Y9 CURRICULUM GUIDE

DRIFFIELD
SCHOOL
& SIXTH FORM

Welcome

Our ambitious curriculum is designed to ensure that all students are able to thrive, both academically and personally, at Driffield School and 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.

APEX	Miss A Charlton
Art	Miss E Appleby
Computing	Mr D Arrowsmith-Cooper
Design & Technology	Miss E Dean
Drama	Mr A Colley
English	Mrs H Collins
Geography	Mrs C Vicary
History	Mrs A Burnitt
Maths	Mrs C Hogben
Modern Foreign Languages	Ms L Pearce
Music	Mr B Couper
Physical Education	Mr A Duke
Religious Studies	Mrs L Corn
Science	Mrs R Backhouse

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 get topics:

Autumn	Spring	Summer
Identity and Diversity 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.	**Relationships and Sexual Education** Students will learn about the importance of consent and safety in all types of relationships.	**Healthy Living** 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 excessive screen time, eating disorders and negative body image on a healthy lifestyle.
Careers and Finance 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.	**Risk and Safety** Students will learn how to manage difficult situations they may encounter in life. This unit will have a big focus on types of exploitation.	**Sustainability** Students will learn about the Sustainable Development Goals set out by the United Nations. They will work on a project designed to encourage others to live a more sustainable life. This project will link to the global citizenship content covered earlier on in the year.

Our Year 9 Curriculum goals:

- To provide age appropriate PSHE (Personal, Social, Health, Economic) 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 make connections between their own lives and the wider world that we live in
- To prepare our students for the next steps in educational, training or employment pathways

Art and Design

Our Art and Design Curriculum identifies four core strands:

- Learning about artists, crafts, designers and working in their style
- Exploring ideas, experimenting and refining use of different media
- Recording observations, developing drawing skills, written communication and digital recording via cameras
- Resolving ideas, creating outcomes showing understanding of the visual elements

Knowledge taught in Year 9:

Autumn	Spring	Summer
Fantasy/Myths and Legends Students will begin by drawing a tonal dragon in order to develop their observational drawing skills. They will develop their knowledge and understanding of Illustration and learn about how artists work in industry.	**Development** Students should be able to present personal and meaningful responses making links with the artists that they have researched.	**Researching and Exploring** Students will research and explore the work of Juliana Coles and Shepard Fairey. They will experiment with mixed media, layers and typography.
Researching and Exploring Students will investigate the work of Don Kenn, Tony DiTerlizzi (The Spiderwick Chronicles) and look into different genres with a particular focus on Literacy. They will experiment with collage, painting, printing, Photoshop, and clay techniques and processes.	**Our World/Visual Diary** Students will develop their drawing skills through observational drawings of hands and will think about gestures and communication.	**Development** Students should be able to present a personal and meaningful response. They can choose either; their life and identity or communicate a message linking to our four cornerstones: Care, Perseverance, Respect and Responsibility.

Students will develop their knowledge and understanding of the formal elements of Art: Line, tone, pattern, texture, shape, form and colour as well as developing their knowledge of different techniques and processes within Art, using a variety a media and materials.

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

- Encourage practising of the skills that they learn at school, particularly drawing skills.
- We provide opportunities for students to develop their work during lunchtimes and afterschool Art club. Students are encouraged to attend.
- We offer a range of materials and resources in school, however, providing access to watercolours, coloured pencils, fine liners and oil pastels at home will help your child to become more confident when using these materials.

Computing

Knowledge taught in Year 9:

<table>
<tr><th>Autumn</th><th>Spring</th><th>Summer</th></tr>
<tr><td>Online Safety 3:
How can I keep myself safe when using technology and the web?
Students will learn about the evolution of AI, past, current and future technology, and the ethical issues raised by the use of computing devices in current society.</td><td>Programming 3:
What programming techniques do I need to understand to start writing simple text-based games?
Students will learn how to use some simple programming techniques, including decision-making, looping and subroutines to create a quiz, puzzle or adventure game entirely in text using Python.</td><td rowspan="2">Creative Project:
How can I create a media product to meet a design brief?

In this extended unit, students will learn the principles of planning and designing a media product based on a scenario as well as how to use one piece of specialist software from a choice of:

• Website design
• Mobile App Development
• Video Editing

They will then be given time to properly design and plan their media product and create it in the software of their choice.</td></tr>
<tr><td>Option Taster Units:
What can I study in Computing in Key Stage 4?
Students will be introduced to some of the basic skills required for the two options subjects in KS4 Computing: GCSE Computer Science and the Level 2 BTEC in Digital Information Technology.</td><td>Advanced Spreadsheets:
How can I manipulate and analyse data?
Students will build on their Year 8 skills by learning how to use validation, pivot tables, charts and other techniques to analyse and display data in Microsoft Excel.</td></tr>
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Main skills developed in Year 9:

- Computer science vocabulary
- Understand online risks and how to protect against them
- How algorithms are expressed in program design
- More advanced programming techniques in Python
- Principles of planning and design
- How mobile apps, websites and videos are created and edited using specialist software

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, where it 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 and specific additional tasks to support their development and progress - these will not require a full computer, but some research tasks may require access to a device that can access the web.
- We provide access to computers for homework to be completed during lunchtimes and after school.

Design Technology

Design and Engineering/Food and Nutrition

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.

Sequence 1:

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

Sequence 2:

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

Design Technology

Design and Engineering

In Year 9, 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:

- Develop design briefs
- Presenting design ideas in isometric projection
- Developing design ideas
- 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.

Design Technology

Food and 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 Years 7 and 8, and acquiring 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 savoury 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
Exploring and Interpreting Texts 1 Students will interpret the play 'Teechers' by John Godber.	**Devising from a Stimulus 1** Students will explore the story of Salvador Agron using a range of explorative strategies.	**Discovering Style and Genres 1** Students will explore 'The Stones' with a focus on the TIE genre.
Exploring and Interpreting Texts 2 Students will explore the popular musical 'Billy Elliot' and learn how to evaluate live theatre.	**Devising from a Stimulus 2** Students will explore how "the media" has an impact on our lives, with a focus on a theatre company.	**Discovering Style and Genres 2** This fun topic will explore a range of different theatrical comedy styles.

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
Drama Study: Noughts and Crosses Students will explore the role of dramatic conventions whilst studying this modern play that challenges perceptions of race and power.	**Shakespeare: Macbeth** Students will explore the plot and character development of this Shakespearean tragedy through a series of creative reading and writing activities.	**Reading Skills: Powerful Voices in Poetry** Students will develop confidence to explore and examine voices in poetry.
Writing: Protest in Non-Fiction Students will explore how language is used during campaigns and protests to bring about social change.		**Genre Study: Dickens and the Social Conscience Novel** Students will explore patterns of conventions and devices used within Victorian literature.

Our Year 9 curriculum goals:

- To develop in students 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 viewpoints of others.

How parents can 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
Tectonics Students will study about the structure of the earth and the impact of volcanic and seismic activity for people who live in these at risk area.	**Tropical Rainforests** Students will learn about the most biodiverse ecosystem on the plant. From its climate to plants and animals through to threats such deforestation and climate change.	**Global Inequality** Students will explore the different levels of inequality between a range of locations around the world. Students will look at inequality between education, gender and general quality of life.
Population and Health Students will investigate the growth of the world's population and the impact this is having on the earth's resources. They will also consider how diseases can differ between different economic levels of development between countries.	**Resources and Conflict** Students will investigate the location of the world's resources including; fossil fuels, water, food, precious metals and how this can result in conflict around the world.	

Main skills developed in Year 8:

- 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
Britain's place in the wider world: What was the experience of soldiers during the Great War? Students study the conditions in the trenches during WWI, as well as some of the key battles. They will also look at the role of the Empire soldiers.	**How and why did the Holocaust happen?** Students will about the life of the Jewish community before the rise of Hitler and consider how and why the treatment of the Jewish people changed under Nazi rule.	**Britain's place in the wider world: How has the world changed since 1939?** This unit tracks British social and political history from the 1950s to the present. Students will consider how much Britain has changed.
How was democracy challenged, 1919-1939? A study of democracy and dictatorship in the years after WWI. This unit includes case studies on Russia, Britain and Germany.	**Britain's place in the wider world: How has the world changed since 1939?** Students will learn about the key events of WWII and how they impacted life in Britain. They will also study the reasons behind the emergence of the Cold War.	**The Indigenous People of America and the impact of migration: Why was there conflict on the Plains?** 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 emerging conflict between the two groups.

Main skills developed in Year 8:

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

How parents can 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 other 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 three trigonometric ratios.	**Linear Graphs** Students will work with coordinates and plot graphs of straight lines. They learn how to solve two equations simultaneously with graphs, and then extend this to more formal algebraic approaches.
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 mathematical 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 as well as 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 mathswatch 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:

Autumn	Spring	Summer
The Media Students will look at television and cinema, describing and giving opinions on actors, programmes and films.	**In Town** Students will talk about the facilities in towns as well as the advantages and disadvantages of town or country living whilst also exploring towns or cities in other countries.	**Education and Work** Students will look at many aspects of school life including their subjects, the rules, describing uniform, the facilities and extra- curricular activities.
Technology Students will talk about the uses of new technologies including social media and the use of mobile phones considering advantages and disadvantages.	**The Environment** Students will look at the key issues and solutions such as recycling, the effects of global warming and talking about how they can help to protect the environment.	**Education and Work** Students will learn to talk about different jobs, skills and activities needed at work, thinking also about their own further study and career opportunities open to them.

Main skills developed in Year 9:

- 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

Modern Foreign Languages

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

Music

The Music curriculum is designed to provide students firm understanding of knowledge and skill across a broad selection of music topics. The topics promote literacy, music listening, strong communication, composing and creativity. The topics are sequential and build on knowledge so students can recognise music's significance in history, place and time. Students will also to become familiar of music styles from across the world and Europe

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

Autumn	Spring	Summer
Film/Gaming Music Students build on their knowledge of songs/romanticism and learn about music in film gaming and animation. Students learn composing skills to write to a brief and explore sounds to create music for a character or genre.	**Rock Music** Students learn the history of rock building on their knowledge from the Blues. Students explore a range of artists, scales, songs from 1960s onwards. Students learn about playing techniques and effects.	**Minimalism** Students learn a contemporary style from 1960s America known as minimalism. The style evolved over decades to appear in classical music, film and popular styles. Students learn the process of minimalism and using repetition effectively to create effect and interest.

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

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

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 physical education 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. Although we endeavour to teach all activities , there are occasions when the weather, staffing or facilities may cause an issue with the delivery of part of a unit of work and this may be changed for another activity.

Boys:

Autumn	Spring	Summer
Rugby, football, hockey, badminton, fitness, volleyball, gymnastics, basketball and methods of training,		Cricket, athletics, softball and tennis

Girls:

Autumn	Spring	Summer
Netball, rugby, badminton, hockey, fitness, gymnastics, volleyball, basketball, methods of training and football		Cricket, athletics, rounders and tennis

Physical Education

Throughout the winter terms, each pupil 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 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/gcsebitesize/pe
- www.teachpe.com
- http://www.s-cool.co.uk
- https://getrevising.co.uk
- https://revisionworld.com/gcse-revision
- http://www.teachpe.com/gcse.php
- http://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
Why do People Commit Crimes? 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'.	**Who is Right?** Students critically assess philosophical theories, for example Utilitarianism, in order to find out how and why some people behave according to morality and ethics.	**Where was God?** Students develop their moral conscience by examining the 'Problem of Evil and Suffering' in the world.
Is it Ever Right to Take a Life? Students are philosophers to ask and explore religious and non-religious answers to some of life's most debated questions, such as is euthanasia acceptable?	**Who is Right?** Students continue to critically assess philosophical theories and apply them to moral issues such as genetic engineering, cloning etc.	**Where was God?** Students continue to develop their moral conscience by examining the events of the Holocaust and how this affected Jewish people during WW2.

Main skills developed in Year 8:

- 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
- 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
- Develop 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

Religious Studies

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.

Knowledge taught in Year 8: 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 students 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 nonreligious) 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 that 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
Space This topic builds on KS2 content and we investigate the seasons and day and night together with galaxies, stars and planets.	**Forces and 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.	**Waves** This topic extends students' understanding of waves and starts to investigate the uses and dangers of the Electromagnetic Spectrum.
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.	**Energy** This topic links the electricity topics with the energy topics. We start to look at renewable energy resources.	

Science

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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