

ASHFIELD SCHOOL

Year 9

**Content of the curriculum and
key assessments**



YEAR 9 Options Course

Art & Design GCSE

ACCREDITING AUTHORITY: AQA

	Content	Assessment
Term 1	Skill Development <ul style="list-style-type: none">• Clay workshop.• Drawing workshop including graded pencils, graphite powder, blending sticks and the grid method.• Paint workshop including watercolour, acrylic and oil paint.	Assessment 1 (Coursework)
Term 2	Skill Development <ul style="list-style-type: none">• Printing workshop including screen printing, mono printing, press printing and Indian ink technique.• Portraits- In the style of Picasso.• How to create an artist page.	Assessment 2 (Coursework)
Term 3	Still Life Project <ul style="list-style-type: none">• 3D still life.• Drawing skills.• Artist pages.• Developments in the style of the artist.	Assessment 3 (Coursework)



YEAR 9 Options Course

Child Development

ACCREDITING AUTHORITY : OCR

	Content	Assessment
Term 1	<p>Birth to Twelve Months</p> <ul style="list-style-type: none"> • Choosing clothing and footwear. • Choosing feeding. • Choosing sleeping and transport equipment. • Age suitability, safety aspects, costs, design, practicality, durability and ease of cleaning. <p>One to Five years</p> <ul style="list-style-type: none"> • Choosing clothing and footwear. • Choosing feeding. • Choosing sleeping and transport equipment for children. • Suitability for age and growth, safety aspects, costs, design, practicality, durability and ease of cleaning. 	<p>Assessment 1 (Coursework)</p>
Term 2	<p>Nutritional Requirements</p> <ul style="list-style-type: none"> • Government guidelines for children from birth to five years. • Feeding children; 0 to 6 months, 6 to 12 months, and 1 to 5 years. • Fibre and water in the diet 	<p>Assessment 2 (Coursework)</p>
Term 3	<p>Nutritional Requirements</p> <ul style="list-style-type: none"> • Complete a practical task for a 0-6 month child, which involves creating a suitable feeding solution taking into consideration current government guidelines. Including the following ... • Nutritional analysis (e.g. use of ICT/food programmes/labelling). • Consider factors (e.g. cost/time/equipment/storage/availability). • Hygiene practices (e.g. sterilisation/personal hygiene). • Comparisons (e.g. breast/bottle/combination). • Evaluation including strengths, weaknesses and suggested improvements. • Conclusions. 	<p>Assessment 3 (Practical assessment)</p>



YEAR 9 Options Course

Computer Science GCSE

ACCREDITING AUTHORITY : OCR

Term	Content	Assessment
Term 1	<p>Programming Basics</p> <ul style="list-style-type: none"> Algorithms, flowcharts and pseudocode. Intro to visual basic. Data types. Numeric and logic operators. Selection and iteration. Visual basic programming exercises. <p>Iteration</p> <ul style="list-style-type: none"> Definite and indefinite iteration. Nested loops. Trace tables. <p>Boolean Logic</p> <ul style="list-style-type: none"> Logic gates. Truth tables. Logic circuits. 	<p>Assessment 1 (Algorithms test)</p> <p>Assessment 2 (Iteration test)</p> <p>Assessment 3 (Boolean Logic test)</p>
Term 2	<p>Data Types and Structures</p> <ul style="list-style-type: none"> Working with strings. Arrays – single and multidimensional. Databases and SQL. <p>Searching and Sorting</p> <ul style="list-style-type: none"> Linear and binary searches. Bubble sort. Insertion sort. Merge sort. <p>Inputs and Outputs</p> <ul style="list-style-type: none"> Validation. Verification. Reading and writing to files 	<p>Assessment 4 (Data Types and Structures test)</p> <p>Assessment 5 (Searching and Sorting test)</p> <p>Assessment 6 (Input and Output test)</p>
Term 3	<p>Binary and Hexadecimal</p> <ul style="list-style-type: none"> Binary numbers and binary addition. Left and right shifts. Hexadecimal. <p>Binary Representation</p> <ul style="list-style-type: none"> Representation of text, images and sound. Compression. <p>Revision</p>	<p>Assessment 7 (Binary and Hexadecimal test)</p> <p>Assessment 8 (Binary Representation test)</p> <p>Assessment 9 (End of year exam)</p>



YEAR 9 Options Course

CONSTRUCTION

ACCREDITING AUTHORITY : WJEC

	Content	Assessment
Term 1	<ul style="list-style-type: none"> • What is the built environment? • Materials used in construction. • Drawing material symbols. • The parts of a structure. • Substructure, superstructure, finishing elements. • Trades involved in construction. • Basic safety rules and why. • Signage, accidents, accountability. 	<p>Assessment 1 (End of term test)</p>
Term 2	<ul style="list-style-type: none"> • Tool identification. • Joinery, bricklaying, painting and decorating. • Safety issues with particular trades. • Traditional methods. • Modern methods. • Types of building site. • Greenfield, brownfield. • Problems with certain land types. • Underground water, unstable soil types. 	
Term 3	<ul style="list-style-type: none"> • Basic calculations involved in construction projects. • Types of timber. • Natural, man-made. • Types of masonry materials. • Bricks, blocks, concrete. • Weather resistance and the effects of weather extremes. 	<p>WJEC National Exam (Safety 1st sitting)</p>



YEAR 9 Options Course

Creative i Media

ACCREDITING AUTHORITY : OCR

Term	Content	Assessment
Term 1	<p>Understand the Purpose and Properties of Digital Graphics</p> <ul style="list-style-type: none"> • Why digital graphics are used. • How digital graphics are used. • Types of digital graphics. • Different types of file formats. • Properties of digital graphics. • How different purposes and audiences influence the design and layout of digital graphics. <p>Plan the Creation of a Digital Graphic</p> <ul style="list-style-type: none"> • Interpret client requirements for a digital graphic based on a specific brief. • Understand target audience requirements for a digital graphic. • Produce a work plan for an original graphics creation. • Produce a visualisation diagram for a digital graphic. • Identify assets needed to create a digital graphic. • Identify resources needed to create a digital graphic. • How legislation applies to images used in digital graphics. 	<p>Assessment 1</p>
Term 2	<p>Create a Digital Graphic</p> <ul style="list-style-type: none"> • Source assets identified for use in a digital graphic. • Create assets identified for use in a digital graphic. • Ensure the technical compatibility of assets with the final graphic. • Create a digital graphic using a range of tools and techniques within the image editing software application • Save a digital graphic in a format appropriate to the software being used. • Export the digital graphic using appropriate formats and properties. • How to use version control when creating a digital graphic. • Review a digital graphic against a specific brief. • Identify areas in a digital graphic for improvement and further development. 	<p>Assessment 2</p>
Term 3	<p>Uses and Properties of Digital Video</p> <ul style="list-style-type: none"> • Investigate the sectors and uses of digital video products. • Research the different file formats of digital video. • The properties of digital video. • Interpret client requirements for a digital video sequence based on a specific client brief. • Understand target audience requirements for a digital video sequence. • Produce a work plan for a digital sound sequence to include. 	<p>Assessment 3</p>



YEAR 9 Options Course

Dance GCSE

ACCREDITING AUTHORITY: AQA

	Content	Assessment
Term 1	<p>Ingredients of Dance</p> <ul style="list-style-type: none"> • Safe working practices - warm up; cool down; appropriate dancewear; footwear; hairstyle; absence of jewellery. • Introduction to technical & physical skills including key vocabulary and accuracy of using - actions; space; dynamics; relationships; timing; rhythm; style. <p>Choreography Skills</p> <ul style="list-style-type: none"> • Exploring different stimuli. • Improvising in response to a stimulus. • Generating movement material. • Learn choreographic process. 	<p>Assessment 1 (Practical and written coursework)</p>
Term 2	<p>Performance Skills</p> <ul style="list-style-type: none"> • Technical & physical skills including flexibility; stamina; extension; mobility; isolation; strength; control; accuracy of action, space, dynamic, relationships, timing and style. • Expressive skills including projection; focus; spatial awareness; facial expression. <p>Professional Dance Work Study 1 (E of E)</p> <ul style="list-style-type: none"> • Critical appreciation of understanding the features of production. • Staging; set; lighting; properties; costume; dancers; aural settings; movement components. 	<p>Assessment 2 (Practical and written coursework)</p>
Term 3	<p>Professional Dance Work Study 2 (Shadows)</p> <ul style="list-style-type: none"> • Critical appreciation of understanding the features of production. • Staging; set; lighting; properties; costume; dancers; aural settings; movement components. <p>Perform; Create; Respond</p> <ul style="list-style-type: none"> • Performance in End of Year Summer Dance Showcase: Demonstrating performance, choreographic and appreciation skills. 	<p>Assessment 3 (Practical and written coursework)</p>



YEAR 9 Options Course

Design and Technology GCSE

ACCREDITING AUTHORITY : AQA

Term	Content	Assessment
Term 1	<p>Storage Device</p> <ul style="list-style-type: none"> • Routing. • Wood joints. • Natural woods. • Target markets/clients. • Jigs. • Finishing techniques. • Other materials. <p>Electronic Lamp</p> <ul style="list-style-type: none"> • Soldering. • Sheet metal. • Jigs. • Bread boarding. • Circuit design CAD. • PCB Manufacture. <p>Exam Focus</p> <ul style="list-style-type: none"> • Materials and their properties, Energy and Mechanisms 	<p>Assessment 1 (Coursework)</p> <p>Assessment 2 (Coursework)</p>
Term 2	<p>Technical and CAD Drawing Techniques</p> <ul style="list-style-type: none"> • 1 point perspective. • 2 point perspective. • Orthographic drawing. • Exploded views. • Rendering technique. • Isometric. • 2D design. • Google sketch. <p>Magazine Cover</p> <ul style="list-style-type: none"> • Photoshop. • Printing technique. • Page layout. • Client/target market. • Fonts and typography. • Designers and companies. • Approaches to design. • Sustainability and the environment. <p>Exam Focus</p> <ul style="list-style-type: none"> • New and Emerging Technologies, Approaches to Design 	<p>Assessment 3 (Coursework)</p> <p>Assessment 4 (Coursework)</p>
Term 3	<p>Gadget Tidy Mock NEA assessment</p> <ul style="list-style-type: none"> • Tap and Die. • Modelling. • Secondary machining. • Flat pack. • Designing for a client. <p>Exam Focus</p> <ul style="list-style-type: none"> • Tools Equipment and Processes 	<p>Assessment 5 (Coursework)</p> <p>Assessment 6 (End of year exam)</p>



YEAR 9 Options Course

DRAMA GCSE

ACCREDITING AUTHORITY: AQA

	Content	Assessment
Term 1	<p>Practical & Theoretical study of Blood Brothers</p> <ul style="list-style-type: none"> To confidently understand the narrative, themes and characters from the set text. To practically explore Blood Brothers, experimenting with character portrayal and interpretation of the text. To understand the content of the written exam and begin theoretically approaching aspects of it. To practice writing responses to the lower mark questions from the component 1 exam. To gain an understanding of the assessment criteria for the component 1 exam. 	<p>Assessment 1 (Written Response)</p>
Term 2	<p>Devising Practical Workshops</p> <ul style="list-style-type: none"> To practically explore at least two contrasting theatrical practitioners and understand how they approach the creation of dramatic work. To learn the methodologies and techniques necessary to create a successful devising performance. To experiment with devising strategies, a range of stimuli and to analyse how devised work can be structured. 	<p>Assessment 2 (Devising)</p>
Term 3	<p>Devising Assessment</p> <ul style="list-style-type: none"> To gain an understanding of the requirements of the devising exam. To have a go at devising a piece of theatre from a range of given stimuli. To evaluate the process and set comprehensive targets for the year 10 devising exam. 	<p>Assessment 3 (Devising/Evaluating)</p>



YEAR 9 Options Course

Engineering

ACCREDITING AUTHORITY : Pearson

	Content	Assessment
Term 1	<p>Headphone Holder</p> <ul style="list-style-type: none"> • Prototyping • Plastics • Line bending • Jigs and production aids • Screws • CAD • Planning log • Health and safety <p>Sheet metal Phone Stand</p> <ul style="list-style-type: none"> • Engineering drawing • Orthographic to isometric • Making out metal • Sheet metal processes • Shear press • Pop riveting • Threading • Turning • flowcharts 	<p>Assessment 1 (Coursework)</p>
Term 2	<p>Engineering Sectors</p> <ul style="list-style-type: none"> • Different engineering sectors • Organisations within engineering • Careers within engineering • Producing a report • Writing a presentation <p>Structures</p> <ul style="list-style-type: none"> • Types of structure • Forces • Famous structures • Triangulation • Costing • Strength calculations 	<p>Assessment 2 (Presentation)</p> <p>Assessment 3 (Engineering calculations test)</p>
Term 3	<p>Machining Techniques</p> <ul style="list-style-type: none"> • Milling • Turning • Drilling • Counter boring • Chain drilling • Risk assessments • Tolerances • QA and QC • Technical drawings 	<p>Assessment 4 (Coursework)</p> <p>Assessment 5 (End of year exam)</p>



YEAR 9 Core Course

English Language GCSE

ACCREDITING AUTHORITY : AQA

	Content	Assessment
Term 1	<p>Creative Reading, 'Power' Anthology</p> <ul style="list-style-type: none"> Identify relevant information. Provide an analysis of language and structure. Identify writer's methods using appropriate subject terminology. Give relevant evidence. Analyse the effects of a writer's methods. Give judgments on effects and reasons for these. 	<p>Assessment 1 (Language test)</p>
Term 2	<p>Writing Using a range of 19th century Gothic texts.</p> <ul style="list-style-type: none"> Have the ability to plan. Know how to paragraph and organise ideas using a range of accurately punctuated sentences. Adopt an appropriate tone and style. Develop editing and proof reading strategies in order to improve work. Consider a range of structural features. Develop a broader vocabulary. Use a range of sentence structures accurately. Spell words correctly. Use punctuation accurately and for effect. <p>Reading, 'People and Places Anthology'</p> <ul style="list-style-type: none"> Choose true statements from a text. Summarise the key ideas of texts. Language analysis of a text. Comparison of a writer's viewpoint of texts. 	<p>Assessment 2 (Creative Writing test)</p>
Term 3	<p>Writing, Viewpoint Linked to the themes and ideas of An Inspector Calls (studied within Literature content) revise reading skills.</p> <ul style="list-style-type: none"> Identify relevant information. Identify writer's methods using appropriate subject terminology. Give relevant evidence. Analyse the effects of a writer's methods. Compare viewpoints in different texts. Give judgments on effects and reasons for these. <p>Spoken Language Presentation</p> <ul style="list-style-type: none"> Plan and perform a five minute spoken presentation on a topic as a part of their GCSE course. Communicating information and points of view clearly. Using Standard English effectively. Using sophisticated and appropriate vocabulary. Responding to and asking questions. 	<p>Assessment 3 (Year 9 mock exam)</p> <p>Assessment 4 (Five minute spoken language individual presentation)</p>



YEAR 9 Core Course

English Literature GCSE

ACCREDITING AUTHORITY : AQA

	Content	Assessment
Term 1	<p>Macbeth</p> <ul style="list-style-type: none"> • Read the complete play to gain an understanding of plot, character, themes, genre and context. • Study a set of key scenes/extracts to look at the language, form and structure in closer detail and to develop analysis skills. • Develop understanding of the relationship between Macbeth and the context in which it was written. 	<p>Assessment 1 (Literature test, Extract to whole)</p>
Term 2	<p>19th Century Short Stories This is a bridging unit which introduces students to the language used and contextual issues in 19th century texts ahead of their study of The Strange Case of Dr Jekyll and Mr Hyde in year 10.</p> <ul style="list-style-type: none"> • Read a selection of short stories such as 'The Red Room' and 'The Signalman.' <p>Love and Relationships Poetry Anthology Read and analyse the language, structure and form of six of the poems they needed for GCSE. These are:</p> <ul style="list-style-type: none"> • Mother, any distance. • Walking away. • Follower. • Before you were mine. • Climbing my grandfather. • Eden Rock. 	<p>Assessment 2 (Poetry comparison)</p>
Term 3	<p>An Inspector Calls</p> <ul style="list-style-type: none"> • Read the complete play to gain an understanding of plot, character, themes, genre and context. • Study a set of key scenes/extracts to look at the language, form and structure in closer detail and to develop analysis skills. • Develop understanding of the relationship between An Inspector Calls and the context in which it was written. 	<p>Assessment 3 (Multiple-choice comprehension quiz)</p>



YEAR 9 Options Course

Ethics and Philosophy GCSE

ACCREDITING AUTHORITY : AQA

Term	Content	Assessment
Term 1	<p>Introduction to key themes</p> <ul style="list-style-type: none"> • Introduction to Ethics and Philosophy. • Christianity and Judaism overview. • Key exam skills. • Creation. • Abortion. • Euthanasia. • The afterlife. • Relationships and family. • Sexuality. • Miracles. • Racism. • Animal rights. • The role of women. • Stewardship. 	<p>Assessment 1 (Interim test)</p> <p>Assessment 2 (Religion and Life test)</p> <p>Assessment 3 (Racism and Religion test)</p>
Term 2	<p>Evil and Suffering</p> <ul style="list-style-type: none"> • Moral and natural evil. • Christian response to evil. • Christian response to suffering. • Nature versus nurture. • Where was God? • Ache. • Human psychology • Elizabeth Bathory. • Buddhism and evil. <p>Christian Beliefs and Teachings</p> <ul style="list-style-type: none"> • Nicene Creed. • The bible. • The Trinity. • God the Father. • Creation. • The problems of evil and suffering. • The life of Jesus. • The death and resurrection of Jesus.. • The Ascension of Jesus 	<p>Assessment 4 (Evil and Suffering test)</p> <p>Assessment 5 (Interim test)</p>
Term 3	<p>Christian Beliefs and Teachings</p> <ul style="list-style-type: none"> • Sin and salvation. • Judgement. • Afterlife. • Holy spirit. <p>Christian Practices</p> <ul style="list-style-type: none"> • Worship. • Prayer. • Sacraments. 	<p>Assessment 6 (Christian beliefs and Teachings test)</p> <p>Assessment 7 (Interim test)</p>



YEAR 9 Options Course

Fashion

ACCREDITING AUTHORITY : Pearson

	Content	Assessment
Term 1	<p>Dress a child around the world</p> <ul style="list-style-type: none"> • Developing moodboards • Printing • Dyeing • Pattern cutting • Pockets • Bindings • Facings • Lockstitch machining • Overlocking • Hems • Finishing and pressing • Garment construction 	<p>Assessment 1 (Coursework)</p>
Term 2	<p>Introduction to mark making</p> <ul style="list-style-type: none"> • Working with a variety of media, including: • Pencil/ graphite • Charcoal • Pen and wash • Ink • Soft and oil pastels <p>Fashion illustration</p> <ul style="list-style-type: none"> • Developing an illustration style • Using stencils and backgrounds • Proportion and the adult/ child form • ICT illustration 	<p>Assessment 2 (Coursework)</p>
Term 3	<p>Surface pattern design</p> <ul style="list-style-type: none"> • Developing prints • Pattern repeat by hand • Using ICT to set up scan and set up a repeat • Working to a customer brief • Developing an end product • Presentation to the client <p>Unit 1 Coursework</p> <ul style="list-style-type: none"> • Assess and brainstorm the brief • Develop moodboards on the theme • Research into relevant artists 	<p>Assessment 3 (Coursework)</p> <p>Assessment 4 (End of year practical assessment)</p>



YEAR 9 Options Course

Food Prep' & Nutrition GCSE

ACCREDITING AUTHORITY : AQA

Term	Content	Assessment
Term 1	<p>Food, Nutrition and Health</p> <ul style="list-style-type: none"> • Eat well guide and proportions. • Healthy balance diet. • Protein. • Carbohydrates. • Fats. • Vitamins and minerals. • Energy balance. <p>Dietary Needs</p> <ul style="list-style-type: none"> • Food labels and what is legally required on food packaging. • Food allergies. • Food intolerance. • Special diets. • Religious dietary needs. <p>Key practical skills Range of practical's linked to the topics above covering the key practical skills.</p>	<p>Assessment 1 (Baseline assessment test)</p> <p>Assessment 2 (Food Nutrition and Health test)</p> <p>Assessment 3 (Nutrition and Dietary Needs test)</p>
Term 2	<p>Dietary Needs (continued)</p> <ul style="list-style-type: none"> • Age related diets – young children, school children, teenagers, adults and elderly. • Vegetarian and vegan. • Food provenance. • Food miles and seasonal foods. <p>Hygiene and Food Safety</p> <ul style="list-style-type: none"> • Hygiene types – personal, kitchen and food hygiene. • Key storage temperatures. • Food poisoning. <p>Key practical skills Range of practical's linked to the topics above covering the key practical skills.</p>	<p>Assessment 4 (Dietary Needs test)</p> <p>Assessment 5 (Hygiene and Food Safety test)</p>
Term 3	<p>Heat Transfer and Cooking Methods</p> <ul style="list-style-type: none"> • Conduction, convection and radiation. • Cooking methods. <p>Functional and Chemical Properties</p> <ul style="list-style-type: none"> • Protein – denaturation, coagulation, gluten formation and foam formation. • Carbohydrates – gelatinisation, dextrinisation, caramelisation and maillard reaction. • Fats and oils – shortening, aeration, plasticity, emulsification. • Raising agents – chemical, air and steam, biological. <p>Key practical skills Range of practical's linked to the topics above covering the key practical skills</p>	<p>Assessment 6 (Heat Transfer and Cooking Methods test)</p> <p>Assessment 7 (End of year exam)</p>



YEAR 9 EBacc Course

Geography GCSE

ACCREDITING AUTHORITY : AQA

	Content	Assessment
Term 1	<p>The Challenges of Natural Hazards</p> <ul style="list-style-type: none"> Natural hazards risks. Earthquake and volcanic eruptions and the physical processes. The effects of, and responses to, a tectonic hazard vary between areas of contrasting levels of wealth. Management to reduce the effects of tectonic hazards. <p>Urban Issues and Challenges</p> <ul style="list-style-type: none"> How a growing percentage of the world's population lives in urban areas. How urban growth creates opportunities and challenges for cities in LICs NEEs. <p>Weather Hazards</p> <ul style="list-style-type: none"> Tropical storms and how they develop as a result of particular physical conditions. Tropical storms and the significant effects on people and the environment. UK Weather Hazards and the extreme weather events that impact the UK. 	<p>Assessment 1 (Tectonic Hazards test)</p> <p>Assessment 2 (Urban Issues and Challenges test)</p>
Term 2	<p>Climate Change</p> <ul style="list-style-type: none"> Why climate change is the result of natural and human factors and its range of effects. How we can manage climate change through both mitigation and adaptation. <p>Urban Change in Nottingham</p> <ul style="list-style-type: none"> How urban change in Nottingham leads to a variety of social, economic and environmental opportunities and challenges. How urban sustainability requires management of resources and transport. <p>Ecosystems</p> <ul style="list-style-type: none"> Why Ecosystems exist at a range of scales and involve the interaction between biotic and abiotic factors. 	<p>Assessment 3 (Weather Hazards and Climate Change test)</p> <p>Assessment 4 (Nottingham test)</p>
Term 3	<p>The Changing Economic World</p> <ul style="list-style-type: none"> Why there are global variations in economic development and quality of life. The strategies that exist for reducing the development gap. How some LIC and NEE nations are experiencing rapid economic development, which leads to significant social, environmental and cultural change. <p>Tropical Rainforests and Hot Deserts</p> <ul style="list-style-type: none"> Characteristics of tropical rainforests & Hot Deserts. The impact deforestation has on people and the environment and how they need to be managed sustainably. Challenges and opportunities Hot Deserts create. How areas on the fringe of hot deserts are at risk of desertification. 	<p>Assessment 5 (Changing Economic World test)</p> <p>Assessment 6 (Tropical Rainforests test)</p>



YEAR 9 Options Course

Hair and Beauty Therapy

ACCREDITING AUTHORITY : City & Guilds

	Content	Assessment
Term 1	<ul style="list-style-type: none">• Presenting a professional image in a salon.• Shampoo and conditioning.• Styling womens hair.	Assessment 1 (Coursework)
Term 2	<ul style="list-style-type: none">• Introduction to the Hair & Beauty sector.• Hand care.• Skin care.• Themed face painting.	Assessment 2 (Coursework)
Term 3	<ul style="list-style-type: none">• Plaiting and twisting.• Health and safety.• Styling mens hair.• Basic make-up application.	Assessment 3 (Coursework)



YEAR 9 Options Course

Health & Social Care

ACCREDITING AUTHORITY : Pearson

	Content	Assessment
Term 1	<p>Component 2 Stepping into the NHS project.</p> <ul style="list-style-type: none"> • Primary care, e.g. GPs, dental care, optometry, community health care. • Secondary and tertiary care, e.g. specialist medical care. • Allied health professionals, e.g. physiotherapy, occupational therapy, speech and language therapy, dieticians. <p>Introducing different social care services and how they meet service user needs:</p> <ul style="list-style-type: none"> • Services for children and young people, e.g. foster care, residential care, youth work. • Services for adults or children with specific needs (learning disabilities, sensory. impairments, long-term health issues), e.g. residential care, respite care, domiciliary care. • Services for older adults, e.g. residential care, domiciliary care. • The role of informal social care provided by relatives, friends and neighbours. 	<p>Assessment 1 (Services in HSC test)</p> <p>Assessment 2 (Recall quiz about the 3 services in HSC)</p>
Term 2	<p>Component 1 Rise above project. Factors affecting development such as puberty, friendships, relationships, sleep and smoking. Main life stages:</p> <ul style="list-style-type: none"> • Infants (birth to 2 years). • Early childhood (3–8 years). • Adolescence (9–18 years). • Early adulthood (19–45 years.) • middle adulthood (46–65 years). • Later adulthood (65+ years). <p>Introducing PIES growth and development in the main life stages:</p> <ul style="list-style-type: none"> • Physical growth and development, including gross and fine motor skills, growth patterns, primary and secondary sexual characteristics, menopause, loss of mobility, muscle tone/strength and skin elasticity. • Intellectual/cognitive development across the life stages, including language development, problem solving, abstract and creative thinking, development/loss of memory and recall. • Emotional development across the life stages, bonding and attachment, independence and self-esteem, security, contentment, self-image. • Social development across the life stages, including the formation of relationships with others and the socialisation process. 	<p>Assessment 3 Sleep/life stage/PIES test)</p> <p>Assessment 4 (Recall quiz about PIES and life stages)</p>
Term 3	<p>Component 2 Our local area – services available, access suitability. Different types of barriers.</p> <ul style="list-style-type: none"> • Physical barriers, e.g. issues getting into and around the facilities. • Sensory barriers, e.g. hearing and visual difficulties. • Social, cultural and psychological barriers, e.g. lack of awareness, differing cultural beliefs, social stigma, fear of loss of independence. • Language barriers, e.g. differing first language, language impairments. • Geographical barriers, e.g. distance of service provider, transport links. • Intellectual barriers, e.g. learning difficulties. • Resource barriers, e.g. staff shortages, local funding, high local demand. • Financial barriers, e.g. charging for services, cost of transport, loss of income while accessing services. 	<p>Assessment 5 (Support for Betty test)</p> <p>Assessment 6 (Barrier quiz)</p>



YEAR 9 EBacc Course

History GCSE

ACCREDITING AUTHORITY : Pearson

	Content	Assessment
Term 1	<p>Medieval Medicine</p> <ul style="list-style-type: none"> • Cause, treatment and prevention of disease. • The legacy of Galen/Hippocrates. • The power of the church upon medicine. • Astrology/Miasma/lack of science and technology. • Public health. • Medieval medics. • Case Study- The Black Death. <p>Renaissance Medicine</p> <ul style="list-style-type: none"> • Cause, treatment and prevention of disease. • Change or Continuity from the medieval period. • Development of Science. • The work of Harvey and Vesalius. • Case Study- The Great Plague. <p>FOUNDATION COURSE</p> <ul style="list-style-type: none"> • Ancient world medicine. • World War One. 	<p>Assessment 1 (Medieval Medicine & Renaissance Medicine test)</p> <p>Assessment 2 (Ancient World Medicine test)</p>
Term 2	<p>18th/19th Century Medicine</p> <ul style="list-style-type: none"> • Cause, treatment and prevention of disease. • The work of Edward Jenner, John Snow and Florence Nightingale. • Development of hospitals. • Germ Theory and Louis Pasteur. • The work of Robert Koch • Public health and the role of the government. • The development of surgery- pain, blood loss and infection. <p>FOUNDATION COURSE</p> <ul style="list-style-type: none"> • The Inter-War years. • The Holocaust. 	<p>Assessment 3 (18th/19thCentury Medicine test)</p> <p>Assessment 4 (The Holocaust test)</p>
Term 3	<p>Modern Medicine</p> <ul style="list-style-type: none"> • Cause, treatment and prevention of disease. • The work of Ehrlich. • The development of penicillin. • The discovery of DNA. • Medical treatments. • Lung cancer. • Creation of the NHS. • Revision on the whole of medicine. <p>FOUNDATION COURSE</p> <ul style="list-style-type: none"> • The Cold War 	<p>Assessment 5 (First World War test)</p> <p>Assessment 6 (End of year exam, Medicine)</p>



YEAR 9 Options Course

Hospitality and Catering

ACCREDITING AUTHORITY : WJEC

	Content	Assessment
Term 1	<p>Introduction into Hospitality</p> <ul style="list-style-type: none"> • Types of provision. • Kitchen /FoH structure. • Food safety. • Food allergies. <p>Health and Safety in the Work Place</p> <ul style="list-style-type: none"> • Health and safety factors. • Employer's responsibilities. • Employee responsibilities. <p>Practical Skills</p> <ul style="list-style-type: none"> • Knife skills. • How to maintain, handle and clean knives. • Vegetable cuts. • Stir fry. • Baking. 	<p>Assessment 1</p> <p>Assessment of dishes produced</p>
Term 2	<p>Hospitality Industry</p> <ul style="list-style-type: none"> • Employment contracts. • Customer needs. <p>Food Safety in Catering Level 2</p> <ul style="list-style-type: none"> • Health and safety. • Food poisoning. • Food safety. • Personal hygiene. <p>Methods of Cooking</p> <ul style="list-style-type: none"> • Menu planning. • Methods of cookery. <p>Practical Skills</p> <ul style="list-style-type: none"> • Knife skills. • Methods of cooking. • Baking. • Roasting. • Stir fry. 	<p>Assessment of dishes produced</p> <p>National Exam (Food Safety in catering Level 2)</p> <p>Assessment 2</p>
Term 3	<p>Factors for Success in Hospitality in Catering</p> <ul style="list-style-type: none"> • Kitchen flow. • FoH flow. • Inspection requirements. • Design your own hospitality business. • Demographics. • Large and small equipment. 	<p>Assessment 3 (Project)</p>



YEAR 9 EBacc Course

Languages GCSE

ACCREDITING AUTHORITY : AQA

Term	Content	Assessment
Term 1	<p>Who am I? (Theme 1 – Identity & Culture)</p> <ul style="list-style-type: none"> • Family members & describing people (revision). • Places in the town, activities, time (revision). • What makes a good friend (present tense er verbs.) • Family relationships (reflexive verbs). • Making arrangements to go out (near future tense). • Describing a day out (perfect tense). • Discussing role models (present & perfect tenses). • When I was younger (imperfect tense). • Writing assessment feedback and review. <p>Free Time (Theme 1 – Identity & Culture)</p> <ul style="list-style-type: none"> • Sport & music (revision). • Films, TV programmes, internet activities (revision). • Talking about sport (depuis & present tense). • Talking about life online (present tense irregular verbs). • Christmas & New Year in francophone countries. 	<p>Assessment 1 (Writing and Translation test - (My Family & Friends)</p>
Term 2	<p>Free Time (Theme 1 Identity & Culture)</p> <ul style="list-style-type: none"> • Discussing reading habits and music (negatives). • Talking about TV programmes (comparative sentences). • Describing a night out (perfect tense & superlatives). • Talking about actors and films. • Discussing reading habits and music (negatives). • Speaking Assessment feedback and review. <p>Customs and Festivals (Theme 1 – Identity & Culture)</p> <ul style="list-style-type: none"> • Talking about food and meals (revision). • Shopping for clothes (revision). • Daily routine (pouvoir & devoir). • Food for special occasions (pronoun en). 	<p>Assessment 2 (Listening, Reading & Translation test – (My Family, Friends and Free Time)</p>
Term 3	<p>Customs and Festivals (Theme 1 – Identity & Culture)</p> <ul style="list-style-type: none"> • Festivals and traditions (formulating questions). • Family celebrations (combining tenses & venir de...). <p>Exam skills and revision of Theme 1</p> <ul style="list-style-type: none"> • Consolidation of past, present & future tenses. • Role Play card practice. • Photo card practice. • General Conversation practice of theme 1 possible questions. • Project linked to Theme 1. 	<p>Assessment 3 (Speaking test - (My Family & Friends, Free Time and Customs and Festivals)</p>



YEAR 9 Core Course

Mathematics GCSE

ACCREDITING AUTHORITY : OCR

Text in italics is for students following the higher course only

	Content	Assessment
Term 1	<p>Graphs and Coordinates</p> <ul style="list-style-type: none"> Understanding coordinates in 4 quadrants Plot linear, quadratic, cubic and reciprocal functions Find and interpret gradients and intercepts Identify equations of linear, parallel and perpendicular lines Sequences: recognising different types of sequences, finding the nth term and linking sequences to graphs <i>Find the nth term of quadratic sequences</i> <p>Solving Equations</p> <ul style="list-style-type: none"> Solve equations with one unknown variable, algebraically and graphically Understand and solve inequalities Rearrange formula Solve simultaneous equations Use and understand kinematic formula <i>Work with algebraic fractions</i> <i>Find approximate solutions using iteration</i> 	<p>Assessment 1 (Calculator test)</p> <p>Assessment 2 (Non-Calculator test)</p>
Term 2	<p>Probability</p> <ul style="list-style-type: none"> Probability scale Equally likely outcomes and relative frequency Draw, use and recognise sample space diagrams Use systematic listing strategies Venn diagrams Set notation Probability trees <i>Conditional probability</i> <i>Product rule for counting</i> <p>Proportion and Number</p> <ul style="list-style-type: none"> Percentage change, increase and decrease Compound interest and decay Ratio: linear functions and combining ratios Indices: laws and negative indices Understanding standard form Calculations with Standard form <i>Calculate with fractional indices</i> <i>Exponential growth and decay</i> 	<p>Assessment 3 (Calculator test)</p>
Term 3	<p>Data, Similarity and Congruency</p> <ul style="list-style-type: none"> Populations and samples Interpret a table of data including grouped data Identify similar triangles and prove they are similar Compare lengths, areas and volumes of similar shapes Identify and prove triangles are congruent <p>Geometry and Pythagoras</p> <ul style="list-style-type: none"> Area of 2D shapes Understand and apply Pythagoras theorem Surface area of prisms, spheres, cones and composite solids Volume of prisms, spheres, cones and composite solids <i>Apply Pythagoras in 3D figures</i> <i>Know and apply area of a triangle = $\frac{1}{2} ab \sin C$</i> 	<p>Assessment 4 (Non-calculator test)</p> <p>Assessment 5 Year 9 Mock Exam (Non-calculator) Year 9 Mock Exam (Calculator)</p>



YEAR 9 Options Course

Music GCSE

ACCREDITING AUTHORITY : OCR

Year 9	Content	Assessment
Term 1	<p>Performance 1 (solo)</p> <ul style="list-style-type: none"> • Rehearsal techniques. • Monitoring progress. <p>Composition Techniques</p> <ul style="list-style-type: none"> • Basic melody. • Phrasing and shape. • Analysis. <p>Listening Skills</p> <ul style="list-style-type: none"> • Basic recognition (elements). • Instruments. • Rhythm dictation. <p>Theory</p> <ul style="list-style-type: none"> • Notation basics. • Pitch. • Clefs. • Time signatures and rhythm. 	<p>Assessment 1 (Recorded solo performance)</p> <p>Assessment 2 (Listening)</p>
Term 2	<p>Performance 2 (ensemble)</p> <ul style="list-style-type: none"> • Ensemble skills. • Monitoring progress. <p>Composition Techniques</p> <ul style="list-style-type: none"> • Extension and development. • Period/sentence. • Antecedent and consequent. <p>Listening Skills</p> <ul style="list-style-type: none"> • Devices and patterns. • Describing sounds. • Solo melody dictation. <p>Theory</p> <ul style="list-style-type: none"> • Devices. • Scales and intervals. • Textures. 	<p>Assessment 3 (Recorded ensemble performance)</p> <p>Assessment 4 (Listening)</p>
Term 3	<p>Performance 3 (solo)</p> <ul style="list-style-type: none"> • Advanced skills. • Monitoring progress. <p>Composition Techniques</p> <ul style="list-style-type: none"> • Harmonising. • 2+ part writing. <p>Listening Skills</p> <ul style="list-style-type: none"> • Comparisons. • Playing techniques. • Melody dictation with harmony. <p>Theory</p> <ul style="list-style-type: none"> • Key signatures. • Cadences and chords. 	<p>Assessment 5 (Recorded solo performance)</p> <p>Assessment 6 (Full composition)</p> <p>Assessment 7 (Listening)</p>



YEAR 9 Options Course

Music (Technology) BTEC

ACCREDITING AUTHORITY : Pearson

Term	Content	Assessment
Term 1	<p>Practical Project 1: Podcast (Unit 2)</p> <ul style="list-style-type: none"> • Learning how to manage a music product. • Planning, designing and developing a podcast to publish to teenagers with a focus on a musical style of your choice. • Producing and promoting the podcast. <p>Practical Project 2: Performance (Unit 5)</p> <ul style="list-style-type: none"> • Developing a solo performance. • Reviewing current strengths and areas for development. • Rehearsing a solo performance on a chosen instrument or performance medium. <p>Music Industry (Unit 1)</p> <ul style="list-style-type: none"> • Venues. 	<p>Assessment 1 (Project 1)</p> <p>Assessment 2 (Project 2)</p> <p>Assessment 3 (Exam Questions)</p>
Term 2	<p>Practical Project 3: Recording (Unit 2)</p> <ul style="list-style-type: none"> • Recording studio and microphone techniques. • Learning how to set up, and operate the recording studio. • Recording a variety of instruments and/or voices. • Basic mastering techniques. <p>Practical Project 4: Live Sound (Unit 3)</p> <ul style="list-style-type: none"> • Application of microphone techniques to a live sound event. • Learning how to set up a PA, fold back and monitor systems. <p>Music Industry (Unit 1)</p> <ul style="list-style-type: none"> • Jobs in the Industry. 	<p>Assessment 4 (Project 3)</p> <p>Assessment 5 (Project 4)</p> <p>Assessment 6 (Exam Questions)</p>
Term 3	<p>Practical Project 5: Sequencing (Unit 7)</p> <ul style="list-style-type: none"> • Introduction to Garageband (or Logic). • Basic sequencing techniques to include note input, note editing, software instruments and basic mixing tools. • Production of a piece of sequenced music. <p>Practical Project 6: Composition (Unit 4)</p> <ul style="list-style-type: none"> • Composing music in your own style. • Using a chosen medium. • Sibelius, hand-written, instrumental, sequenced. • Developing an understanding of how music is composed, including key musical devices. <p>Music Industry (Unit 1)</p> <ul style="list-style-type: none"> • Production and Promotion. 	<p>Assessment 7 (Project 5)</p> <p>Assessment 8 (Project 6)</p> <p>Assessment 9 (Exam Questions)</p>



YEAR 9 Core Course

Personal Development Education

Term	Content	Assessment
Term 1	<p>British Values</p> <ul style="list-style-type: none"> • Britishness. • Media. • Multi-cultural Britain. • Terror attacks. • Prevent. <p>Health and Wellbeing</p> <ul style="list-style-type: none"> • Digital citizenship. • Sexting. • Grooming and sexual exploitation. • Eating disorders. • Gangs. • Depression. • Bullying. 	
Term 2	<p>Law and Justice</p> <ul style="list-style-type: none"> • Crimes and non-crimes • Sentencing. • Dealing with offenders. • Born or made a criminal. • Sharia law. • Euthanasia. • Road safety and the law. <p>Employability Skills and Future Prospects</p> <ul style="list-style-type: none"> • Employability skills. • Careers. • Financial capability. • Benefits. 	
Term 3	<p>Drugs and Health</p> <ul style="list-style-type: none"> • Drugs and health education. • Illegal drugs. • Addiction. • Symptoms of withdrawal. • Refusal strategies. <p>Sex and Relationships</p> <ul style="list-style-type: none"> • Myths about getting pregnant. • Fetal development. • Options during pregnancy. • Domestic violence. • Sexuality. • Sexually transmitted infections. 	



YEAR 9 Core Course

Physical Education

	Content	Assessment
Term 1	<p>A 6 week rotation of the following activities</p> <ul style="list-style-type: none"> • Outdoor invasion games. • Indoor invasion games. • Table tennis. • Swimming. • Athletics. • Striking and fielding. • Gymnastics. • Racket sports. 	<p>Assessment 1 (Head: reasons for a warm up and cool down)</p> <p>Practical Assessment in the activities taking place</p>
Term 2	<p>A 6 week rotation of the following activities</p> <ul style="list-style-type: none"> • Outdoor invasion games. • Indoor invasion games. • Table tennis. • Swimming. • Athletics. • Striking and fielding. • Gymnastics. • Racket sports. 	<p>Assessment 2 (Hand: ways in which to beat an opponent under pressure and/or work collaboratively for the same goal).</p> <p>Practical Assessment in the activities taking place</p>
Term 3	<p>A 6 week rotation of the following activities</p> <ul style="list-style-type: none"> • Outdoor invasion games. • Indoor invasion games. • Table tennis. • Swimming. • Athletics. • Striking and fielding. • Gymnastics. • Racket Sports. 	<p>Assessment 3 (Heart: ways in which we can be healthier through activity and diet).</p> <p>Practical Assessment in the activities taking place</p>



YEAR 9 Options Course

Physical Education GCSE

ACCREDITING AUTHORITY : AQA

Term	Content	Assessment
Term 1	<p>Health, fitness and well-being. Socio-cultural influences and well-being in physical activity and sport.</p> <ul style="list-style-type: none"> • The meaning of health and fitness: physical, mental/emotional and social health- linking participation in physical activity to exercise, sport to health and well-being. • The consequences of a sedentary lifestyle. Obesity and how it may affect performance in physical activity and sport. • Somatotypes. Energy use. • Reasons for having a balanced diet and the role of nutrients. The role of carbohydrates, fat, protein, vitamins and minerals. • Reasons for maintaining water balance (hydration) and further applications of the topic area. 	<p>Assessment 1 (Socio-Cultural Influences and Well-Being in Physical Activity test)</p> <p>Assessment 2 (of practical sports)</p>
Term 2	<p>Applied anatomy and physiology. The human body and movement in physical activity and sport.</p> <ul style="list-style-type: none"> • Bones and the functions of the skeleton. • Structure of the skeletal system/functions of the skeleton. • Muscles of the body. • Structure of a synovial joint. Types of freely moveable joints that allow different movements. • How joints differ in design to allow certain types of movement. • How the major muscles and muscle groups of the body work antagonistically on the major joints of the skeleton to affect movement in physical activity at the major movable joints. 	<p>Assessment 3 (The Human Body and Movement in Physical Activity and Sport test)</p>
Term 3	<p>Physical training. The human body and movement in physical activity and sport.</p> <ul style="list-style-type: none"> • Health and fitness recap, including the relationship between health and fitness. • The components of fitness. • Linking sports and activities to the required components of fitness. • Fitness testing practicals and reasons for and limitations of fitness testing. • Measuring the components of fitness and demonstrating how data is collected. • The principles of training and overload. 	<p>Assessment 4 (of practical sports)</p> <p>Assessment 5 (End of year exam)</p>



YEAR 9 Options Course

Photography GCSE

ACCREDITING AUTHORITY : AQA

	Content	Assessment
Term 1	<p>Self-Image</p> <ul style="list-style-type: none"> • Jesper Molin & Shadi Ghadirian 'How we look & feel' • Nick Chaffe 'Illustration Photography' • Manipulation of images to create expressions. • Research skills, collecting evidence of understanding of an artist's/photographer's intention. Writing opinions about the work of professionals. • Skills and techniques in Photoshop CS6 to achieve work inspired by Jesper Molin, Shadi Ghadirian, Nick Chaffe & Gilbert and George. • Evaluation of own work. • Use of a Digital Single Lens Reflex camera. • The importance of recording, through screenshots and annotations. • Application of photography to illustration by using drawing techniques and layer manipulation in Photoshop CS6. 	<p>Assessment 1 (Coursework)</p>
Term 2	<p>Self-Image (continued)</p> <ul style="list-style-type: none"> • Gilbert & George- 'Artists Using Photography' <p>Documentary Portrait</p> <ul style="list-style-type: none"> • Project based around skills with image manipulation in the camera and Photoshop. • The importance of composition rules and how depth of field affects an image. • Editing colour images into black & white 	<p>Assessment 2 (Coursework)</p>
Term 3	<p>Documentary Portrait (continued)</p>	<p>Assessment 3 (Coursework)</p>



YEAR 9 Core Course

Science (Biology) GCSE

ACCREDITING AUTHORITY : AQA

	Content	Assessment
Term 1	Cell Biology <ul style="list-style-type: none"> • Eukaryotic and prokaryotic cells. • Microscopic skills and magnification. • Chromosomes. • Mitosis. • Stem cells. • Diffusion. • Osmosis. • Active transport. • Exchange materials across membranes. 	Assessment 1
Term 2	Organisation <ul style="list-style-type: none"> • Principles of organization. • Enzymic activity. • Expansion of the human digestive system. • Application of food tests. • The heart. • Blood and blood vessels. • Heart disease and how to treat it. • Expansion of breathing and gas exchange surfaces. • Plant tissues and organs. • Transport in plants. • Evaporation and transpiration. 	Assessment 2
Term 3	Bioenergetics <ul style="list-style-type: none"> • Detailed and investigative photosynthesis. • Uses of glucose. • Testing leaf starch. 	Assessment 3 Assessment 4 (End of year exam)



YEAR 9 Core Course

Science (Chemistry) GCSE

ACCREDITING AUTHORITY : AQA

	Content	Assessment
Term 1	Atoms and The Periodic Table <ul style="list-style-type: none">• Development of atomic models throughout history.• Complex mixture separation techniques using filtration, evaporation and crystallisation, distillation, chromatography.• Mendeleev and the periodic table.• Group 1 elements.• Group 7 elements.	Assessment 1
Term 2	Rate and Extent of Chemical Change <ul style="list-style-type: none">• Collision theory and equations.• The effect of concentration on reactions.• The effect of temperature on reactions.• The effect of surface area on reactions.• Catalysts and pressure.• Reversible reactions.• Le Chatelier's Principle.	Assessment 2
Term 3	Chemical Analysis <ul style="list-style-type: none">• Formulations.• Pure substances.• Identification and deduction of gases.	Assessment 3 Assessment 4 (End of year exam)



YEAR 9 Core Course

Science (Physics) GCSE

ACCREDITING AUTHORITY : AQA

	Content	Assessment
Term 1	<p>Particle model of matter</p> <ul style="list-style-type: none"> • Particle motion in gases. • Density of materials. $\rho = m/V$ • Internal energy. • Specific latent heat. $E = mL$ <p>Atomic Structure</p> <ul style="list-style-type: none"> • Atomic structure and the development of the nuclear model. • Isotopes. • Alpha, beta and gamma radiation. • Background radiation. 	Assessment 1
Term 2	<p>Atomic Structure (continued)</p> <ul style="list-style-type: none"> • Nuclear equations. • Half-life and radioactive contamination. <p>Electricity</p> <ul style="list-style-type: none"> • Electric charge and current. $Q = It$. • More circuit symbols. 	Assessment 2
Term 3	<p>Electricity (continued)</p> <ul style="list-style-type: none"> • Ohm's law. $V = IR$. • Resistance. • Current-potential difference characteristics. • Domestic electricity, AC and DC. • Electrical power and energy. $P = IV$, $P = I^2R$, $E = QV$, $E = Pt$. • The National Grid. 	<p>Assessment 3</p> <p>Assessment 4 (End of year exam)</p>



YEAR 9 Options Course

Sport

ACCREDITING AUTHORITY : Edexcel

Year 9	Content	Assessment
Term 1	<p>The Sports Performer in action</p> <ul style="list-style-type: none"> • The short-term responses and long-term adaptations of the body systems to exercise. • The different energy systems used during sports performance. 	<p>Assessment 1 (Coursework)</p>
Term 2	<p>The Sports Performer in action</p> <ul style="list-style-type: none"> • The short-term responses and long-term adaptations of the body systems to exercise. • The different energy systems used during sports performance. 	<p>Assessment 2 (Coursework)</p>
Term 3	<p>Practical Sport</p> <ul style="list-style-type: none"> • The rules, regulations and scoring systems for selected sports. • Practically demonstrate skills, techniques and tactics in two selected sports. • Review sports performance. • Components of fitness appropriate for the sports performance. 	<p>Assessment 3 (Rounders practical logbooks)</p>



YEAR 9 Options Course

Travel & Tourism

ACCREDITING AUTHORITY : Pearson

	Content	Assessment
Term 1	<p>Travel & Tourism Organisations and Destinations</p> <ul style="list-style-type: none"> Investigate the aims of UK T&T organisations. Describe type and purpose of different organisations and understand how they contribute to the T&T sector. Know about different types of ownership. Investigate the aims of UK T&T organisations. Understand how T&T organisations interrelate and how they contribute to the UK economy. <p>Influences on Global Travel & Tourism</p> <ul style="list-style-type: none"> Understand the different factors that influence T&T. Understand how T&T organisations respond to different factors. 	<p>Assessment 1 (Coursework)</p>
Term 2	<p>Travel & Tourism Organisations and Destinations</p> <ul style="list-style-type: none"> Understand how T&T organisations work together to meet organisational needs. Understand different types of tourist. Understand destination types and their features. <p>Influences on Global Travel & Tourism</p> <ul style="list-style-type: none"> Understand positive and negative impacts on destinations. Understand how sustainability can be managed. Understand how tourism can be beneficial to destinations. 	<p>Assessment 2 (Coursework)</p> <p>Assessment 3 (End of term test)</p>
Term 3	<p>Travel & Tourism Organisations and Destinations</p> <ul style="list-style-type: none"> Understand different purposes for travel and modes of transport. Understand different types of holidays and their appeal to different types of visitor. Understand different types of accommodation and their appeal. <p>Influences on Global Travel & Tourism</p> <ul style="list-style-type: none"> Understand impact of T&T and sustainability. Understand how impact on the environment can be managed. Destination management. Tourism development. 	<p>Assessment 4 (Coursework)</p> <p>Assessment 5 (End of term test)</p>



YEAR 9 Core Course

Tutor time

	Content	Assessment
Term 1	Theme of the week <ul style="list-style-type: none"> • Employability. • British values: Democracy. • Stress. • Black history month. • Employability: Resilience. • Employability: Aspirational. • Remembrance. • Anti-bullying. • Employability: Co-operative. • British values: Respect. • British values: Individual liberties. • British values: Rule of law. • Advent. 	
Term 2	Theme of the week <ul style="list-style-type: none"> • Pride. • Employability: Self-assured. • Anti-drugs. • British values: Tolerance. • Employability: Experienced. • Cyber safety. • Eating disorder awareness. • World book day. • Employability: Accountable. • Opportunities. • Charity / Giving. • Challenge. 	
Term 3	Theme of the week <ul style="list-style-type: none"> • Employability: Achieving. • Moral. • Appreciation. • Mental health awareness. • Road safety. • Equality. • Employability: Informed and personal finance. • Hope. • Discovery. • ASPIRE. • Employability: Entrepreneurial. • Reflection. 	

