



# **Year 9 Curriculum Booklet**

**2019-2020**



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Dear Parents & Carers,

We are delighted to welcome your child back to Year 9 at Bishop Stopford's School. The curriculum your child will follow this year is designed to build on the knowledge and skills they gained in Year 8 and allow them to continue to experience the full breadth of subjects available, this will equip them to make informed option choices for their GCSE subjects in the Spring term.

Year 9 is an important year for your child as they will also begin to follow the GCSE curriculum in the core subjects of English, Maths, Science and R.E. You will find additional details about the exam boards being studied and suggested revision materials in the subject specific pages. Students will be set in English, Maths and Science this year to enable effective teaching and maximise the progress made by all students.

Contained within this booklet is information from each of the subjects your child will be studying this year. This includes details of the topics being delivered, information on home learning & assessments, equipment they may need, and suggestions of how you as parents and carers can support their learning in order for them to be successful in their studies.

If you have any queries regarding the structure of the curriculum, please do not hesitate to contact me.

I hope that you will find this information useful.

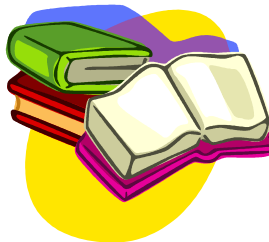
**Claire-Louise Robbins**

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# Bishop Stopford's School Curriculum Overview

## Year 9 – English Language & English Literature (GCSE)

	Curriculum Content		Skill Content
Half Term 1	Blood Brothers	<p><i>Year 9 continue to embed the skills needed to be successful in this subject and continue to become familiar with great writing both old and modern. Year 9 also begin to study set texts in readiness for their GCSE courses. Texts will include Shakespeare's 'Macbeth', Willy Russell's 'Blood Brothers' and Steinbeck's 'Of Mice and Men'.</i></p>	<p>Within each Unit of Work students will have the opportunity to learn and develop reading skills such as analysis, evaluation and comparison, as well as their imaginative and transactional writing skills.</p> 
Half Term 2	Of Mice & Men		
Half Term 3	Macbeth		
Half Term 4			
Half Term 5	Gothic writing		
Half Term 6	GCSE language paper skills.		
Teaching Groups	Learning groups are generally ability based but are fluid and flexible to allow the best possible situation for each student.		


Exam Board & Specification	Learning groups are generally ability based but are fluid and flexible to allow the best possible situation for each student.
Examples of Home Learning Tasks	Students may be asked to carry out research on a topic, learn some key spelling, do some reading or complete a piece of writing.
Assessment Tasks, Methods & Frequency	Assessment is carried out at least once a half term and will be a task related to their current area of study. Students will always know in advance that there is an assessment will be prepared for it by their class teacher. Assessment s will reflect the rigor of future GCSE exams e.g. unseen extracts, response to literature and writing.
Equipment That Students Need	Students should always have a reading book with them, their exercise book, any texts they are studying and a pen.

Parents / Carers can help their child by:	We encourage students to read a wide range of texts, both at school and at home, to develop a love for English and a passion for learning. You can support your student at home by encouraging them to read regularly; they are never too old to read to you and vice versa. The English Department will make reading lists available to students.
Useful Websites	<p>BBC Bitesize KS3</p> <p>Pupils should be encouraged to read non-fiction texts such as newspaper and news websites.</p> <p>Sparknotes</p> 
Extra-curricular Opportunities	Theatre and cinema trips and visiting theatre and workshop groups.

Who do I contact	Ms A Stieler – Head of English	<a href="mailto:astiel@bishopstopfords.enfield.sch.uk">astiel@bishopstopfords.enfield.sch.uk</a>
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# Bishop Stopford's School Curriculum Overview


## Year 9 Foundation– Maths (GCSE)

	Curriculum Content	Skill Content
Half Term 1	Calculations Decimals	<p>It is said that to succeed in maths you need two things: knowledge and confidence. This is the ethos within the department – regardless of ability. Students will be asked to try things out, develop ideas and make mistakes. All of these things help build confidence and a better understanding of the content and knowledge.</p> 
Half Term 2	Place value Factors and multiples Squares, cubes and roots Index notation Prime factors Algebraic expressions Simplifying expressions Substitution Formulae Expanding brackets Factorizing Frequency tables Using expressions and formulae Two-way tables Representing data Time series Scatter graphs Line of best fit	
Half Term 3	Working with fractions Percentages 2	
Half Term 4	Solving equations Formula Inequalities Sequences Shapes Angles	
Half Term 5	Average Perimeter and Area	
Half Term 6	Volume Linear graphs Real life graphs Transformations	
Teaching Groups	Sets 4-5	
Exam Board & Specification	Edexcel	
Examples of Home Learning Tasks	Homework set at least one piece a week using MyMaths and Google Classroom	
Assessment Tasks, Methods & Frequency	Assessment at the end of every half term, mini assessments at the end of every unit.	
Equipment That Students Need	Full Maths equipment (including scientific calculator)  Pen, pencil, ruler, rubber, protractor, compass, sharpener, highlighters	

<b>Parents / Carers can help their child by:</b>	<ul style="list-style-type: none"> <li>- Getting students to practice times tables up to 12</li> <li>- Mental arithmetic and basic numeracy involving the 4 operations.</li> </ul>
<b>Useful Websites</b>	<p><a href="http://www.mathswatch.co.uk/vle">www.mathswatch.co.uk/vle</a>  <a href="http://www.numeracyninjas.org/">http://www.numeracyninjas.org/</a>  <a href="https://www.bbc.com/bitesize/subjects/zqhs34j">https://www.bbc.com/bitesize/subjects/zqhs34j</a>  <a href="https://www.mathsisfun.com/games/subtangent.html">https://www.mathsisfun.com/games/subtangent.html</a></p>
<b>Extra-curricular Opportunities</b>	<p>Maths catchup and homework club every lunch time in 017 from 1:30pm</p>
<b>Who do I contact</b>	<p>Miss Tagaully – Head of Maths <a href="mailto:stagaully@bishopstopfords.enfield.sch.uk">stagaully@bishopstopfords.enfield.sch.uk</a></p>

# Bishop Stopford's School Curriculum Overview

## Year 9 Higher– Maths (GCSE)

	Curriculum Content	Skill Content
Half Term 1	Number problems and reasoning Place value and estimating	<p>It is said that to succeed in maths you need two things: knowledge and confidence. This is the ethos within the department – regardless of ability. Students will be asked to try things out, develop ideas and make mistakes. All of these things help build confidence and a better understanding of the content and knowledge.</p> 
Half Term 2	HCF and LCM Calculating with powers (indices) Zero, negative and fractional indices Powers of 10 and standard form Surds Algebraic indices Expanding and factorizing Equations Formulae Linear sequences Non-linear sequences More expanding and factorizing Statistical diagrams Time series Scatter graphs Line of best fit Averages and range	
Half Term 3	Fractions Ratio and proportion	
Half Term 4	Percentages Fractions, decimals and percentages Angle properties of triangles and quadrilaterals Interior angles of a polygon Exterior angles of a polygon Pythagoras' theorem Trigonometry Linear and non-linear graphs Graphing rates of change Real-life graphs	
Half Term 5	Perimeter and area Units and accuracy	
Half Term 6	Prisms Circles Sectors of circles Cylinders and spheres Pyramids and cones 3D solids Reflection and rotation Enlargement Transformations and combinations of transformations Bearings and scale drawings Constructions and loci	
Teaching Groups	Sets 1-3	
Exam Board & Specification	Edexcel Exam Board	
Examples of Home Learning Tasks	Homework set at least one piece a week.	

<b>Assessment Tasks, Methods &amp; Frequency</b>	Assessment at the end of every half term, mini assessments at the end of every unit.
<b>Equipment That Students Need</b>	Full Maths equipment (including scientific calculator) Pen, pencil, ruler, rubber, protractor, compass, sharpener, highlighters

<b>Parents / Carers can help their child by:</b>	<ul style="list-style-type: none"> <li>- Getting students to practice times tables up to 12</li> <li>- Mental arithmetic and basic numeracy involving the 4 operations.</li> </ul>
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<b>Useful Websites</b>	<a href="http://www.mathswatch.co.uk/vle">www.mathswatch.co.uk/vle</a> <a href="http://www.numeracyninjas.org/">http://www.numeracyninjas.org/</a> <a href="https://www.bbc.com/bitesize/subjects/zqhs34j">https://www.bbc.com/bitesize/subjects/zqhs34j</a> <a href="https://www.mathsisfun.com/games/subtangent.html">https://www.mathsisfun.com/games/subtangent.html</a>
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<b>Extra-curricular Opportunities</b>	Maths catchup and homework club every lunch time in O17 from 1:30pm
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<b>Who do I contact</b>	<b>Miss S Tagaully – Head of Maths</b> <span style="float: right;"><a href="mailto:stagaully@bishopstopfords.enfield.sch.uk">stagaully@bishopstopfords.enfield.sch.uk</a></span>
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# Bishop Stopford's School Curriculum Overview



## Year 9 – Science (GCSE)

Subject	Curriculum Content			Skill Content
	Biology	Chemistry	Physics	
Half-Term 1	Cell Biology	Atoms and Periodic Table	Energy	Understand how methods develop over time.  Appreciate the power and limitations of Science.  Evaluate risks both in practical science and wider societal context.  Explain every day and technological applications of Science.  Develop hypotheses and plan experiments to explore phenomena.
Half Term 2	Organisation	Bonding and Structure	Electricity	
Half Term 3				
Half Term 4				
Half Term 5	Infection and Response	Chemistry of the Atmosphere	Particle Model	
Half Term 6				


Exam Board & Specification	AQA Combined Science 8464	
Examples of Home Learning Tasks	Kerboodle; Seneca Learning; Google Classroom; Tassomai	
Assessment Tasks, Methods & Frequency	End of topic tests ( 3 to 5 weeks) End of term assessment. Subject assessment complete in lessons.	
Equipment That Students Need	Pen; Blue or black and green, pencil, ruler, eraser, sharper, calculator. Recommended; highlighter pens, colour pencils, red pen.	
Parents / Carers can help their child by:	Helping with research home works, asking student to explain what they have learnt in subject And by quizzing student when revision is set for end of topic test using BBC bitesize science.	
Useful Websites	<ul style="list-style-type: none"> <li>BBC Bitesize KS3 Science: <a href="http://www.bbc.co.uk/education/subjects/zng4d2p">http://www.bbc.co.uk/education/subjects/zng4d2p</a></li> <li>KS3 Science Quizzes: <a href="http://www.educationquizzes.com/ks3/science/">http://www.educationquizzes.com/ks3/science/</a></li> </ul>	
Extra-curricular Opportunities	Science trips to be confirmed.	

Who do I contact	Miss E Healy – Head of Science	<a href="mailto:ehealy@bishopstopfords.enfield.sch.uk">ehealy@bishopstopfords.enfield.sch.uk</a>
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# Bishop Stopford's School Curriculum Overview

## Year 9 – Art



	Curriculum Content	Skill Content	
Half Term 1	Portrait Drawing	Tonal drawing of still life, tonal painting of secondary source image, Relief sculpture through papier mache, Drawing the correct proportion of facial features on the face, Using carbon paper to transfer images into sketchbook. Arranging shapes into patterns.	
Half Term 2	Comic Strips		
Half Term 3	Rotation 2		
Half Term 4			
Half Term 5			Rotation 3
Half Term 6			
How is Art Taught?	Art is delivered as part of the Technology Carousel in Year 9, Students have 3 sessions per 2-week cycle over a 10-week period, before rotating onto the next specialism.		

Examples of Home Learning Tasks	Students will draw objects/images based on the area of study in lessons. Students are expected to spend 30 minutes on drawing tasks at home.
Assessment Tasks, Methods & Frequency	Assessment tasks at the end of each rotation
Equipment That Students Need	(For home learning) Paper, pencil, paint and colouring pencil.

Parents / Carers can help their child by:	Ensuring they spend the maximum time expected to complete homework.
Useful Websites	<a href="http://www.tate.org.uk">www.tate.org.uk</a> <a href="http://www.nationalgallery.org.uk">www.nationalgallery.org.uk</a> <a href="http://www.vam.ac.uk">www.vam.ac.uk</a> <a href="http://www.britishmuseum.org">www.britishmuseum.org</a> <a href="http://www.serpentinegalleries.org">www.serpentinegalleries.org</a>
Extra-curricular Opportunities	TBC

Who do I contact	Mr A Glossop – Head of Art, Design & Technology Faculty <a href="mailto:aglossop@bishopstopfords.enfield.sch.uk">aglossop@bishopstopfords.enfield.sch.uk</a>
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# Bishop Stopford's School Curriculum Overview

## Year 9 – Computer Science

	Curriculum Content	Skill Content
Half Term 1	<p><i>Python- Introduction to Python and programming - Python IDLE and programming Problem solving: ways of describing problems (algorithms, written description, flowchart, pseudo-code) Operators: arithmetic operators, order of precedence and parenthesis Develop code: error messages, debugging, comment statements, writing, saving and retrieving program files Data types, variables and input</i></p> <p>Mobile App Students to be introduced to the concept of APP creation. They will design and make an APP using APP Shed. They will then use Code Avengers to learn HTML and JavaScript to give them an experience of writing code to develop a website.</p> <p>Hardware and Software- C05-understand the hardware and software components that make up computer systems, and how they communicate with one another and with other systems</p>	<p>The aims of computing also reflect the distinction between the three strands.</p> <ul style="list-style-type: none"> <li>• understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation</li> <li>• can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems</li> <li>• can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems</li> <li>• are responsible, competent, confident and creative users of information and communication technology.</li> </ul>
Half Term 2		
Half Term 3		
Half Term 4		
Half Term 5		
Half Term 6		
Teaching Groups	Students will remain in form classes.	

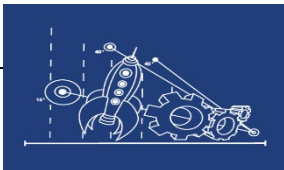
Examples of Home Learning Tasks	Students will be given homework that they can access from google classroom. Students will be given research tasks as well as further development of topics they have covered in lessons. Students will have a Coursebook for every unit to complete for both classwork and homework. These will be printed and presented all pupils at the beginning of each unit and they will be marked within the marking cycle.
Assessment Tasks, Methods & Frequency	<p><b>Assessment</b></p> <p>This will be undertaken in 3 ways:</p> <ul style="list-style-type: none"> <li>• Plenary in each lesson – where students will complete tasks from the coursebook</li> <li>• Half Term assessment of skills by the student based on their unit</li> <li>• Termly assessment of skills by the teacher (In addition to formal school reporting)</li> </ul>
Equipment That Students Need	All equipment will be provided in school. Students will have folders to store work.

Parents / Carers can help their child by:	Ensuring any homework set is complete. The home learning set will be based on research that will help for the following lesson; therefore, parent support is greatly appreciated.
Useful Websites	<p>YouTube for inspiration</p> <p>Google for research</p> <p>Google classroom to access resources from home</p> <p>When students are given homework, they will also be given details of where and how to access the information needed.</p>
Extra-curricular Opportunities	TBC

Who do I contact	Ms T Ansah – Head of ICT (Maternity Cover)	<a href="mailto:tansah@bishopstopfords.enfield.sch.uk">tansah@bishopstopfords.enfield.sch.uk</a>
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# Bishop Stopford's School Curriculum Overview

## Year 9 – Design & Technology - Engineering

	Curriculum Content	Skill Content		
Half Term 1	<p><b>MP3 Speaker project</b></p> <p>Students combine the skills developed through years 7 and 8 in order to design and manufacture a working, electronic, MP3 speaker system. During their project students will be introduced to the different engineering sectors that exist and develop their understanding of these areas, the products produced and historical figures associated with the development of modern products and manufacturing methods.</p>	<p>In the Engineering department year 9 students continue their development as young Engineers, combining and developing further the skills taught in years 7 &amp; 8 whilst developing a wider understanding of the modern engineering world. Key areas of focus:</p> <ul style="list-style-type: none"> <li>• Extracting and communicating technical information through design.</li> <li>• Computer aided design skills</li> <li>• Computer aided manufacturing skills</li> <li>• Electronic skills.</li> <li>• Material focus- Metals</li> <li>• Team working</li> </ul>		
Half Term 2				
Half Term 3			Rotation 2	
Half Term 4				
Half Term 5				Rotation 3
Half Term 6				
How is Engineering Taught?	<p>Frequency: 3 sessions per 2 week cycle over a 10 week period. Sessions are delivered through projects delivering a mixture of theory and practical skills.</p>			


Examples of Home Learning Tasks	In order to deepen understanding in topics or to consolidate learning, HL tasks are issued throughout the projects. E.g. Engineering sectors. Famous historical engineers and Products that changed the world.
Assessment Tasks, Methods & Frequency	Students are tested on their knowledge, understanding or practical skills throughout their projects. Formal assessment is made twice in the form of an assessed piece of work and an end of topic test.
Equipment That Students Need	All students require basic writing and drawing equipment including; Pens, pencils, a compass, a 30 cm ruler, an eraser, and a sharpener.

Parents / Carers can help their child by:	<ul style="list-style-type: none"> <li>• Ensuring they have their equipment with them for all engineering lessons.</li> <li>• Ensuring students have recorded their IT login details for school computers, google classroom and Bromcom in their planners including their printing code.</li> <li>• Ensuring students complete their Home Learning tasks to deadline</li> </ul>
Useful Websites	<p><a href="http://www.technologystudent.com">http://www.technologystudent.com</a></p> <p>The website above contains a plethora of relevant Dt and Engineering information and tasks.</p> <p><u>Google Classroom</u></p> <p>All students will be provided with login details to GC where engineering resources will be posted.</p> <p><u>BromCom</u></p> <p>All students will be provided with Bromcom login details where home learning task details can be found.</p>
Extra-curricular Opportunities	Lunch time and after school session are available to students by request to complete project work/ HL tasks.

Who do I contact	Mr A Glossop – Head of Art, Design & Technology Faculty	<a href="mailto:aglossop@bishopstopfords.enfield.sch.uk">aglossop@bishopstopfords.enfield.sch.uk</a>
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# Bishop Stopford's School Curriculum Overview

## Year 9 – Design & Technology – Food Technology

	Curriculum Content	Skill Content
Half Term 1	<p><b>Taking control of Food costs:</b> With food prices rising, many people today have to manage on a limited food budget. In Year 9 students take on the role of a food journalist and research working for a food magazine. The magazine wants to include an article on <b>rising food costs today and how people are budgeting</b> for food on a set income. Students' <b>research, plan, prepare, cook</b> and <b>present</b> three dishes that could be included in the article as well as analyse their nutritional content and offer an overall evaluation of the dishes.</p> 	<p>In the Food Technology department year 9 students continue their development as junior Chefs, engaging in creative projects that aim to build on the skills taught in year 8. Key areas of focus:</p> <ul style="list-style-type: none"> <li>• Pastry skills- <i>short crust, flaky/puff and choux. Buy in filo as a component</i></li> <li>• Techniques- <i>Folding-in and whisking methods, the all in one, Rubbing-in and Creaming method.</i></li> <li>• Bread Making- <i>Sweet dough and Savoury dough</i></li> <li>• Shaping.</li> <li>• Handling raw meat/poultry- <i>Chicken, steak and mince lamb- meat balls.</i></li> <li>• Meat alternatives- <i>Quorn, tofu, pulses</i></li> <li>• Presentation skills.</li> <li>• Evaluation skills</li> </ul>
Half Term 2		
Half Term 3		
Half Term 4		
Half Term 5		
Half Term 6		
How is Design & Technology Taught?	<p><i>Frequency: 3 sessions per 2 week cycle over a 10 week period. Sessions are delivered through mini-projects delivering a mixture of theory and practical skills</i></p>	

Examples of Home Learning Tasks	In order to deepen understanding in topics or to consolidate learning, HL tasks are issued throughout the projects. These range from product analysis and design based activities to research.
Assessment Tasks, Methods & Frequency	<i>Practical assessment every other week Students are tested on their knowledge, understanding or practical skills throughout their projects. Formal Assessment is made twice in the form of an assessed piece in their 5<sup>th</sup> week and at the end of the rotation</i>
Equipment That Students Need	<i>Recipes, time-plans Pencils, pens, eraser, sharpener, ruler. For practical lesson: Container and a bag to take food home</i>

Parents / Carers can help their child by:	<ul style="list-style-type: none"> <li>• Ensuring they have their writing/ drawing equipment with them for all food lessons.</li> <li>• Ensuring students have the correct ingredients in the correct quantities for each practical <b>OR</b> ingredients are pre-paid through parent pay.</li> <li>• Ensuring students complete their HL tasks to deadlines.</li> </ul>
Useful Websites	<p><a href="https://www.bbc.com/bitesize/subjects/zb8jmp3">https://www.bbc.com/bitesize/subjects/zb8jmp3</a> (KS3 Food Technology) The BBC bitesize website above contains a plethora of relevant DT and Food information and tasks. <u>Google Classroom</u> <i>All students will be provided with login details to GC where Food resources will be posted.</i> <u>BromCom</u> <i>All students will be provided with Bromcom login details where home learning task details can be found</i></p>
Extra-curricular Opportunities	Lunch times and after school session are available to students by request to complete project work/ HL tasks.

Who do I contact	<p><b>Ms. G Baffoe-Food teacher</b></p> <p><a href="mailto:gbaffoe@bishopstopfords.enfield.sch.uk">gbaffoe@bishopstopfords.enfield.sch.uk</a></p>
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# Bishop Stopford's School Curriculum Overview

## Year 9 – Drama

	Curriculum Content	Skill Content
Half Term 1	What do I know baseline	Self-Expression, Verbal Reasoning, Motivation, Collaboration, Aspiration, Communication, Self Esteem, Concentration, Imagination, Characterisation, Confidence, Movement, Voice, Believe, Teamwork, Evaluation, Analysis, Research, Performance, Understanding, creativity, Devising, creation.
Half Term 2	Practitioners	
Half Term 3	Devising; how to.	
Half Term 4	Social themes	
Half Term 5	Speech and Debate; What makes a good speech or debate	
Half Term 6	Interview techniques	
Teaching Groups	Students are taught in their form groups. Although students will differ in their love for Drama, all students will be expected to take part to the best of their ability	



Examples of Home Learning Tasks	Practitioner Fact Pack; create a fact pack for all the different practitioners studied. Analysis and evaluation devising how to? Social themes and performance. Create your own speech.
Assessment Tasks, Methods & Frequency	A progress overview that incorporates I can statements gives a tracker for the whole of key stage three, this enables students to see where their starting point is and what they need to do to achieve and aim for the top. There are assessments at the end of each term these cover written and practical. Including literacy and imagination.
Equipment That Students Need	If wearing a skirt, shorts underneath to retain one's modesty. Black pen, green pen, pencil, colours. On occasion a costume may be needed however this would not be at a cost to yourself and will be something you already have in the cupboard.

Parents / Carers can help their child by:	Building their confidence and helping with their self-belief. Testing them on any lines or presentations that are coming up. Reading with them in the evening to help with their reading skills. Go to the theatre with your child.
Useful Websites	<a href="http://www.dramaonlinelibrary.com">www.dramaonlinelibrary.com</a> Google classroom – code will be given once you have joined
Extra-curricular Opportunities	Look out for the auditions board outside the Drama room. Drama club Wednesday evening 3.15pm Stage Battle – Lip Synch, rap battle, dance battle, karaoke battle – which battle will be yours. 1.30pm Friday Lunchtime Various trips are put on throughout the year.

Who do I contact	Ms T Dorrington – Head of Drama <a href="mailto:tdorrington@bishopstopfords.enfield.sch.uk">tdorrington@bishopstopfords.enfield.sch.uk</a>
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# Bishop Stopford's School Curriculum Overview

## Year 9 – French

	Curriculum Content	Skill Content
Half Term 1	My family and me	<p>Understanding simple sentences but repetition may be required.</p> <p>Asking and answering questions using simple words and phrases, change words.</p> <p>Writing short texts and adapting them by changing words or phrases. Using a dictionary.</p> <p>Taking part in a simple conversation change words or phrases with intonation.</p> <p>Understanding different types of texts (in past, present and future).</p> <p>Writing a simple text using sentence builders and link words. Using at least 3 tenses accurately</p>
Half Term 2	Getting married, relationships	
Half Term 3	Technology	
Half Term 4	Free time	
Half Term 5	Customs	
Half Term 6	Festivals	

Examples of Home Learning Tasks	<p>Students are expected to learn and revise vocabulary on the topics being taught on a weekly basis. Students will sit vocabulary tests once a week and are expected to remember at least 80% of the words/phrases given.</p> <p>Students can at times be given sentences and texts to write in French, texts to translate French-English or English-French, texts to read and show comprehension, practice using French learning websites.</p>
Assessment Tasks, Methods & Frequency	<p>Students will sit vocabulary tests once a week and are expected to remember at least 80% of the words/phrases given.</p> <p>Listening, Speaking, Reading and Writing assessments on a 3 week cycle (twice every half term)</p>
Equipment That Students Need	Pencil case, French-English bilingual dictionary, highlighters, flashcards (home learning)

Parents / Carers can help their child by:	<p>Ensuring homework are completed weekly;</p> <p>Testing their child (vocabulary, spelling, verbs, tenses)</p>
Useful Websites	<p><a href="http://www.frenchrevision.co.uk">www.frenchrevision.co.uk</a></p> <p><a href="http://www.bbcactivelanguages.com">www.bbcactivelanguages.com</a></p> <p><a href="http://www.languagesonline.org.uk">www.languagesonline.org.uk</a></p> <p><a href="http://www.quizlet.com">www.quizlet.com</a></p>
Extra-curricular Opportunities	Trips – Lookout for details

Who do I contact	<p>Ms N Habibi – Acting Head of French</p> <p><a href="mailto:nhabibi@bishopstopfords.enfield.sch.uk">nhabibi@bishopstopfords.enfield.sch.uk</a></p>
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# Bishop Stopford's School Curriculum Overview

## Year 9 – Geography

	Curriculum Content	Skill Content
Half Term 1	Human: Fashion and Sport	<p>Year 9 Geography at Bishop Stopford's aims to equip students with a breadth of understanding and detailed knowledge of the complex world we live in. All students entering Year 9 are competent young geographers and we help them develop key geographical skills highly sought after by top universities and employers. Recently Geography has been promoted as one of the top facilitating subjects sought by Russell group universities including Oxford and Cambridge.</p> <p>All Year 9 students will acknowledge the cross-curricular link between Geography and Maths/Science and see the benefit of GCSE further study to support these areas of learning. In addition, classes use IT, literacy and numeracy to support wider subjects with data, graphs and extended writing.</p>
Half Term 2	Human: World development	
Half Term 3	Physical: Glaciation	
Half Term 4	Human and Physical: The United Kingdom	
Half Term 5	Human and Physical: Global Tourism	
Half Term 6	Geographical Applications: Fieldwork	
Teaching Groups	Classes are taught as form tutor groups. There are opportunities to engage in a variety of different learning styles in and out of the classroom.	

Examples of Home Learning Tasks	For Geography, students study global case studies and use these for extended projects. Current classroom displays represent independent study related to tourism in Rio De Janeiro (Brazil).
Assessment Tasks, Methods & Frequency	At the end of each topic, students are given a <i>final</i> assessment task which is a combination of the skills that will be needed for GCSE exams. These include data interpretation, extended writing along with source analysis. Prior to these final assessments, students are given opportunities to practice in a supportive environment along with reflection afterwards to secure continued progress.
Equipment That Students Need	Students will be provided with information and resources within lesson. To support their learning, pens, pencil and ruler are the minimum for classwork. For extended work at home, access to the internet and the local library will allow students to independently develop their own skills and progress.
Parents / Carers can help their child by:	Supporting through conversation to discuss what is being learnt in the classroom which will allow for further questioning to extend their understanding. Opportunities to visit or see through documentaries will also allow students to be opened up to a wider variety of experiences to further learning. Geography can be seen all around us and is in the news constantly. Keeping up to date with current affairs of a social, economic, environmental and political nature is core to being a great geographer.
Useful Websites	BBC Bitesize - <a href="http://www.bbc.co.uk/education/subjects/zk26n39">http://www.bbc.co.uk/education/subjects/zk26n39</a> <a href="https://www.senecalearning.com/">https://www.senecalearning.com/</a> <a href="https://classroom.google.com">https://classroom.google.com</a>
Extra-curricular Opportunities	Within the department, an Allotment club is thriving and is now allowing more students to be involved and a greater variety of flowers and vegetables to be grown. Geography film club is one of the most popular clubs at the school. Fieldtrips are provided in the local community and beyond for students.



Who do I contact	Mr A Jennings – Head of Geography <a href="mailto:ajennings@bishopstopfords.enfield.sch.uk">ajennings@bishopstopfords.enfield.sch.uk</a>
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# Bishop Stopford's School Curriculum Overview

## Year 9 – History

	Curriculum Content	Skill Content
Half Term 1	How did medicine develop during the First World War and why did it have to?	During his year students make the decision about if they wish to pick History as a GCSE. To best prepare students, we will review the range of literacy, numeracy and historical skills they have learnt over the past 2 years to more explicitly link to what the course will require in year 10 and 11.  This will see all the historical skills explored to guide students to learn about the part and how to apply their skills for what they choose to do next year.
Half Term 2	Why did people get the vote in Britain and what caused it to change?	
Half Term 3	How did Germany change after the First World War and wine to the Nazis rise to power.	
Half Term 4	What was the Second World War and how did it affect Britain?	
Half Term 5	How should we remember the Holocaust?	
Half Term 6	What is a Cold War and how close to become the end of the world?	
How is History taught	In lessons our students are taught the idea of an enquiry, what is required of them to solve a question. They are then given the opportunity to independently search out the answers to solve the question of the lesson. Our lessons are taught actively so our students are engaged and seek out the learning for themselves to support their own inquisitive minds in modern day topics.	

Examples of Home Learning Tasks	Within History students are given a project to support their progress and allow students to take the lead in this to support their own engagement.
Assessment Tasks, Methods & Frequency	At the end of each topic, students are given a <i>final</i> assessment task which is a combination of the skills that will be needed for GCSE exams. These include data interpretation, extended writing along with source analysis. Prior to these final assessments, students are given opportunities to practice in a supportive environment along with reflection afterwards to secure continued progress.
Equipment That Students Need	Students will be provided with information and resources within lesson. To support their learning, pens, pencil and ruler are the minimum for classwork. For extended work at home, access to the internet and the local library will allow students to independently develop their own skills and progress.
Parents / Carers can help their child by:	Supporting through conversation to discuss what is being learnt in the classroom which will allow for further questioning to extend their understanding. Opportunities to visit or see documentaries will also allow students to be opened up to a wider variety of experiences to further their learning.
Useful Websites	Google classroom - further support with home learning and access to material used in lessons. This will help students to revise at home and be prepared more for their independent learning. This will also allow students to understand the wider aspects of history not just the topics we have learnt in lessons to develop their understanding of history and the world around them. School History - <a href="https://schoolhistory.co.uk/resources/year/ks3/">https://schoolhistory.co.uk/resources/year/ks3/</a>
Extra-curricular Opportunities	Humanities Documentary clubs for different years.

## Bishop Stopford's School Curriculum Overview

### Year 9 – Music

	Curriculum Content	Composition	Skill Content
Half Term 1	<b>Film Music</b> Performing and analysing the Star Wars theme tune. Key features of Film Music	Composing chord progressions and melodies in the key of C major	Performing Improvisation Composing Listening and Appraising Music Theory (reading music)
Half Term 2			
Half Term 3	<b>Jazz</b> Jazz chords and how to improvise Students will learn how to play Pink Panther theme tune. They learn the key features of Jazz music.	Composing using Jazz chords in the key of G major	
Half Term 4			
Half Term 5	<b>Dance Music</b> Students will learn how to play 'Release 'as a full class ensemble piece. They will learn the key features of dance music.	Composing dance/rap music in the key of D major.	
Half Term 6			

<b>Examples of Home Learning Tasks</b>	Students will be given written listening tasks. These tasks are designed to help improve wider knowledge of music and develop literacy skills. These tasks will be focused on key words and the analysis of the musical elements.
<b>Assessment Tasks, Methods &amp; Frequency</b>	Students will be assessed on performance, composition, listening and appraising. They will be continually
<b>Equipment That Students Need</b>	Blue, green & Red pen. Student may use their own wired headphones for keyboard lessons.

<b>Parents / Careers can help their child by:</b>	Parents can make sure students are completing their homework theory tasks. Students should practice using a keyboard or using an online virtual keyboard or keyboard app. Those that are considering doing GCSE music should take instrumental lessons on their chosen instrument.
<b>Useful Websites</b>	<a href="https://wmich.edu/mus-gened/mus170/170notes/Ch1-elements.pdf">https://wmich.edu/mus-gened/mus170/170notes/Ch1-elements.pdf</a> - musical elements <a href="http://www.princehenrys.co.uk/_files/study%20support/44B442E2686CE3535372EC027B2EB4E4.pdf">http://www.princehenrys.co.uk/_files/study%20support/44B442E2686CE3535372EC027B2EB4E4.pdf</a> - key words, elements of music <a href="https://www.musictheory.net/">https://www.musictheory.net/</a> - music theory lessons and practice exercises <a href="https://www.youtube.com/watch?v=x2J5Oifxp7w&amp;list=PL3q984EWyJe5fvJzadbO3IE0SoLPy-jZL&amp;index=6&amp;t=0s">https://www.youtube.com/watch?v=x2J5Oifxp7w&amp;list=PL3q984EWyJe5fvJzadbO3IE0SoLPy-jZL&amp;index=6&amp;t=0s</a> – star wars theme tune <a href="https://www.youtube.com/watch?v=XEm5X6Conz8">https://www.youtube.com/watch?v=XEm5X6Conz8</a> – Star wars score
<b>Extra-curricular Opportunities</b>	Choir, worship group, steel pans, string group Student can sign up for instrumental lessons through the Enfield Music service. Please see the following website for fees and the application form. <a href="https://new.enfield.gov.uk/services/children-and-education/enfield-music-service/fees-and-charges/">https://new.enfield.gov.uk/services/children-and-education/enfield-music-service/fees-and-charges/</a>

Who do I contact

Ms J Dougherty – Head of Music


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## Bishop Stopford's School Curriculum Overview

### Year 9 – Physical Education

Year 9 curriculum planning					
Activities proposed:					
GCSE preparation		Extra-Curricular building/ breadth of activities		Creativity/exploration of physical skills	
Table tennis	Badminton	Basketball	Handball	Trampolining	Athletics
GYM	SH	SH	Field	GYM	FIELD

<b>Examples of Home Learning Tasks</b>	<ul style="list-style-type: none"> <li>- Research rules and tactical ideas</li> <li>- Performance Analysis Task (Identify Strengths and Weaknesses of performance)</li> <li>- Goal Setting</li> <li>- GCSE Theoretical Content (E.G. Knowledge of the bones and muscles in the human body)</li> </ul>	
<b>Assessment Tasks, Methods &amp; Frequency</b>	<p style="text-align: center;"><b>Practical</b></p> <p>On a ½ termly basis students are required to demonstrate the performance of skills for each sport with:</p> <p style="text-align: center;"><b>Emerging:</b> Some Success <b>Developing:</b> Accuracy/Control <b>Securing:</b> Consistency/Precision <b>Mastering:</b> Effectively</p>	<p style="text-align: center;"><b>Theory</b></p> <p>On a ½ termly basis students will analyse their own performance (strengths/weaknesses) and create action plans by:</p> <p style="text-align: center;"><b>Emerging:</b> Identifying <b>Developing:</b> Describing <b>Securing:</b> Applying <b>Mastering:</b> Explaining</p>
<b>Equipment That Students Need</b>	<ul style="list-style-type: none"> <li>- Bishop Stopford's School PE kit (Polo Shirt, Half Zip Top, Shorts/Tracksuit Bottoms and Socks)</li> <li>- Trainers</li> </ul>	

<b>Parents / Carers can help their child by:</b>	<ul style="list-style-type: none"> <li>- Encouraging students to participate in extra-curricular clubs (Within both the school and the local borough)</li> <li>- Ensure that students have the correct equipment for lessons</li> <li>- Support students completing homework tasks</li> </ul>	
<b>Useful Websites</b>	<p><b>GCSE Specification:</b> <a href="http://www.aqa.org.uk/subjects/physical-education/gcse/physical-education-8582">http://www.aqa.org.uk/subjects/physical-education/gcse/physical-education-8582</a></p> <p><b>General Revision Websites:</b> <a href="http://www.bbc.co.uk/education">www.bbc.co.uk/education</a> <a href="http://www.teachpe.com">www.teachpe.com</a> <a href="http://www.brianmac.co.uk">www.brianmac.co.uk</a></p>	
<b>Extra-curricular Opportunities</b>	<ul style="list-style-type: none"> <li>- Boys Football Team</li> <li>- Girls Football Team</li> <li>- Boys Basketball Team</li> <li>- Girls Netball Team</li> <li>- Athletics Leagues</li> <li>- Rounders Leagues</li> </ul>	<p>Running throughout the year</p> 

Who do I contact

Mr L Aseid – Head of P.E.

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# Bishop Stopford's School Curriculum Overview

## Year 9 – Religious Education

	Curriculum Content	Skill Content
Half Term 1	<i>Begin GCSE RE: Christianity; Beliefs and Teachings</i> Students will to examine the key Christian beliefs and teachings such as, The Nature of God, Creation and Incarnation of Jesus. They will reflect on the impact these have on the lives of Christians today.	Students will develop their knowledge and understanding of religions and non-religious beliefs, such as atheism and humanism. Students will develop their ability to construct well-argued, well-informed, balanced and structured written arguments, demonstrating their depth and breadth of understanding of the subject. They will reflect on and develop their own values, belief, meaning, purpose, truth and their influence on human life. As well as reflect on and develop their own values, beliefs and attitudes in the light of what they have learnt and contribute to their preparation for adult life in a pluralistic society and global community.
Half Term 2		
Half Term 3	<i>Christianity; Practices</i> Students will begin to examine the key Christian practices such as, Baptism, Holy Communion and putting key beliefs into action.	
Half Term 4		
Half Term 5	<i>Islam; Beliefs and Teachings</i> Students will examine the Key Muslim beliefs and teachings such as, Predestination, Life after Death and Ibrahim.	
Half Term 6	<i>Islam; Practices</i> Students will begin to examine the Muslim duties such as, Salah, Sawm and Zakat.	
Teaching Groups	<i>Relationships and Families;</i> students will explore around relationships and families in the twenty-first century. For example, sex-outside of marriage and homosexuality.	
	Students are taught in from groups.	

Examples of Home Learning Tasks	Learning key words, completing practice exam questions and researching topics such as place of pilgrimage in Christianity and festivals in Islam.
Assessment Tasks, Methods & Frequency	Each student will be given different GCSE questions each lesson, these will be used in a combination of practice in lessons along with exam conditions in lessons each week. Students will be given Trial Exams to test recall and application of knowledge in exam conditions at the end of each half term along with whole school Trial Exams which will cover a wider selection of content to check revision and deepen understanding.
Equipment That Students Need	Students will be provided with information and resources within lesson. To support their learning, pens, pencil and ruler are the minimum for classwork. For extended work at home, access to the internet and the local library will allow students to independently develop their own skills and progress.

Parents / Careers can help their child by:	Supporting through conversation to discuss what is being learnt in the classroom which will allow for further questioning to extend their understanding. Opportunities to visit or see through documentaries will also allow students to explore a wider variety of experiences to further learning.
Useful Websites	<a href="https://www.senecalearning.com/">https://www.senecalearning.com/</a> <a href="https://www.bbc.com/bitesize/examspecs/zjgx47h">https://www.bbc.com/bitesize/examspecs/zjgx47h</a> Google classroom (codes are available from the RE department)
Extra-curricular Opportunities	

Who do I contact	Mrs. A Harris – Head of R.E.	<a href="mailto:aharris@bishopstopfords.enfield.sch.uk">aharris@bishopstopfords.enfield.sch.uk</a>
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