



DRIFFIELD
SCHOOL
& SIXTH FORM

Driffield School & Sixth Form



Year 9 Curriculum Guide

Welcome

Our ambitious curriculum is designed to ensure that all students are able to thrive, both academically and personally, at Driffield School & Sixth Form. The Year 9 curriculum is knowledge-rich and aims to equip all of our students with the knowledge, skills and experiences that they need to be successful people and have better lives. This is underpinned by a culture that places a high value on literacy and vocabulary, which are both crucial to academic achievement, future learning and employment.

Students will develop independent learning, thinking skills, creativity and learner resilience through a wide variety of subjects and topics. Our Year 9 curriculum builds on the knowledge students have learnt in Years 7 and 8 and enables learners to gain the competences required to prepare them for the future GCSE and vocational curriculum requirements.

Students will also learn about the personal and social issues which challenge them as young adults in today's society. They will study an hour of APEX (Achieving Personal Excellence) per week and these lessons focus on aspects of personal, social, health and economic education. These lessons develop students' personal development alongside teaching them the importance of British values. APEX is designed to develop our students into thoughtful, responsible and informed members of the community who are prepared for life beyond school.

Staff Contacts:

APEX:	Miss A Charlton
Art:	Miss E Appleby
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Maths:	Mrs A Amers
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APEX

The APEX curriculum aims to develop students' personal development, alongside teaching the importance of British values. APEX is designed to develop our students into thoughtful, responsible and informed members of the community who are prepared for life beyond school. Students will explore how they can keep themselves safe and make considered choices about their personal development and well-being.

The APEX programme will have one dedicated hour per week in Year 9 which will focus on the following topics:

Autumn	Spring	Summer
<p>Identity and Diversity</p> <p>Students will learn about the impact a local, national and global community can have on citizens of the world as well as understanding the importance of global charities.</p>	<p>Relationships and Sex Education</p> <p>Students will learn about the importance of consent and safety in all types of relationships.</p>	<p>Healthy Living</p> <p>Students will learn about the continued emphasis on mental health and well-being, alongside physical health and fitness. They will look at the effects of eating disorders and negative body image on a healthy lifestyle.</p>
<p>Careers and Finance</p> <p>Students will learn about the school options processes and potential next steps after school. Students will develop an understanding of various career paths, the importance of transferable skills, networking and relationships with others.</p>	<p>Risk and Safety</p> <p>Students will learn how to manage difficult situations they may encounter in life. This unit will have a big focus on types of exploitation.</p>	<p>Politics</p> <p>Students will learn about everyday life and how this is impacted by politics. They will learn about the local government, national government, social change, taxes and government funding.</p>

Our Year 9 Curriculum goals:

- To provide an age appropriate PSHE (Personal, Social, Health, Economic) curriculum for our students so they can make safe and considered choices about their personal development and well-being
- To provide effective healthy lifestyle education to all students
- To help students make connections between their own lives and the wider world that we live in
- To prepare our students for the next steps in education, training or employment pathways

Art and Design

Knowledge taught in Year 9:

Autumn	Spring	Summer
<p>Find Your Voice</p> <p>Students consider different issues which face the human race and the planet. Inspired by the posters of Shephard Fairey, students choose one issue to champion. Using the hand motif initially, students can move on to other motifs to highlight their issue. Students will focus on one word posters (type), and stencilled backgrounds (pattern).</p>	<p>Digital Portraiture*</p> <p>Using portrait photos, students create an image made up of text. They learn how to use photoshop to stretch and warp text to fit around the contours of the face, with a focus on tone.</p>	<p>Eyes*</p> <p>Using Minjae Lee and Marion Bolognesi as inspiration, students produce a realistic drawing with a focus on colour, pattern, line, shape and form.</p>
	<p>Careers in Art/Options</p> <p>Covering the transferrable skills which art has to offer (and also the multitude of careers on offer for arts graduates), we look at the GCSE options of art and photography.</p>	<p>Identity</p> <p>Using the inspiration from previous artists from the 'eyes' project, and now introducing the work of Juliana Coles who also uses text in her work, students complete a final piece for the year which is more individual to them. They get to choose the artist focus for their own outcome, like GCSE students would do. The focus this term is composition.</p>
<p>*These projects may be switched, to allow all students access to the computer room over these two terms</p>		

Main skills developed in Year 9:

- Use of a wide variety of materials and techniques in a consistent and effective way
- How to plan, develop and produce a final piece in an organised and creative way
- How to apply the formal elements – line, shape, tone, texture, pattern and colour
- How to interpret a work of art in different ways based on cultural and historical context
- How to use a variety of sources and information to inspire new works
- How to interpret reality in different ways from traditional perspectives
- How to produce a work of art which clearly communicates an idea, emotion or opinion
- How to attract and meet the needs of a particular audience

How parents can help to support their child's learning:

- Provide paper and materials at home so students can regularly produce their own work
- Visit local exhibitions/ cultural events and discuss them
- Encourage them to go the extra mile with presentation and creativity of homework
- Watch relevant documentaries or programmes relating to art history or practice
- Have a go yourself!

The following websites can help your child's learning:

- www.artchive.com
- www.tate.org.uk

Computing

Knowledge taught in Year 9:

Autumn	Spring	Summer
<p>Option Taster Units What can I study in Computing in Key Stage 4?</p> <p>Students will be introduced to some of the basic skills required for the two option subjects in KS4 computing: GCSE computer science and the BTEC in Digital Information Technology.</p>	<p>Programming 3 (part two) How can I write a program to play a text based/puzzle game?</p> <p>Students will use the techniques learned in part one to create one from a selection of quiz, puzzle or adventure games playable entirely in text, using the Python programming language.</p>	<p>Computer Science 2 How can I understand what is happening while computer programs are running?</p> <p>In part one, students will learn about the principles of program design, including flow charts and pseudocode, and use these to design their own simple mobile app.</p>
<p>Programming 3 (part one) What programming techniques do I need to understand to start writing simple games?</p> <p>Students will recap basic techniques from year 8 and learn some more advanced ones. These will include selection (decision-making), iteration (looping) and modular programming (using subroutines).</p>	<p>Online Safety 3 How can I keep myself safe when using technology and the web?</p> <p>Students will learn how to enter, format and display data using Microsoft Excel. They will also learn how to create automatic calculations using formulas and functions, and apply some conditional logic.</p>	<p>In part two, students will use code.org's online App Lab to turn their designs into functioning mobile apps.</p> <p>The techniques learned are similar to those in the programming unit, but this uses code expressed visually, via blocks, in a similar way to Scratch.</p>

Main skills developed in Year 9:

- Computer science vocabulary
- Understanding of online risks and how to protect against them
- How algorithms are expressed in program design
- More advanced programming techniques in Python
- How mobile apps are created using visual programming techniques

How parents can help to support their child's learning:

- Encourage practising the skills they learn at school, particularly learning to program
- By downloading and installing the relevant software, which is freely available at no charge. Students will be given links to the sites where the software can be found, or to online alternatives where installing at home is not possible
- Students will be set homework activities based around the vocabulary of computer science to support their development and progress
- We provide access to computers for homework to be completed during lunchtimes and after school

Design and Technology

As part of their Design and Technology studies, students will rotate between Design & Engineering and Food Preparation & Nutrition. Both versions of their schedule are below. Students will be informed of their sequence at the start of the year and should add it to their timetable.

Knowledge taught in Year 9 (sequence 1):

Autumn	Spring	Summer
<p>Presenting design solutions</p> <p>Students develop the skills required to present design drawings by hand, through the use of isometric projection.</p>	<p>Using papers and boards</p> <p>Students look at how the development of papers and boards have influenced so many everyday products, whilst developing their own drinks packaging design.</p>	<p>Food ingredients: functional properties</p> <p>Students build an understanding of the functional and chemical properties of macronutrients through research and practical investigation.</p>
<p>3D CAD design</p> <p>Students further develop their design skills, this time using 3D CAD software to present detailed product designs.</p>	<p>Diet and health: micronutrients</p> <p>Students investigate a range of factors affecting food choice and understand the nutritional importance of meals with an emphasis on the functions of micronutrients.</p>	<p>NEA2 Style assessments</p> <p>Students plan, prepare, cook and present a dish suitable for a target audience.</p>

Knowledge taught in Year 9 (sequence 2):

Autumn	Spring	Summer
<p>Diet and health: micronutrients</p> <p>Students investigate a range of factors affecting food choice and understand the nutritional importance of meals with an emphasis on the functions of micronutrients.</p>	<p>NEA2 Style assessments</p> <p>Students plan, prepare, cook and present a dish suitable for a target audience.</p>	<p>3D CAD design</p> <p>Students further develop their design skills, this time using 3D CAD software to present detailed product designs.</p>
<p>Food ingredients: functional properties</p> <p>Students build an understanding of the functional and chemical properties of macronutrients through research and practical investigation.</p>	<p>Presenting design solutions</p> <p>Students develop the skills required to present design drawings by hand, through the use of isometric projection.</p>	<p>Using papers and boards</p> <p>Students look at how the development of papers and boards have influenced so many everyday products, whilst developing their own drinks packaging design.</p>

Design & Engineering

In Year 9, Students in Design and Engineering gain further insight into what it is like to study our subjects at Key Stage 4.

Students learn to both interpret and write a brief, identifying primary users and stakeholders in the process. We then teach students the skills required to develop design ideas in 3D, using isometric projection and crating. We aim to help students understand why it is ok to make mistakes and try out ideas without the pressure of getting them right first time.

To build on these design skills further, students learn to use 3D modelling software. We begin with the absolute basics and guide students to achieve a level of competency that allows the formal presentation of their design ideas. The skills Year 9 learn in presenting designs, both by hand on PCs, are vital for those who choose to complete either GCSE D&T or CAMNAT Engineering Design.

Finally, we allow students to develop their understanding of another material area, papers and boards. We encourage students to consider these materials of equal importance to any other, including timbers, polymers and fabrics. Students look at how papers and boards can be used to quickly develop 3D solutions through modelling and then investigate their importance in food and drink packaging. As part of this, students design and develop their own drinks packaging, exploring graphical considerations and practicing their presentation skills.

Year 9 students complete Design and Engineering over the first or second half of the year. Students will spend the alternate half of the year in food and nutrition.

Main skills developed in Year 9:

- Developing design briefs and ideas
- Presenting design ideas in isometric projection
- Testing design ideas using CAD software
- Modelling designs using papers and boards
- Selecting appropriate materials for a product
- Evaluating and improving designs
- Using graphical design skills to develop a product

How parents can help to support their child's learning:

- Encourage your child to complete homework to a high standard (including presentation) as this will support with tasks completed in lessons and assessments
- Ask your child what they have been doing in D&T and encourage them to consider why they are doing this

Food & Nutrition

In Year 9, we give students an insight into the GCSE Food Preparation and Nutrition course. We ensure students have a wide range of culinary skills which they can use further on in their lives.

In the first unit, we look at factors which influence food choice. Students build a knowledge of lifestyle, religious, moral and dietary factors which affect which foods we choose to eat. We create a range of practical dishes with multi-cultural influence, embedding skills taught in Year 7 & Year 8, and students acquire new complex skills in each practical lesson. Students become more independent in completing tasks and begin to understand how these dishes can be modified to meet the needs of different individuals. Students are given opportunities to evaluate their own performance and consider the nutritional contribution that these dishes make to our diet, with a particular focus on the functions of micronutrients (vitamins and minerals). We also develop understanding of the functions of ingredients in recipes.

Students, in the second half term, strengthen their knowledge of how ingredients work by looking into the functional and chemical properties of macronutrients. We complete a group research investigation, looking into why certain ingredients work better than others in recipes. In the final half term, students plan, prepare, cook and present a savory dish suitable for a particular target audience. Students create a time plan, cost and nutritional analysis before creating their product. A range of finishing techniques are taught to help students in creating well-presented outcomes on a range of professionally looking plates.

Main skills developed in Year 9:

- Work independently to produce a range of recipes
- Select and use a range of tools competently
- How to plan, develop and produce a final practical outcome in a safe and organised manner

How parents can help to support their child's learning:

- Ensure your child has a clean apron and ingredients for all practical lessons. Teachers will give ingredients slips to students at least one lesson before they are required
- Encourage your child to try new ingredients and foods when the opportunity presents itself
- Encourage your child to help with preparing meals at home
- Encourage your child to go the extra mile with presentation and quality of homework

Drama

Knowledge taught in Year 9:

Autumn	Spring	Summer
Interpreting a Script Students will interpret the play 'Teachers' by John Godber.	Devising and Explorative Strategies Students will explore the story of Salvador Agron using a range of explorative strategies.	Scripted and Exploring Issues Students will explore 'The Stones' play alongside a range of drama techniques.
Evaluating Live Theatre Students will explore the popular musical 'Billy Elliot' and learn how to evaluate live theatre.	Improvisation This fun topic will explore a range of different comedy styles.	Exploring a Practitioner Students will understand the working practices of an established theatre practitioner.

Main skills developed in Year 9:

- To participate in practical exercises and assignments responsibly, confidently and effectively
- To explore and experiment in drama activities using a range of techniques, voices and movements
- To fulfil different roles and perform them in the class and as a group
- To explain their own and others' work, giving similarities and differences
- To identify their own successes
- To consider how drama is created, performed and seen

Each of the drama activities offers opportunities for students to develop their teamwork, focus, energy, imagination, narrative language skills, spontaneity, confidence and trust. Students can overcome inhibitions and build positive relationships: all of these are essential to future successes for life.

How parents can help to support their child's learning:

- Encourage your child to talk about what they did in their lessons, describing the characters they played and the situations their characters experienced
- Watch a television drama together and discuss why the characters did what they did (motivation) and try to explain how the actors communicate what they are feeling (using their facial expressions and body language)
- Encourage your child to see live drama (school productions and showcases, local theatre productions)
- Encourage your child to attend our extra-curricular activities (lunchtime and after-school rehearsals and some weekends)

English

Knowledge taught in Year 9:

Autumn	Spring	Summer
<p>Drama study: Noughts and Crosses</p> <p>Students will explore the role of dramatic conventions whilst studying this modern play that challenges perceptions of race and power.</p>	<p>Shakespeare: Macbeth</p> <p>Students will understand the plot and character development of this Shakespearean tragedy.</p>	<p>Shakespeare: Macbeth</p> <p>Students will explore events leading to the downfall of the tragic hero.</p> <p>Reading skills: Unseen Poetry</p> <p>Students will develop confidence to explore and examine voices in poetry.</p>
<p>Writing: Media and Moral Panics</p> <p>Students will explore how language is used and manipulated by the media to stir reactions from readers.</p>	<p>Creative writing: Heroes and Villains</p> <p>Students will explore the portrayal of archetypal heroes and villains starting with ancient myths and legends up to modern-day representations.</p>	<p>Genre study: Victorian Literature</p> <p>Students will explore patterns of conventions and devices used within Victorian short stories.</p>

Main skills developed in Year 9:

- To develop an interest and connection to the literature we study
- To recognise and respond to author's craft
- To allow students the freedom to explore power of words and to predict development of plot and characterisation through fiction and non-fiction studied
- To understand why writers have been compelled to write about the things they do
- To debate and listen to the cause of others

How parents can help to support their child's learning:

- Encourage your child to review and redraft their written work for improved technical accuracy
- Encourage reading for pleasure at home to enhance the understanding of different text types and reading for meaning
- Encourage your child to share their homework tasks with you and therefore check their accuracy, presentation and depth before handing homework in

Geography

Knowledge taught in Year 9:

Autumn	Spring	Summer
Tsunamis Students will learn about the causes and impacts of tsunamis and then, using examples from around the world, consider the different responses to these major events.	Resources and Sustainability Students will learn about the world's resources including fossil fuels, water and food supply. Students will consider the issues faced in meeting resource demand around the world and how we could try to be more sustainable.	Crime and Conflict Students will investigate globalisation through mapping global links and considering how our world has become more connected. Globalisation will be studied through case studies such as Apple, in which students will consider how different parts of the world are connected by the manufacturing and selling of phones.
Topical Geography Students will investigate the growth of settlement to decide if more housing should be built. They will study Tokyo as a mega city and the issues it faces. They will learn what life is like in the slum settlement of Dharavi. Students will make decisions on the best ways to make cities more sustainable.	Cold Environments In this topic students will learn about our worlds cold environments. Student will study animal and plant adaptations and the people who live in these environments. We will also consider the impact mankind is having on these fragile environments.	

Main skills developed in Year 9:

- Investigation skills including analysing data, interpreting information, evaluating methods and forming conclusions
- Decision making and problem solving skills
- Interpret Ordnance Survey maps in the classroom and in the field, including using grid references and scale, topographical and other thematic mapping, and aerial and satellite photographs
- Use Geographical Information Systems (GIS) to view, analyse and interpret places and data
- Use fieldwork data in contrasting locations to analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information

How parents can help to support their child's learning:

- Ensure that your child is always equipped with a pen, pencil, ruler and three colours of highlighters
- Encourage your child to complete their homework to the best of their ability
- Encourage your child to take an interest in world events, watching the news or reading a newspaper or news website

History

Knowledge taught in Year 9:

Autumn	Spring	Summer
World War One Students study the main long and short term causes of World War One. They look at recruitment and conscientious objection and carry out an investigation into conditions in the trenches on the Western Front.	Life in Nazi Germany An investigation into the rise of Hitler in 1920s Germany, with focuses on the changes made to German society and the Holocaust.	The Cold War Students will investigate the causes, events and impact of the Cold War. Focus will be on the growing tensions between the USA and USSR and its impact on international relations.
Interwar years - Democracy and Dictatorship An enquiry into the years after World War One. The topic focuses on the Treaty of Versailles and the emergence of new post-war dictatorships.	World War Two Students will investigate the causes, events and impact of World War Two. Pupils will review the home front and aftermath of the war and its lasting legacy on British history.	American West: Indians and Early Settlers - An Introduction to GCSE History A study of the lives of Native Americans and white settlers in 19th century America. Students will study differing attitudes and ways of life, and the interactions between the two groups. This is an introduction to the skills and knowledge needed at GCSE.

Main skills developed in Year 9:

- Chronology
- Organisation and communication skills
- Historical enquiry
- Structuring written work
- Interpretation and source work
- Knowledge and understanding

How parents can help to support their child's learning:

- Encourage your child to watch the news and discuss it
- Encourage an interest in politics and democracy through discussion
- Encourage your child to read widely, including newspapers and websites
- Encourage your child to visit museums and historical sites

The following websites can help your son/daughter's learning at home:

www.bbc.co.uk/history
www.nationalarchives.gov.uk/education
www.historyonthenet.com
www.schoolhistory.co.uk

Maths

Knowledge taught in Year 9:

Autumn	Spring	Summer
Core Number Students will build on their number work from Year 7 and 8 to deal with surds and more exact value calculations. They manipulate numerical values with indices and roots. Students also gain appreciation of how rounding can affect answers.	Geometry: Triangles Students will explore the links between sides and angles in right angled triangles. They are taught how and when to use Pythagoras' theorem and the trigonometric ratios.	Linear Graphs Students will work with coordinates and plot graphs of straight lines. They learn how to calculate the equation of a straight line by dealing with the gradient and the y-intercept.
Core Algebra In this unit, students draw on the work from last half term to deal with indices and surds within algebraic expressions. Sequences work is extended to triangular and quadratic sequences.	Fractions, Decimals and Percentages In this unit, students extend their fractions work to deal with algebraic fractions. They are introduced to compound interest, which is used in financial calculations.	Shape and Angles Students will use properties of shapes and angles to explore geometry problems. They learn about plans and elevations for 3D shapes. They are introduced to calculations with bearings.

Main skills developed in Year 9:

- To work in a logical way
- To show clear working
- To apply skills learnt to a variety of situations
- To learn key maths vocabulary
- To gain an appreciation of how maths can relate to problems and the wider curriculum
- To understand about measures and formulae used in maths and other subjects
- To see how topics are covered within GCSE exam style questions

How parents can help to support their child's learning:

- Make sure your child has a working scientific calculator for all lessons
- Encourage your child to show any working even if they are not sure that it is correct
- Encourage your child to use notes in their book or Maths Watch videos to help get a solution to homework questions when they are stuck
- Encourage your child to talk you through work they have completed in class and to explain the steps and vocabulary used

Modern Foreign Languages

Knowledge taught in Year 9:

French

Autumn	Spring	Summer
<p>Family and Friends</p> <p>Students will describe family, friends and relationships with a focus on present tense.</p>	<p>Leisure Activities</p> <p>Students will talk about sport and other free time activities such as watching films and using technology.</p>	<p>Daily Life</p> <p>Students will look at food and mealtimes, describe clothes and talk about what they do as part of their daily routine.</p>
<p>Going Out</p> <p>Students will make arrangements for going out and describe a day out (as well as discussing role models).</p>	<p>Leisure Activities</p> <p>Students will discuss reading habits, music and television, with comparisons and revision of the past tense.</p>	<p>Festivals and Traditions</p> <p>Students will explore festivals in French speaking countries and also talk about how they celebrate special occasions (including shopping for a special meal).</p>

Spanish

Autumn	Spring	Summer
<p>Holidays</p> <p>Students will discuss holiday preferences (and describe past holidays) giving opinions and combining two tenses.</p>	<p>School</p> <p>Students will describe and give opinions on school, including: their subjects; the school day; their uniform and comparing this school with their primary school.</p>	<p>People and Free Time</p> <p>Students will describe people and talk about socialising - including using social media and making arrangements.</p>
<p>Holidays</p> <p>Students will practise making reservations and give more detailed accounts of holidays, using three tenses.</p>	<p>School</p> <p>Students will discuss school rules and problems in schools as well as activities and achievements using three tenses.</p>	<p>Relationships</p> <p>Students will consider different relationships and look at reading preferences before summarising the units covered this year.</p>

Main skills developed in Year 9:

- Further use of a bilingual dictionary
- Using the context to work out unknown words
- Developing extended opinions and giving reasons why
- Using sequencing and connectives to structure language more naturally
- Working from model texts and adapting examples
- Reading more challenging authentic texts in French and Spanish
- Developing listening skills and extracting key information from longer conversations
- Improved literacy through regular reading and writing
- Creative writing
- Verb manipulation and learning verb endings in three tenses
- Improving translation skills to incorporate three tenses and a wider range of vocabulary
- Developing skills to speak more spontaneously in French and Spanish
- Using authentic expressions to sound more natural
- Producing and understanding role-plays
- Learning key structures to talk about a photo
- To understand and use more target language in the classroom
- Improved self-correction of mistakes, with guidance

How parents can help to support their child's learning:

- Encourage vocabulary learning at home
- Encourage the use of websites (see below) to embed topic specific vocabulary
- Check pupil planners regularly to ensure you can see details of their homework

Students will be set homework which could include vocabulary learning (meanings or spellings or both depending upon ability), research, worksheets, or use of websites to consolidate their learning. Vocabulary learning and revision is crucial for their progression in languages; using a 'little and often' approach ensures pupils know key vocabulary by heart thus increasing confidence and fluency. All students should listen to the target language used by their teachers and try to use some target language themselves in class (e.g. asking questions). We also encourage students to correct their own mistakes, with guidance, in order to strengthen their grammatical knowledge.

The following websites are recommended to help your child's learning:

- www.wordreference.com (online dictionary)
- www.pearsonactivelearn.com
- www.sentencebuilders.com
- <https://uk.language-gym.com>



Music

Knowledge taught in Year 9:

Autumn	Spring	Summer
Taiko Students will learn about the rhythms and culture of the Japanese drumming, Taiko.	Reggae Students continue to learn about world culture, focusing on Reggae and its profound and influential style across the world. Students will learn about its history and style, and perform pieces.	Songwriting Studying a specific artist/band, students build on their learning to perform in group songs and aim to compose their own song.
Popular Music Students perform a mixture of songs from a variety of artists from the past decade. Students focus on their musicality and accuracy in group activities.	Ukulele Students build on their knowledge to explore the ukulele further, learning chords and songs.	GCSE Music Taster: Paul Simon and Little Shop of Horrors Students begin to learn key vocabulary as an introduction to pieces linked to GCSE music, starting with Paul Simon's 'Graceland' album and Little Shop of Horrors.

Main skills developed in Year 9:

- The discipline and art of Taiko drumming
- Learning to identify and apply riffs and hooks in songs
- Linking the features of Reggae to other musical styles
- Describing musical features in popular music
- Identifying structure within music, looking at popular song form and ternary form
- Continued development of ukulele skills

How parents can help to support their child's learning:

- Ensure that your child is always equipped with a pen, pencil and rubber
- Encourage the uptake of instrumental lessons
- Encourage your child to listen to lots of different styles of music at home
- Encourage your child to attend extra-curricular music activities

Physical Education

Knowledge taught in Year 9:

Every student at Driffield School receives the recommended two hours of physical activity per week. Each module of work is six lessons and is taught on a rotational basis to ensure all students have equal opportunities to experience activities. The strands of the curriculum are invasion, striking and fielding, net/wall games, athletics, gymnastics, fitness and swimming. We believe this meets the needs of all our students and encourages lifelong participation in sport.

During the winter period, inter-house activities are arranged to enable all to experience competition in a structured situation. The summer activities each receive a modular block depending on the length of the summer term. The activities are a mixture of invasion, striking and fielding, net and wall games, fitness, swimming and gymnastics and are taught for six sessions before moving on to the next activity.

Boys

Autumn	Spring	Summer
Rugby, Football, Hockey, Badminton, Fitness, Volleyball, Gymnastics, Basketball, Methods of training		Cricket, Athletics, Softball, Tennis

Girls

Autumn	Spring	Summer
Netball, Rugby, Badminton, Hockey, Fitness, Gymnastics, Volleyball, Basketball, Methods of training		Rounders, Athletics, Cricket, Tennis

The department aims to enable students to:

- Develop knowledge and understanding of human performance through participation in a range of physical activities
- Acquire and develop a range of physical skills related to selected activities and a knowledge of safety relevant to these activities
- Develop a sound physical literacy with keywords and specific vocabulary to develop understanding of practical and theoretical elements
- Acquire the ability to plan, perform and evaluate through physical activity
- Develop an understanding of rules as they relate to different activities
- Develop an appreciation of the relationship between physical activity and general health
- Develop an enjoyment of participation in physical activity and an awareness of education for leisure
- Develop an awareness of aesthetic movement through a knowledge and understanding of movement skills
- Appreciate the significance of co-operation with others in both team and individual activities
- Appreciate the views and abilities of others
- Develop acceptable social and sporting attitudes

Throughout the winter terms, each student will experience extended aerobic activity through progressively longer runs appropriate to their ability.

During lessons, practical skills are supported with theoretical physical education knowledge to equip students with the information needed to make the correct decisions regarding their health, fitness and wellbeing alongside a level of understanding that can lead to the uptake of GCSE Physical Education in KS4.

Main skills developed in Year 9:

- Advanced fine and gross motor skills
- Techniques from a variety of sporting activities
- Leadership/Coaching
- Officiating
- Use of ICT in PE
- Analysing skills of peers and themselves
- Rules and tactics
- Communication
- Teamwork
- Knowledge of different types of competition
- Knowledge of how to design their own fitness plan
- Preparation and development for GCSE PE
- Link existing keywords with new vocabulary from KS4 exam syllabus

How parents can help to support their child's learning:

- Encourage an active healthy lifestyle and balanced diet
- Encourage your child to take part in extra-curricular activities (we provide a very extensive extra-curricular programme. Please see the extra-curricular timetable for more information)
- Encourage your child to take part in sporting activities outside of school
- Encourage your child to be well organised regarding their PE kit
- Encourage your child to watch live sport and develop knowledge of tactics and rules

The following websites can help your child's learning:

- Relevant National Governing body websites e.g. www.thefa.com
- www.bbc.co.uk/schools/gcsebitese/pe
- www.teachpe.com
- www.s-cool.co.uk
- www.getrevising.co.uk
- www.evisionworld.com/gcse-revision
- www.bbc.co.uk/schools/gcsebitese
- www.teachpe.com/gcse.php
- www.mypeexam.org/courses/ocr-gcse-pe-full-course
- Follow the PE twitter account for updates from the PE Department @DriffieldPE

Religious Studies

Knowledge taught in Year 9:

Autumn	Spring	Summer
<p>Why do people commit crimes?</p> <p>Through a Social Science worldview lens, students explore the causes of crime and both religious and non-religious responses to it, including the analysis of whether certain crimes are 'evil'.</p>	<p>Who is right?</p> <p>Students critically assess philosophical theories, for example utilitarianism, in order to find out how and why some people behave according to morality and ethics.</p>	<p>Where was God?</p> <p>Students develop their moral conscience by examining the 'problem of evil and suffering' in the world.</p>
<p>Is it ever right to take a life?</p> <p>Students are philosophers and ask and explore religious and non-religious answers to some of life's most debated questions, such as is euthanasia acceptable?</p>	<p>Who is right?</p> <p>Students continue to critically assess philosophical theories and apply them to moral issues such as genetic engineering and cloning.</p>	<p>Where was God?</p> <p>Students continue to develop their moral conscience by examining the events of the Holocaust and how this affected Jewish people during WW2.</p>

Main skills developed in Year 9:

- Describe key religious beliefs and apply them to real life ethical situations
- Explain the significance of religious beliefs
- Understand religious practices
- Justify opinions about religious and moral issues
- Compare and contrast religious beliefs, building on knowledge learnt in Year 7 and 8
- Develop organisation, communication and independent learning skills
- Develop empathy and respect
- Develop literacy skills

The aim of the social studies department is to provide students with opportunities to acquire the following skills and attributes:

- Knowledge about human societies and relationships
- The ability to make informed and reasonable decisions for the public good as citizens of a culturally diverse, democratic society
- To be able to think reflectively and to identify, interpret, assess, evaluate, and draw conclusions regarding the continuing issues and problems which confront human societies

RS lessons involve a range of activities, including independent and group work, problem-solving and researching. In RS, students develop many different skills including interpreting texts, discussion and debate, as well as skills in team work and presentation.

Religious Studies at Driffield School follows the guidelines set out in the East Riding Agreed Syllabus for Religious Studies which states:

“RS has an important part to play as part of a broad, balanced and coherent curriculum to which all pupils are entitled. RS subject matter gives particular opportunities to promote an ethos of respect for others, to challenge stereotypes and to build understanding of other cultures and beliefs. This contributes to promoting a positive and inclusive school ethos that champions democratic values and human rights.”

In particular, RS:

- Helps promote fundamental ‘British values’ of tolerance towards others
- Provokes challenging questions about the meaning and purpose of life, beliefs, the self, issues of right and wrong, and what it means to be human
- Encourages students to explore their own beliefs (whether they are religious or non-religious) in the light of what they learn
- Enables students to build their sense of identity and belonging which helps them flourish within their communities and as citizens in a diverse society
- Teaches students to develop respect for others including people with different faiths and beliefs, and helps to challenge prejudice
- Prompts students to consider their responsibilities to themselves and others, and to explore how they might contribute to their communities and to wider society. It encourages empathy, generosity and compassion

How parents can help to support their child’s learning:

- Ensure that all homework is completed on time
- Read through your child’s exercise book and discuss targets which have been set
- Support your child in spelling keywords correctly which have been identified in their exercise book
- Encourage your child to watch the news and read newspapers, and discuss religious and moral issues which they find interesting
- Encourage your child to consider the views of other people, and to show empathy to others

The following websites can help your child’s learning:

www.reonline.org.uk/ks3

www.bbc.co.uk/schools/websites/11_16/site/re.shtml

www.religiouseducation.co.uk

www.request.org

Science

Students will develop knowledge of the following scientific topics. These topics are taught on rotation throughout the year:

Biology

Autumn	Spring	Summer
Cells Students deepen their understanding of the different types of cells in this unit. They extend their knowledge of cells by looking at how they replicate and differentiate.	Organisation Students study the lungs and the heart in more detail to understand how the different parts work to allow gas exchange and the transport of blood around the body. They also consider what is meant by health and risk factors for different diseases.	Infection and response Students learn about the four types of pathogens that cause infectious diseases, and how the body responds to these. They also gain a deeper understanding of how drugs are developed and tested to treat different diseases.

Chemistry

Autumn	Spring	Summer
Atoms, Elements and Compounds Students will build on the topic from Year 7, exploring mixtures and the techniques used to separate them.	The Periodic Table Students further explore the development of one of the most fundamental parts of chemistry.	Rate of Reaction Students will discover how we can affect the rate of reaction through changing different factors.

Physics

Autumn	Spring	Summer
Particle Model This topic looks at how individual particles can be affected by energy and pressure. We start to make links to the GCSE specification for the particle model.	Circuits This practical based topic develops students' understanding of electricity and electrical power	Seeing & Hearing This topic extends students' understanding of waves and starts to investigate the uses and dangers of the electromagnetic spectrum.
Forces & Motion This topic continues to build on and develop the ideas linked to forces and movement from previous years. There is more mathematical understanding in this year's topic.	Energy This topic links the electricity topics with the energy topics. We start to look at renewable energy resources.	

Assessments are completed throughout the year. Students will do summary assessments within each topic, as well as an end of year assessment.

Main skills developed in Year 9:

- How to work safely within a science laboratory
- Identifying and analysing evidence to make conclusions
- Recording and presenting results accurately and in a useful way
- Developing key scientific vocabulary

How parents can help to support their child's learning:

- Encourage your child to share their homework tasks with you each week
- Encourage your child to use other sources of information to help them (such as KS3 BBC Bitesize or their exercise books) when completing homework and not treat it like a test
- Encourage your child to revise for assessments and to use the strategies we are practising in lessons, such as making flash cards. It would be really helpful to use their flash cards to test them
- Encourage your child to record key words and their meanings in their planner and then quiz them on the key words and their meanings



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