

Year 9

Key Stage 3

Curriculum

Booklet

2018/2019

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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.

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.

I hope that this document will give students and parents an overview of the curriculum that is on offer at Key Stage 3 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. We feel it is important that all students at Key Stage 3 study Music, Dance and Drama. We also have a very strong focus on Maths and ICT, which forms our second specialism. The school achieved High Performing School status in 2010 and that, together with our most recent OFSTED report which classified the school and its curriculum as 'outstanding', supports our view that our curriculum is robust and interesting.

All students study all subjects at Key Stage 3 choosing GCSE Options for Key Stage 4 in February of Year 9. Changes to the National Curriculum at Key Stage 2 and Key Stage 3 and curriculum and syllabus changes at Key Stage 4 and Key Stage 5 have already been reflected in our curriculum at Key Stage 3. Additional changes will likely occur over the course of the year which will require changes to this booklet. We will of course keep the booklet updated.

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 Key Stage 3 Coordinator, Subject Leader or Curriculum 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.



Ms Eileen Quirke
Assistant Headteacher

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

The school is committed to providing a comprehensive careers education and work-related programme for students of all year groups and aims to achieve the national Gatsby Benchmarks. Careers education is delivered in PSHE lessons in Years 7, 8 and 9 with additional tutor-led sessions for Year 9 students before they make their Key Stage 4 option choices. We have a highly qualified careers advisor who gives 1:1 information, advice and guidance to students and we provide work-related learning opportunities to equip students with the employability and enterprise skills needed for success in the world of work. In Year 9 all students take part in the 'Real Game' and they attend a local 'Raising Aspirations' event which involves universities, Post-16 and training providers and employers. Later in Year 9, students take part in GCSE 'taster' lessons.

Tutorial Periods

There are 27 students in each tutor group and there are eight tutor groups per year group. Each year group is divided into two halves, the French and German sides.

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 for a 5 minute registration. Every afternoon they spend 20 minutes with their tutor, from Monday to Thursday and 5 minutes on Friday. The afternoon sessions are allocated to one assembly per week, one session for Literacy support, a session to support personal organisation and homework and one tutor-led session, used to address a variety of topics.

Assemblies follow a fortnightly pattern. Week A is for reflection on a range of Spiritual, Moral, Social or Cultural (SMSC) issues, led by a range of staff, students and outside speakers. Week B is taken by the Learning Coordinator and focuses 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 student 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 8.30 am each morning.

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.

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 a dedicated Inclusion Team 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 do not make as much progress as others and 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 through a variety of tests.

Student Learning Passport

Some students may be given a Student Learning Passport. This sets the student's needs and information for the classroom teacher on how to support that students' learning. The Learning Passport is reviewed with the student and the SEND team on a regular basis.

What provision is in Place?

Learning support at Cotham is led by the Special Educational Needs Coordinator. In addition there are two Assistant SENCOs and two higher level teaching assistants. It is based in the Learning Support Centre, 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 with a wide variety of material to work with students at all levels including a wide variety of books, activities and ICT. The Learning Centre is open between 8.30am and 3.30pm.

Who gets extra help?

Support is concentrated on the students who have fallen the furthest behind. Typically these might be:

- Students who are working towards their age related expectations.
- Students whose difficulty with 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 (dyslexia).
- 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 Need and Disability Record

Students who have been identified as needing extra support are placed on the school's Special Needs Record. The register highlights the child's level of need 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 differentiated provision within their mainstream class.

Wave 2: Students at this level receive direct help from the school. Typically this might involve working in a support group 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 SENCO/Head of Inclusion, Julia Chapman, to discuss their needs. We aim to ensure that our support will enable your child to be successful and happy at Cotham.

Literacy

Whole-school literacy initiatives include Word of the Week, which aims to develop the range of students' vocabulary. Also, watch out for our World Book Day competitions; assemblies in March have tutors reading extracts from a favourite/interesting book and students and staff have the opportunity to dress as a well-known book character for a £1 donation to Book Aid International.

Students who require additional support with writing and oracy are withdrawn from some lessons to receive small-group support.

Teaching staff across the curriculum follow the literacy policy which is available on the school website. We also explicitly encourage students to use the academic language for each subject, in both talk and writing, with our *Talk Like an Expert* initiative.

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 lesson 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 the numerical ability of all Year 7 students is comprehensively assessed during term 1. Testing includes a SATS style assessment and CATS. The results of these assessments are used to set the entire year group according to ability for Mathematics. In addition these assessments are used to identify students who will receive extra assistance in improving their numeracy skills.

Support in Year 9

Some students will be placed in a small Mathematics set which is supported by an HLTA.

Group 1: 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. The student will be withdrawn from other subjects and receive 1 hour targeted numeracy per week support in small groups. Students will be regularly assessed and continue to receive the support throughout KS3 until such time as they make progress which demonstrates they have been able to catch up to their peers.

Reporting to Parents

Monitoring Sheets and Examination Results

Monitoring sheets are sent home three times 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)

Attitude to Learning in each subject will be judged as either:

Excellent	Exemplary behaviour in all lessons, positive contribution to lessons
Good	Good behaviour in all lessons, on task, contributes to lessons

Underperforming	Low level disruption to lessons, not on task, unfocused, contributes little, answers back, intermittent flare ups, behaviour that prevents the learning of others. (All or some of these characteristics)
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Quality of Homework in each subject will be judged as either:



Excellent	All homework completed to the best possible standard for that student, sometimes beyond what was set or expected
Good	All homework completed to the best possible standard for that student
Underperforming	Regularly does not complete homework. Homework completed to a very poor standard for the level of ability of the student. Incomplete homework

SUBJECT	English
Year 9 Course Outline	<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). 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>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.</p> <p>Dystopian Book Box:</p> <p>Make interpretations on the text through analysing language, form and structure. Weigh up different opinions supporting your ideas with relevant evidence. Use correct spelling, punctuation and grammar in your writing</p> <p>Macbeth:</p> <p>Demonstrate your knowledge and understanding of the plot character and themes. Make comments about the contexts (background information) of the play. Use correct spelling, punctuation and grammar in your writing.</p> <p>War Poetry:</p> <p>Make interpretations on the text through analysing language, form and structure. Compare poems form, structure and language. Use correct spelling, punctuation and grammar in your writing</p> <p>Victorian Fiction and Non-fiction:</p> <p>Use correct spelling, punctuation and grammar in your writing Use devices in your writing to suit the PAF Ideas are clear, relevant and interest the reader Analyse structure and its effect</p>
Assessment	<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>
Year 9 Tests	<p>Teacher marked assessments will be completed at the end of each unit, each unit lasts 10 weeks.</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</p>



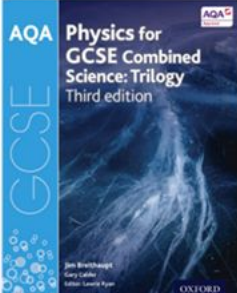
	<p>assessed on.</p> <p>Please find further information on our Year 9 assessments on the English KS3 VLE, under KS3 >Year 9 > KS3 Curriculum. http://cothamschoolenglish.weebly.com/</p>
Additional Resources and supporting activities	<p>CGP books provide a range of workbooks to support students with their literacy skills. These can be easily obtained online.</p> <ul style="list-style-type: none"> ● 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 <p>Useful websites:</p> <ul style="list-style-type: none"> ● 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	<p>Students should be reading for pleasure at home. Please find a link to some suggested texts: https://docs.google.com/document/d/1-T5tJ1MsUApkbsHimhbRqLlrb6-TSACil_BKoitYTM/edit</p>
Wider Reading	<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
Year 9 Course Outline	<p>Mathematics in year 9 is taught in five classes (on each side of the year) which are set by ability.</p> <p>Term 1 (Chapters 1-3)</p> <ul style="list-style-type: none"> ● Whole number and decimals ● Measures, perimeter and area ● Expressions and formulae <p>Term 2 (Chapters 4-6)</p> <ul style="list-style-type: none"> ● Fractions, decimals and percentages ● Angles and 2D shapes ● Graphs <p>Term 3 (Chapters 7-9)</p> <ul style="list-style-type: none"> ● Decimal calculations ● Statistics ● Transformations and symmetry <p>Term 4 (Chapters 9 - 11)</p> <ul style="list-style-type: none"> ● Transformations and Symmetry ● Equations ● Powers and roots <p>Term 5 (Chapters 12 - 14)</p> <ul style="list-style-type: none"> ● Constructions and Pythagoras ● Sequences ● 3D shapes <p>Term 6 (Chapters 14 - 16)</p> <ul style="list-style-type: none"> ● 3D shapes ● Ratio and Proportion ● Probability
Assessment	<p>Homework</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 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</p>

	<p>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> <p>Homework Club</p> <p>Every Wednesday at 3.05pm in A209 we provide an opportunity for students to come along and receive support and help on homework or challenging topics. This resource is a great opportunity for your son/daughter to ensure that they are on top of their studies.</p>
<p>Year 9 Tests</p>	<p>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.</p>
<p>Additional Resources and supporting activities</p>	<p>Textbook: Each student will be given their own textbook from the library.</p> <p>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.</p> <p>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.</p> <div data-bbox="418 1258 1321 1742" data-label="Image"> <p>The image shows three textbooks from the 'MyMaths for Key Stage 3' series, published by Oxford. The first book is labeled '1A' with a yellow cover and a green circle containing the letter 'A'. The second book is labeled '2B' with a blue cover and an orange circle containing the letter 'B'. The third book is labeled '3C' with a pink cover and a purple circle containing the letter 'C'. Each book features the 'MyMaths' logo at the top and the 'OXFORD' logo at the bottom.</p> </div> <p>Equipment: Ensure that your child always has the right equipment for lessons (pen / pencil / ruler / rubber / compass / protractor / calculator). Calculators should be scientific and we would encourage students to buy their own so that they have the opportunity to ensure that they know how to use all of the functions on it.</p>

	<p>We would ask that all students know all of their times tables and related division questions.</p> <p>Websites: The following websites will be useful in supporting learning and revision.</p>  <p>www.mymaths.co.uk – used by school for online homework and contains lots of teaching powerpoints and useful revision activities. Username:cotham Password:mathsisthebest</p> <ul style="list-style-type: none"> • www.kerboodle.co.uk • http://nrich.maths.org/frontpage • www.bbc.co.uk/schools/ks3bitesize/maths • www.bgfl.org/bgfl/index.cfm?s=1&m=1490&p=998.index • www.samlearning.com/ - Key Stage 3 revision activities.
<p>Essential Reading</p>	<p>All groups follow a scheme of work supported by the MyMaths for KS3 textbooks. Students are all issued with a textbook from the library. 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.</p>
<p>Wider Reading</p>	<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: https://www.ukmt.org.uk/individual-competitions/junior-challenge/</p> 
<p>Additional info</p>	<p>Students are encouraged to develop their personal thinking skills and reflect on the ways in which maths is encountered in everyday life.</p>

SUBJECT	Science
<p>Year 9 Course Outline</p>	<p>Year 9 students now study GCSE Science and they have now begun the GCSE content. This is a three year course, and students will not be externally examined until the end of year 11 (May/June 2020).</p> <p>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 10. This will be determined by their end of year exam.</p> <p><u>The following chapters will be covered over the course of Year 9:</u></p> <p><u>Terms 1 and 2:</u></p> <p>B1 - Cell structure and transport B2 - Cell division C1 - Atomic structure C2 - The periodic table P1 - Conservation and dissipation of energy P2 - Energy transfers by heating</p> <p><u>Terms 3 and 4:</u></p> <p>B3 - Organisation and the digestive system B4- Organising animals and plants C3 - Structure and bonding C4 - Chemical calculations P3 - Energy resources P4 - Electric circuits</p> <p><u>Term 5</u></p> <p>Revision and assessment of all topics covered in year 9. This will allow us to determine which students will be sitting separate Science and Combined Science in years 10 and 11.</p> <p><u>Term 6:</u></p> <p>B5 - Communicable diseases C5 - Chemical changes P5 - Electricity in the home</p>
<p>Assessment</p>	<p>Each chapter will be assessed with an end of chapter test (conducted in</p>

	<p>lesson) to test students' understanding of the work covered. The chapters will last around 2-3 weeks meaning that there will be tests approximately every 3 weeks in Science. Revision activities will be started in class. Students are expected to revise independently from their exercise books/Kerboodle activities/SAMlearning and complete any revision activities started in class. Please find the links to the online resources in the 'Additional Resources and Supporting Activities' section below.</p> <p>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.</p> <p>The topics covered are all available in digital textbooks on kerboodle which look like the books below:</p> <div style="display: flex; justify-content: space-around; align-items: center;">    </div> <p>There will also be end of year assessments covering everything they have been introduced to over the course of the year.</p>
<p>Year 9 Tests</p>	<p>Each chapter will have an end of chapter test to assess the knowledge of the topics. The chapters will last around 2-3 weeks meaning that there will be tests roughly every 3 weeks in Science.</p>
<p>Additional Resources and supporting activities</p>	<p>Each student has a Kerboodle login (https://www.kerboodle.com/users/login). On this website there is a digital copy of the textbook used in lessons. Sometimes homework will also be set on Kerboodle in the form of quizzes.</p> <p>The SAM Learning website has a number of great revision and practice resources to use. Your child will be given a unique login by the school.</p> <p>BBC bitesize (http://www.bbc.co.uk/education/subjects/zng4d2p) has lots of information and revision activities available.</p>
<p>Essential Reading</p>	<p>Higher CGP Grade 9-1 GCSE Combined Science: AQA Revision Guide ISBN: 1782945598</p>
<p>Wider Reading</p>	<p>BBC bitesize (http://www.bbc.co.uk/education/levels/z4kw2hy) is a great tool to use.</p> <p>BBC iplayer has some fascinating documentaries from Brian Cox and David Attenborough about the natural world.</p> <p>For other resources and links please follow the link to the Science department website: http://cothamschoolscience.weebly.com/</p>

Additional info

Our aim is to help young people to explore the natural world in a safe and exciting environment. We want them to build on the enthusiasm they already have and to give them as broad an experience of scientific discovery as possible.

SUBJECT	Geography
Year 9 Course Outline	<p>Tropical Rainforests</p> <ul style="list-style-type: none"> • Can explain in depth the causes of deforestation in the Amazon • Can explain the impacts of deforestation on the environment and people • Can suggest and evaluate solutions to deforestation in the Amazon <p>Urban Issues (Mumbai and growth of urban slums)</p> <ul style="list-style-type: none"> • Can explain the reasons for urbanisation in Mumbai • Can explain the impact of urbanisation on the slums of Mumbai • Can suggest and evaluate solutions to the issues in Dharavi slum, Mumbai <p>Our Natural World</p> <ul style="list-style-type: none"> • Can explain the cause of an extreme weather event • Can explain the impacts on the human and physical environments • Can suggest and evaluate solutions to managing extreme weather <p>Take a Break</p> <ul style="list-style-type: none"> • Can describe the natural attractions of tourism in Kenya • Can explain how tourism can have both advantages and disadvantages for Kenya • Can suggest sustainable ways to manage tourism in Kenya
Assessment	<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>
Year 9 Assessments	<p>Term 1 - 'TRF'</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>Term 2/3 - Year 8 'Urban Issues'</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>Term 3/4 - 'Year 9 'Our Natural World'</p> <p>Students will learn about Weather and Climate and investigate a</p>

	<p>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>Year 9 exam - usually completed at the end of April</p> <p>Term 5 - Year 9 'Take a Break'</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>
Additional Resources and supporting activities	<p>http://cothamschoolhumanities.weebly.com/key-stage-31.html</p> <p>Resources will be provided on the link above. 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>
Essential Reading	<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>
Wider Reading	<p>Buy an atlas - many students higher up school still lack a general basic location knowledge of the planet.</p> <p>Alternatives - a desktop globe for their homework table, use of their maps in their planner when studying a place, downloading Google Earth to a phone, tablet, laptop or PC to study the earth and the places they are covering. Or a world map that could be stuck up. Stanfords in Bristol on Corn Street sell world map wrapping paper for £2 a sheet. These can be used as a wall map if stuck up in a study space.</p>
Additional info	<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>

SUBJECT	History
<p>Year 9 Course Outline</p>	<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"> ● Knowledge- Wide ranging and carefully chosen evidence about the British involvement in the Transatlantic slave trade ● Causes- Analyses how catalysts, short term and long term causes interplay to explain why the British abolished the slave trade. ● Interpretations- Analyses the merits and weaknesses of different interpretations about reasons for abolition of the slave trade ● Source Enquiry- Analyses sources on the Transatlantic using contextual knowledge. <p>The second module of Year 9 takes in the First World War</p> <p>LO's</p> <ul style="list-style-type: none"> ● Knowledge- Wide ranging and carefully chosen evidence about the Great War ● Interpretations- Analyses the merits and weaknesses of different interpretations about the battle of the Somme <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"> ● Knowledge- Wide ranging and carefully chosen evidence about World War II ● Significance- Analyses the most important events during World War II in relation to why the allies defeated Germany and Japan in 1945. <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>

<p>Assessment</p>	<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:</p> <p>http://cothamschoolhumanities.weebly.com/resources1.html</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>
<p>Year 9 Tests</p>	<p style="text-align: center;"><u>Assessment Point 1:</u></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:</p> <p style="text-align: center;">http://www.bbc.co.uk/education/topics/z2qj6sg http://cothamschoolhumanities.weebly.com/history.html</p> <p style="text-align: center;">Completed at the beginning of October.</p> <p style="text-align: center;"><u>Assessment Point 2:</u></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:</p> <p style="text-align: center;">http://www.bbc.co.uk/education/topics/z2qj6sg http://cothamschoolhumanities.weebly.com/history.html</p> <p style="text-align: center;">Completed at the beginning of November.</p> <p style="text-align: center;"><u>Assessment Point 3:</u></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> <p style="text-align: center;">http://www.bbc.co.uk/education/topics/z4crd2p http://cothamschoolhumanities.weebly.com/history.html</p> <p style="text-align: center;">Completed at the beginning of January.</p> <p style="text-align: center;"><u>Assessment Point 4:</u></p> <p style="text-align: center;">Year 9 Exam</p> <p style="text-align: center;">Revision Resources:</p> <p style="text-align: center;">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</p> <p style="text-align: center;">Completed at the end of April.</p>

	<p style="text-align: center;">Assessment Point 5:</p> <p style="text-align: center;">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?”</p> <p style="text-align: center;">Revision Resources: http://www.bbc.co.uk/education/guides/z9s9q6f/revision http://cothamschoolhumanities.weebly.com/history.html</p> <p>Completed at the beginning of May.</p>
<p>Additional Resources</p>	<p>History VLE link: http://cothamschoolhumanities.weebly.com/history1.html</p> <p>History Clinic:</p> <p>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</p> <p>VLE link: http://cothamschoolhumanities.weebly.com/history-clinic.html</p> <p>Stretch and Challenge Tasks for History: http://cothamschoolhumanities.weebly.com/stretch-and-challenge.html</p> <p>Revision Websites https://www.samlearning.com/ https://www.gcsepod.com/</p> <p>Useful Research Websites for H/W: http://www.bbc.co.uk/history http://johndclare.net/ http://www.historylearningsite.co.uk/</p> <p>Cotham YouTube Channel: http://cothamschoolhumanities.weebly.com/youtube.html</p> <p>Cotham Pinterest Page: https://uk.pinterest.com/cothamhistory/</p>
<p>Essential Reading</p>	<p>KS3 History by Aaron Wilkes: Invasion, Plague & Murder Student Book (1066-1485) Aaron Wilkes, James Ball ISBN: 9781850083443</p> <p>KS3 History by Aaron Wilkes: Renaissance, Revolution & Reformation Student Book (1485-1750) (Paperback) Aaron Wilkes, James Ball</p>

	<p>ISBN: 9781850083450</p> <p>KS3 History by Aaron Wilkes: Industry, Reform & Empire Student Book (1750-1900) (Paperback)</p> <p>Aaron Wilkes, James Ball</p> <p>ISBN: 9781850083467</p> <p>KS3 History by Aaron Wilkes: Technology, War & Identities Student Book (After 1900) (Paperback)</p> <p>Aaron Wilkes, James Ball</p> <p>ISBN: 9781850083474</p> <p>Reference versions of these books are available in Cotham School library</p>
<p>Wider Reading</p>	<p>Horrible Histories books</p> <p>BBC History magazine catalogue available from the library and the History department</p> <p>Historical Fiction book list available in the Cotham School library</p> <p>VLE link to the catalogues:</p> <p>https://drive.google.com/drive/folders/0BwtIB3i22YS1c09DLWlrG9URm8</p>
<p>Additional Information on Cotham History</p>	<p>Enrichment Activities:</p> <p>The History department aims to provide an enrichment activity for all year groups. In Year 8 students can go to the S.S. Great Britain to explore Britain's Industrial heritage. The enrichment provision we offer is always under review and may be subject to change.</p> <p>VLE link to History trips and trip forms:</p> <p>http://cothamschoolhumanities.weebly.com/trips.html</p> <p>Additional Enrichment Opportunities in Bristol:</p> <p>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>Hollywood vs History Club</p> <p>Every Thursday 3.15-4.30 in A103 with Mr Lloyd (if there are any queries please e-mail lloydj@cotham.bristol.sch.uk)</p> <p>VLE link to Hollywood Vs History Club programme:</p> <p>http://cothamschoolhumanities.weebly.com/hollywood-vs-history-club.html</p> <p>Homework:</p> <p>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.</p>

SUBJECT	Religion, Ethics & Philosophy
Year 9 Course Outline	<ul style="list-style-type: none"> ● Do we need religion? ● What is philosophy? ● Why do we suffer? <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"> ● Give a balanced argument that considers the strengths and weaknesses of both sides. ● Draw well-reasoned conclusions and justify your opinion.
Assessment	<p>All assessments have the same format:</p> <ul style="list-style-type: none"> ● Closed-book recall of learning from across the year so far ● Open-book extended written response to one of the Big Questions for the current topic <p>OCTOBER</p> <ul style="list-style-type: none"> ● How well can you remember information from our most recent lessons? ● Can you use expert language when making points and do you always support your points with fully explained evidence? ● Can you give at least two different interpretations and make comparisons between them, without needing reminders? <p>MARCH</p> <ul style="list-style-type: none"> ● How well can you remember information over 6 months? ● Can you give a balanced argument using expert language, without needing any prompts? ● When given structured examples, can you use direct rebuttals to point out flaws in reasoning? ● When reminded, do you ensure that your conclusion flows naturally from the points you have made? <p>JULY</p> <ul style="list-style-type: none"> ● How well can you remember information covered over the whole year? ● Can you give a balanced argument using expert language, without needing any prompts? ● When reminded, can you use direct rebuttals to point out flaws in reasoning? ● Does your conclusion entail (flow) naturally from your points? <p>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.</p>
Home learning	<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 https://cothamschoolhumanities.weebly.com/religion-ethics--philosophy.html</p> <p>Useful websites http://rejesus.co.uk/ http://request.org.uk/ http://www.bbc.co.uk/religion/religions/ http://www.reonline.org.uk/knowing/what-re/</p>
Essential Reading	<p>'Religions to Inspire' textbook series (edited by Steve Clarke) 'Living Faiths' textbook series (edited by Janet Dyson)</p>
Wider Reading	<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, Social, Health and Economic Education
<p>Year 9 Course Outline</p>	<p>In year 9 students will start a new GCSE equivalent qualification entitled ‘Personal Wellbeing’. This is a level 2 qualification delivered by Gateway Qualifications. Students will gain 13 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>Sex and Relationships Education (2 terms)</u></p> <p>Students will be able to define what is meant by the terms ‘sexuality’ and ‘sexual orientation’. They will outline different types of sexual relationships and understand what is meant by consent. Students will be able to describe cultural differences regarding sexual relationships and marriage. They will be able to describe the risks associated with a sexual relationship and be able to describe potentially high risk situations and how these risks can be minimised or avoided. Students will be able to describe legal issues in relation to age of consent, marriage, cohabitation and abuse. They will understand how the body works in relation to sexual activity and compare different methods of contraception as well as how to access support services. They will understand how to maintain good sexual health and be able to describe the causes and effects of STIs including HIV/AIDS.</p> <p><u>Body Image (1 term)</u></p> <p>Students will define what is meant by body image and compare examples of positive and negative portrayals of male and female bodies in the media. They will describe how body image and perceptions of beauty can be influenced by different societies or cultures and study how perceptions of beauty have differed throughout history. They will be able to recognise how their own body image is influenced by different factors.</p> <p><u>Eating Disorders (1 term)</u></p> <p>Students will be able to describe different eating disorders and identify their symptoms. They will be able to describe the potential long term and short term effects of different eating disorders. They will understand the connections between food and feelings and understand how abnormal eating habits might develop. They will be able to describe different sources of help for those suffering from an eating disorder and how they can be accessed by friends and</p>

	family.
Assessment	Continuous assessment
Additional Resources and supporting activities	Unity Sexual Health Services <input type="text"/> NHS Live Well Beat Eating Disorders charity Body Gossip
Essential Reading	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.

SUBJECT	GERMAN
Year 9 Course Outline	<p>Year 9 have 6 German lessons a fortnight and are taught in sets. Set 1 has 2 hours of Spanish and 4 hours of German. Our course is based on Theme 1 of GCSE AQA German.</p> <p>The topic areas covered are as follows;</p> <p>Term 1 - Unit 1 Me, my family and friends</p> <p>Term 2 - Unit 2 Technology in everyday life</p> <p>Term 3 - Unit 3 Free-Time activities</p> <p>Term 4 - Unit 4 Health</p> <p>Term 5 - Unit 5 Customs and traditions in German speaking countries</p> <p>Term 6 - Unit 6 Festivals and celebrations in German speaking countries</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>
Assessment	<p>Homework</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 a vocabulary booklet 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>Vocab Express for each year 9 group is linked to GCSE AQA 9-1 vocabulary.</p>
Year 9 Tests	<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>
Additional Resources and supporting activities	<p>Go to www.cothamschoolmfl.weebly.com to access vocabulary lists and see examples of students' exemplar homework.</p> <p>The school has purchased a subscription with www.vocabexpress.com - students should use their school log in and chosen password. This has vocabulary training exercises from AQA (our chosen exam board)</p> <p>www.linguascope.com</p> <p>SAM Learning and BBC Bitesize are also excellent resources.</p>
Essential Reading	<p>Vocabulary Lists - found on http://cothamschoolmfl.weebly.com/gcse-vocabulary.html</p> <p>It is essential to learn all the vocabulary from each theme.</p>

	Revise AQA GCSE German - Revision Workbook, Pearson ISBN 9781447941149 £3.99 (some available for purchase in MFL office)
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!
	<p>There is German support/ catch up available for all Year Groups on Tuesdays after school. It is an informal, drop-in hour unless you are informed otherwise.</p> <p>There are many opportunities at Cotham for those who love languages! Currently, there is a Year 8 trip to the Black Forest in Germany and in Year 9, there is a long-running German exchange, both of which have proved extremely popular!</p> <p>We have a great Foreign Language Assistant, who provides native support in classrooms and small groups. Currently she is working on a Year 7&8 drama project - it's not too late to get involved!</p>

SUBJECT	SPANISH
Year 9 Course Outline	One hour per week introduction to Spanish as basis for GCSE for those students who wish to continue in year 10. Course includes basics of GCSE vocabulary for most topics from family to global issues, as well as introduction to 3 tenses and grammar. Cultural input such as music, art, festivals and traditions of the hispanic world.
Assessment	End of year informal assessment
Year 9 Tests	Quizzes, challenges, homeworks, projects - Aim of course is to inspire and motivate!
Additional Resources and supporting activities	Youtube, lyricstrainer, linguascope, languagesonline, duolingo, spanishdict, bbc mundo, euronews... Bake off, spanish FLA, following the news. films
Essential Reading	Monitor what is happening in the hispanic world - tv/internet
Wider Reading	Anything and everything that is related to Spanish!

SUBJECT	FRENCH
Year 9 Course Outline	<p>Year 9 have 6 French lessons a fortnight and are taught in sets. Set 1 has 2 hours of Spanish and 4 hours of French. Our course is based on Theme 1 of GCSE AQA French.</p> <p>The topic areas covered are as follows;</p> <p>Term 1 - Unit 1 Me, my family and friends</p> <p>Term 2 - Unit 2 Technology in everyday life</p> <p>Term 3 - Unit 3 Free-Time activities</p> <p>Term 4 - Unit 4 Health</p> <p>Term 5 - Unit 5 Customs and traditions in French speaking countries</p> <p>Term 6 - Unit 6 Festivals and celebrations in French speaking countries</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>
Assessment	<p>Homework</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 a vocabulary booklet 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>Vocab Express for each year 9 group is linked to GCSE AQA 9-1 vocabulary.</p>
Year 9 Tests	<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>
Additional Resources and supporting activities	<p>Go to www.cothamschoolmfl.weebly.com to access vocabulary lists and see examples of students' exemplar homework.</p> <p>The school has purchased a subscription with www.vocabexpress.com - students should use their school log in and chosen password. This has vocabulary training exercises from AQA (our chosen exam board)</p> <p>www.linguascope.com</p> <p>SAM Learning and BBC Bitesize are also excellent resources.</p>
Essential Reading	<p>Vocabulary Lists - found on http://cothamschoolmfl.weebly.com/gcse-vocabulary.html</p> <p>It is essential to learn all the vocabulary from each theme.</p>

	Revise AQA GCSE French - Revision Workbook, Pearson ISBN 9781447941064 £3.99 (some available for purchase in MFL office)
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. Netflix also has a foreign language film section

SUBJECT	Computing and IT
Year 9 Course Outline	<p>Online Programme of Study and Lessons</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: http://cotham-computingit.weebly.com/</p> <p>Term 1 - Spreadsheet Modelling - Quiz</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>Term 2 - Small Basic Programming</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>Term 3 - Business Skills Exam</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>Term 5 - FlowOI Programming</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>Term 6 - Video Tutorials</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>
Assessment	<p>More information available here: http://cotham-computingit.weebly.com/ks3---assessment-strands.html</p> <p>End of Topic Assessments</p> <p>Each topic is assessed in one of two ways:</p> <ol style="list-style-type: none"> 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. 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>In Lesson Tasks</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"> • Walk students through the learning of the topics core skills and knowledge with the LEARN tasks • Provide opportunities for students to demonstrate their learning through the showcase tasks • Stretch high achieving students through independent learning and discovery. <p>The more SHOWCASE and EXCEL tasks the students complete the higher their grading will be.</p>
<p>Year 9 Tests</p>	<p>Assessment Dates</p> <p>(all dates are subject to change if needed)</p> <p>Term 1 -Spreadsheets - Second week of October</p> <p>Term 2 - Small Basic Programming - Second week of December</p> <p>Term 4 - Exam - Wk Begin: Second week of March</p> <p>Term 5 - FlowOI - Third week of May</p> <p>Term 6 - Video Tutorials - First week of July</p>
<p>Additional Resources and supporting activities</p>	<p>Department Homepage</p> <p>http://cotham-computingit.weebly.com/</p> <p>All lessons and additional resources are stored here</p> <p>Further Information on KS3 Assessment Strands</p> <p>http://cotham-computingit.weebly.com/ks3---assessment-strands.html</p> <p>Low Cost Computers Council Scheme</p> <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.</p> <p>http://www.bristolcomputerreuse.org/</p>
<p>Wider Reading</p>	<p>http://www.bbc.co.uk/news/technology</p>
<p>Additional info</p>	<p>Enrichment Activities:</p> <p>ICT Catch up is available in B001 and there is always a member of the ICT team on-hand to support students every lunchtime.</p> <p>Current Clubs are a Key Stage 3 game design club and Year 8-10 Digital Leaders. Clubs vary throughout the year.</p>

SUBJECT	Design, Technology and Engineering
<p>Year 9 Course Outline</p>	<p>Students rotate through a carousel of specialist teachers and rooms to complete challenging projects and experience a wide range of specialist areas, equipment, techniques and materials. In no particular order this includes; Materials Technology, Electronics & Systems, Visual Communication and Product Design. During their study students will gain a knowledge and understanding of the Core Technical Principles of Design & Technology across the range of areas. Whilst studying a particular project it may focus in-depth on Specialist Technical Principles for one or more materials such as; Timber, Polymers, Papers and boards, Metals, Textiles, Electronic and mechanical systems.</p> <p>9.1 Coat hooks and candlesticks. A research, design and make project sees Students create a metal coat hook and a scrolled candle holder 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>9.2 ARM Microprocessors. Using industry standard ARM Microcontrollers students build, code and program their own robotic buggy to navigate a track in the fastest times possible. Learning a range of skills through a series of engineering challenges including C++ coding, cutting and preparing wire, rapid assembly techniques, use of sensitive electronic components, physical addressing, testing and fault finding in complex electronic circuits.</p> <p>9.3 Cardboard engineering. Students work individually and as part of a small team to complete the Dyson marble run challenge. Using basic and recycled materials such as cardboard they must create a marble run where the marble must run for exactly 60 seconds. The project introduces scientific principles such as friction and potential energy, as well as mathematical skills in timing and measurement in a hands on context. Not to mention the fact they students will have to learn to work together, meet deadlines, allocate roles, make design decisions and construct a complex and strong structure using the minimum of materials.</p> <p>9.4 Wooden trucks. A focus practical task that aims to teach students valuable skills including working to tight tolerances, reading engineering drawings correctly, and working with a range of hand tools and machinery safely. Students use an orthographic drawing to translate a 2D design into three dimensions, shaping a timber block with saws, drills and chisels. To learn about batch production they work to high levels of accuracy to ensure their product looks like their team and that supplied components fit and ensure their vehicle goes in a straight line. Using a range of specialist machinery they also learn about injection moulding and mass manufacturing techniques by making 4 identical plastic wheels before assembling the whole thing and testing it out on the track.</p>
<p>Assessment</p>	<p>Students class work, homework and active participation in group or whole class tasks will be assessed throughout their time in lessons and be fed back to them at the end of a project. Often there will be a mid-point assessment where students will receive detailed verbal or written feedback from the teacher on how to improve their work to ensure they meet or exceed their minimum expected grade.</p>

	<p>Assessment is broadly split into two main areas, the first, Core Technical Principles can include;</p> <ul style="list-style-type: none"> · Designing principles – research and data, environmental considerations, the work of others, design strategies, communicating design ideas and developing prototypes. · New and emerging technologies – Current affairs, global issues and their impact on design. · Energy, materials, systems and devices – Energy storage and generation, developments in new materials, systems approach to designing and mechanical devices. · Materials and their working properties – forces and stresses, ecological and social footprint and scales of production. · Making principles – selecting materials and components, tolerances, material management, specialist tools, equipment, processes and techniques. <p>The second area, Specialist Technical Principles will vary by project and will focus on deeper knowledge around one or more specific area from the following;</p> <ul style="list-style-type: none"> · Timber based materials · Polymers · Papers and boards · Metals based materials · Electronic and mechanical systems · Textile based materials <p>Students will be tested on their knowledge of material selection, sources and origins, stock forms, working properties, specialist techniques, tools, processes, surface treatments and finishes.</p>
<p>Year 9 Tests</p>	<p>Testing for Design & Technology takes place during Year 9 examination week and takes the form of a 55 minute written paper. Split into two sections A - core technical knowledge and B - specialist technical knowledge. Section A challenges students to recall and apply their general knowledge of all areas they have studied during the year. Section B allows students to choose questions relating to a focused material area they feel they can show the most in depth knowledge.</p>
<p>Additional Resources and supporting activities</p>	<p>The department website http://tiny.cc/cothamDT is being developed with a range of information,, videos, links and useful resources which students should use if they need help.</p> <p>http://www.technologystudent.com/ is a fantastic resource for revision and all things Design & 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 http://www.autodesk.com/education/ students should sign up for an account with their Cotham email address to qualify for a free licence.</p> <p>When on site, the school network has a number of programs that students can access to help them make good progress. A range of software called</p>

	Focus on... is available covering a number of areas including Resistant Materials, Mechanisms and Plastics.
Essential Notes	For some projects homework is set as a mini project or task given towards the start of the rotation with a long, often 2-week deadline for completion. The expectation is that students should spend at least 2 hours on the work. To prepare students for later study it needs to be submitted on the correct date and late or incomplete submissions result in a faculty detention for lack of effort. Work will be marked and form an important part of the grade given to the student at the end of the project.

SUBJECT	Design & Technology: Food Science (Te5)
Year 9 Course Outline	<p>Topics covered - Students will examine fruit as a food commodity and consider its nutritional value, preservation techniques, storage requirements, seasonality to include importation of fruit. Eggs are examined as a food commodity and students will be introduced to High and Low Biological Value Proteins, types of egg production and the ethics of each production type, storage requirements, the structure of an egg and testing for freshness. Meat is examined as a food commodity to include storage requirements, safe preparation and cooking, the nutritional value in the diet. 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 diet and apply sensory descriptors and apply their knowledge of nutritional and physical properties of each ingredient.</p> <p>Skills; knife skills, layering and lamination of pastry, rubbing in technique, rolling and applying to a dish, sauteing vegetables, meat sauce base, all in one white sauce, curry paste making, safe handling meat, preparation of dough and forming. Made products include: fruit pinwheels, quiche, lasagne and curry with naan bread.</p>
Assessment	<p>Progress and attainment will be measured through a focus on key skill areas within each project studied every year by students. These can include Research, Planning, Designing, Making and Evaluation.</p> <p>Homework</p> <p>Homeworks will be set through the use of GCSE Pod it will ask students to watch a video clip on Nutrition or Food Science and respond to multiple choice questions</p>
Year 9 Tests	<p>Testing for Key Stage 3 Design & Technology takes place during Year 9 examination week and takes the form of a 45 minute written paper. Students can select to complete either a Product Design examination or Food and Nutrition examination.</p>
Additional Resources and supporting activities	<p>https://www.gcsepod.com is a fantastic resource for all nutrition and food science. The online GCSE textbook which all students have access to provides a wealth of interesting information on food commodities, food provenance and the science of cooking.</p> <p>www.illuminate.digital/eduqasfood</p> <p>Student Username: SCOTHAM4 Student Password: STUDENT4</p>
Essential Notes	<p>It is expected that students bring in ingredients required for the dishes they are making to each practical lesson. These will be published in advance and students will be asked to write them in their planners to aid organisation. Ingredients list are on Google Classroom.</p>

SUBJECT	Dance
<p>Year 9 Course Outline</p>	<p>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.</p> <p>Term 1, 2 & 3: Choreography & Appreciation</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>Term 4 & 5: Performance & Choreography</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> <p>Term 6: Performance</p> <p>This term is an optional term for Dance and we suggest all those students who have opted for the subject as a GCSE and those who relish performing take part.</p> <p>We will collaboratively choreograph a dance to perform at the Dance Department's Summer Sharing.</p>
<p>Assessment</p>	<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>
<p>Year 9 Assessments</p>	<p>These will take place in week 4 and week 7 of the relevant terms.</p>
<p>Additional Resources and</p>	<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</p>

supporting activities	<p>the Dance Department and via the weekly bulletin.</p> <p>Y9 also have the opportunity to perform in the schools dance competition The Great Big Dance Off. Look out for information</p>
What can parents/ carers do to support students	<p>Ensure they have their Dance uniform for every lesson. This is a Cotham Dance t-shirt (available from Harris Sports) 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>

SUBJECT	Drama
Year 9 Course Outline	<ol style="list-style-type: none"> 1. Key Skills 3 A series of self-contained workshops in which you are introduced to and develop your understanding of a variety of Drama techniques; 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' 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. Monologues: You will create a character from your own imagination and then write and perform a 3 minute monologue. 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. 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	<p>All resources are sent through via google classroom Weebly has lists of keywords for each term and a breakdown of each termly homework</p> <p>Homework for the Year...</p> <p style="text-align: center;"><u>Year 9</u></p> <p>TERM 1: LESSON DIARY</p> <p>Keep an evaluative diary detailing your 'Language of Drama' lessons.</p> <p>TERM 2: GLOSSARY</p> <p>Produce an illustrated booklet or powerpoint containing a minimum of 20 Drama keywords which you think are relevant to this term's work.</p> <p>TERM 3: BRECHT PRESENTATION</p> <p>Produce presentation on the life and works of Brecht.</p> <p>TERM 4: DESIGN IDEAS</p> <p>Present your ideas for design elements to enhance your monologue performance.</p> <p>TERM 5: DEVISING PORTFOLIO</p> <p>Create a portfolio of evidence about your group's devised class work.</p> <p>TERM 6: FILM PROJECT</p> <p>Make a poster, film still or trailer presenting your own interpretation of a</p>

	<p>well-known film</p> <p>Activities currently on offer include: 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>
<p>Essential Reading</p>	<p>Two by Jim Cartwright</p> <p>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.</p>
<p>Wider Reading</p>	<p>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.</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>

SUBJECT	Music
Year 9 Course Outline	<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"> ● Musical Fusions ● Jazz Music ● Club Dance Music ● Film Music ● Reggae Music ● Performer Producer <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>
Assessment	<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>
Year 9 Tests	<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>
Additional Resources and supporting activities	<p>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; 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>
Essential Reading	<p>A home support booklet is available to each year group at the start of the year. 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</p>

	made available via Google Classrooms. Resources include worksheets, PowerPoints and some film footage demonstrating how to perform keyboard parts.
Wider Reading	<ul style="list-style-type: none"> • 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	<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.</p> <p>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>

SUBJECT	Physical Education
Year 9 Course Outline	<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"> • 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	<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 & 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".</p>
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.

<p>Wider Reading</p>	<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"> ● Netball and badminton in the autumn term. ● Football, badminton and basketball in the spring term. ● Athletics, tennis and rounder's in the summer term. <p>Boys clubs:</p> <ul style="list-style-type: none"> ● Rugby and badminton in the autumn term. ● Football, badminton 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. <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>
<p>Additional info</p>	<p>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.</p>

SUBJECT	Visual Arts
Year 9 Course Outline	<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>Themes</p> <ul style="list-style-type: none"> ● Architecture ● Cubism ● Microworlds <p>Artists</p> <p>Frank Gehry, Picasso, Braque, Gris, Klari Reis</p> <p>Key skills</p> <p>Observational drawing, two-point perspective, monoprinting, ceramics, multi-media, photography, scaling drawings using grids, hand drawn typography, printmaking, composition, colour theory, colour mixing, painting, analysing artists and their work, pattern, sewing and textiles</p>
Homework	<p>Within each project, students will be set image research to develop independent influences, written analysis to develop depth of understanding and refinement of class work to improve the quality of outcomes.</p>
Assessment	<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>
Additional resources and supporting activities	<ul style="list-style-type: none"> ● Art club and homework club for all students is open on Friday lunchtimes in C007. ● 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	<ul style="list-style-type: none"> ● Talk to your son/daughter 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

	<p>thread. It is helpful to have basic materials at home. The school can support with this.</p> <ul style="list-style-type: none"> • 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. • Encourage them to attend the Friday art club.
<p>Useful websites</p>	<p>https://uk.pinterest.com/</p> <p>http://www.art2day.co.uk/</p> <p>http://www.tate.org.uk/</p> <p>https://www.vam.ac.uk/</p> <p>https://www.nationalgallery.org.uk/</p> <p>https://www.saatchiart.com/</p>
<p>Galleries and museums in Bristol (most are free entry)</p>	<p>https://www.bristolmuseums.org.uk/bristol-museum-and-art-gallery/</p> <p>http://www.arnolfini.org.uk/</p> <p>http://www.spikeisland.org.uk/</p> <p>http://www.rwa.org.uk/</p>