

# Year 9 Curriculum Guide

Sapere Aude

I came to give life - life in all its fullness

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High expectations - no excuses



## Introduction

For students in year 9, you are embarking on a year that holds new challenges, yet brings an opportunity to further develop, mature and strive for success. The academy's bespoke curriculum allows students to access options rotations that will provide them with a well-rounded foundation in knowledge and skill, expected at GCSE.

This year gives students the chance to select their option choices for GCSE's where they will be able to focus on career aspirations for the future. The importance of being consistent, determined and resilient are essential in surpassing all challenges that lie ahead. I continue to hold high expectations of behaviour, attendance and attitude and will support the students at every step throughout their journey this year.

**Attendance** – All students should arrive in the Rose Garden at 8.20 ready to line up in their mentor group.

**Homework club** – Homework club for Year 9 will begin on the 14<sup>th</sup> September in room C101. Homework club will run every day from 3-4pm.

**Knowledge organisers** – daily homework tasks must be completed according to the timetable in the KO folder. For option rotations, students will only show KO homework for the subjects they are studying that term.

**Options** - Students have the choice of a wide range of subjects to study for year 10 and 11

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9.3 Mr G Crampton [Graeme.Crampton@tbowa.org](mailto:Graeme.Crampton@tbowa.org)

9.4 Mr G Hatton [Graeme.Hatton@tbowa.org](mailto:Graeme.Hatton@tbowa.org)

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9.8 Mrs S Allfree [Sally.Allfree@tbowa.org](mailto:Sally.Allfree@tbowa.org)

### Frequently asked questions

#### **How much homework am I expected to complete in year 9?**

You will need to complete your daily knowledge organiser homework and these will be checked and stamped by your mentors each morning. Further home learning tasks will be set by the following subjects; English, Maths, Science, Spanish, Geography and History. This will be delivered by the subject teacher and set on Show My Homework.

#### **What are my option rotations?**

The subject that you will undertake on rotation are; Music, Drama, Food technology, Business, Art and Design, Computer Science, Health and Social Care, Media Studies, Physical Education.

#### **What help can I get when choosing my option subjects?**

Each student will have meetings with their mentor and head of year prior to choosing their options. Parents will further be able to attend options evening to gain insight into each subject.

#### **What if I don't get my first option choices?**

You will be asked to choose a first and second choice across two option blocks. We aim to get each student at least one of their two option choices dependent on the curriculum structure and interest shown in each course. The academy will design the curriculum around the requests of the cohort to ensure each student is in an option block that will give them the best opportunity to make optimal progress.



## Subject: English

### Intent for the year:

At the Bishop of Winchester Academy, the English curriculum equips students with the communication skills needed to flourish in a relational world.

We teach reading strategies through presenting students with challenging, relevant historical and contemporary texts that cover a range of topics and forms, both fiction and non-fiction. We encourage students to become strong, independent readers.

We aim to help students become passionate, confident, talented writers by providing opportunities to write in a range of forms; for a range of purposes; and for a range of audiences. Helping students broaden their vocabulary through specific teaching in every single lesson and providing opportunities for students to 'free write' – so they have a concerted focus on writing skills each half term – is built into our curriculum.

From frequent classroom discussion and working in pairs, or small groups, to individual and group presentations, we encourage students to develop their skills with oracy and attenuated listening. We explicitly teach skills that are used by good public speakers including effective annunciation and the use of rhetoric to persuade.

In Year 9, specifically, this is addressed through studying challenging texts that prepare students for in-depth analysis. A Shakespeare play (*Hamlet*) and a modern play (*The Crucible*), a challenging novel (*Animal Farm*) and a diverse range of poetry and short stories encourage students to engage with some of the main issues in society through exploring some the English language's greatest texts.

### Topics covered

	Topic		Topic
Michaelmas 1	<b>Politics:</b> <ul style="list-style-type: none"><li>➤ 'Animal Farm'</li><li>➤ Society and responsibility</li><li>➤ Political models</li><li>➤ Individual responsibility</li></ul>	Lent 2	<b>Morality:</b> <ul style="list-style-type: none"><li>➤ 'The Crucible'</li><li>➤ Guilt and suspicion</li><li>➤ Family relationships</li><li>➤ Right and wrong</li></ul>
Michaelmas 2	<b>Politics:</b> <ul style="list-style-type: none"><li>➤ Ownership and sharing</li><li>➤ Leadership and democracy</li><li>➤ Persuasion</li><li>➤ Critical writing</li></ul>	Pentecost 1	<b>Relationships:</b> <ul style="list-style-type: none"><li>➤ Poems and Short Stories (pre- and post-1900)</li><li>➤ Approaching poetry</li><li>➤ Exploring unknown texts</li><li>➤ Non-fiction</li></ul>
Lent 1	<b>Morality:</b> <ul style="list-style-type: none"><li>➤ Shakespeare: 'Hamlet'</li><li>➤ Stagecraft and staging</li><li>➤ Character</li><li>➤ Narrative</li></ul>	Pentecost 2	<b>Relationships:</b> <ul style="list-style-type: none"><li>➤ Writing effective commentaries</li><li>➤ Evaluating writing</li><li>➤ Creative writing</li><li>➤ Oracy and debate</li></ul>

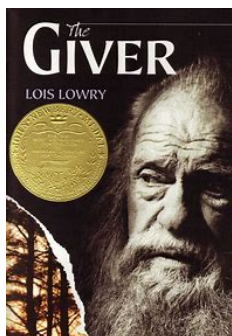
### Parents / Carers can help by:

- Discussing the themes that occur within the texts and relating them to current events, thus helping the student to understand the application of texts in the real world.
- Encouraging the student to read independently. Selecting appropriate, but challenging texts and completing Accelerated Reader quizzes as texts are completed to monitor understanding.
- Ensuring homework tasks are completed on time and to a suitably high standard.

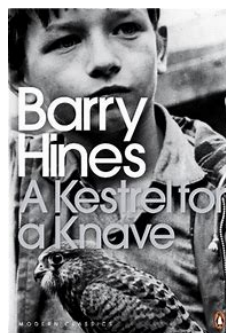
### Useful websites:

- <https://www.bbc.co.uk/bitesize>  
Deals with several of the texts that we are exploring, but also has several useful sections on skills, including self-testing segments
- <https://www.arbookfind.co.uk/UserType.aspx>  
Accelerate Reader – 'Book' Find'. Allows students to see if a particular book is rated and tested for the Accelerated Reader programme.
- <https://www.satchelone.com>  
The homepage for every student that shows what their homework is each week, including any necessary resources and help sheets. Work is often submitted through SMHW as well.
- <https://senecalearning.com/en-GB/>  
Free, interactive learning platform.

### Recommended reading:

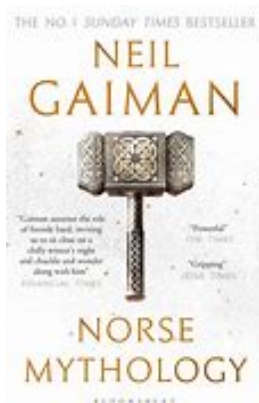


Every person is assigned a role in the Community. When Jonas turns twelve, he is singled out to receive special training from The Giver. The Giver alone holds the memories of the true pain and pleasure of life.



A classic tale of personal identity, poverty and hope. 'Kes' contains characters that have been discussed for years due to their human failings and strengths.

Emotional and frightening, Kes' is a fantastic, challenging book.



A fascinating study of the Norse myths designed specifically for younger adult and teen readers. Covering most of the major characters from Norse mythology; including Thor, Odin and Loki.



In this reimagining of Shakespeare's famous tragedy, it is Ophelia who takes center stage. A rowdy, motherless girl, she grows up at Elsinore Castle to become the queen's most trusted lady-in-waiting.

### Extra-curricular opportunities:

- 10:10 Club: Accelerate Reader Reading Club
- 10:10 Club: Creative Writing Club
- 10:10 Club: Moving Image and Fiction Club (films and reading)



## Subject: Mathematics and Statistics

### Intent for the year:

Maths counts. Maths is the universal language by which we make sense of the world around us and the means by which its problems are solved. The key to unlocking the potential of young people and to solving the biggest threats to humanity are found in our classrooms.

But, not everything that counts can be counted. Students must be equipped to develop their independence and to understand that there is a purpose to maths beyond the classroom which is vital to them playing their full part in society. Students will be Mathematically fluent, financially numerate, statistically competent young people who are able to use Maths to model the world around them.

In Year 9 pupils will continue to broaden their understanding of core mathematical concepts that they developed in years 7 and 8. They will have opportunities to develop a conceptual understanding through application and problem solving including real-life concepts. In addition, the introduction of new topics including algebra, graphs and statistics, will strengthen their skills in reasoning and interpretation. Year 9 pupils will independently model mathematical situations and start to make connections between different areas of mathematics alongside their other subjects. Pupils will be confident in their use of mathematical language to reason in number, geometry and algebra problems, preparing them for their next step of mathematics in key stage 4.

### Topics covered

	Topic		Topic
<b>Michaelmas 1</b>	<ul style="list-style-type: none"> <li>➤ Evaluating Powers and Roots</li> <li>➤ Exploring Indices</li> <li>➤ Calculating with Index Laws</li> <li>➤ Interpreting Standard Index Form</li> <li>➤ Calculating with Standard Index Form</li> <li>➤ Rounding &amp; Error Intervals</li> <li>➤ Applying Limits of Accuracy</li> </ul>	<b>Lent 2</b>	<ul style="list-style-type: none"> <li>➤ Proof</li> <li>➤ Expressions (including indices and surds)</li> <li>➤ Identities</li> <li>➤ Solving linear inequalities</li> <li>➤ Linear simultaneous equations</li> <li>➤ Factorising and solving quadratics</li> </ul>
<b>Michaelmas 2</b>	<ul style="list-style-type: none"> <li>➤ Applied Mathematics: The Maths of War</li> <li>➤ Congruence</li> <li>➤ Similarity</li> <li>➤ Algebraic portion (direct)</li> <li>➤ Algebraic portion (inverse)</li> <li>➤ Introduction to compound measures</li> </ul>	<b>Pentecost 1</b>	<ul style="list-style-type: none"> <li>➤ Sequences (including quadratic)</li> <li>➤ Applied Mathematics: The Maths of Finance</li> <li>➤ Parallel graphs</li> <li>➤ Straight-line graph problem solving (including kinematics)</li> </ul>

	<ul style="list-style-type: none"> <li>➤ Problem solving with compound measures</li> </ul>		<ul style="list-style-type: none"> <li>➤ Quadratic graphs (roots and turning points) and other non-linear graphs</li> <li>➤ Using a graph to solve simultaneous equations</li> </ul>
<b>Lent 1</b>	<ul style="list-style-type: none"> <li>➤ Plans and elevations</li> <li>➤ Arcs and sectors</li> <li>➤ Exploring Pythagoras</li> <li>➤ Applying Pythagoras</li> <li>➤ Exploring Trigonometry</li> <li>➤ Applying Trigonometry</li> </ul>	<b>Pentecost 2</b>	<ul style="list-style-type: none"> <li>➤ OR &amp; AND rules &amp; product rule</li> <li>➤ Venn &amp; set notation</li> <li>➤ Tree diagrams (including conditional)</li> <li>➤ Averages (including moving averages from a time series)</li> <li>➤ Correlation (double-mean, lines of best fit)</li> <li>➤ Interpreting charts including histograms (equal width)</li> </ul>

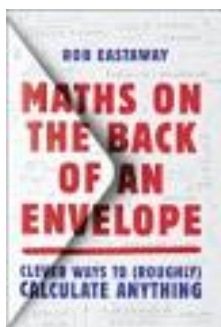
#### Parents / Carers can help by:

- Ensuring that your child has the correct equipment for every lesson including the Casio FX991 scientific calculator.
- Supporting your child with their weekly Hegarty Maths and knowledge organiser activities.
- Attending parent's evenings to discuss your child's progress in their maths learning.
- Attending any parent workshops offered by the maths department.
- Talk about and embrace the maths that surrounds us in everyday life.

#### Useful websites:

- <https://hegartymaths.com/>
- <https://www.mathscareers.org.uk/sport/>
- <https://wonderopolis.org>
- <https://wild.maths.org>
- <https://explore-math.weebly.com>
- <https://www.mathsisfun.com>
- <https://www.gapminder.org>
- <https://parallel.org.uk>

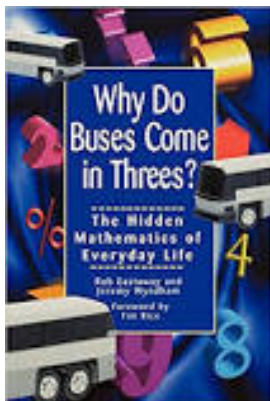
#### Recommended reading:



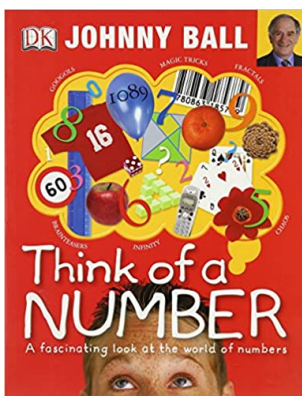
Packed with amusing anecdotes, quizzes, and handy **calculation** tips for every situation, **Maths on the Back of an Envelope** is an invaluable introduction to the art of estimation, and a welcome reminder that sometimes our own brain is the best tool we have to deal with numbers.



The Code Book: The Science of Secrecy from Ancient Egypt to Quantum Cryptography is a book by Simon Singh, published in New York in 1999 by Doubleday. The Code Book describes some illustrative highlights in the history of cryptography, drawn from both of its principal branches, codes and ciphers.



Why do buses always come in threes: the hidden mathematics of everyday life.



Think of a number.

Let your child join Johnny Ball on a dazzling maths adventure to infinity and beyond. They'll find out maths isn't just about sums and calculations, but how numbers can take them anywhere!

#### Extra-curricular opportunities

- After school maths club for key stage 3 pupils.





## Subject: Science

### Intent for the year:

Science is an essential part of a curriculum because an understanding of scientific vocabulary, processes and concepts is useful for everyone in a society, especially the developed technological society we currently, and will continue to live in. Science in school is the basis for anyone interested in careers in any fields in health, technology, engineering, agriculture, etc. but also will help anyone outside of those fields to understand better an increasingly complex world. The modern general public relies increasingly on social media for its news, where there is an abundance of information but rarely any verification of 'facts' and often the broadcasting of opinions of anti-science personalities as fact. A fundamental scientific education will help everyone to approach public issues objectively and rationally.

Students in year 9 will learn how science can be linked to the performing arts in Lights, Camera, Action! This will look at how forces, energy and electricity can all be linked to allow a production to take place. Students will then move onto Chemistry in the Kitchen and investigate how knowledge of the particle model is needed for separating different mixtures. This will then be looked at alongside acids and alkalis and metals and non-metals. In the final term of year 9, students will cover magnetism and electromagnetism as well as contact forces and pressure. The effects of these forces can be felt Near and Far from the source of the force, depending on the situation the forces are acting within.

### Topics covered:

	Topic		Topic
Michaelmas 1	<b>Lights, Camera, Action!</b> <ul style="list-style-type: none"><li>➤ Gravity</li><li>➤ Speed</li><li>➤ Energy Costs</li><li>➤ Energy Transfers</li></ul>	Lent 2	<b>Chemistry in the Kitchen</b> <ul style="list-style-type: none"><li>➤ Acids and Alkalis</li><li>➤ Metals and Non-Metals</li></ul>
Michaelmas 2	<b>Lights, Camera, Action!</b> <ul style="list-style-type: none"><li>➤ Series and Parallel Circuits</li><li>➤ Current</li><li>➤ Potential Difference</li><li>➤ Resistance</li></ul>	Pentecost 1	<b>Near and Far</b> <ul style="list-style-type: none"><li>➤ Magnetism</li><li>➤ Electromagnetism</li></ul>
Lent 1	<b>Chemistry in the Kitchen</b> <ul style="list-style-type: none"><li>➤ Particle Model</li><li>➤ Separating Mixtures</li></ul>	Pentecost 2	<b>Near and Far</b> <ul style="list-style-type: none"><li>➤ Contact Forces</li><li>➤ Pressure</li></ul>

### Parents / Carers can help by:

- Encourage your child to use Seneca Learning for their revision.
- Engage in reading from the Science Reading List below.



## Useful websites:

- <https://app.senecalearning.com/login>



- <https://www.bbc.co.uk/bitesize/subjects/zng4d2p>



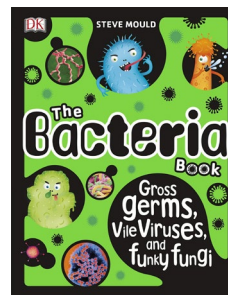
- <https://www.kerboodle.com/users/login>



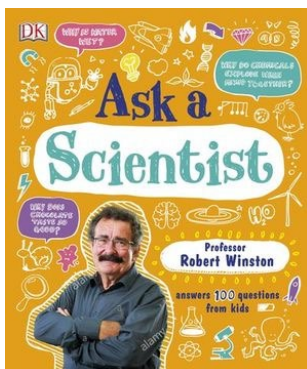
## Recommended reading:



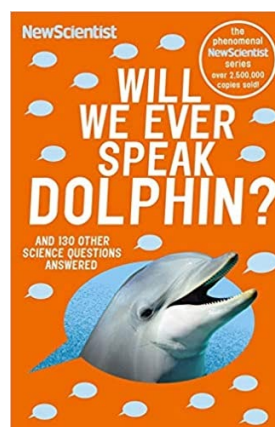
Did you know that rain sometimes falls red? Or that the equivalent of one truckload of plastic is dumped in our oceans every minute? This visually stunning book is filled with 100 fascinating facts, bright, infographic illustrations, information on ways we can help our planet and links to specially selected websites to find out more.



What do a squid that glows, fungus that grows, and tiny creatures in the soil under your toes all have in common? Find out in this dynamic and engaging book all about bacteria, viruses, and other germs and microbes. The Bacteria Book perfectly walks the line between "ew, gross!" and "oh, cool!", exploring why we need bacteria and introducing readers to its microbial mates: viruses, fungi, algae, archaea, and protozoa.



Professor Robert Winston was inspired to write this kid's book by the many questions posed by his grandchildren and school children he has met over the years. Perfect for those who always have another "why?", Ask a Scientist injects fascinating fun into science for kids.



Why do birds sing at dawn? What's the slowest a plane can fly without stalling and falling out of the sky? And how long can you keep a tiger cub as a pet? Will We Ever Speak Dolphin?, the eagerly-awaited new 'Last Word' collection, has the answers to these questions and many more.



## Subject: RS

### Intent for the year:

Religious Studies is unique in the sense it is an academic subject with the opportunity to contribute so much to the holistic development of students. Our vision is that all students have a depth and breadth of knowledge and understanding of the world religions and world views outlined by the Bournemouth and Poole locally agreed syllabus. Students will learn from these religions and world views in a way that contributes to their personal development. This includes the Spiritual, Moral, Social and Cultural capital (SMSC), British Values, and Community Cohesion which focuses on preparing pupils for life in the 21st century, engaging pupils in a contemporary and relevant context.

In Year 9 the curriculum is designed chronologically to support students understanding on the Abrahamic Religions and their position in the world today. Yr.9 aims to retrieve and develop the learning from Yr. 7 and 8 and equip the student with the skills to critically evaluate and begin a dialogue about the development of the two largest religions today, Islam and Christianity. This begins with a study of Abraham and the beliefs and practices within Judaism. An in-depth study on the person of Jesus looking at self-identity, teachings, and actions brings together. Students will learn about the life of Muhammad and the beginning of Islam. The final unit in Yr. 9 following the chronology introduces the student to the enlightenment age of reason and development of secularism and humanism. The unit also builds on ethical thinking that emerged at this time including Utilitarianism and Kantian ethics.

### Topics covered

	Topic		Topic
<b>Michaelmas 1</b>	<ul style="list-style-type: none"> <li>➤ Abraham</li> <li>➤ The chosen people</li> <li>➤ 10 Commandments</li> <li>➤ The Exodus</li> <li>➤ Mitzvot</li> </ul>	<b>Lent 2</b>	<ul style="list-style-type: none"> <li>➤ Muhammad's early life</li> <li>➤ The Night of Power</li> <li>➤ The Hijrah</li> <li>➤ The Battle of Badr</li> <li>➤ The Caliphate</li> </ul>
<b>Michaelmas 2</b>	<ul style="list-style-type: none"> <li>➤ Worship</li> <li>➤ Orthodox and Reform Judaism</li> <li>➤ Shabbat</li> <li>➤ Kashrut</li> <li>➤ Judaism and charity</li> <li>➤ Judaism and the environment</li> </ul>	<b>Pentecost 1</b>	<ul style="list-style-type: none"> <li>➤ The Enlightenment</li> <li>➤ Humanism</li> <li>➤ Richard Dawkins and Stephen Fry</li> <li>➤ Science and Religion</li> <li>➤ Atheism and Agnosticism</li> </ul>
<b>Lent 1</b>	<ul style="list-style-type: none"> <li>➤ The Birth of Jesus</li> <li>➤ Jesus' self-identity</li> <li>➤ Jesus the Rabbi</li> <li>➤ Jesus the Liberator</li> <li>➤ Jesus' Resurrection</li> </ul>	<b>Pentecost 2</b>	<ul style="list-style-type: none"> <li>➤ Morality and Religion</li> <li>➤ Utilitarianism: Jeremy Bentham</li> <li>➤ Universal Good Will: Kant</li> <li>➤ Agape: Joseph Fletcher</li> </ul>

### Parents / Carers can help by:

- Recognising that at TBOWA RS is an academically rigorous subject where students study religious, non-religious and philosophical and ethical world views.
- Having a discussion with their child each week about their RS lesson, and any ethical topics in the news.
- Supporting their child to develop an understanding and mutual respect for faiths and beliefs that are not their own.
- Read, share and discuss any communication received with regards RS.

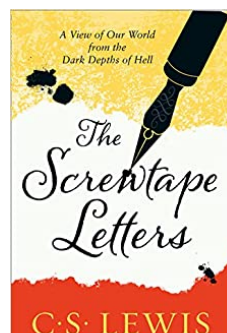
### Useful websites:

- <https://www.bbc.co.uk/bitesize/subjects/zh3rkqt>
- <https://quizlet.com/en-gb>
- <https://www.kerboodle.com/users/login>
- <https://www.educationquizzes.com/ks3/religious-education/>

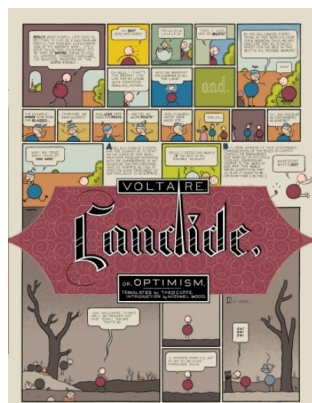
### Recommended reading:



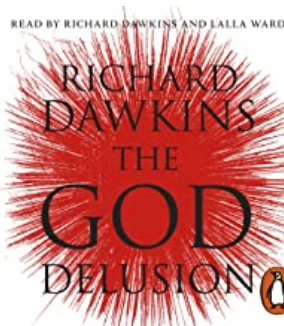
Following a baseball game that nearly became a religious war, two Jewish boys from different Jewish traditions become friends.



Screwtape, a devil high in the Infernal Civil Service, writes a series of letters to his nephew Wormwood, a junior colleague engaged in his first mission on earth trying to secure the damnation of a young man who has just become a Christian.



Voltaire's masterpiece tells of the hilarious adventures of the naïve Candide, who doggedly believes that "all is for the best" even when faced with injustice, suffering, and despair.



Is Dawkins a saint or sinner for presenting a hard-hitting, impassioned rebuttal of religion of all types?

### Extra-curricular opportunities

- Guest speakers from PACE
- Spirited Arts competition
- Email a believer
- Bournemouth Synagogue Visits

## Subject: Geography



### Intent for the year:

Geography has an important place in The Bishop of Winchester Academy curriculum as it develops in students a sense of place in the natural and physical landscape surrounding them. It fosters within them a sense of awe and wonder that will remain with them for the rest of their lives. By studying Geography students will be able to understand the interaction between physical and human processes, how humans have shaped the planet and the effect they are having on it. It provides a vital life skill of allowing students to understand the world around them which can be applied through everyday activities such as travel, work and education. The Geography curriculum will equip students with the necessary skills for a variety of careers, education opportunities beyond The Bishop of Winchester Academy.

In Year 9 students will be studying topics at a global scale, investigating the impact they have on the entire planet and recognising the impact of their own actions can have consequences to the health and well being of the planet.

### Topics covered

	Topic		Topic
Michaelmas 1	<b>Ecosystems:</b> <ul style="list-style-type: none"> <li>➤ Where are the world's main ecosystems?</li> <li>➤ How do plants and animals adapt</li> <li>➤ How are tropical rainforests used?</li> </ul>	Lent 2	<b>What are resources:</b> <ul style="list-style-type: none"> <li>➤ Where is our food from?</li> <li>➤ Are resource distributed fairly?</li> <li>➤ What are the consequences of plastic pollution?</li> </ul>
Michaelmas 2	<b>Global development:</b> <ul style="list-style-type: none"> <li>➤ Uneven development – rich and poor</li> <li>➤ Global development indicators</li> <li>➤ What is Fair Trade?</li> </ul>	Pentecost 1	<b>Climate change:</b> <ul style="list-style-type: none"> <li>➤ What is the evidence of climate change?</li> <li>➤ What are the causes of climate change?</li> <li>➤ What are the impacts of climate change?</li> </ul>
Lent 1	<b>Climatic Hazards:</b> <ul style="list-style-type: none"> <li>➤ What is a tropical storm?</li> <li>➤ Hurricanes and tornadoes</li> <li>➤ Extreme weather in the UK is climate change changing them?</li> </ul>	Pentecost 2	<b>Issue evaluation:</b> <ul style="list-style-type: none"> <li>➤ What is the impact of deforestation in Peru?</li> <li>➤ How do people benefit from deforestation?</li> <li>➤ Should the interoceanic Highway have been built?</li> </ul>

### Parents / Carers can help by:

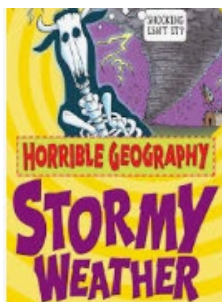
- Watching Blue Planet together, discuss the issues raised
- Talk about energy consumption, encouraging a reduction in use

- Identify Fair Trade products when shopping, consider buying some
- Talk about the distance food has travelled to get to the supermarket
- Encourage reduction of single use plastic at home

#### Useful websites:

- [www.bbc.co.uk](http://www.bbc.co.uk)
- [www.foodmiles.com](http://www.foodmiles.com) how far does your food travel
- <https://www.nhc.noaa.gov/> live hurricane tracking during hurricane season
- <https://www.bournemouth.gov.uk/binsrecycling/BinsandRecycling.aspx> learn what can go in the recycling bin at home

#### Recommended reading:



Ever wondered where in the world tornadoes rip houses from the ground? Or frozen turtles fall from the sky? Get all the answers and more in this book, where the weather makes the rules.



20 of the most influential people connected to climate change including David Attenborough and Greta Thunberg



A light hearted look at the volume of waste we create, with a serious message on the damage we are causing.



A look at the planets vast water system, developing an understanding of how it world and the damage humans are causing it.



## Subject: History

### Intent for the year:

The Bishop's' History education aims to inspire students with a deep fascination of history and furnish them with the talents that great historians possess to help them succeed in life. We know that studying History is an essential life-skill. Through knowing and understanding our past and how our past has been (or can be) our students are able to: develop a sense of identity and respect for our place in the world; defend against misinformation and prejudice in a changing and diverse world; develop knowledge and understanding of different historical periods and the arcs of historical change, and the complexities of historical debates; understand the connections across subjects allowing students to remember more and accomplish more in all aspects of their curriculum.

In Year 8 specifically this is addressed through exploring: The end of World War Two in Asia and the causes of the Cold War, the increase in tension between the superpowers, the crises of the Cold War, Detente and the end of the Cold War.

### Topics covered: The Cold War

	Topic		Topic
Michaelmas 1	<b>The changing nature of Russia and WWII:</b> <ul style="list-style-type: none"><li>➤ The 1917 October Russian Revolution</li><li>➤ The end of World War II</li><li>➤ The beginnings of the Cold War</li></ul>	Lent 2	<b>Detente:</b> <ul style="list-style-type: none"><li>➤ The reduction of arms</li><li>➤ Collaboration on technology</li><li>➤ The end of Detente</li></ul>
Michaelmas 2	<b>The increase in tension 1945-1956</b> <ul style="list-style-type: none"><li>➤ The Berlin Airlift</li><li>➤ The spread of the Cold War</li><li>➤ The Hungarian Uprising</li></ul>	Pentecost 1	<b>The Second Cold War:</b> <ul style="list-style-type: none"><li>➤ The impact of Regan</li><li>➤ The Space defence initiative</li></ul>
Lent 1	<b>The years of crises:</b> <ul style="list-style-type: none"><li>➤ The Berlin Wall</li><li>➤ The Cuban Missile Crisis</li><li>➤ The Czechoslovakian uprising</li></ul>	Pentecost 2	<b>The end of the Cold War:</b> <ul style="list-style-type: none"><li>➤ The impact of Gorbachev's new thinking</li><li>➤ The fall of the Berlin Wall</li><li>➤ The collapse of the USSR</li></ul>

### Parents / Carers can help by:

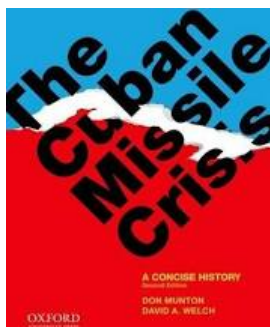
- Encourage him / her to complete extra reading around the topics they are studying in class.
- Check what homework is set and that it is being done.
- Encourage your child to re draft work.
- Question your child on key events and topics that they have studied and support them in learning the key figures and chronology.



### Useful websites:

- [www.senecalearning.com](http://www.senecalearning.com)
- BBC Bitesize
- The History learning site
- Spartacus educational

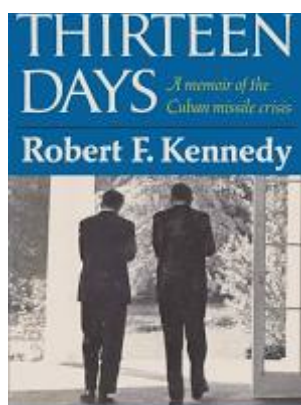
### Recommended reading:



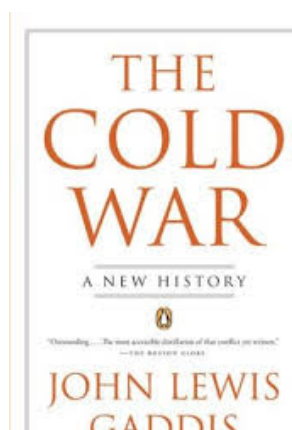
This book gives a digestible overview of the Cold War.



This book gives students an understanding of the impact of the Cold War across the world.



This book gives students an opportunity to gain a deeper understanding of the Cuban Missile Crisis.



This book gives the students a chance to gain an academic in depth understanding of the Cold War.

### Extra-curricular opportunities

- News report competition (newspaper or 'live' report on the Berlin Airlift)
- Historical Association's write your own fiction competition
- Historical Association's Young Quills competition (students are asked to review a historical piece of work)



## Subject: Spanish

### Intent for the year:

Being able to communicate in more than one language, opens-up a world of opportunities to students in regards to personal travel, friendship and employment opportunities. The academic rigour involved in the acquisition of a second language, facilitates the development of memory and reasoning skills and gives students a broader perspective that contributes to success in other academic areas.

Our vision is that all language learners develop linguistic skills and self- confidence in their role as a “World Citizen” Ultimately, we want our students to have a love of Spanish language and culture as they work towards developing mastery and an enduring curiosity to build upon their knowledge after they have left our school.

In Year 9 specifically this is addressed through the introduction of four modules which aims to give students opportunities to communicate in a second language around my city, going out, future plans and keeping fit. The teaching of those topics will allow students to also develop the four main skills of language learning: listening, speaking, reading and writing.

### Topics covered: Mi Ciudad (My city) ¿Qué hacemos? (What shall we do?), Planes para el futuro (Plans for the future), En forma ( Keeping fit)

	Topic		Topic
Michaelmas 1	<u>Mi Ciudad ( My city)</u> <ul style="list-style-type: none"> <li>➤ Describing your town</li> <li>➤ Using “A”, “some” and “many”</li> <li>➤ Telling time</li> <li>➤ Using the verb “ir”</li> <li>➤ Ordering in a café</li> <li>➤ Saying what you are going to do at the weekend</li> </ul>	Lent 2	<u>Planes para el futuro (Plans for the future)</u> <ul style="list-style-type: none"> <li>➤ Saying what job you would like to do</li> <li>➤ Using correct adjectival agreement</li> <li>➤ Talking about your future</li> <li>➤ Describing your job</li> <li>➤ More practise using 3 tenses</li> <li>➤ Checking for accuracy and look up new words</li> <li>➤ Using reference material</li> <li>➤ Coping with authentic text</li> <li>➤ Skimming and scanning a text</li> </ul>
Michaelmas 2	<u>Mi Ciudad ( My city)</u> <ul style="list-style-type: none"> <li>➤ Revision and assessments</li> </ul> <u>¿Qué hacemos? (What shall we do?)</u> <ul style="list-style-type: none"> <li>➤ Arranging to go out</li> <li>➤ Using me gustaría + infinitive</li> <li>➤ Making excuses for not being able to go out</li> <li>➤ Using <i>querer</i> and <i>poder</i></li> <li>➤ Using reflexive verbs</li> </ul>	Pentecost 1	<u>Planes para el futuro (Plans for the future)</u> <ul style="list-style-type: none"> <li>- Revision and assessments</li> </ul> <u>En forma ( Keeping fit)</u> <ul style="list-style-type: none"> <li>- Talking about your diet</li> <li>- Using direct object pronouns</li> <li>- Talking about getting fit</li> <li>- Talking about an active lifestyle</li> <li>- Using boot verbs (stem-changing verbs)</li> <li>- Talking about your daily routine</li> <li>- Using reflexive verbs</li> </ul>
Lent 1	<u>¿Qué hacemos? (What shall we do?)</u> <ul style="list-style-type: none"> <li>➤ Talking about what clothes you are going to wear</li> <li>➤ Using “this” and “these”</li> <li>➤ Talking about sporting events</li> <li>➤ Using 3 tenses together</li> <li>➤ Describing a fancy dress outfit</li> <li>➤ Using a dictionary</li> <li>➤ Revision and assessments</li> </ul>	Pentecost 2	<u>En forma ( Keeping fit)</u> <ul style="list-style-type: none"> <li>➤ Talking about getting fit</li> <li>➤ Using se debe/no se debe</li> <li>➤ Talking about ailments</li> <li>➤ Using me duele(n)</li> </ul>

### Parents / Carers can help by:

- Having a conversation each week with your child regarding their Spanish work
- Requesting to see your child's book and Knowledge Organiser to acknowledge what has been learnt
- Encouraging your child to create flashcards to put up around the house to facilitate memorising of the vocabulary
- Making Spanish alive at home by testing in a "fun way" the vocabulary learnt in class
- Engaging in short conversation in Spanish to facilitate confidence and interest for the subject
- Discussing the importance of learning a language for the future

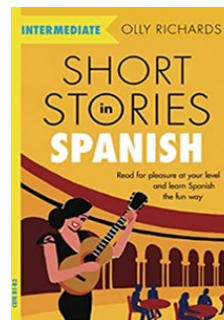
### Useful websites:

- <https://www.memrise.com>
- <https://www.duolingo.com/course/es/en/Learn-Spanish-Online>
- [www.quizlet.com](http://www.quizlet.com)
- [www.bbc.co.uk/languages](http://www.bbc.co.uk/languages)
- <https://www.languagesonline.org.uk/Hotpotatoes/spanishindex.html#Topics>

### Recommended reading:

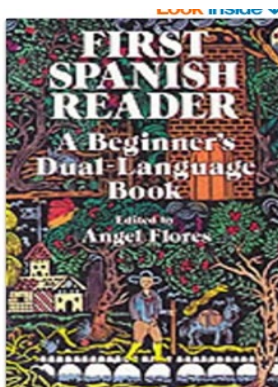


William is a shy, young English man who is learning Spanish and trying to survive daily life in Madrid. Reading about his misadventures in the capital of Spain, you will learn about Spanish culture and improve your language skills along the way.



A collection of short stories for intermediate Spanish as an additional language learners.

Read for pleasure at your level and expand your vocabulary.



Perfect for beginning students of Spanish, this affordable anthology is filled with 41 delightful stories and proverbs based on works of noted writers. Complete and faithful English translations are featured on the facing pages of the Spanish text. Exercises are also included.



Spanish national television

<https://www.rtve.es/directo/la-1/>

### Extra-curricular opportunities:

- Take part in a competition "Spelling Bee"
- Become an ambassador for an international student
- Watch Spanish movies after school



## Subject: Creative Arts

### Intent for the year:

At the Bishop of Winchester Academy, Creative Arts educates all students to develop their knowledge, skills and attributes to manage opportunities, challenges and responsibilities they will face as they mature into adulthood. Creative Arts intends to develop all students' understanding of how to **stay safe, be healthy** and **build self-esteem, resilience, empathy** and become **confident** members of their community. Life skills that are covered at 'The Bishop' can support students' understanding and knowledge of how to tackle barriers to learning, raise aspirations and the life chances for **all**!

Year 9 Creative Arts encourages students to explore different avenues, materials and dimensions. Providing all students with endless opportunities to develop their imaginative, skill set, understanding and knowledge, taking them on a historical and culture journey that will excite, enthuse and inspire them. This will open their eyes to the greater world, familiarising themselves with historical and contemporary progression in art as well as their creative potential, making connections along the way.

### Topics covered:

	Topic		Topic
<b>Michaelmas 1</b>	<ul style="list-style-type: none"> <li>➤ Distortion theme analysis and mind map</li> <li>➤ Distorted portrait drawing - pencil/tone/shading</li> <li>➤ Embroidery Portraits</li> <li>➤ <i>Graphics</i> - Self-portrait using illustrator</li> </ul>	<b>Lent 2</b>	<ul style="list-style-type: none"> <li>➤ Carousel with other subjects</li> </ul>
<b>Michaelmas 2</b>	<ul style="list-style-type: none"> <li>➤ Textiles - Screen printing portrait</li> <li>➤ Digital/physical/photomontage collage portraits - David Hockney</li> <li>➤ Developing own ideas - outcome using mixed media</li> <li>➤ Mixed media collage portraits - Personal Outcome</li> </ul>	<b>Pentecost 1</b>	<ul style="list-style-type: none"> <li>➤ Carousel with other subjects</li> </ul>
<b>Lent 1</b>	<ul style="list-style-type: none"> <li>➤ Carousel with other subjects</li> </ul>	<b>Pentecost 2</b>	<ul style="list-style-type: none"> <li>➤ Carousel with other subjects</li> </ul>

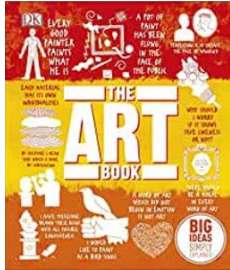
### Parents / Carers can help by:

- Having a discussion each week with their child regarding their Creative Arts work and to support with monitoring progress outside of school.
- To support with encouraging their child to attend gallery visits to support with wider learning about Creative Arts.
- Attend relevant school events/information evenings which are Creative Arts related.
- Read, share and discuss any communication received with regards to Creative Arts related topics.

### Useful websites:

- <https://www.art2day.co.uk/> - to discover new artists
- <https://www.tate.org.uk/visit/tate-modern> - to support with inspiration and gallery visits
- <https://www.npg.org.uk/> - to support with inspiration and gallery visits
- <https://www.artsy.net/> - to support with research and wider context, generating inspiration for student
- <https://www.sitebuilderreport.com/inspiration/artist-websites> - artist websites, to explore and discover new artists
- <https://www.bbc.co.uk/bitesize/subjects/z6f3cdm> – to learn new key art terminology

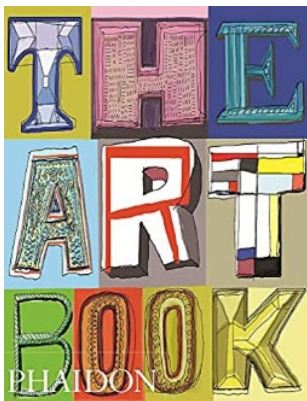
### Recommended reading:



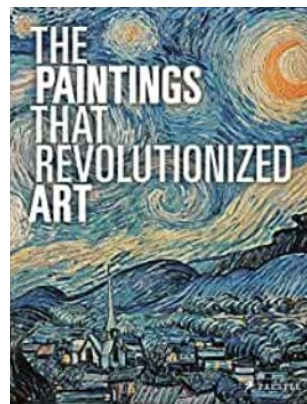
Embark on a grand tour of art history with this guide to the story of art, and the big ideas and themes behind the world's most important artistic movements, artworks, and artists.



A practical and inspirational guide to help embroiderers and textile artists make the most of sketchbooks to inform their creative work.



Introducing 100 new artists selected from all periods and from across the globe, the new edition includes for the first time leading figures from the fields of photography and performance art.



100 examples of iconic art are presented in beautiful, high-quality reproductions. Each double-page spread features lavish illustrations and details as well as engaging texts that explain why the painting belongs in the pantheon of world-changing art

### Extra-curricular opportunities:

- Young Photographer's Competition
- South West Dorset Competition



## Subject: Business Studies

### Intent for the year:

At the Bishop of Winchester, the Business Studies curriculum will enable students gain an understanding of the key factors of what to consider when starting up a business. They will have an opportunity to design a business proposal & engage in the market research process. This will include using financial calculations to assess the viability of a product. The financial calculations will support numeracy skills and the concepts of using formulas in a real-world context.

As part of the business proposal development they will experiment with brand identity, developing and delivering a pitch. The pitch is an important part of developing oracy skills in preparation for both post-sixteen studies/ future learning, job interviews and the world of work thus providing transferable skills.

By the end of the Year 9 Business Studies curriculum students will understand a wide range of concepts that are involved in developing a business. How to develop a basic business plan including financial costing. Finally, how to develop an appropriate pitch and deliver to an audience.

### Topics covered (Year 9 Rotation)

	Topic		Topic
<b>Michaelmas 1</b>	<ul style="list-style-type: none"><li>➤ Market Segmentation</li><li>➤ Market Research</li><li>➤ Branding</li><li>➤ Costing Products</li></ul>	<b>Lent 2</b>	<ul style="list-style-type: none"><li>➤ Using Market Research</li><li>➤ Promotional Methods</li><li>➤ Planning Pitches</li><li>➤ Pitching</li></ul>
<b>Michaelmas 2</b>	<ul style="list-style-type: none"><li>➤ Using Market Research</li><li>➤ Promotional Methods</li><li>➤ Planning Pitches</li><li>➤ Pitching</li></ul>	<b>Pentecost 1</b>	<ul style="list-style-type: none"><li>➤ Market Segmentation</li><li>➤ Market Research</li><li>➤ Branding</li><li>➤ Costing Products</li></ul>
<b>Lent 1</b>	<ul style="list-style-type: none"><li>➤ Market Segmentation</li><li>➤ Market Research</li><li>➤ Branding</li><li>➤ Costing Products</li></ul>	<b>Pentecost 2</b>	<ul style="list-style-type: none"><li>➤ Using Market Research</li><li>➤ Promotional Methods</li><li>➤ Planning Pitches</li><li>➤ Pitching</li></ul>

### Parents / Carers can help by:

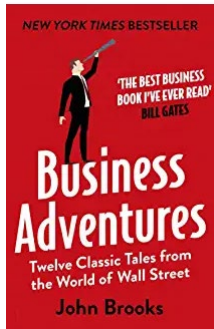
- Encourage your child to complete wider reading such as the recommended text suggested later, or business sections of the news
- Use their Business Studies Knowledge Organiser to quiz them on keywords and definitions to support mastery of the subject
- Watch relevant Business programs such as Dragon's Den & The Apprentice
- Encourage dinner table debates about current business affairs that are impacting on the economy
- Hold conversations about money management matter that focus on how to manage money well and make sound financial decisions. Give them opportunities to practice the skills of budgeting and managing risk.



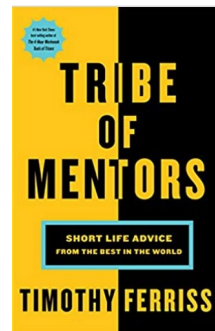
### Useful websites:

- <https://www.bbc.co.uk/bitesize/examspecs/zhrphbk> (OCR Subject specific content)
- <https://www.tutor2u.net/business> (GCSE through to A-Level content)
- <https://www.businessed.co.uk/index.php/home/theory/camnat-public/camnat-theory-notes-public> (Theory notes)
- <http://www.beebusinessbee.co.uk/index.php/tests-quizzes> (Business related quizzes)
- <https://www.ocr.org.uk/qualifications/cambridge-nationals/enterprise-and-marketing-level-1-and-2-certificate-j819/> (Course website)

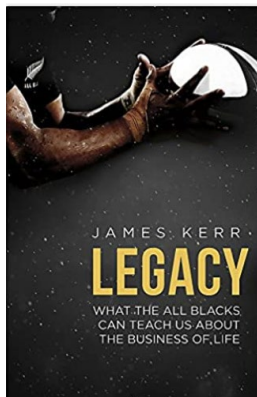
### Recommended reading:



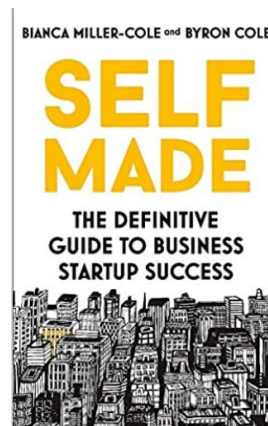
Stories about Wall Street are infused with drama and adventure and reveal the machinations and volatile nature of the world of finance.



From iconic entrepreneurs to elite athletes, from artists to billionaire investors, their short profiles can help you answer life's most challenging questions, achieve extraordinary results, and transform your life.



In Legacy, best-selling author James Kerr goes deep into the heart of the world's most successful sporting team, the legendary All Blacks of New Zealand, to reveal 15 powerful and practical lessons for leadership and business.



This authoritative, focused guide by two of the UK's brightest young entrepreneurs - The Apprentice runner-up, Bianca Miller and serial entrepreneur, Byron Cole.

### Extra-curricular opportunities

- Young Enterprise employability skills
- Young Enterprise Challenge



## Subject: Computer Science

### Intent for the year:

Students will receive a high-quality Computer Science education, equipping them to use computational thinking which is the ability to break down large problems into more manageable chunks and create step by step algorithmic solutions to understand and change the world. In order that our learners are best prepared for their digital future, all year 9 students study a programme that allows them to complete a programming project to include the analysis, design, testing and evaluation. They will use Microsoft Word to write the report and evidence their coding. They will then further investigate system architecture and discuss ethical and environmental issues of modern technology.

### Topics covered

	Topic		Topic
Michaelmas 1	<b>: Text based programming project using Python</b> <ul style="list-style-type: none"><li>➤ Analysis and Design</li><li>➤ Programming</li><li>➤ Testing</li><li>➤ Evaluation</li></ul>	Lent 2	<b>: Rotation with other subjects</b>
Michaelmas 2	<b>: Computers Today</b> <ul style="list-style-type: none"><li>➤ Systems Architecture</li><li>➤ Memory/Storage</li><li>➤ Environmental Issues</li><li>➤ Ethical Issues</li></ul>	Pentecost 1	<b>: Rotation with other subjects</b>
Lent 1	<b>: Rotation with other subjects</b>	Pentecost 2	<b>: Rotation with other subjects</b>

### Parents / Carers can help by:

- Allowing students time to practice on a computer
- Discuss staying safe online
- Attend relevant school events/information evenings
- Read, share and discuss any communication received with the Computer Science department

### Useful websites:

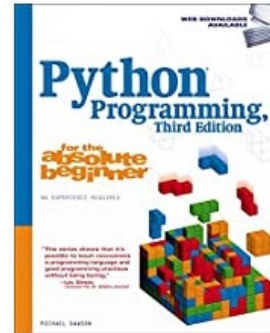
- <https://www.thinkuknow.co.uk/parents/>
- <https://www.bbc.co.uk/bitesize>
- <https://www.w3schools.com/html>
- <https://www.office.com>
- <https://repl.it/~>
- <https://www.tutorialspoint.com/python/index.htm>



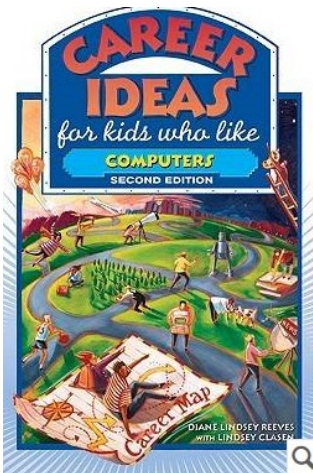
## Recommended reading:



Making Games with Python & Pygame is a programming book that covers the Pygame game library for the Python programming language. Each chapter gives you the complete source code for a new game and teaches the programming concepts from these examples.



If you are new to programming with Python and are looking for a solid introduction, this is the book for you. Developed by computer science instructors, books in the ""for the absolute beginner"" series teach the principles of programming through simple game creation.



Providing a detailed overview of a career in computers, this guide is a great starting point for kids seeking a future in this field. Career profiles include: Artificial intelligence scientist; Computer programmer; Hardware engineer; On-line researcher; Systems analyst; Technical support representative; Trainer; Webmaster; and more.



Learn to create a simple game loops and to create graphics with binary code using retro computing. Also for someone interested in Game Design, Retro Game Development or just coding games with BASIC.

## Extra-curricular opportunities

- Code Club



## Subject: Media Studies

### Intent for the year: Year 9:

**This options taster block will allow students to understand the make-up of GCSE Media Studies. Students will engage with the core principles of Media Studies by looking at how media product create meaning and appeal to their audiences as well as they create representations of the world around us, including how we view ourselves. The final part of the unit will begin to build on the more practical skills Media Studies to create a media product of their own.**

### Topics covered:

	Topic
Term 1	<ul style="list-style-type: none"><li>➤ What is media and how do we use it?</li><li>➤ How is meaning created in media texts?</li><li>➤ Magazines</li><li>➤ Poster Advertisements</li><li>➤ Film Posters</li><li>➤ Newspapers</li><li>➤ Media Representations</li></ul>
Term 2	<ul style="list-style-type: none"><li>➤ TV Crime Drama</li><li>➤ Camera shots and angles</li><li>➤ Sound</li><li>➤ Film Industry</li><li>➤ Photoshop Skills</li><li>➤ Media Production</li></ul>

### Parents / Carers can help by:

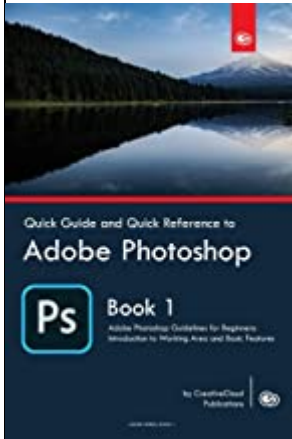
- Ensure all homework is completed and submitted on time.
- Watch and discuss media texts with their child.

### Useful websites:

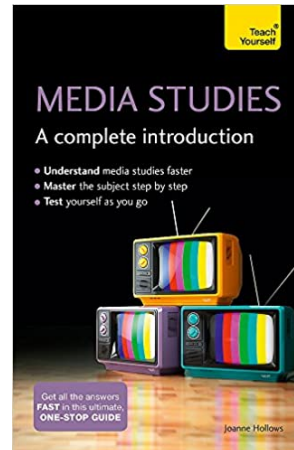
- Daniel Chandler's website (<http://visual-memory.co.uk/daniel/media/>) c
- Semiotics (encoding/decoding):

## Recommended reading:

Media Studies: The Basics	Julian McDougall & Clare Pollard
The Media Students Book	Gill Branston and Roy Stafford



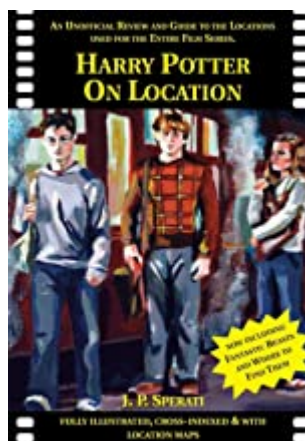
Introduction to Adobe Photoshop interface and basic features, quick reference guide, beginner's guide and shortcuts for advanced users. Build your knowledge of the program with this step-by-step introduction guide. Learn the basics of working with Adobe Photoshop and its standard features, including editing, resizing, correcting, and enhancing digital images!



Written by an academic and researcher with over twenty years' experience in teaching and convening Media Studies courses, *Media Studies: A Complete Introduction* is designed to give you everything you need to succeed, all in one place. It covers the key areas that students are expected to be confident in,



The official behind-the-scenes companion guide to the first two seasons of *Stranger Things* and beyond, brought to life with exclusive photos and stunning concept art.



Have you ever wondered where the filming locations are for the Harry Potter film series, and now *Fantastic Beasts and Where to Find Them*? Here for the first time, arranged by county, is the definitive guide from 'A' for Alnwick Castle to 'Z' for Zoological Society of London to 75 of those locations along with over 175 B&W photographs, maps, anecdotes and a wealth of historical information to bring them to life.

**Extra-curricular opportunities (during Yr 10 & 11)**

- Opportunity to work with Bournemouth University on media project
- Cinema Trip if linked films are released for example the new Bond film.
- BFI trip

<b>Key dates:</b>	
Set within second term	Written Assessment
Set at the end of the final term	Practical Assessment

**Recommended revision books:**

WJEC/Eduqas GCSE Media Studies	Hayley Sheard
WJEC/Eduqas GCSE Media Studies Revision	Hayley Sheard

**Recommended revision websites:**

- <https://app.senecalearning.com/login>
- <https://www.eduqas.co.uk/qualifications/media-studies-gcse><https://www.bbc.co.uk/bitesize/examspecs/zcbchv4>



## Subject: Drama

### Intent for the year:

In their final year of Key Stage Three Drama, students at The Bishop of Winchester Academy will have the opportunities to practically explore a diverse range of theatre styles and genres. They will deepen their understanding on different approaches in developing characterisation, building on the skills and techniques developed in Year 8 in naturalism and epic theatre, through exploration of contemporary theatre. The opportunity to analyse and evaluate professional works of live theatre including examples of physical theatre, musical theatre, and Elizabethan theatre, contemporary dystopian and contemporary epic theatre will be embedded throughout our students' learning to enhance their creative and reflective learning process.

Drama is a collaborative form of art, which means our students will gain vast experience in developing their communication and group working skills when shaping their ideas, building resilience and the ability to compromise and create group consensus when working with others. Underpinned within our curriculum vision is the fundamental purpose of Drama to enable students to explore emotions and express ideas that are deeply felt through a creative and collaborative learning process.

### Topics

#### Rotation 1 - Teenage Voices in Theatre – The exploration of Teenage Issues in Theatre

In the first rotation students will develop their understanding how to present characters on stage through scripted exploration of teenage issues from a wide range of theatrical styles and genres.

##### Topics covered:

- Elizabethan Theatre – Romeo and Juliet
- Musical Theatre – West Side Story
- Contemporary Dystopian Noughts and Crosses
- Contemporary Epic – Blackout

#### Rotation 2 – Devising for Contemporary Theatre

In the second rotation students will expand and deepen their understanding of how to present teenage characters and issues on stage through the development of acting skills and performance techniques for devising theatre for a contemporary audience.

##### Topics covered:

- Devising Workshops based on Frantic Assembly Theatre Company
- Devising Workshops based on The Paperbirds Theatre Company
- Devising Workshops based on Kneehigh Theatre Company
- Devising for a Target Audience - Creating Original Work
- Creative Intentions and Purpose

#### Parents / Carers can help by:

- Having a discussion with their child each week about their drama lessons, enquiring on what ideas they developed in class.
- Having discussions with your child about acting performances you view as a family through a television series or film production.
- Engaging with theatre either with exposure to live theatrical events such as local pantomimes and musicals, including our school production held annually at The Bishop of Winchester Academy or online



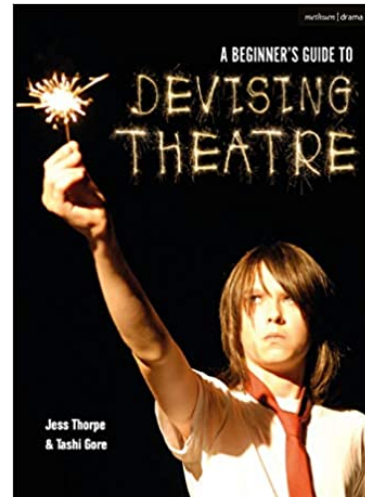
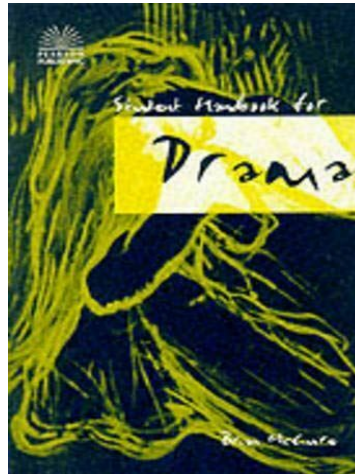
- Supporting their child with homework, including learning lines and supporting practical rehearsals in the home by encouraging them to perform any work they need to prepare for class/performance to build confidence and resilience.

#### Useful websites, including online theatre productions and examples:

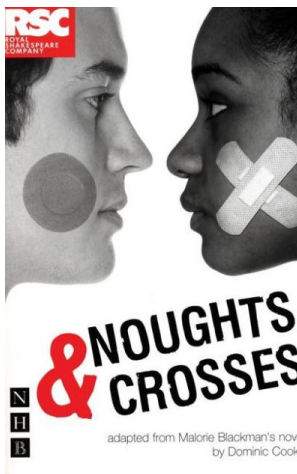
- <https://www.rsc.org.uk/education/about-rsc-education/home-learning-with-the-rsc>
- <https://www.bbc.co.uk/bitesize/subjects/zbckjxs>
- <https://www.franticassembly.co.uk/>

#### Recommended reading:

This book provides a reference source for key-stage 3 and 4 drama students. It gives an understanding of improvisational drama techniques, helps students structure an improvisation and supports writing about their drama work. The book includes forms to help them make notes and provides definitions of theatrical terms and other information.



*A Beginners Guide to Devising Theatre*, written by the artistic directors of the award-winning young people's performance company Junction 25 and is aimed at those new to devising or wanting to further develop their skills. It explores creative ways to create original theatre from a contemporary stimulus.



Adapted from the novel, *Noughts and Crosses*, this scripted contemporary epic explores racial inequality in a modern day retelling of *Romeo and Juliet*.

The National Theatre Connections is a series of plays and musicals written for teenagers by contemporary playwrights including Phillip Ridley, Simon Armitage, Carl Grose, Noel Clarke, Davey Anderson and Dennis Kelly.



#### Extra-curricular opportunities

- Drama Club
- Glee Club
- Take part in our School Musical
- Attending a Theatre Trip – arranged by the Performing Arts department



## Subject: Health and Social Care

### Intent for the year:

The Bishop's' Health and Social Care course aims to help student to develop the knowledge, skills and attributes they need to understand and learn new concepts across subjects. The intent of Health and Social Care is to give students a taster into what the course is like and how people in the care sector are able to provide effective care and how appropriate communication can help to deliver this care. Students will learn about the diverse needs of a range of service users and how to accommodate these diverse needs in order to develop inclusive practice. The course aims to develop empathetic and aware learners, this is done through learning about individual's needs and the impact of when individual needs are not met, and students will then be able to apply this into areas of their own lives such as with family or friends who are using care services. Furthermore, getting the students to actively demonstrate effective care will help learners to become resilient and develop confidence.

### Topics covered

	Topic		Topic
<b>Michaelmas 1</b>	<b>Providing effective care</b> <ul style="list-style-type: none"> <li>➤ Care settings</li> <li>➤ Providing effective care</li> <li>➤ Using communication to provide effective care (Verbal)</li> <li>➤ Using communication to provide effective care (Non Verbal and adaptations)</li> </ul>	<b>Lent 2</b>	<b>Providing effective care</b> <ul style="list-style-type: none"> <li>➤ Barriers to communication</li> <li>➤ Individual needs which may act as barriers (Autism)</li> <li>➤ Adapting communication to overcome barriers.</li> <li>➤ Demonstrating effective care by showing inclusive practice.</li> </ul>
<b>Michaelmas 2</b>	<b>Providing effective care</b> <ul style="list-style-type: none"> <li>➤ Barriers to communication</li> <li>➤ Individual needs which may act as barriers (Autism)</li> <li>➤ Adapting communication to overcome barriers.</li> <li>➤ Demonstrating effective care by showing inclusive practice.</li> </ul>	<b>Pentecost 1</b>	<b>Providing effective care</b> <ul style="list-style-type: none"> <li>➤ Care settings</li> <li>➤ Providing effective care</li> <li>➤ Using communication to provide effective care (Verbal)</li> <li>➤ Using communication to provide effective care (Non Verbal and adaptations)</li> </ul>
<b>Lent 1</b>	<b>Providing effective care</b> <ul style="list-style-type: none"> <li>➤ Care settings</li> <li>➤ Providing effective care</li> <li>➤ Using communication to provide effective care (Verbal)</li> <li>➤ Using communication to provide effective care</li> </ul>	<b>Pentecost 2</b>	<b>Providing effective care</b> <ul style="list-style-type: none"> <li>➤ Barriers to communication</li> <li>➤ Individual needs which may act as barriers (Autism)</li> <li>➤ Adapting communication to overcome barriers.</li> </ul>



	(Non Verbal and adaptations)	➤ Demonstrating effective care by showing inclusive practice.
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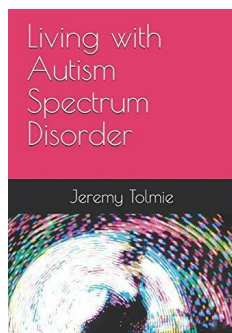
#### Parents / Carers can help by:

- Having a discussion with your child each week about what they have learnt in health and social care, some of the subjects may be very sensitive. For example, coverversations and cases where abuse and neglect has occurred in settings.
- Attend relevant school events / information evenings.
- Support your child by helping them to develop an awareness of issues/developments in health/social and child care or relevant articles in the media which may link to their topics. For example, ensuring service users rights are maintained.
- Encourage your child to justify their points of view by asking them why they think that, and what impact this could have on an individual, their families or society. This will help them to develop their arguments.

#### Useful websites:

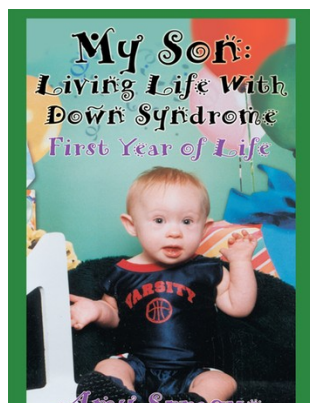
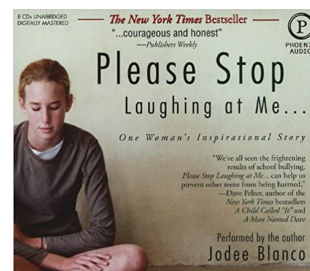
- <https://www.scie.org.uk/> (Social Institute for Care Excellence)
- <https://cqc.org.uk/> (Care Quality Commission)
- <https://www.caredocs.co.uk/the-importance-of-effective-communication-in-care/> (effective communication in care)

#### Recommended reading:

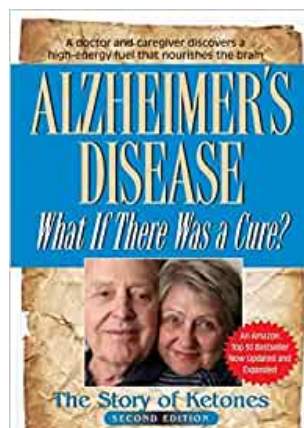


A book about Autism and how someone may feel living with this condition.

Please Stop Laughing at Me...: One Woman's Inspirational Story about bullying and physical abuse.



A story of the effects of Downs Syndrome on the developmental milestones of a child.



Dr. Newport, a neonatal practitioner, tells the story of Steve's progress and provides the most recent research on such topics as possible causes of Alzheimer's.

#### Extra-curricular opportunities

- Speakers
- Students can engage in extension tasks such as learning British Sign Language



## Subject: Food

### Intent for the year:

At the Bishop of Winchester Academy, Food and Cookery educates all students to develop their knowledge, skills and attributes to manage opportunities, challenges and responsibilities they will face as they mature into adulthood. Food and Cookery intends to develop all students' understanding of how to **stay safe, be healthy** and **build self-esteem, resilience, empathy** and become **confident** members of their community. Life skills that are covered at 'The Bishop' can support students' understanding and knowledge of how to tackle barriers to learning, raise aspirations and the life chances for **all**!

Year 9 Food and Cookery intends to develop all students' knowledge and understanding of nutrition in a depth way and how different age groups can eat healthy, taking into consideration different dietary requirements and food trends. Students will learn the necessary theory and practical skills that will support their progression into KS4.

### Topics covered:

	Topic		Topic
<b>Michaelmas 1</b>	<ul style="list-style-type: none"><li>➤ Nutrition</li><li>➤ Cookery Equipment &amp; Safety in the Kitchen</li><li>➤ Handling &amp; Preparing Meats</li><li>➤ Dietary Requirements</li><li>➤ Food Suitable to be Sold in the Industry</li></ul>	<b>Lent 2</b>	<ul style="list-style-type: none"><li>➤ Carousel with other subjects</li></ul>
<b>Michaelmas 2</b>	<ul style="list-style-type: none"><li>➤ Environmental Factors affecting the Success of a Business</li><li>➤ Dough Theory/Practical</li><li>➤ Sauces Theory/Practical</li><li>➤ Pastry Theory/Practical</li></ul>	<b>Pentecost 1</b>	<ul style="list-style-type: none"><li>➤ Carousel with other subjects</li></ul>
<b>Lent 1</b>	<ul style="list-style-type: none"><li>➤ Carousel with other subjects</li></ul>	<b>Pentecost 2</b>	<ul style="list-style-type: none"><li>➤ Carousel with other subjects</li></ul>

### Parents / Carers can help by:

- Having a discussion each week with their child regarding their Food and Cookery work and to support with monitoring progress outside of school.
- Attend relevant school events/information evenings which are Food and Cookery related.
- Read, share and discuss any communication received with regards to Food and Cookery related topics.
- To support with the purchasing and preparing of ingredients at home, so child is prepared for Food and Cookery Practical lessons.
- To encourage your child to cook with you at home so they become more confident in the kitchen.

### Useful websites:

- <https://www.bbcgoodfood.com/> - to discover new and interesting recipes
- <https://www.bbc.co.uk/food/recipes> - inspiring recipes for one's diet
- <https://www.supercook.com/#/recipes> - planning balanced dishes
- <https://www.epicurious.com/> - vast range of recipes, primers on baking bread and making pies
- <https://www.bbc.co.uk/bitesize/topics/zrdsbk/resources/1> - to view a range of topics to support Food and Cookery learning

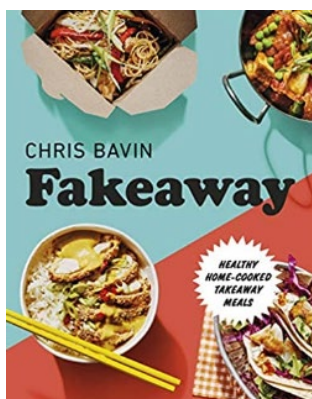
### Recommended reading:



A new edition of the best-selling cookbook for all home cooks looking to create and innovate like a MasterChef champion, with new forewords by John Torode and Gregg Wallace to inspire you.



Travel the world from the comfort of your kitchen! From taco carts and noodle stalls, to hawker markets and gelaterias, it's on the street that you'll find the heart of a cuisine and its culture.



In this book, Bavin shares his healthy ingredient swaps and savvy shopping ideas to buy



In *Feed Your Family for £20 a Week* you will find 100 deliciously simple, wallet-friendly meals! Each recipe is full of flavour, easy to follow and ready in minutes. This is stress-free cooking at its best - for less!

### Extra-curricular opportunities:

- Junior British Bake off Competition
- South West Chef of the Year Competition
- Springboard's Future Chef workshops and competitions
- Future Chef workshops and competitions



## Subject: Music and Music Tech

**Intent for the year:** “Music gives a soul to the universe, wings to the mind, flight to the imagination, and life to everything.” – Plato.

All students receive a high quality and well-rounded music curriculum and we immerse them in an extensive range of culturally rich and diverse music that enables the practical skills and theoretical knowledge both in the traditional sense and the technological. We advance our students learning journeys by offering the traditional aspect of music making and the more technological for a full rounded experience. With this in mind, and as the creative industries continue to evolve in an ever changing landscape of technological advancements, we engage our learners in using industry standard music making software. Apple’s Logic software is one of the leading and cutting edge music software programmes which not only supports our learners in the more technological aspect of music creation, it also improves overall IT skills whilst gives our students the ability to experience the industry it thrives in for their future.

In year 9, students will study a variety of styles of music; past, including Rock n Roll and Reggae. They will develop their instrumental skills on the keyboard, ukulele and guitar in order to become comfortable in performance and develop their compositional skills in writing in different styles. They will also have a main “Band project” which will conclude with a “Battle of the Bands!” in order for them to become more aware and supportive of each others skills. They will have opportunities to discover the world of recording mixing and mastering in our purpose equipped Apple Mac Music room, and learn how to create a multi-track recording of their own music using industry standard software Logic. They will also be able to listen critically to a wide variety of music and analyse music in a musical way which will widen their understanding of the cultural significance which encapsulates this broad art form.

### Topics covered:

	Topic		Topic
<b>Michaelmas 1</b>	<ul style="list-style-type: none"><li>➤ 1950s Rock n Roll</li><li>➤ Reggae</li><li>➤ Exploring popular music</li><li>➤ World music</li><li>➤ Band Project</li></ul>	<b>Lent 2</b>	<ul style="list-style-type: none"><li>➤ Carousel with other subjects</li></ul>
<b>Michaelmas 2</b>	<ul style="list-style-type: none"><li>➤ Logic skills</li><li>➤ Multi track recording project</li><li>➤ Making arrangements</li><li>➤ Exploring harmony and tonality</li><li>➤ Mixing techniques</li><li>➤ Mastering</li></ul>	<b>Pentecost 1</b>	<ul style="list-style-type: none"><li>➤ Carousel with other subjects</li></ul>
<b>Lent 1</b>	<ul style="list-style-type: none"><li>➤ Carousel with other subjects</li></ul>	<b>Pentecost 2</b>	<ul style="list-style-type: none"><li>➤ Carousel with other subjects</li></ul>

### Parents / Carers can help by:

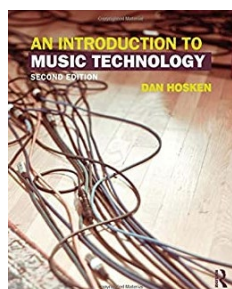
- Having a discussion each week with their child regarding their own musical journey and work and to support with monitoring progress outside of school.
- Listen to a variety of music in a variety of different styles.

- To support with encouraging their child to attend concerts and visits to theatres to support with wider learning about Performing Arts.
- Attend relevant school events/information evenings which are Performing Arts related.
- Read, share and discuss any communication received with regards to Performing Arts related topics.

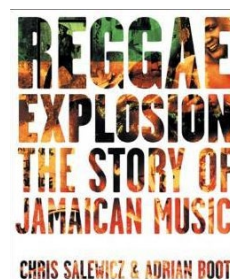
#### Useful websites:

- <https://www.focusonsound.com/>
- <https://www.soundonsound.com/>
- <https://www.musictheory.net/>
- <https://musictechstudent.co.uk/>
- <https://www.usefulmusic.com/>

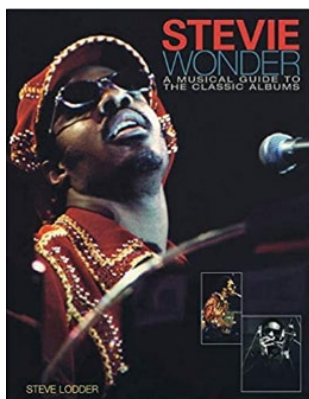
#### Recommended reading:



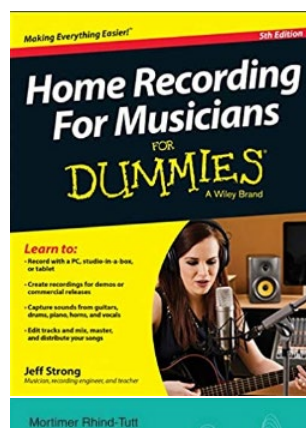
*An Introduction to Music Technology* provides a clear and concise overview of the essential elements of music technology for today's musician. It is designed to provide music students with the background necessary to apply technology in their creating, teaching, and performing.



In their exhaustively researched text, reggae authorities Chris Salewicz and Adrian Boot tell the stories behind the distinct sound and capture the contrasts that typify its birthplace: the poverty, societal strife, deep spiritualism, and energy of Jamaica.



Stevie Wonder is a much-beloved American icon and an indisputable genius not only of soul and rhythm & blues, but popular music in general. Author Steve Loder tells Wonder's story from a fresh musical perspective, concentrating on his most productive period, 1971-1981.



Save studio fees with pro-quality recording at home. *Home Recording For Musicians For Dummies* offers simple explanations on how to record music in a home studio, no matter your style, method, or sound. With expert guidance every step of the way, you'll find the answers to your questions about choosing equipment, recording tracks.

#### Extra-curricular opportunities:

- Variety of music groups including Vocal Group, Music Tech club, Ukulele group, TBOWA Radio, Strings and Things, African Drumming group, School of Rock
- Whole Academy production
- Performance throughout the year in the form of concerts





## Subject: Healthy Living

### Intent for the year:

At The Bishop of Winchester Academy, learning how to live a healthy lifestyle is a non-negotiable and is imperative to ensure students live life to the full. This vision means teaching students not only about the benefits of a healthy, active lifestyle for their physical health but for their mental and social health as well. In Healthy Living students will have develop the knowledge and understanding to allow them to achieve three main aims --

1. Develop a culture where participation is for all by experiencing a broad and balanced practical curriculum
2. Students will learn how to lead a healthy, active lifestyle
3. Understand various careers in sport through high quality provision

In Year 9 students will embed the core and advanced skills of a variety of sports throughout the year as well as applying advanced tactics and strategies. They will also learn leadership skills by being more independent in the activities. They will also develop their understanding in anatomy and physiology and physical training to ensure they are able to make an informed choice for their KS4 options. The practical sports are taught on rotations throughout the year.

### Topics covered

	Topic		Topic
<b>Michaelmas 1</b>	<ul style="list-style-type: none"> <li>➤ Dynamics</li> <li>➤ Football</li> <li>➤ Netball</li> <li>➤ Volleyball</li> <li>➤ Anatomy and Physiology</li> </ul>	<b>Lent 2</b>	<ul style="list-style-type: none"> <li>➤ Handball</li> <li>➤ Basketball</li> <li>➤ Rugby</li> <li>➤ Dynamics</li> <li>➤ Physical Training</li> </ul>
<b>Michaelmas 2</b>	<ul style="list-style-type: none"> <li>➤ Netball</li> <li>➤ Dynamics</li> <li>➤ Volleyball</li> <li>➤ Handball</li> <li>➤ Physical Training</li> </ul>	<b>Pentecost 1</b>	<ul style="list-style-type: none"> <li>➤ Athletics</li> <li>➤ Anatomy and Physiology</li> </ul>
<b>Lent 1</b>	<ul style="list-style-type: none"> <li>➤ Badminton</li> <li>➤ Rugby</li> <li>➤ Dynamics</li> <li>➤ Rugby</li> <li>➤ Anatomy and Physiology</li> </ul>	<b>Pentecost 2</b>	<ul style="list-style-type: none"> <li>➤ Volleyball</li> <li>➤ Rounders</li> <li>➤ Cricket</li> <li>➤ Tennis</li> <li>➤ Physical Training</li> </ul>

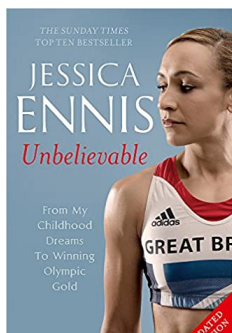
### Parents / Carers can help by:

- Ensure students have the correct PE kit for every lesson
- Encourage students to participate in 10:10 clubs and teams
- Encourage students to participate in clubs outside of school
- Using KO's to quiz students on key terms

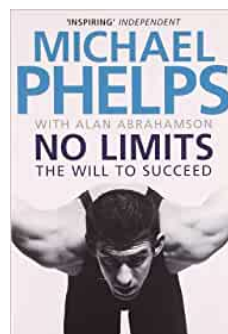
### Useful websites:

- <https://www.bbc.co.uk/bitesize/subjects/zxf3cdm>
- <https://www.youtube.com/user/thebodycoach1>

## Recommended reading:

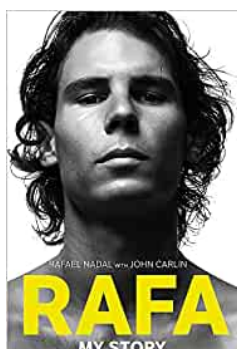


An inspiring story of the road to success for Jessica Ennis as she wins Olympic Gold for the heptathlon!

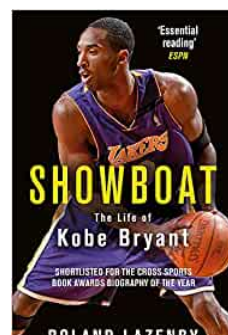


Michael Phelps explains his journey to 'living legend' status, the struggles and achievements throughout his life to become one of the most inspirational people to date!

This book details Rafael Nadal's journey to centre court and gives a glimpse of his childhood, personal life and tennis career!



Biography of how Kobe Bryant, one of the most famous basketball players in the world, rose to become 'better than Michael Jordan'!



## Extra-curricular opportunities

- Netball
- Football
- Rugby
- Fitness
- Trampolining
- Badminton
- Basketball
- Athletics
- Rounders
- Cricket
- Tennis



## Subject: PSHE



### Intent for the year:

'The Bishop's' PSHE education aims to help students to develop the knowledge, skills and attributes they need to manage many of the **opportunities**, **challenges** and **responsibilities** they will face as they mature into adulthood. It intends that students are taught how to stay safe, be healthy and build **self-esteem**, **resilience**, **empathy** and become **confident** members of their community. Life skills that are covered at 'The Bishop' can support students understanding and knowledge of how to tackle barriers to learning, raise aspirations and the life chances for all.

In Year 9, specifically this is addressed through Relationships and Sex, Health and Wellbeing and Living in the Wider World.

### Topics covered

	Topic		Topic
Michaelmas 1	<b>Relationships and Sex – Healthy Relationships:</b> <ul style="list-style-type: none"> <li>➤ Eating Disorders</li> <li>➤ Body Image</li> <li>➤ Child Sexual Exploitation</li> <li>➤ Abusive Relationships</li> <li>➤ Peer pressure</li> <li>➤ British Values – non Christian</li> <li>➤ Diverse Britain</li> <li>➤ LGBTQAI</li> </ul>	Lent 2	<b>Living in the Wider World – Preparing for the Wider World – Careers:</b> <ul style="list-style-type: none"> <li>➤ Taking Control of Future</li> <li>➤ What is Enterprise</li> <li>➤ Enterprise skills</li> <li>➤ Suitable Enterprise Qualities for the Workplace</li> </ul>
Michaelmas 2	<b>Health and Wellbeing - Our Health and Personal Safety:</b> <ul style="list-style-type: none"> <li>➤ Alcohol and Drugs</li> <li>➤ Responsible Health</li> <li>➤ Acid Attacks</li> <li>➤ Self-harm</li> </ul>	Pentecost 1	<b>Living in the Wider World – Preparing for the Wider World – Finance:</b> <ul style="list-style-type: none"> <li>➤ Debt</li> <li>➤ Managing Money</li> <li>➤ Consumers and the Law</li> <li>➤ Employability</li> </ul>
Lent 1	<b>Health and Wellbeing – Achieving with Good Mental Health</b> <ul style="list-style-type: none"> <li>➤ Rules to succeed</li> <li>➤ Access to Education</li> <li>➤ Interpersonal Skills</li> <li>➤ Discrimination</li> <li>➤ Growth Mind-set</li> <li>➤ Managing Stress and Anxiety</li> <li>➤ Selfie Safety</li> </ul>	Pentecost 2	<b>Living in the Wider World – Rights and Responsibilities:</b> <ul style="list-style-type: none"> <li>➤ UNICEF</li> <li>➤ Human Trafficking</li> <li>➤ Genocide</li> <li>➤ Aid</li> <li>➤ Sustainability</li> <li>➤ Young Offenders</li> <li>➤ Knife Crime</li> </ul>

### Parents / Carers can help by:

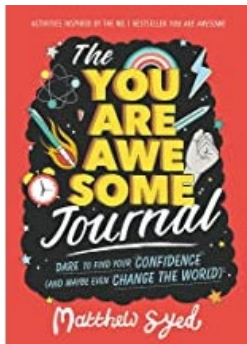
- Having a discussion with their child each week about their PSHE lesson, being mindful that there will be some sensitive and challenging topics
- Support their child by developing a broad sense of the world, not just the views of an individual
- Attend relevant school events / information evenings which are PSHE related
- Read, share and discuss any communication received with regards PSHE related topics

### Useful websites:

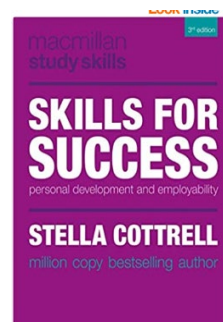


- <https://youngminds.org.uk/> - mental health and emotional wellbeing for young people
- <https://www.thinkuknow.co.uk/> - internet safety and support
- <https://barclayslifeskills.com/> - Barclays life skills
- <https://www.unifrog.org/> - Unifrog
- <https://www.amnesty.org/en/what-we-do> Amnesty international

### Recommended reading:

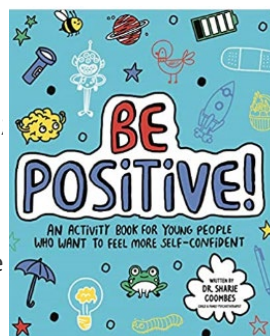


You Are Awesome Journal helps students put growth mind-set strategies into action and find the confidence to be the best they can be.

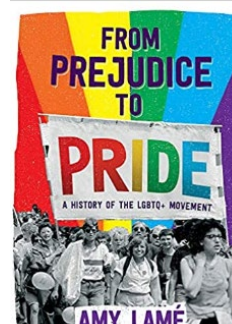


This book encourages students to think reflectively about personal, academic and career goals and to plan a path to success.

The encouraging and simple activities and exercises tackle the feelings of low self-esteem, body acceptance and confidence. children will enjoy using their creativity to combat negative feelings and work out how to cope with these emotions through writing, colouring, doodling and drawing.



This book will inspire courage and pride in young LGBTQ+ people and help answer questions for all readers interested in gender and identity.



### Extra-curricular opportunities

- Young Enterprise Employability Programme