

Subject	Aims and purpose/Intent	Content Summary
<p>English Language & Literature</p>	<p>Reading</p> <ul style="list-style-type: none"> ✓ To experience reading in all its forms, developing independence, inference and deduction. ✓ To develop reading skills, including: analysis of texts using linguistic terminology, understanding links between text and context, simple comparison of texts. ✓ To explore a range of texts – prose, poetry, plays, fiction and non-fiction. <p>Writing</p> <ul style="list-style-type: none"> ✓ To experience a wide range of writing for different audiences and purposes ✓ To develop and build upon skills of Technical accuracy in spelling, punctuation and grammar ✓ To explore the effect of linguistic tools and strategies. <p>Vocabulary</p> <ul style="list-style-type: none"> ✓ To experience the power of a wide and varied vocabulary. ✓ To develop confidence and competence in applying new vocabulary. ✓ To explore the effect that vocabulary choices can have. <p>Spoken Language</p> <ul style="list-style-type: none"> ✓ To experience Individual, paired and group tasks ✓ To develop confidence and competence in both formal and informal settings. ✓ To explore the impact of our spoken language choices. 	<p>Term 1 – The Writers’ Craft Attempting to answer the question – what makes writing memorable and enjoyable? Looking at a range of writers, from Poe to Dahl – considering contexts, techniques and genres. Texts Including: Lamb to the Slaughter The Sniper A Vendetta Poetry by Seamus Heaney</p> <p>Term 2 - Gothic & Horror Exploring the Gothic genre through drama, and poetry – what accounts for the fascination with things that scare us? We will look at concepts including; the macabre and the supernatural, justice and retribution. Texts include: Hamlet The Tell-Tale Heart The Monkey’s Paw</p> <p>Term 3 – In Our Liverpool Home Liverpool. Is it more than just the Beatles and a Ferry Across the Mersey? Looking at some of our famous writers, their texts and the events that shaped our city. Focus on Willy Russell. Texts Including: Our Day Out Bill Bryson writing on Liverpool Poetry by Roger McGough 2021-2022 Whole Year Novel Noughts and Crosses To Kill A Mockingbird</p>

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<p>Mathematics</p>	<p><u>Develop fluency</u> To work interchangeably with terminating decimals and their corresponding fractions. To explore the manipulation of surds To recognise plans and elevations of 3D shapes. To use Pythagoras' theorem and trigonometric ratios in to solve problems.</p> <p><u>Reason mathematically</u> To relate the language of ratios and the associated calculations to the arithmetic of fractions and to linear functions To interpret mathematical relationships both algebraically and graphically. To test conjectures about odd, even and prime numbers.</p> <p><u>Solve problems</u> To generate theoretical sample spaces for mutually exclusive combined events and use these to calculate theoretical probabilities. To solve problems involving financial mathematics including wages, tax, bills, bank statements and best buys. To identify if a triangle is right-angled. To use compound units such as speed, unit pricing and density to solve problems. To find approximate solutions to contextual problems from given graphs of a variety of functions.</p>	<p>Topic will include formative and summative assessment:</p> <p><u>Number:</u> Interpret and compare numbers in standard form; percentages including reverse percentages and compound interest</p> <p><u>Algebra:</u> Form and solve equations and inequalities with unknowns on both sides; solve simultaneous equations graphically; interpret linear graphs including understanding of $y = mx + c$; expand two or more binomial expressions; factorise and solve quadratic equations</p> <p><u>Ratio, proportion and rate of change:</u> Solve direct proportion problems; solve ratio problems in context, including combining ratios and repeated percentage change problems</p> <p><u>Geometry and measures:</u> Transformations – reflection, rotation, translation and enlargement; angles in parallel lines and angles in polygons; area of compound shapes, trapezia and circles, including problems in context; 3D shapes; surface area and volume of prisms; understand and use Pythagoras' Theorem; introduction to trigonometry.</p> <p><u>Probability:</u> Revisit listing outcomes and drawing sample space diagrams; relative frequency.</p> <p><u>Statistics:</u> Mean from frequency tables and estimating the mean; interpret scatter diagrams including use of line of best fit; solving problems with averages in context.</p> <p>Develop fluency</p> <ul style="list-style-type: none"> • Continue to extend their knowledge of the number system • Select and use appropriate strategies to solve increasingly difficult problems • Move freely between different numerical, algebraic and graphical representations

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		<ul style="list-style-type: none"> • Use language and properties to analyse numbers, algebraic expressions, 2D and 3D shapes <p>Reason mathematically</p> <ul style="list-style-type: none"> • Extend and formalise knowledge of ratio and proportion by formulating proportional relations algebraically • Look for proofs and counter examples • Begin to express their arguments formally <p>Solve problems</p> <ul style="list-style-type: none"> • Develop their use of formal mathematical knowledge to interpret and solve problems including financial mathematics • Further develop their use of formal mathematical knowledge to interpret and solve problems • Select appropriate concepts, methods and techniques to apply to non-routine problems

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Science	<p><u>Working Scientifically</u></p> <ul style="list-style-type: none"> To experience different types of scientific enquiry. To develop understanding of the nature, processes and methods of science through different types of science enquiries that help students answer scientific questions about the world around them. To explore the uses and implications of science today and for the future. <p><u>Biology</u></p> <ul style="list-style-type: none"> To experience how living things are organised and structured and how organisms are affected by pathogens and disease. To develop knowledge of how key structures in living things are organised to maximise survival To explore further the relationships between organisms and the non-living elements of our natural world. <p><u>Chemistry</u></p> <ul style="list-style-type: none"> To experience further, the ideas of chemistry and particles being the building blocks to benefit or harm the environment and humanity. To develop and stimulate curiosity and lifelong interest in chemistry. Our curriculum develops insight into how science works and a full appreciation of its relevance to our everyday lives. To explore current and futuristic problems with the natural world and how chemistry plays a huge role. <p><u>Physics</u></p> <ul style="list-style-type: none"> To experience how atoms and particle models influence so much of the non-living elements of our world. To develop an understanding of how technologies and the movement of electrons power our modern world. To explore the huge and fundamental concepts of energy, electricity and matter and how they link together in the modern world. 	<p><u>BIOLOGY</u></p> <ul style="list-style-type: none"> Interdependence - Students investigate how biotic and abiotic factors can affect ecosystems and develop their understanding of energy moving through food chains and webs. Students also start to develop understandings of biological cycles such as the carbon cycle. Genes & Variation - Students to explore different types of reproduction and develop an understanding of chromosomes and chromosome number in cell division. They begin to understand why the offspring of sexual reproduction show variation. Health - This topic is all about how to stay healthy both physically and mentally. Students will gain insight into a healthy diet and lifestyle, whilst exploring the factors that can impact this. <p><u>CHEMISTRY</u></p> <ul style="list-style-type: none"> Periodic Table - Exploring the wonder of the periodic table, what it is, how it is organised and the genius behind it. Students will explore the different types of elements found on the periodic table and look at properties of these elements. Students develop a deeper understanding of atoms and solidify their understanding of subatomic particles The Earths Materials - Students are introduced to hydrocarbons, polymers and their impact on the environment. Students learn about the uses of different metals and their extraction from their ores. Students will also explore and debate the challenges posed by the recycling of metals. Measurements in Chemistry - This unit introduces students to the concept of formulations being a useful mixture. Throughout this unit students will learn how to calculate relative formula mass, the volume of gases, density, concentration and pressure. Following on from this student will apply their knowledge to the concept of how temperature, concentration and catalysts affect the rate of a reaction. <p><u>PHYSICS</u></p> <ul style="list-style-type: none"> More Energy - Students further develop an understanding of conservation of energy and the efficiency of different electrical appliances. Students explore conduction, convection and radiation in more detail to develop understanding of how energy transfers through solids liquids and gases. Types of Waves - Students explore different properties of waves using different examples of waves from the electromagnetic spectrum. Students investigate practical applications of wave technology such as ultrasound and SONAR.

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<p>Religious Education</p>	<p>To experience how Christians respect the sanctity of life.</p> <p>To develop an understanding of how Christians search for God and respond to the problem of evil through faith and healing.</p> <p>To explore aspects of religious experience and reflect on Christian views on death and the afterlife.</p> <p>To explore how Muslims are called to live in community.</p>	<p>Topics will include formal and summative assessment.</p> <p>Term 1: Do faith and science conflict? How do Christians respect the sanctity of life?</p> <p>Pupils will reflect on the search for God in the modern world through the Teleological and Cosmological Arguments. They will consider the impact of philosophy on religion and will reflect on the question of whether religion and science can work together in the modern world.</p> <p>Pupils will be reminded of the key beliefs of Christianity, helping them to appreciate the various types of Christians in the UK today. They will explore how faith affects the way they live and the moral and ethical decisions made. The big question to explore will be: what does it mean to be a Christian in 21st Century Britain? They will use this learning to examine Relationships Education clarifying attitudes and values, and developing self-esteem and the skills to manage relationships, developing healthy lifestyles and respect for the sanctity of life. In all these matters it will be essential that pupils in our school develop a knowledge and understanding of the teachings of the Catholic Christian faith.</p> <p>Term 2: What is the problem of evil? How can Christians bring forgiveness and healing?</p> <p>The new Term will open with pupils exploring the causes and instances of injustice in our world today leading to an examination of how Amnesty International, along with specifically Christian groups, work to make our world fairer for all. They will focus on the teachings found in the Beatitudes and the Parable of the Sheep and Goats may influence a Christian’s attitudes and behaviour towards injustice. Pupils will consider whether there are limits on forgiveness for humans.</p> <p>Pupils will consider how the existence of suffering and evil can be a barrier to faith and to explore different Christian responses to the problem of evil. They will be able to explain that the distinction between natural and moral evil is not always straightforward, using examples such as poverty or environmental issues. Building on from this, pupils will experience purposeful and effective Holocaust education, focusing on the concepts of suffering, justice and freedom. They will ask ‘where God was’ and the impact on faith, particularly Judaism. Pupils will pay particular attention to the genocides of recent history and how these prove that the lessons of the Holocaust have not yet been learnt.</p> <p>Pupils will participate in an experiential experience when they visit the chapel for a service linked to Holocaust Memorial Day (January 24th).</p> <p>Term 3: How do Muslims live in community? How do Christians experience God today?</p> <p>Pupils will study the religion of Islam, the second largest faith in the UK, focusing on key themes such as: belief in one God, prayer and worship, the Prophet Muhammad, rituals, festivals and the Five Pillars.</p> <p>They will finish the year by investigating how some religious believers discover the existence of God through experience before exploring Christian views about death and the afterlife, including Catholic funerals and how we remember and honour the deceased. Pupils will also have the opportunity to reflect on ‘loss’ and the grief cycle.</p>

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Geography	<p><u>Locational Knowledge</u> To experience...different climates, cultures, demographics and geomorphology. To develop...develop and extend their knowledge of locations, places, environments and processes, and of different scales including global; and of social, political and cultural contexts. To explore...a wider range of locations on a global scale with a broadening and deepening understanding of locational contexts, including greater awareness of the importance of scale and the concept of global</p> <p><u>Processes</u> To experience...a variety of physical and human geographical features of the world. For example, glacial landforms. To develop... an understanding of the interactions between people and environments, change in places and processes over space and time, and the interrelationship between geographical phenomena at different scales and in different contexts. To explore... how processes bring about spatial variation and change over time as well as multivariate nature of 'human-physical' relationships and interactions</p> <p><u>Geographical Skills</u> To experience... increased involvement in planning and undertaking independent enquiry in which skills and knowledge are applied to investigate geographical questions. To develop...develop and extend their competence in a range of skills including those used in fieldwork, in using maps and Geographical Information Systems (GIS) and in researching secondary evidence. To explore...a range of sources used to interpret geographical information including maps, diagram, photographs, statistical analysis etc.</p>	<p>The focus of the geography curriculum in year 9 is the major changes taking place in the world and the impact these changes have on our way of life.</p> <p><u>Extreme Global impacts</u> - Impacts of global events on the physical and human geography of the earth. What are megacities? What problem does overpopulation cause? The problem of plastic waste. Where are the most polluted places on our planet? Wilderness under threat. Forms of extreme tourism and its impacts.</p> <p><u>Climate Change</u> - What evidence is there that climate change is happening? What are the physical and human causes of climate change and which has the greater impact? What are the impacts of climate change on a local, regional and global scale? How can we manage and adapt to climate change in the future?</p> <p><u>Tropical Storms</u> - Global atmospheric circulation helps to determine patterns of weather and climate. Tropical storms (hurricanes, cyclones, typhoons) develop as a result of particular physical conditions. Tropical storms have significant effects on people and the environment. Students will look at tropical storms in different parts of the world, Typhoon Haiyan in the Philippines and Hurricanes in the USA.</p> <p><u>Exploring Africa</u> - What is the physical geography of Africa like? How has this impacted Africa's development over time? Where do people in Africa live? What challenges do people in various regions of Africa face?</p> <p><u>Rivers</u> - students will study landscapes in the UK. They will first study rivers in the UK and understand the processes that take place within our rivers and how this shapes the landscape. They will study the impacts of river flooding and the management strategies used to reduce the risk on people's lives and property.</p>

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<p>History</p>	<p>To know and understand This year sees pupils shift from a national and European focus to the exploration of a range of local and global depth and case studies. The first local study is an investigation into local heroes and emphasises independent study and oracy leading to pupils presenting their local hero to their peers. This study provides pupils with an understanding of individuals from our own area and school community who went on to positively influence the world. The second local study arms pupils with the knowledge of how and why Liverpool came to be a truly global city including the City’s dark history that is entangled with horrors of the slave trade. Other depth studies in year 9 enable pupils to understand the consequences of imperialism and discrimination. The ‘Meanwhile, Elsewhere’ studies enable pupils to place their local and national history studies in a more global context and appreciate how seemingly isolated events far away can often have far reaching and long-term significance in shaping our world and in helping us to more fully understand the society we live in today.</p> <p>To gain and deploy historically grounded abstract terms and concepts Terms such as ‘imperialism’, ‘suffrage’, ‘genocide’, anti-Semitism’, ‘ethnic cleansing’, ‘social Darwinism’ and ‘assimilation’ are explored. The historical concepts of change and continuity, cause and consequence, similarity, difference and significance are all explored and used to make connections, draw contrasts, analyse trends, frame historically valid questions and develop structured accounts, narratives and analyses.</p> <p>To experience the methods of historical enquiry, explore how evidence is used to make historical claims and to develop historical perspectives by placing developing knowledge into different contexts. Pupils explore sources evidence and ranges of interpretations and scholarship to gain an understanding of how exploration, industrialisation, enterprise, culture, music, sport and many other factors shaped the city we call home. This year also explores other cultures, societies and people to investigate our responsibility to learn from the past to help create a better future. Pupils explore how seeds of discrimination culminated in genocide. Pupils explore sources of evidence to gain an understanding of the various reasons why events occur and how contemporary events can prompt us to re-evaluate the past. Pupils gain knowledge, demonstrate understanding and reach judgements on the utility of sources and significance of events considering the concepts of social, political, economic, religious, and military history within short and long-term timescales.</p>	<ul style="list-style-type: none"> ● Who are our local heroes? Who was Dougie Pomford and what makes him a local hero? Why is it important that we remember our local heroes like Mr Pomford’s great Uncle? ● Were our World War One soldiers ‘lions led by donkeys’? How and why have interpretations of the ‘Butcher of the Somme’ changed over the years? ● Who were the ‘Harlem Hellfighters’ and why was Henry Johnson only awarded his medal of honour in 2015, almost 100 years after he performed his acts of heroism in WW1? ● Who was Mary Seacole? Why did it take until 2016 for Britain to unveil its first ever statue in honour of a named black woman? ● Who was Kate Sheppard and why is she still so revered in New Zealand over 150 years after she emigrated there from Liverpool? ● Who were the suffragettes and why should we learn about them? Why should we support ‘others’? ● What was the Holocaust and why must we never forget it? How did the Holocaust begin? Why we must challenge all forms of intolerance. ● How did Liverpool rise to become a global city? Why did Liverpool collapse into economic decline after the World Wars? How was Liverpool able to become such a ‘wondrous place’ despite the loss of its greatest asset? How did Liverpool recover to become recognised as Europe’s capital of culture in 2008? ● What were the Stonewall Riots? ● What were the Bristol Bus Boycotts?

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<p>MFL</p>	<p>Linguistic competence & cultural understanding</p> <ul style="list-style-type: none"> • Develop their ability to communicate confidently and coherently with native speakers in speech and writing, conveying what they want to say with increasing accuracy • Express and develop thoughts and ideas spontaneously and fluently listen to and understand clearly articulated, standard speech at near normal speed • Deepen their knowledge about how language works and enrich their vocabulary to increase their independent use and understanding of extended language in a range of contexts • Acquire new knowledge, skills and ways of thinking through the ability to understand and respond to authentic spoken and written material, adapted and abridged, as appropriate, including literary texts • Develop awareness and understanding of the culture and identity of the countries and communities where Spanish is spoken • Make appropriate links to other areas of the curriculum to enable bilingual and deeper learning, where the language may become a medium for constructing and applying knowledge • Develop language learning skills both for immediate use and prepare them for further language study in school, higher education or employment • Develop language strategies, including repair strategies. 	<p>Topics will include formative and summative assessment of listening, speaking, reading, and writing.</p> <p>De vacaciones: using the past tense of regular and irregular verbs to talk about recent holidays; using sequencers to narrate events; express opinions in the past tense; reserving a hotel; making complaints at the hotel.</p> <p>Los trabajos: naming job titles; using <i>soy</i> and <i>trabajo como</i> talk about jobs and responsibilities; using <i>tener que + infinitive</i>; using <i>me gustaría</i> and the near future tense to talk about future plans; introduction to the simple future tense to talk about long term plans.</p> <p>La vida sana: talking in detail about diet and food preferences; using the time to talk about different meals and eating routines; a comparison of British and Spanish eating habits; thinking about nutrition and understanding what constitutes a healthy diet; talking about lifestyle, including routine and exercise; using the past tense of reflexive verbs; using the near future tense to talk about how you will improve your diet.</p> <p>Jovenes en acción: talking about human rights and the rights of young people; understanding that young people across the world do not all enjoy the same rights; thinking about fair trade and acceptable working conditions; talking about recycling and other ways to protect the environment; using <i>se debería</i> to talk about what one should do to be green; using the imperfect tense to describe how the city used to be and compare it with how the city is now.</p>

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<p>Computing</p>	<p>The aim of the Computing curriculum is to provide pupils with opportunities to develop as computer scientists who are confident in their use of IT and are digitally literate.</p> <p>Our aim is that all pupils:</p> <p>Computer Science</p> <ul style="list-style-type: none"> • Can analyse problems in computational terms through practical experience of solving such problems, including designing, writing and debugging programs • Will build on their programming skills from year 7 and 8, gaining experience of a high-level textual language (Python) <p>Information Technology</p> <ul style="list-style-type: none"> • Undertakes create projects that collect, analyse and evaluate data to meet the needs of a known user group <p>Digital Literacy</p> <ul style="list-style-type: none"> • Can explain and justify how the use of technologies impacts on society, from the perspective of social, economic, political, legal, ethical and moral issues. 	<p>Algorithms and programming</p> <ul style="list-style-type: none"> • Interpret, correct and complete algorithms • Repeated practical experience of writing computer programs in order to solve problems (Python), including standard libraries <ul style="list-style-type: none"> ○ uses nested selection statements ○ knows the difference between and uses appropriately functions and procedures • Producing robust programs <p>Data and Data Representation</p> <ul style="list-style-type: none"> • Standard searching (Binary and Linear) and sorting algorithms (Bubble, Merge and Insertion) • Logic Gates and Truth Table • The relationship between the number of bits per character in a character set and the number of characters, which can be represented (for example ASCII, extended ASCII and Unicode). • Types of compression (lossy and lossless) <p>Hardware and Processing</p> <ul style="list-style-type: none"> • Von Neumann architecture <p>Communication and Networks</p> <ul style="list-style-type: none"> • Cloud storage • Network security <ul style="list-style-type: none"> ○ User access restrictions ○ External threats to digital systems ○ User access restrictions ○ Encryption <p>Information Technology</p> <ul style="list-style-type: none"> • The ability to design and prototype an app for a given purpose and target audience. They will have the opportunity to pitch ideas and present final concept. • How technology impacts individuals and organisations.

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<p style="text-align: center;">Art</p>	<p>To experience</p> <ul style="list-style-type: none"> • Students will build on prior knowledge and understanding of the formal elements, widen and deepen understanding of key artists, movements and contextual understanding. • They will explore a wider range of materials and develop further key skills and techniques explored in Years 7 and 8 <p>To develop</p> <ul style="list-style-type: none"> • Students will develop and strengthen core skills through topics designed to further understanding of the formal elements covered in Years 7 and 8 (line , tone, pattern, perspective, colour theory and composition) through a range of materials techniques and processes: <ul style="list-style-type: none"> ○ pen wash, paint, print (press, silk, lino) ○ 3D making – card, mod roc, ○ Chalk, charcoal, oil pastel, ○ CAD, Photoshop, Illustrator <p>To explore and develop</p> <ul style="list-style-type: none"> • They will deepen and extend their knowledge of the work of other artists and movements including contemporary and current practicing artists. • Appreciate the wider context of artists and movements. • They will learn to create a series of outcomes in a range of materials • Widen their working artistic vocabulary 	<p>Exploring Ideas</p> <ul style="list-style-type: none"> • After a series of focused tasks looking at the styles and techniques of a wide range of artists and materials, students will develop their own personal responses to the title ‘Not on white paper’ <p>Range of techniques and media</p> <ul style="list-style-type: none"> • Deepening formal elements: Tone, colour wheel, colour blending, take photographs, making flesh tones, proportion, scale <p>Using different materials</p> <ul style="list-style-type: none"> • Working on text- trees • Chalk and charcoal – fruit • Working on collages- popular culture- oil pastel/paint • Batik and wax resist- shells • Marbling –animals • Working in 3D- card- still life • Collage and pen/paint- leaves and flowers • Working on maps-figures • Leonardo Da Vinci pen work on treated paper (tea and coffee) • Richard Hamilton photomontages • Diffusers and templates <p>Analyse and evaluate</p> <ul style="list-style-type: none"> • Select, mount, annotate (mood, process, content, form) <p>History of art, craft, design and architecture</p> <ul style="list-style-type: none"> • Draw on a wide range of creatives to develop their own artistic sensibility

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<p>Drama</p>	<p>Explore Pupils will explore key drama practitioners and theatrical genre The creation and development of characters within asset performance style. Approaches to a range of texts Roles and vocational pathways within the theatre.</p> <p>Develop Pupils will develop their ability to create an original character using a variety of styles and techniques Pupils will develop their ability to sustain a role over a complete performance Pupils will develop their understanding of the structure of performance Pupils will develop their understanding of performance choices.</p> <p>Apply Pupils will create extended performances applying a wide range of performance skills to their work. Pupils will apply linear and non-linear structures to performances Pupils will explore suggesting meaning and intentions in their work showing a clear understanding of their intended dramatic effect. Pupils will assess and evaluate their work applying their knowledge to make informed judgements and critically analyse their work.</p>	<p>Topics Covered</p> <ul style="list-style-type: none"> • Exploring the performance space. • An introduction to genre and performance styles <p>Pupils will Explore:</p> <ul style="list-style-type: none"> • Styles of theatre such dramatic, epic, westerns, horror and soap opera • Communicating meaning through physical, vocal skill and spatial. <p>Pupils will develop:</p> <ul style="list-style-type: none"> • A range of approaches to creating a character from both internal and external stimulus representing a variety of different cultures. • An ability to direct a scene using a range of performance and production skills to communicate a specific intention to the audience. <p>Pupils will apply</p> <ul style="list-style-type: none"> • Physical, vocal and spatial skills when creating and performing roles • Plot and narrative structure to devised and scripted extracts • Subtext and non-verbal communication to support creative intentions • Their judgement and evaluation both through verbal and written feedback to assess progress and set future written and practical targets

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<p>Music</p>	<p><u>Performance</u> To experience performing solo and within an ensemble on the instrument of their choice. All students will have the opportunity to engage with peripatetic musicians and to benefit from their experience. To develop musical skills such as timing, instrumental technique, pitch, voice control, tuning and articulation. To understand the grading criteria for their final performance and how to achieve effects such as expression and interpretation. To also develop social skills such as leadership within a group, independence and communication. The opportunity to engage with extra curricula music, instrumental lessons, choir and band.</p> <p><u>Listening</u> To experience music from a variety of genres, specifically Game music, rock and popular music, music from around the world such as samba, calypso and African music. To develop an understanding of key terms and vocabulary, including tonality, tempo, rhythm, time signatures, dynamics, structure, instrumentation. To develop the ability to describe music and its effect using key musical terminology and to understand how the different musical elements come together to create atmosphere. To explore musical traditions and techniques from a variety of cultures. To investigate the role of music within different societies. To learn and experience a variety of instrumental ensembles including music for film, blues, rock n roll, popular music and classical film music.</p> <p><u>Composing</u> To experience different types of composition techniques such as writing for Game music on Band Lab and using Sibelius to compose rhythm compositions major/minor chord tone compositions. To experience group composition of blues music, rhythm compositions and film music. To develop their sense of harmony and melody and to explore the use of instrumentations and arrangement. To develop their ability to express themselves and to be able to use appropriate musical and notational devices. To explore musical notations and theory. To explore how atmospheres are created through manipulating musical elements.</p>	<p>Autumn Term <u>Film Music</u></p> <p>An introduction to the use of music in Film. Students will use their listening skills to understand and express how atmospheres are created using music in film. Year 9 will create a performance of the famous John Williams score for 'Jurassic Park'.</p> <p>Spring Term <u>Creating a Dance Track using a Digital Audio Workstation</u></p> <p>Using stems, students will understand how to organise and produce tracks to create a successful piece of dance music. This will include choosing appropriate sample to match the given stems and organising them into a clear structure. Students will then be given the freedom to use the skills gained over the previous lessons to create their own piece of dance music from an empty DAW project.</p> <p>Summer Term <u>Creating Music for Film & Game</u></p> <p>Year 9 will use their listening skills to analyse famous pieces of music from film and game. This will then be used to inform a composition project. The students will be given a scene from a film or game, they will storyboard and timestamp the clip and suggest what musical atmosphere should be created within the scene. Using Band Lab for Education, they students will use their composition skills to produce the music for the film or game clip.</p> <p>Formative Assessment During formative and summative assessments students will focus on four areas; knowledge, performance, listening and composition.</p>

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Design Technology	<p>To experience</p> <ul style="list-style-type: none"> • Students will build on prior knowledge and understanding of DT's core technical principles from Years 7 and 8 • They will explore a wider range of materials/ processes and develop further key skills and techniques explored in Years 7 and 8 <p>To develop</p> <ul style="list-style-type: none"> • Students will develop and apply the knowledge and strengthen core skills through topics designed to develop understanding of the design process, CAD/CAM, re-applying and broadening the materials and processes they have covered previously • Communication, in all forms. <p>To explore</p> <ul style="list-style-type: none"> • They will learn to respond to design briefs and in doing so, develop designs and manufacture artifacts in a range of materials 	<p>Three- Dimensional Design</p> <p>Students will be introduced to a variety of learning experiences, which encourage the development of skills, through the use of a variety of relevant and appropriate materials, media, processes techniques and technologies. Pupils will realise their personal intentions through various practical projects based around area of product design</p> <p>Knowledge and Understanding</p> <p>Pupils will develop a knowledge and understanding of the way sources inspire the development of ideas</p> <p>Exploring mechanisms, through the investigation of motions, changing magnitude, force and direction, through the use of levers, linkages and cams.</p>

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Food	<p>To experience</p> <ul style="list-style-type: none"> • Good food & personal hygiene • Growing your own seasonal fruit & vegetables <p>To develop</p> <ul style="list-style-type: none"> • Confidence using a range of cooking methods when making both savoury & sweet dishes • Basic knife skills to ensure safe preparation of a food product • Awareness of how diet impacts on health • Knowledge of how to make appropriate food choices • Understanding of the benefits of seasonal produce • Ability to grow your own seasonal produce • Knowledge of how food miles impact on the economy <p>To explore</p> <ul style="list-style-type: none"> • Correct methods to conduct cooking methods such as boiling, simmering, sautéing, baking & frying. • What cooking method would be appropriate for particular dishes 	<p>Diet & Good Health</p> <ul style="list-style-type: none"> • Functions of nutrients • Macronutrients & micronutrients <p>Food Choice</p> <ul style="list-style-type: none"> • Special diets – veganism & vegetarianism • Food miles • Food labelling <p>Cooking methods</p> <ul style="list-style-type: none"> • Boiling • Simmering • Sautéing • Frying • Baking • Grilling <p>Practical skills</p> <ul style="list-style-type: none"> • High level knife skills • Preparing a sweet & a savoury product • Accurately weighing out ingredients using electronic scales • Using seasonal produce to make a food product • Preparation skills – deseeding, slicing, dicing, peeling, seasoning • Preparing a high risk food • Pastry making

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Physical Education	<p>To Experience</p> <ul style="list-style-type: none"> • Performing in a broad range of activities • Performing in competitive sports and activities • Tactics and strategies will be taught to overcome opponents in direct competition in both team and individual games. • Analyse performances and demonstrate improvement to achieve personal best <p>To Develop</p> <ul style="list-style-type: none"> • Resilient performers over a period of sustained activity and duration. • Lead an active and Healthy Lifestyle • Develop technique and improve performance in sports and games. • <p>To Explore</p> <ul style="list-style-type: none"> • Outdoor and adventurous activities which present challenges and encourage team work. • Take part in Leadership activities which present challenges to encourage working as a part of a team and developing skills to enhance leadership skills. • Take part in competitive sports explore links to outside community sports clubs 	<p>In year 9 our students will build upon the knowledge, understanding and skills in the activities taught in year 8 & 7 including rules and regulations in each of the activities. Pupil's will also run through a battery of fitness tests to monitor their health related and physical skills. These scores will be recorded and monitored over the key stage 3 so progress can be observed against their own previous date and against national standards</p> <p>My Personal Best</p> <p>In year 9 My Personal Best will focus on Thinking Me aspect of the programme. Pupils will have a focus in lessons of thinking rationally and imaginatively. This will develop our student's creative thinking and problem-solving skills and hopefully entrepreneurial spirit.</p> <p>The areas of Social Me pupils will develop are: Innovation and Evaluation</p> <p>Areas of activity taught in year 9:</p> <ul style="list-style-type: none"> • athletics, x country, table tennis, badminton, short tennis • football, rugby, cricket, handball, basketball • Healthy for Life Programme nutrition, training programmes, fitness tests <p>The boys will also experience competition through Inter-form in activities such as: x country, football, badminton, table tennis, dodgeball, cricket, short tennis</p>

Subject	Aims and purpose/Intent	Content Summary
Media	<p>To experience</p> <ul style="list-style-type: none"> • An introduction to the breadth of media and how it affects us? How we interact with it? And how our work fits within it? • Creating digital graphics • Working to a brief <p>To develop</p> <ul style="list-style-type: none"> • A prototype for an app • Creative text in Photoshop • Image creation and manipulation in PS • Animations in various techniques • Vocabulary needed to be able to evaluate the work of others, express intent, experience of process; obstacles overcome and quantify success of outcomes both oral and written. <p>To explore</p> <ul style="list-style-type: none"> • Research and development of ideas • How target audience influences media texts • Review and modify work to meet a brief • Plan time • Save work correctly 	<p>Types, purpose, uses and properties of digital graphics</p> <ul style="list-style-type: none"> • Explore both electronic and print-based media <p>Design, layout and file types of digital graphics</p> <ul style="list-style-type: none"> • Thumb nail sketches • Looking at designers and creative text • Photoshop creative text (layers, basic tools, warp text, FX, colour, define text as brushes, images into text) • Suitable file types and folder organisation • Print screen and annotation <p>Planning from a client brief</p> <ul style="list-style-type: none"> • Introduction to the brief/ written respond to the brief • Preproduction docs. (mood boards, visualisation diagrams, work plans and wireframe diagrams) <p>Creating digital graphics</p> <ul style="list-style-type: none"> • Sourcing images on internet/ taking own images • Importing images / saving file types and resolutions • Create digital graphic album cover <p>Review and feedback</p> <ul style="list-style-type: none"> • Feedback from TA and client/ review and modify • Evaluate

Developing Leadership

Subject	Aims and purpose/Intent	Content Summary
<p>Careers</p>	<p>To understand subject choices that are available for GCSEs, identifying their strongest skills and practise putting this into a real life career scenario. Gatsby (1, 3,4,7 & 8)</p> <p>To develop a basic CV outline recording their achievement and opportunities they have been provided with, in and out of school and adding skills and interests they have identified over the 2 years prior. Gatsby (1, 3, 6 & 8)</p> <p>To explore what makes a great leader and why we need excellent figures of leadership in all career paths. Gatsby (1 & 3)</p>	<p>School GCSE option blocks Tour skill, Your Team , Your future Opportunities to speak to subject teacher regarding their GCSE course.</p> <p>Career terminology CV and maximising potential</p> <p>Leadership, wat makes a great leader? Assemblies / potential workshops</p> <p>Unifrog careers library Choices, Choices Options Evening</p>
<p>Charity and Service</p>	<p>To understand servant leadership and the moral imperative to serve and share</p> <p>To develop an attitude of gratitude and a commitment to service and charity</p> <p>To explore/experience serving others in settings in and out of school and promoting a better and more just society through service and charity</p>	<ul style="list-style-type: none"> • Charity events – including raising money for CAFOD, The Royal British Legion, the Christmas food hamper appeal • Supporting Teenage Cancer Trust (Year group charity) • Collections for the Nugent Food bank markets • Assemblies and workshops from outside speakers • Faith in Action award scheme, involving voluntary hours both in and out of the school setting • Part of the Archdiocesan Justice and Peace congress looking at service to others and exploring their part in making the world a more just and fair place

Subject	Aims and purpose/Intent	Content Summary
Spiritual Formation	<p>To understand more about their own spiritual tradition and that of others, to understand the spiritual roots of the school and its founder</p> <p>To develop as critical thinkers as they reflect on their place in the world. Philosophical questions of human existence and Christian answers to the questions.</p> <p>To explore/experience the sources and interpretations for our knowledge of the past</p>	<ul style="list-style-type: none"> • Chapel – provision for reflection for pupils, time spent in curriculum and non-curriculum time in the chapel • Collective Worship – daily, based on a theme for the week which challenges • Community Advent service • Lent services • Weekly Mass (Wednesday) and involvement of local clergy • Mission days with <i>Animate Youth Ministries</i> • West Derby Learning Network Mass • Faith in Action award scheme reflection points – looking at scripture, writings of the Church and reflecting upon how faith and action work together in their lives

Subject	Aims and purpose/Intent	Content Summary
PSHE	<p>We firmly believe that a meaningful PSHE curriculum is the key to students becoming confident, tolerant and well-rounded adults. Our intention is that, when students progress through their journey at Cardinal Heenan, they do so with the knowledge, understanding and emotions to be able to play an active role in today's society.</p> <p>To understand:</p> <ul style="list-style-type: none"> the importance of having high aspirations, a belief in themselves and realise that anything is possible if they put their mind to it. how to keep themselves and others safe and healthy in all its form. democracy, government and law. their place in society as responsible citizens. <p>To develop</p> <ul style="list-style-type: none"> a confidence in sharing their own thoughts and opinions with others. skills and attributes to keep themselves healthy and safe. an attitude of a responsible global citizen. tolerance of others beliefs, religions and life choices. To build positive, respectful relationships with other people. <p>To explore:</p> <ul style="list-style-type: none"> a range of real life situations and apply their skills and attributes to help navigate themselves through modern life. From exposure to a range of global issues and problems, students can build up tolerance and a sense of responsibility of being a global citizen. From engagement with a variety of interactive and discussion-based resources, students can understand the different lifestyles that people may live and be respectful and tolerant towards those leading different lives to themselves. 	<p>Mental health and emotional wellbeing</p> <ul style="list-style-type: none"> Importance of healthy routines Coping strategies Peer influence, substance use and gangs Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation <p>Setting goals</p> <ul style="list-style-type: none"> Learning strengths, career options and goal setting as part of the GCSE options process <p>Respectful relationships</p> <ul style="list-style-type: none"> RSE Sexual harassment and misogyny Healthy relationships, conflict resolution, and relationship changes Consent and Contraception <p>Healthy lifestyle</p> <ul style="list-style-type: none"> Diet, exercise, lifestyle balance and healthy choices, and first aid <p>Intimate relationships</p> <ul style="list-style-type: none"> RSE Relationships and sex education including attitudes to pornography. <p>Employability skills</p> <ul style="list-style-type: none"> Employability and online presence