

Year 9 Curriculum Guide



Valuing Learning, Valuing Each Other

DRIFFIELD SCHOOL

& SIXTH FORM

Introduction

Curriculum

At Driffield School & Sixth Form the curriculum we offer aims to ensure knowledge, creativity, skills and learner success throughout the key stages. Our core purpose is to provide a positive educational experience for all our students. We adapt the curriculum to suit the needs of each learner to enable access and achievement for all. We ensure a strong focus on the skills required for the demands of the new GCSE and vocational qualifications and proudly use our extensive site to deliver our curriculum. We offer a wide range of courses at all levels to prepare students for the new GCSE examinations in 2018 and further study at sixth form and beyond.

Year 9

Driffield School & Sixth Form offers Year 9 students a broad and balanced range of subjects to develop students' subject knowledge and key learning skills. Students will develop independent learning, thinking skills, creativity and learner resilience through a variety of subjects and topics. Our learners gain the competences required to prepare them for the future GCSE and vocational curriculum requirements. Students also learn about the personal and social issues which challenge them as young adults in today's society.

Staff Contacts:

ENGLISH	Mrs R McDonald
MATHS	Mrs C Hogben
SCIENCE	Mrs R Backhouse
HISTORY	Mrs A Burnitt
GEOGRAPHY	Mrs C Vicary
DESIGN TECHNOLOGY	Miss R Bramley
FOOD	Miss R Bramley
ART	Miss R Bramley
COMPUTING	Mr D Hudson
DRAMA	Mr A Colley
RELIGIOUS EDUCATION	Mrs K Wilkinson
PHYSICAL EDUCATION	Mr A Duke
SPANISH	Ms L Pearce
FRENCH	Ms L Pearce



English

Units taught in Year 9

AUTUMN	SPRING	SUMMER
<p>WRITING: GCSE Paper 1B Narrative and Descriptive writing skills. Genre Studies.</p> <p>Assessment: Language paper 1B mock – descriptive only.</p>	<p>WRITING: GCSE Paper 2B Writing to present a viewpoint.</p> <p>Assessment: Language paper 2B mock – letter, article or speech.</p>	<p>WRITING: GCSE Paper 1A Reading skills with Fiction Extracts</p> <p>Assessment: Language Paper 1A Mock –Focus on Question 4</p>
<p>READING: Novel Study. Of Mice and Men</p> <p>Assessment: Analysis of an extract from the novel.</p>	<p>READING: GCSE Literature Shakespeare – Macbeth (This will begin in the Autumn term and continue through part of the Summer Term)</p> <p>Assessment: Analysis of a Macbeth extract.</p>	<p>READING: GCSE Literature: Unseen Poetry skills</p> <p>Assessment: Literature Paper 2, section C Question 1 mock.</p>



Main skills developed in Year 9

- Writing, reading and speaking and listening assessment foci will be assessed throughout the year
- Identifying key themes and characters in texts
- Selecting evidence to support views
- Use of PEED (POINT, EVIDENCE, EXPLAIN, DEVELOP) in order to analyse a text successfully
- Exploring layers of meaning within texts
- Integration of textual evidence
- Detailed explanations of how language is used and to what effect
- Developing vocabulary within own writing
- Understanding of social/ historical contexts of texts
- Exploring language devices used by writers
- Speaking and listening
- Variation in sentence structures
- Key literacy skills
- Developing structure within writing
- Using a range of punctuation for particular effect
- Developing different genres of writing
- Develop skills in working as part of a group, in pairs and independently
- Developing a range of personal, listening and thinking skills within a variety of contexts
- SPaG (Spelling, Punctuation and Grammar)

How parents can help to support their son/daughter's learning

- Encourage your child to complete their homework to the best of their ability
- Encourage reading for pleasure at home and to enhance 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.

Students will be set weekly homework tasks.

If you have any queries, please contact Mr R McDonald.



Maths

Units taught in Year 9

AUTUMN	SPRING	SUMMER
Number: Place value Four rules Negative numbers Rounding BIDMAS Algebra: Simplifying Expanding and factorising Solving equations Geometry & Measures: Use of coordinate axes Transformations	Number: Calculations with fractions Algebra: Straight line graphs Quadratic graphs Changing the subject of a formula Sequences and nth term Probability & Statistics: Listing outcomes Calculating probabilities for theoretical and experimental data. Geometry & Measures: Use of angle facts	Number: Decimal calculations Number properties Use of powers Rounding strategies Geometry & Measures: Perimeter, area and volume Metric conversions 3D shapes Probability & Statistics: Graphs and charts Frequency trees Venn diagrams Averages from data.
Number: BIDMAS with decimals, negatives and fractions Number properties (primes, factors, multiples) Indices Standard form Algebra: Simplifying expressions Expanding and factorising Substitution Solving equations Geometry & Measures: Transformations Perimeter & area	Number: Fractions, decimals and percentages Percentage changes Rounding to significant figures Bounds Estimation Algebra: Straight line graphs Quadratic graphs: Sequences and nth term	Number: Reciprocals Indices Algebra: Special sequences Expanding and simplifying double brackets Inequalities Geometry & Measures: Volume and surface area Area and circumference of circles Angles properties Bearings Pythagoras' Theorem Venn diagrams

Content in green is higher tier.

Main skills developed in Year 9

- Pupils will become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
- They will reason mathematically by following a line of enquiry, conjecturing relationships and generalisations and developing an argument, justification or proof using mathematical language.
- Pupils will be given opportunities to show they can solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

How parents can help to support their son/daughter's learning

- Ensure that your child is always equipped with a pen, pencil, ruler, protractor, pair of compasses and calculator (these are available to buy from the school supplies shop)
- Encourage the need for meeting homework deadlines
- Encourage the need to review answers to check they are reasonable
- Encourage the need for revision to consolidate the topics taught

Students will be set weekly homework.

This will be in the form of a written task that is given out at the start of each week and marked the following week.

The following website can help your son/daughter's learning:

- www.vle.mathswatch.com
- www.corbettmaths.co.uk

If you have any queries, please contact



KS4 Combined Science: Trilogy

The AQA Combined Science Trilogy specification is taught. GCSE Science is taught from Year 9 to Year 11.

In Year 9 & Year 10 all students follow the Combined Science Trilogy route. In Year 11 some students will study the separate sciences.

Assessment:

Assessment occurs continuously throughout the year. These are done both within each topic and across topics.

Topics taught in Combined Science Trilogy:

BIOLOGY			
Topic	Content	Topic	Content
Cell biology	Cells structure Microscopy Cell differentiation Cell division – mitosis Stem cells Diffusion, osmosis & active transport	Organisation	Animal tissues, organs and systems human digestive system Heart, blood vessels & blood Coronary heart disease Lifestyle & health cancer Plant tissues, organs and systems
Infection & response	Infectious disease Bacteria, viruses, fungi & protists Immune system Vaccines & antibiotics Development of drugs	Bioenergetics	Photosynthesis Aerobic respiration Anaerobic respiration Metabolism
Homeo- stasis and response	Homeostasis Structure & function of the human nervous system Human endocrine system Control of blood glucose Human reproductive hormones & contraception	Ecology	Adaption and competition Biotic & abiotic factors Organisation of materials Cycling of materials Biodiversity & maintaining biodiversity Waste management, land use, deforestation and global warming

Topic	Content
Inheritance, variation & evolution	Sexual and asexual reproduction Meiosis DNA and the genome Genetic inheritance, inherited disorders and sex inheritance Variation, evolution, selective breeding Genetic engineering Fossils & extinction Resistant bacteria Classification

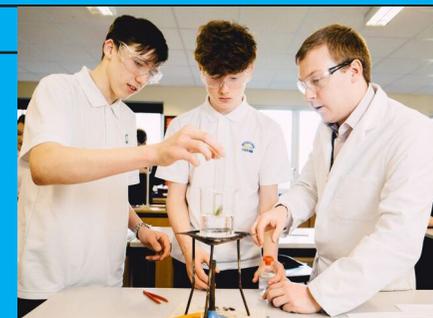
CHEMISTRY			
Topic	Content	Topic	Content
Atomic structure and the Periodic Table	Atoms, elements and compounds Mixtures Relative charges Electronic structure Periodic table Group 0, 1 and 7	Bonding Structure and Properties of Matter	Chemical bonding: ionic, covalent and metallic States of matter Properties of small, ionic, covalent and metallic molecules Polymers Metals Carbon, diamond, graphite, graphene and fullerenes
Quantitative Chemistry	Conservation of mass and balanced equations Mass changes Chemical measurements Moles Using moles Limiting reactants Concentrations of solutions	Chemical changes	Metal oxides Reactivity series Extraction of metals Oxidation and reduction Metals and acids pH scale Acids Electrolysis
Energy Changes	Exothermic and Endothermic reactions	Organic Chemistry	Crude oil, hydrocarbons and alkanes Fractional distillation Cracking



Topic	Content	Topic	Content
Rate and extent of Chemical change	Calculating rates of reactions Factors affecting rates of reactions Collision theory Catalysts Reversible reactions and equilibrium	Chemical Analysis	Purity formulations and chromatography Identification of gases
Chemistry of the Atmosphere	The earth's atmosphere and how it has changed Climate change Pollutants	Using Resources	Using the earth's resources and sustainable development Potable water Water treatment Extracting metals Life cycle assessment

PHYSICS			
Topic	Content	Topic	Content
Energy	Stores and systems Changes in energy Power Efficiency National and Global Energy Resources	Electricity	Current Potential Difference Resistance Charge Resistors Series and Parallel Domestic Uses and Safety Energy transfers in everyday appliances The National Grid
Particle Model	Changes of state Internal energy Pressure	Atomic Structure	Atoms and Isotopes Nuclear radiation Hazards and background radiation
Waves	Waves in air, fluids and solids EM waves Lenses	Magnetism and Electro-magnetism	Permanent magnets Induced magnetism

Topic	Content
Forces	Scalar and vector Work Done and Energy transfer Forces and Elasticity Moments, levers and gears Forces and Motion Newton's Laws Forces and Braking



Practical Assessment:

Students are expected to undertake required practical activities listed in the GCSE Combined Science Trilogy specification so that they have the opportunity to experience all of the apparatus and techniques as directed by Ofqual.

The purpose of practical work in science is to:

- support and consolidate scientific concepts, make sense of new information and observations, and development of scientific thinking;
- to develop investigative skills: devising and investigating testable questions, identifying and controlling variables; analysing, interpreting and evaluating data;
- to develop and master practical skills: using specialist equipment, take measurements, handle and manipulate equipment with confidence, recognise hazards and minimise risk.

Mathematical Requirements:

Students are required to demonstrate and develop the following mathematical skills in GCSE Combined Science Trilogy:

- arithmetic and numerical computation
- handling data
- algebra
- graphs
- geometry & trigonometry

Further details can be found in the GCSE Combined Science Trilogy specification.

Specification:

The GCSE Combined Science Trilogy specification can be found at: <http://www.aqa.org.uk/subjects/science/gcse/combined-science-trilogy-8464>.

For more information please contact Mrs R Backhouse (Director of Science), Mr A Drury (Head of Physics) or Mr M Evans (Head of Biology).

History

Units taught in Year 9

AUTUMN	SPRING	SUMMER
<p>Introduction to the 20th century</p> <p>Titanic.</p> <p>Pupils will investigate the sinking of the Titanic using a range of historical sources, they will consider how and why did the Titanic sink.</p> <p>Jack the Ripper</p> <p>Pupils will investigate the Jack the Ripper murders analysing the victims, witness statements, potential suspects and evidence collated at the time to present a sustained judgement on who they think the most probable suspect was.</p>	<p>World War II</p> <p>Pupils will investigate the causes, events and impact of the great war, focus will be on how and why trench warfare developed. Pupils will review the home front and aftermath of the war and its lasting legacy on British history.</p> <p>The Cold War</p> <p>Pupils 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.</p>	<p>Introduction to 'The Peoples Health' (GCSE unit)</p> <p>Pupils will look at Ancient medicine including the Prehistoric era and the medical developments of the Egyptians, Greeks and Romans in preparation for GCSE History.</p>



Main skills developed in Year 9

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

Students will be set fortnightly homework or longer projects which require work each week.

How parents can help to support their son/daughter's learning

- Encourage your child to watch the news and discuss it
- Encourage your child to read widely including newspapers and websites
- Encourage your child to visit museums and historical sites

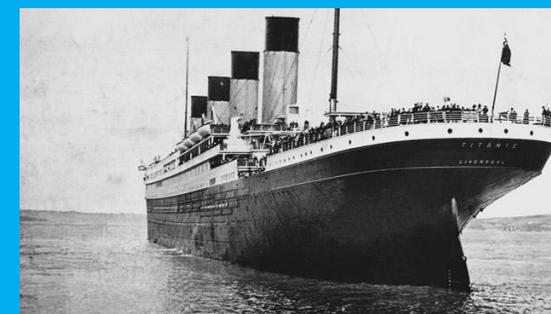
The following websites can help your son/daughter's learning:

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

We provide the following extra-curricular opportunity:

- London trip including Imperial War museum, London Dungeons, Jack the Ripper tour

If you have any queries please contact Mrs A Burnitt.



Geography

The Geography department at Driffeld School and Sixth Form aims to stimulate an interest in and a sense of wonder about places in our ever-changing world.

Units taught in Year 9

AUTUMN		SPRING		SUMMER
UNIT 1	UNIT 2	UNIT 3	UNIT 4	UNIT 5
<p>Ecosystems</p> <p>Pupils will locate and describe biomes referring to their structure and function. Ecosystem adaptations will be studied using examples of the Amazon rainforest. Exploitation of the rainforest will be investigated to determine the level of sustainability. Pupils will determine how successful the management of the rainforest is and what the future holds for this biome.</p>	<p>Climate change</p> <p>In this topic students will investigate how humans are impacting the planet through the burning of fossil fuels. They will consider the effects of climate change on the world, including the threats it poses to our world's polar biomes and the effects which could follow. Students will consider how sustainable solutions could be used to reduce the risk of climate change to create a greener future.</p>	<p>Globalisation</p> <p>Pupils will investigate globalisation through mapping global links and considering how our world has become more connected. The impacts of globalisation will be studied using case studies on Nike and Apple. Pupils will study how Fairtrade can help to promote more equal trading around our planet.</p>	<p>Development</p> <p>This topic provides an insight into the big differences within our world. Students will consider what is meant by development and how it can be measured. Using Malawi as a case study, students will investigate the boundaries which have not allowed the country to develop. Pupils will look at different approaches used to help undeveloped countries develop and consider the strengths and weaknesses to the different methods.</p>	<p>Crime</p> <p>In this topic students will identify the links between geography and crime. They will use different geographical skills to map crime and find patterns. The story of the heroin trail across continents will be studied and students can apply their knowledge of globalisation and development to see how and why the trail exists.</p>

Main skills developed in Year 9

Geographical skills:

- Constructing maps and plans at a variety of scales, using graphical techniques to present evidence
- Investigation skills including analysing data, interpreting information, evaluating methods and forming conclusions
- Justifying opinions and decisions
- Decision making and problem solving skills
- Interpret Ordnance Survey maps in the classroom and 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 in contrasting locations to collect, analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information.

Literacy and numeracy skills:

- Analysing and manipulating data
- Comparing and contrasting information
- Communicating knowledge and understanding using geographical vocabulary and conventions in both speech and writing
- Developing spelling, punctuation and grammar skills throughout the Geography curriculum.

How parents can help to support their son/daughter's learning

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

- www.curriculumbits.com/geography/waterfalls
- www.bbc.co.uk/news
- mapzone.ordnancesurvey.co.uk/mapzone
- www.nationalgeographic.co.uk/uk

Students will be set fortnightly homework.

If you have any queries please contact Mrs C Vicary



Design and Technology

Units taught in Year 9

AUTUMN	SPRING	SUMMER
In year 9 students will design and make an 'Off the Wall' wall hanging tidy. Term 1 is based around the theme of 'Street Art'. During this term they will learn how to programme the laser cutter to cut out a paper stencil and they will use it to screen print a 'Street Art' inspired design onto recycled denim fabric. Students' sewing machine skills will be extended to include constructing pockets and embellishing fabric with decorative machine stitching.	During this term the wall hanging tidy will be constructed from recycled denim, showcasing the screen printed motifs and constructed and recycled denim pockets. Students will create decorative components from enamelled copper. Further decorative designs will be developed using the laser cutter to make acrylic components.	To complete the 'Off the Wall' wall hanging tidy, students will produce wooden decorative components and learn how to make bent wire designs. The 'Off the Wall' hanging will be embellished with the decorative components and will also feature decorative hand stitching.

Students study Design and Technology one lesson per week in year 9.

Main skills developed in Year 9

- How to be innovative/creative and work independently making individual designs based on a theme
- Safe use of tools and equipment in the workshop
- Use of a wide variety of materials and techniques extending existing skills and developing new skills
- How to plan, develop and produce a final piece in an organised and creative way
- How to take inspiration from the work of street artists to develop a creative product that appeals to the client
- How to use a variety of sources and information to inspire new designs, including analysis of existing products
- To understand the importance of recycling in sourcing materials for new products
- To understand how products can be produced in industry in batch or mass production systems

How parents can help to support their son/daughter's learning

- Provide paper and materials at home so your child can regularly produce their own design work
- Encourage your child to go the extra mile with presentation and creativity of homework

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

- <https://www.treehugger.com/sustainable-product-design/>
- <https://www.prospects.ac.uk/job-profiles/product-designer>
- <https://designmuseum.org/>

If you have any queries, please contact Miss R Bramley



Food

Units taught in Year 9

During year 9 pupils will be learning how to prepare, cook and serve a range of nutritionally balanced dishes which would appeal to teenagers. Pupils will produce a range of practical outcomes with a multi-cultural influence.

The tasks will provide pupils with opportunities to evaluate their own performance and consider the nutritional contribution that the dishes make towards a teenagers diet. They will also develop understanding of the functions of ingredients in recipes.

The practical activities include producing: a salsa dip, chocolate muffins, sweet and sour chicken, seasonal decorated Christmas buns, lasagne, pizza, cheesecake, hot cross buns and sausage rolls.

The final practical task requires students to plan and prepare a savoury dish suitable for selling at a sporting event or festival. The chosen dish will celebrate the cuisine of a culture of their choice.

Students study Food one lesson per week in Year 9.



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 way
- To complete independent research on a range of food based topics



How parents can help to support their son/daughter's learning

- Provide a clean apron for practical lessons
- Provide a suitable container to take their completed practical work home in
- Encourage your child to weigh and measure their own ingredients in preparation for the practical lessons
- Encourage your child to go the extra mile with presentation and quality of homework

If you have any queries, please contact Miss R Bramley

Art

Units taught in Year 9

AUTUMN	SPRING	SUMMER
Term 1 is based around architecture. Students explore perspective and proportion in this project and look at a variety of architectural styles, from traditional to more modern designs. Students work in pairs to create a 3D model. Photography is used to give a sense of scale to this work, using miniature figures and lighting to create interesting shadows.	The second project is based around the theme of War and Peace, looking at how juxtaposing contrasting images can create impact and meaning to work. We look at current world events and look through how artists have explored the theme of conflict. Students produce their own piece of mixed media work which expresses their ideas and feelings on this subject matter.	To end the key stage, students consider their own identity and produce a portraiture piece of work which incorporates street art and contemporary art themes.

Students study Art one lesson per week in Year 9.



Main skills developed in Year 9

- How to be innovative/creative and work independently making individual, independent decisions
- 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, form 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 works of art which clearly communicate ideas, emotions or opinions
- How to attract/meet the needs of different audiences

How parents can help to support their son/daughter's learning

- Provide paper and materials at home so your child can regularly produce their own work
- Visit local exhibitions/cultural events and discuss them
- Encourage your child to go the extra mile with presentation and creativity of homework
- Have a go yourself!

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

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

If you have any queries, please contact Miss R Bramley

Computing

Units taught in Year 9

AUTUMN	SPRING	SUMMER
<p>Computer Science - How do you program a Microbit?</p> <p>Students learn how to program a Microbit using different variables. Students add their own features to the code to customise wherever possible. Students can extend their knowledge and skills by designing their own unique code which allows user interaction.</p> <p>Computer Science - How do you program using python basics?</p> <p>Students learn to write and run programs using python.</p>	<p>Computer Science - How do I create a customised calculator using Python?</p> <p>Students can choose to learn how to program using python and create a fully working calculator.</p> <p>How to design digital products to meet a business' needs?</p> <p>Students can choose to design a multimedia product for a specific purpose and audience.</p>	<p>Computer Science - How do I create games using Python?</p> <p>Students can choose to learn how to program using python and design a computer game.</p> <p>How to design digital products to meet a business' needs?</p> <p>Students can choose to create business documents using word processing and spreadsheet software.</p>



Main skills developed in Year 9

- Programming skills
- Computer science vocabulary
- Plan and design digital products for a business purpose
- Word processing, spreadsheet and presentation skills
- Designing, testing and evaluating digital products



How parents can help to support their son/daughter's learning

- Encourage your child to practise the skills they learn at home
- We provide the following extra-curricular club:
- Homework drop in sessions during lunchtimes and after school

If you have any queries, please contact Mr D Hudson

Dance and Drama

Units taught in Year 9

AUTUMN	SPRING	SUMMER
Teachers OR Street Dance	Devising Project	Theatre Genre and Style – Drama OR Matrix – Dance
<p>Teachers: Students will explore the characters and story of the play text Teachers by John Godber. This unit is about building students foundation of how to work with a script. This unit also allows students to, evaluate their project throughout.</p>  <p>Street Dance: Students are taught a series of set dance phrases. The focus of the work is on achieving the appropriate 'street dance' style in performance. Students learn to create dance which meets the demands of the assessment criteria. Peer assessment is also a key aspect of this SOW.</p>	<p>Devising Project: This unit offers students the opportunity to respond creatively to stimuli, use research to develop ideas and to gain an understanding of rehearsal methodology. Students will respond to chosen Practitioner and develop an original piece of Drama using a range of Drama techniques.</p> 	<p>Theatre Genre and Style Students will explore a range of theatre styles from Greek Theatre to Modern Day. The module allows the students to broaden their theatre knowledge as well as teaching them how to perform for a particular style of genre.</p> <p>Matrix Students are guided through the process of creating dance movement using the film, The Matrix as a stimulus. They learn to identify suitable moments of film action and translate them into Dance movement. Students are challenged by having to incorporate some of the key aspects of choreography – motif development – transitions – formations – all which relate to the original stimulus.</p>

Main skills developed in Year 9

- Identify how characterisation skills have been used to create the drama
- Give and accept suggestions and ideas through research and planning activities
- Use a range of voice and movement skills to create clearly-defined characters with detail and depth
- Use a range of choreographic devices.
- Demonstrate increased control of vocal and movement skills in the performance of their roles
- Demonstrate considered use of theatrical devices where appropriate to enhance their drama
- Refine their work in rehearsal to create dramatic contrasts which increase the impact of the drama

Each of the drama and dance activities used offers opportunities for students to develop their teamwork, focus, energy, character, 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 son's/daughter's learning

- Encourage your child to talk about what they did in their lessons – to describe the characters they played and the situations their characters experienced. Also discuss the Dance skills they have been using.
- Watch a television soap opera together and then discuss how the storylines have been created and how dramatic tension is built up and relieved
- Watch a television dance programme, eg Strictly come Dancing and discuss the skills involved. Notice the use of Dance/choreographed action in adverts
- Notice how Dance is used to support contestants in some reality TV shows (X-Factor, Britain's Got Talent)
- Encourage them to see live Drama or Dance – school productions and showcases, local theatre productions
- Encourage your child to participate in extra-curricular drama activities

The following website can help your son's/daughter's learning:

- www.bbc.co.uk/bitesize/ks3
- See the English section – there are some useful references to Shakespeare plays.

We provide the following extra-curricular activities:

- School production (lunchtime and after-school rehearsals and some weekends)

If you have any questions, please contact Mr A Colley

Religious Education

Units taught in Year 9

AUTUMN	SPRING	SUMMER
<p>Term 1- Christian beliefs</p> <p>The nature of God:</p> <p>God as omnipotent, loving and just</p> <p>The oneness of God and the Trinity: Father, Son and Holy Spirit</p> <p>Creation:</p> <p>Christian beliefs about creation including the role of Word and Spirit (John 1:1-3 and Genesis 1:1-3)</p> <p>Beliefs about the afterlife and their importance:</p> <p>Resurrection and life after death</p> <p>Judgement, heaven and hell</p>	<p>Term 2- Marriage and family</p> <p>Sex, marriage and divorce</p> <p>Religious teachings, beliefs and attitudes about:</p> <p>Human sexuality including heterosexual and homosexual relationships</p> <p>Sexual relationships before and outside of marriage</p> <p>Contraception and family planning</p> <p>The nature and purpose of marriage</p> <p>Same-sex marriage and cohabitation</p> <p>Divorce, including reasons for divorce, and remarriage</p>	<p>Term 3-Islam Beliefs</p> <p>Key Beliefs</p> <p>The six articles of faith in Sunni Islam and the five roots of 'Usul ad-Din in Shi'a Islam</p> <p>The Oneness of God (Tawhid)</p> <p>The nature of God: immanence, transcendence, omnipotence, beneficence, mercy, fairness and justice (Adalat in Shi'a Islam)</p> <p>Angels, including Jibril and Mikail</p> <p>Predestination (al-Qads) and human freedom and its relationship to the Day of Judgement</p> <p>Life after death (Akhirah), human responsibility and accountability, resurrection, heaven and hell</p>

Main skills developed in Year 9

- Describing key religious beliefs
- Explaining the significance of religious beliefs
- Developing an understanding of ultimate questions
- Justifying opinions about religious and moral issues
- Organisation and communication skills
- Empathy and respect
- Literacy skills
- Build up GCSE skills

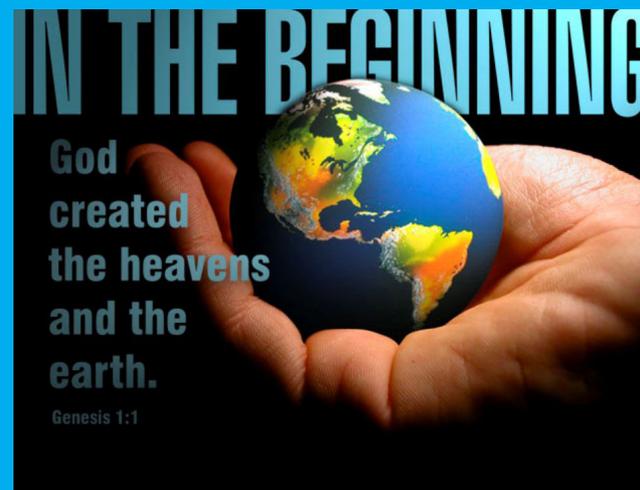
The aim of the Social Studies Department is to provide students with opportunities to acquire the following skills and attributes:

- 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.

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

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

“RE has an important part to play as part of a broad, balanced and coherent curriculum to which all pupils are entitled. RE 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 RE:

- 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.

In summary, Religious Education is important and relevant because it helps young people gain wisdom in the following areas of life:

- Cultural, artistic, musical and literary: many great artists, composers, musicians and writers had deep religious and/or philosophical motivation and inspiration for their work.
- Historical and geographical, scientific and technological: what is the meaning of life? Where are we going? What is 'true'? What is 'best'? Where do we come from? Why are people different and why do they have different tastes and preferences?
- Moral and ethical: in the light of the many moral and ethical dilemmas we meet in life, ranging from the personal to the global, what is it to lead a good life?
- Personal: How can I be happy? How can I best manage my relationships? What are the skills I need to succeed in life?
- Political, social and psychological: How can we best understand the relationships between people? Why do religion and belief feature in the news so much? What do religious and belief groups say about various contemporary issues?

How parents can help to support their son/daughter'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 key words 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
- Students will be set homework on a regular basis to extend their learning. This might include short weekly tasks or longer projects which require work each week.

Students will be set homework on a regular basis to extend their learning. This might include short weekly tasks or longer projects which require work each week.

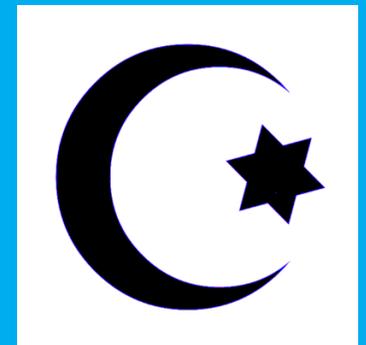
The following websites can help your son/daughter's learning:

- www.reonline.org.uk/ks3
- www.bbc.co.uk/schools/websites/11_16/site/re.shtml
- www.religiouseducation.co.uk
- www.request.org.uk
- www.AQA.co.uk

We provide the following extra-curricular clubs/fieldwork opportunities:

- Year 9 revision club

If you have any queries please contact
Mrs K Wilkinson



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
- 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



Units taught in Year 9

TIME ALLOCATION:

Each student receives four sixty minute lessons per fortnight.

The elements of the curriculum are taught in modules of six sessions on a rotation basis to ensure all have equal opportunity to experience activities.

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 and games and are taught for six sessions before moving on to the next activity.

Boys:

AUTUMN	SPRING	SUMMER
Rugby, Football, Hockey, Badminton, Fitness, Volleyball, Gymnastics		Cricket, Athletics, Softball, Tennis

Girls:

AUTUMN	SPRING	SUMMER
Netball, Rugby, Badminton, Hockey, Fitness, Gymnastics, Volleyball		Rounder's, Athletics, Cricket, Tennis

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

The department chooses to offer a wide variety of activities to ensure that students are challenged to develop a diverse skill set. During lessons, practical

skills are backed up 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 Key Stage 4.



Main skills developed in Year 9

- Advanced 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

How parents can help to support their son/daughter's learning

- Encourage active healthy lifestyle and balanced diet
- Encourage your child to take part in extra- curricular activities
- Encourage them to take part in sporting activities outside school
- Encourage your son/daughter 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 son/daughter'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.bbc.co.uk/schools/gcsebitesize>
- <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

We provide a very extensive extra-curricular programme; please see the extra-curricular timetable for more information.

If you have any queries, please contact Mr A Duke



Spanish

Units taught in Year 9

AUTUMN	SPRING	SUMMER
Describing my School Discussing subjects Future Plans/Future Tense School Rules and Timetable Media & Technology TV / Films / Music Using 3 Verb Tenses	Identifying Body Parts Discussing Health / Illness Healthy Living Making Resolutions Earning/Spending Money Using Languages at Work Occupations	Spanish-Speaking countries Central & South America Listening Skills focus Daily Routine Clock Times Reflexive verbs Environmental Issues Spanish-Speaking Celebrities Focus on Bilbao



Main skills developed in Year 9

- Improved spontaneous and natural sounding speaking using authentic expressions
- Developing writing to link ideas more effectively
- Using the context to work out unknown words and finer details
- Acquiring key GCSE skills in preparation for Key Stage 4
- Accessing and using a wider range of vocabulary
- Developing reading skills with more challenging authentic texts in Spanish
- Developing listening skills using continuous texts and predicting the context
- Understanding a wider range of complex structures
- More confident verb manipulation and learning verb endings
- Working with at least three tenses
- Understanding translation skills into both languages (Spanish and English)
- Developing skills to speak spontaneously in Spanish
- Producing role-plays confidently
- Developing key structures to allow pupils to talk about any photo

How parents can help to support their son/daughter's learning

- Encourage vocab learning at home by using look, say, cover, write, check technique.
- Encourage the use of websites (see below) to embed topic specific vocabulary
- Check pupil planners regularly to ensure you can see details of their Spanish homework
- Using www.wordreference.com to check any unknown words with your son/daughter.

Students will be set weekly homework which could include vocabulary learning (meanings or spellings or both depending upon ability), research, workbook activities, or use of websites to consolidate their learning.

Vocab learning and revision is crucial for their progression in Languages; using a 'little and often' approach ensures pupils know key vocab by heart thus increasing confidence and fluency. Worksheets usually support skills that they have acquired in lessons and will further consolidate learning.

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, in order to reinforce and strengthen their grammatical knowledge.



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

- www.wordreference.com (to help check verb conjugations in different tenses)
- www.quizlet.com
- www.linguascope.com
- www.espanol-extra.co.uk
- www.languagesonline.org.uk (outside of school hours)
- www.memrise.co.uk
- www.oye.languageskills.co.uk
- <http://www.bbc.co.uk/education/levels/z4kw2hv>

We provide the following support:

- Individual workbook/worksheets, vocabulary book, exercise book and test booklet for each pupil issued in September
- Funded website subscriptions to aid revision and further progress
- Revision/booster sessions to support progress (as needed)

If you have any queries, please contact Ms L Pearce, Head of Modern Foreign Languages.

French

Units taught in Year 9

AUTUMN	SPRING	SUMMER
Describing holidays using 3 tenses (past, present & future) Holiday Activities Weather Transport Travel arrangements Hotel accommodation A visit to an attraction Sporting events Understanding authentic texts. Accessing GCSE-style tasks	Revision and extension of descriptions of self and others Occupations and Places of Work Opinions & Justifications Francophone celebrities profile Using the imperfect tense Using future/conditional tenses Why languages are important Future plans (aspirations) Practice of GCSE exam techniques	Identifying parts of the body Talking about illness Describing injuries Discussing Healthy living Understanding and giving advice Understanding more complex texts General health and wellbeing Sports celebrity profiles Using a variety of different tenses Further practice of GCSE exam techniques

Main skills developed in Year 9

- Improved spontaneous and natural sounding speaking using authentic expressions
- Developing writing to link ideas more effectively
- Using the context to work out unknown words and finer details
- Accessing and using a wider range of vocabulary
- Acquiring key GCSE skills in preparation for Key Stage 4
- Developing reading skills with more challenging authentic texts in

French

- Developing listening skills using continuous texts and predicting the context
- Understanding a wider range of complex structures
- More confident verb manipulation and learning verb endings
- Working with at least three tenses
- Understanding translation skills into both languages (French and English)
- Developing skills to speak spontaneously in French
- Producing role-plays confidently



How parents can help to support their son/daughter's learning

- Encourage vocab learning at home by using look, say, cover, write, check technique.
- Encourage the use of websites (see below) to embed topic specific vocabulary
- Check pupil planners regularly to ensure you can see details of their French homework
- Using www.wordreference.com to check any unknown words with your son/daughter.

Students will be set weekly homework which could include vocabulary learning (meanings or spellings or both depending upon ability),

research, workbook activities, or use of websites to consolidate their learning.

Vocab learning and revision is crucial for their progression in Languages; using a 'little and often' approach ensures pupils know key vocab by heart thus increasing confidence and fluency. Worksheets usually support skills that they have acquired in lessons and will further consolidate learning.

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, in order to reinforce and strengthen their grammatical knowledge.

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

- www.wordreference.com (to help check verb conjugations in different tenses)
- www.quizlet.com
- www.linguascope.com
- www.languagesonline.org.uk
- www.memrise.co.uk
- www.zut.org.uk (outside of school hours)
- <http://www.bbc.co.uk/education/levels/z4kw2hv>

We provide the following support:

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If you have any queries, please contact Ms L. Pearce, Head of Modern Foreign Languages.



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