class/7359797/ Additionally useful website for practise and revisions: Seneca: https://senecalearning.com/en-GB/ Languages Online https://www.languagesonline.org.uk/Hotpotatoes/spanishindex.html#gsc.tab=0
Year 9 Tests	Assessments are based on the topics taught during the term and students should use their corresponding vocabulary sheets and classwork for support. There are 2 main assessments throughout the year based on the topics studied and they cover the skills areas: Reading, listening, writing, phonics and translation.
Additional Resources and supporting activities	Also tap into anything Spanish via Youtube, TikTok, El Mundo & Duolingo. BBC Bitesize Spanish is a fantastic consolidation or challenge tool https://www.bbc.co.uk/bitesize/subjects/zfckjxs

Wider Reading	Anything and everything that is related to Spanish!
Opportunities	There are many opportunities at Cotham for those who love languages. Currently, there is a Year 9 trip to the Black Forest in Germany.

SUBJECT	FRENCH
Year 9 Course Outline	Year 9 have 5 French lessons a fortnight and are taught in sets. Our course is based on the following topics with grammar progression and phonics development. The topic areas covered are as follows; Term 1 - Unit 1 -Customs, festivals and celebrations Term 2 - Unit 2 - Technology Term 3 - Unit 3 -Education - School Term 4 - Unit 4 -Work and future plans Term 5 - Unit 5 - Healthy Living Term 6 - Unit 6 - Environment Students are assessed using GCSE style tasks from the AQA Kerboodle course. These will be reading, listening and writing tasks based on each topic. These topics mirror GCSE topics to ensure core vocabulary is developed.
Assessment	Homework Teachers set a variety of homework including research, vocabulary learning and digital learning. All Year 9 students are given termly vocabulary lists (knowledge organisers) for topic and high frequency words and are usually tested each week. Additionally useful resources for revisions and practise: Seneca: https://senecalearning.com/en-GB/ Languages Online https://www.languagesonline.org.uk/Hotpotatoes/frenchindex.html#gsc.tab=0
Year 9 Tests	Assessments are based on the topics taught during the term and students should use their corresponding vocabulary sheets and classwork for support. There are 2 main assessments throughout the year based on the topics studied and they cover the skills areas: Reading, listening, writing, phonics and translation.
Additional Resources, supporting activities	BBC Bitesize is also an excellent resource with topic based listening tasks. https://www.bbc.co.uk/bitesize/subjects/zgdqxn
Wider Reading	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. Most streaming platforms also have a foreign language film section.

Opportunities	There are many opportunities at Cotham for those who love languages. Currently, there is a Year 9 trip to the Black Forest in Germany and the opportunity to take part in the Bristol Bordeaux Exchange program in Year 9 or Year 10.
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SUBJECT	Computing and IT
Year 9 Course Outline	Online Programme of Study and Lessons 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: http://cotham-computingit.weebly.com/ Term 1 - Networks <i>This Networks unit teaches students how computers communicate. They'll learn about the different parts and types of networks and how to choose the right hardware for a given situation.</i> Term 2 - Python Programming <i>This Programming unit uses Python to teach students essential skills like designing algorithms. The course covers sequence, selection, iteration, operators, and lists.</i> Term 3 - Artificial Intelligence <i>This Artificial Intelligence unit introduces students to common AI tools. They will learn how to use AI responsibly and develop an understanding of how it works.</i> Term 4 - Data Representation <i>This Data Representation unit covers how computers store data. Students will learn about binary and hexadecimal number systems, and how to convert between them. The course also teaches how ASCII text and images are represented, reinforcing basic math skills.</i> Term 5 - Web Development <i>This Web Development unit covers HTML and CSS. Students will learn problem-solving and computational thinking, and develop their design skills by creating websites.</i> Term 6 - Cyber Security <i>This Cyber Security unit teaches Internet safety and encryption. Students will learn about the Caesar Cipher, keyword encryption, and Rail Fence Encryption, while also identifying security threats and methods for their detection and prevention.</i>
Assessment	End of Topic Assessments Each topic is assessed by an End of Topic Assessment. The score from this is used as the end of topic grading.
Year 9 Tests	Assessment Dates (all dates are subject to change if needed) Term 1 -Networks

	Term 2 - Python Programming Term 4 - Exam Term 5 - Web Development Term 6 - Cyber Security 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.
Wider Reading	http://www.bbc.co.uk/news/technology www.mrahmedcomputing.co.uk
Additional info	Enrichment Activities: We run a range of Cyber events and activities. Keep an eye on Google Classroom and the weekly newsletter for opportunities throughout the year.

SUBJECT	Design, Technology and Engineering
Year 9 Course Outline	Students experience three main challenging design projects delivered by specialist teachers; these will include a Design Technology Metal work coat hook - Design Technology Computer Aided Design Glasses Project , Food and Nutrition module. The year is divided into three equal portions and students will move to the new area with a new teacher. Design Technology Metal work: Coat Hook Project: Students will learn how to interpret engineered detailed drawings to manufacture a coat hook with a hardwood backing. They will use a variety of skills and processes, including marking out, filing, cutting, shaping, and dip-coating the metal hook, before sanding the hardwood base for quality control and mounting the finished product. Throughout the project, students will also gain knowledge of different metals and their properties, helping them to build a strong foundation in preparation for Level 1/2 Engineering in Year 10 Design Technology Computer Aided Design: Glasses Project: Students will learn about the properties of thermoforming plastics and will use acrylic to create their own individually designed glasses. The project begins with a clear design brief and client focus, guiding students to design glasses for a specific purpose. They will be introduced to anthropometrics through hands-on activities, collecting measurements of their peers' faces to determine appropriate sizing. After initial modelling and refining their ideas using card prototypes, students will progress to Computer Aided Design (CAD) using Corel to digitally design their glasses. The final products will be laser cut and assembled, following engineered drawings, with hinges formed using a line bender. Food Science. Students will prepare a range of increasingly complex dishes, including rough puff pastry, Turkish börek pastries, lasagne, jollof rice with plantain, vegetable samosas, and profiteroles. These recipes build on the foundation skills developed in previous years and introduce higher-level techniques such as lamination for pastry, shaping and sealing for filled doughs, layering and

	sauce-making for pasta-based dishes, spice blending and rice cookery, shallow-frying, and advanced patisserie skills such as choux pastr. Throughout the course, students will also learn about nutrition and food science, exploring what happens to ingredients when they are manipulated and heated. The progression in both knowledge and practical ability in Year 9 provides a strong basis for GCSE Food Preparation and Nutrition in Year 10.
Assessment	Assessment is ongoing in Technology lessons. Students engage in a range of tasks that are assessed which include: Understanding and responding to a design brief, conducting initial research and product analysis on the design brief. Producing initial design ideas Applying practical skills Evaluating the success of the products they create All assessment activities take place during lesson time. Students have been provided with the assessment objectives to guide their work and ensure clarity on expectations. Homework Homeworks will be set fortnightly and will include Google Quizzes, keyword definition tasks.
Year 9 Tests	Assessment is ongoing in Technology lessons and no formal test is set.
Additional Resources and supporting activities	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 http://www.autodesk.com/education/ students should sign up for an account with their Cotham email address to qualify for a free licence. Students have access to the online GCSE Food textbook. www.illuminate.digital/eduqasfood Student Username: SCOTHAM4 Student Password: STUDENT4 Students are encouraged to engage in designing and making at home; students can achieve house points by showing us their creations. https://senecalearning.com/en-GB/ is also recommended please select EDUQAS Food Preparation and Nutrition for course content.
Essential Notes	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.

SUBJECT	Dance
Year 9 Course Outline	Year 9 Dance is different to Years 7 & 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 & learning. Scheme of learning include: Choreography & Appreciation Students will research and develop movement that is then manipulated and structured to create a 3-4 minute group dance. 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. Performance & Choreography Students will be taught GCSE level dance phrases and perform these in solo/duo with a focus on technical skills and performance qualities. Students will then be led in a selection of choreographic workshops which they will develop into a solo/duo choreography.
Assessment	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. 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. Please note due the nature of teaching in Year 9 there is no formal exam; all assessment takes place within lessons
Year 9 Assessments	These will take place in week 4 and week 7 of the relevant terms.
Additional Resources and supporting activities	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.

What can parents/ carers do to support students	Ensure they have their Dance uniform for every lesson. This is a Cotham Dance t-shirt and black trackies/ shorts/ leggings. Ask to see their work. Rehearsing outside of lessons will increase progress. Support with research for any written homework. Encourage them to partake in the dance companies within school.
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SUBJECT	Drama
Year 9 Course Outline	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; 2. Verbatim Theatre: A scripted unit that explores 2 essential texts within the Verbatim Style, before students use their newly learnt skills to create their own Verbatim Performance. 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. 4. 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' 5. New Writers: Focusing on Sabrina Ali, Evan Placey and Fin Kennedy, students explore the work of 3 of the most important playwrights currently working in Britain. 6. Movie Making: You will look at a variety of screenplay extracts and attempt to recreate scenes from "classic" movies
Assessment	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
Year 9 Tests	In addition to this, every unit of work has a spelling test and definitions test based on the key vocab for that term.
Additional Resources and supporting activities	All resources are sent through via google classroom Activities currently on offer include: a whole school summer show, Young Blood Theatre Festival and CUE Bristol Youth Theatre. Enrichment Activities are reviewed every year and are open to change.
Essential Reading	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.
Wider Reading	The more performances students are introduced to, the more they will develop their skills. Useful websites such as www.stageworks.co.uk or the national theatre's official website offer a wide range of activities and ideas to develop performance and audience skills. 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.

SUBJECT	Music
Year 9 Course Outline	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: • Composition 7: Hip Hop • Performance 9: School of Rock • Composition 8: Radio Show • Composition 9: Film Music • Performance and Composition 10: Band Project 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.
Assessment	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. Each unit of work will also be assessed which will take the form of either a performance or composition.
Year 9 Tests	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.
Additional Resources and supporting activities	To support your child in their musical development providing them access to a 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. There are various extra-curricular activities that support learning and further develop students musical skills as they progress through KS3. There are regular opportunities for these groups to perform in concerts throughout the year. Enrichment Activities are reviewed every year and are open to change.
Essential Reading	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.
Wider Reading	• Pearson Publishing - Opus Student Books 1, 2 and 3

	• Encourage students to listen to music around the unit of work they are studying.
Additional info	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.

SUBJECT	Physical Education
Year 9 Course Outline	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. • 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.
Assessment	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. Students are taught in single sex groups with two boys groups and two girls groups timetabled together. These groups are of 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. 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 & Fitness, Physical, Personal & Social. The cogs have been incorporated into our PE curriculum so 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".
Year 9 Tests	No formal test in PE. Assessment is continuous throughout the year
Additional Resources and supporting activities	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.
Essential Reading	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.

Wider Reading	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. Girls clubs: • Netball, table tennis/badminton and health & Fitness in the autumn term. • Football, health & fitness and basketball in the spring term. • Athletics, tennis and rounders in the summer term. Boys clubs: • Rugby, table tennis/badminton and basketball in the autumn term. • Football and basketball in the spring term. • Athletics, Tennis and cricket in the summer term. • 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. The department also runs a ski trip each year for students, which gives them a fantastic opportunity to experience physical activity in a completely different environment.
Additional info	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.

SUBJECT	Visual Arts
Year 9 Course Outline	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. Themes • Collage • Protest Art • Microworld • Printmaking • Our Environment Artists Bob & Roberta Smith, Klari Reis, Mandy Barker, Jasper Johns, Rex Ray, Yellana James. Key skills 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.
Homework	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.
Assessment	Classwork and homework is assessed together using learning objectives linked to the key skills. The assessment is recorded in the front of sketchbooks. Students are given verbal feedback throughout lessons either to the class, to groups or one-to-one. 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.
Additional resources and supporting activities	• Art club runs for all students one lunchtime a week • Competitions run throughout the year. • Students' work is recorded and posted regularly on the department Instagram site @cotham_visual_arts
How parents/carers can support students	• Talk to your child about their art projects; it is helpful for them to discuss their ideas. • Support with research for the written homework task: look at internet sites together; visit galleries; browse books. • 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. • 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. • Visit Art galleries and exhibitions for inspiration. • Explore careers opportunities within the Arts
Useful websites	https://uk.pinterest.com/ http://www.art2day.co.uk/ http://www.tate.org.uk/ https://www.vam.ac.uk/ https://www.nationalgallery.org.uk/ https://www.saatchiart.com/ http://www.studentartguide.com
Galleries and museums in Bristol (most are free entry)	https://www.bristolmuseums.org.uk/bristol-museum-and-art-gallery/ http://www.arnolfini.org.uk/ http://www.spikeisland.org.uk/ http://www.rwa.org.uk/