

# Nicholas Chamberlaine School Curriculum Information

## Year 9

### Art

<b>Autumn term</b>	<p><b>SKILLS UNIT</b>                  An introduction to expressive drawing techniques, experimenting with a range of materials and through Art History finding inspiration from the work of others.                  Students explore the ‘Visual/Formal elements’- Line, Shape, Form, Colour-theory, Texture, Space, Tone and Pattern</p>
<b>Spring term</b>	<p>An introduction to clay and producing 3D sculptures.                  Experimenting with a wide range of techniques.</p>
<b>Summer term</b>	<p>An introduction to painting techniques and mixed media. Students will work from their own photographs and experiment with Photoshop.</p>

### Business Studies

<b>Autumn term</b>	<ul style="list-style-type: none"> <li>• What is a business?</li> <li>• Sectors of industry</li> <li>• Entrepreneurs</li> <li>• Aims and Objectives</li> <li>• Ownership</li> <li>• Market segmentation</li> <li>• Market mapping</li> </ul>
<b>Spring term</b>	<ul style="list-style-type: none"> <li>• Marketing Mix</li> <li>• Recruitment</li> <li>• Selection</li> <li>• Job descriptions</li> <li>• Person specifications</li> <li>• Careers</li> </ul>
<b>Summer term</b>	<p><b><u>Unit 1.1:</u></b>  <b><u>Enterprise and Entrepreneurship</u></b></p> <ul style="list-style-type: none"> <li>• Risk and Reward</li> <li>• The dynamic nature of Business</li> <li>• Entrepreneurs</li> </ul>

## Computing – Computer Science

<b>Autumn term</b>	Back to the future Python programming
<b>Spring term</b>	Computer Networks Creating scrolling games
<b>Summer term</b>	Start GCSE – Unit 1 Computing systems

## Computing – iMedia (ICT)

<b>Autumn term</b>	Ro81 pre-production Skills
<b>Spring term</b>	Ro81 pre-production Skills
<b>Summer term</b>	Ro81 pre-production Skills  Build up skills for coursework projects.

## Drama

<b>Autumn term</b>	Team building exercises. Intro to Script. Basic skills (devising, performing, writing/verbal analysis & evaluation) SCRIPT WORK - OUR DAY OUT + WRITING - acting skills: vocal and physical. THE CURIOUS INCIDENT OF THE DOG IN THE NIGHTTIME.  Component 1 mock (devising - using stimulus and portfolio) C3: SCRIPTS - GRIMM MOTHER FIGURE MUGGED SECTION B: Live Theatre prep? Component 3: Section B - live theatre review]
<b>Spring term</b>	Component 1 mock (devising - using stimulus and portfolio) C3: SCRIPT  Component 1 mock (devising - using stimulus and portfolio) C3 - set text
<b>Summer term</b>	Component 1 mock (devising - using stimulus and portfolio) C3 - SECTION A  Component 2 - play to perform (acting skills) C3 - SECTION B (if seen performance)

## English

<p><b>Autumn term</b></p>	<p>Students will be taught on a carousel basis and will study each of the following English Literature texts over the course of the year:</p> <ul style="list-style-type: none"> <li>• Shakespeare - Merchant of Venice</li> <li>• 19<sup>th</sup> Century Prose – War of the Worlds</li> <li>• Post 1914 Prose/Drama - Woman in Black</li> <li>• Poetry Anthology/Unseen Poetry</li> </ul> <p>They will also complete the following Language units:</p> <ul style="list-style-type: none"> <li>• Creative prose writing</li> <li>• Transactional/Persuasive Writing</li> </ul>
<p><b>Spring term</b></p>	<p>Students will be taught on a carousel basis and will study each of the following English Literature texts over the course of the year:</p> <ul style="list-style-type: none"> <li>• Shakespeare - Merchant of Venice</li> <li>• 19<sup>th</sup> Century Prose – War of the Worlds</li> <li>• Post 1914 Prose/Drama - Woman in Black</li> <li>• Poetry Anthology/Unseen Poetry</li> </ul> <p>They will also complete the following Language units:</p> <ul style="list-style-type: none"> <li>• Creative prose writing</li> <li>• Transactional/Persuasive Writing</li> </ul>
<p><b>Summer term</b></p>	<p><b>English Language</b> Spoken Language Endorsement</p> <p><b>English Language</b> Component 1 Section A Reading 20th Century Prose</p> <p><b>English Language</b> Component 2 Section A Reading 19th Century and 21<sup>st</sup> Century Non-Fiction</p>

## French

<p><b>Autumn term</b></p>	<p>Me, my family and friends, relationships and home town, neighbourhood and region</p>
<p><b>Spring term</b></p>	<p>My studies, life at school and college</p>
<p><b>Summer term</b></p>	<p>Food and eating out</p>

## Geography

<p><b>Autumn term</b></p>	<p><b>The Challenge of Natural Hazards</b> Students explore tectonic and weather hazards as well as climate change.</p> <p>Major case studies/ examples:</p> <ul style="list-style-type: none"> <li>• The Nepalese earthquake (2015)</li> <li>• Italian earthquake (2016)</li> <li>• Typhoon Haiyan (2013)</li> <li>• Flooding in the Somerset Levels (2013-14)</li> </ul>
<p><b>Spring term</b></p>	<p><b>The Changing Economic World</b> Students investigate how and why countries develop in different ways.</p> <p>Major case studies/ examples:</p> <ul style="list-style-type: none"> <li>• Tourism in Jamaica</li> <li>• Nigeria (a Newly Emerging Economy)</li> <li>• Torr Quarry, Somerset</li> </ul>
<p><b>Summer term</b></p>	<p>Continued</p>

## Health and Social Care

<p><b>Autumn term</b></p>	<p><b>STEP INTO THE NHS COMPETITION</b> - An introduction into the different careers available in the NHS. Research techniques and individual learning are encouraged to help students prepare for the vocational qualification.</p> <p><b>R025 - UNDERSTANDING LIFE STAGES</b></p> <p><b>L01</b> - Understanding the stages of development.</p> <p>Students will learn how we develop physically, intellectually, emotionally and socially through our lives. They will also investigate how different factors can affect the development.</p> <p><b>R029 - UNDERSTANDING THE NUTRIENTS NEEDED FOR GOOD HEALTH</b></p> <p><b>L01</b> - Know the dietary needs of individuals in each life stage.</p> <p>Students will learn the dietary needs of young people, adults and older adults, the importance of nutrients and the function of each nutrient. Students investigate Government requirements and guidelines and dietary.</p>
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<p><b>Spring term</b></p>	<p><b>R025 - UNDERSTANDING LIFE STAGES</b>  <b>L02</b> - Understanding the ageing process in older adults.</p> <p>Students will describe the ageing process and give examples of how it can affect development. They will also investigate how a person’s role changes for older adults.</p> <p><b>R029 -UNDERSTANDING THE NUTRIENTS NEEDED FOR GOOD HEALTH</b>  <b>L02</b> - Create a dietary plan for specific dietary needs.</p> <p>Students will investigate different dietary needs in relation to different conditions and look at how food choices can affect their condition. They will learn how to achieve a balanced diet.</p>
<p><b>Summer term</b></p>	<p><b>R025 - UNDERSTANDING LIFE STAGES</b>  <b>LO3</b> - Know which medical conditions may affect progress through the life stages</p> <p>Students will look at the different genetic birth defects and how they can affect development. They will also research non-birth medical conditions and how they can be detrimental to someone's development.</p> <p><b>R029 - UNDERSTANDING THE NUTRIENTS NEEDED FOR GOOD HEALTH</b>  <b>LO3</b> - Produce a nutritional meal for specific dietary requirements</p> <p>In this practical section students will plan and create a meal for a specific dietary need. They will ensure that the environment and themselves are safe and hygiene rules have been followed before preparing the food.</p>

## History

<p><b>Autumn term</b></p>	<p><u>Topic One: Germany 1890-1945</u>                  The Kaiser’s Germany                  The origins of the Weimar Republic &amp; Versailles Political Unrest in the Weimar Republic Economic Problems of the Weimar Republic                  Stresemann, The Economic Depression, The Nazis move from the wilderness to power</p>
<p><b>Spring term</b></p>	<p>Hitler becomes chancellor, Hitler’s consolidation of power, Young people and Women in Nazi Germany                  Nazi Methods of Control, Opposition to the Nazis, Economic Policy. Treatment of Jews and the Final Solution</p>
<p><b>Summer term</b></p>	<p><u>Topic Two: The Cold War</u>                  Communism and Capitalism, Yalta and Potsdam, Truman Doctrine and Marshall Aid</p>

## Mathematics

See appendix 3

## Music

<b>Autumn term</b>	<ul style="list-style-type: none"> <li>• Baseline assessment.</li> <li>• Silver Arts Award Challenge work - Solo performing skills</li> <li>• Other Silver Arts Award Unit 1 work</li> <li>• Composing AABA melodies – with extensions</li> <li>• Composing a rhythm layered piece on Garageband</li> <li>• Listening skills – application of the elements of music</li> </ul>
<b>Spring term</b>	<ul style="list-style-type: none"> <li>• Silver Arts Award Unit 2 work (organising an Arts Event)</li> <li>• Performing skills development continues.</li> <li>• Composing skills – writing a 4 chord piece – develop part writing and accompaniment figurations.</li> <li>• Listening and Knowledge: introduction to AOS5: Conventions of Pop. Introduction to AOS2: Development of the Concerto.</li> </ul>
<b>Summer term</b>	<ul style="list-style-type: none"> <li>• Complete and refine silver Arts Award work</li> <li>• Performing skills development continues</li> <li>• Composing skills –descriptive atmospheric pieces.</li> <li>• Listening and knowledge: Introduction to AOS3: Rhythms of the World Introduction to AOS4: Film Music</li> </ul>

## Photography

<b>Autumn term</b>	<p><b>SKILLS UNIT</b> An introduction to camera and Photoshop skills. Producing a digital sketchbook experimenting with forced perspective, shutter speeds and studio lighting.</p>
<b>Spring term</b>	<p>An introduction to HDR photography, panoramic and depth of field. Continuing to work on digital sketchbook.</p>
<b>Summer term</b>	<p>An introduction to film photography, working in the darkroom and experiment and make their own pinhole cameras.</p>

## Psychology

<b>Autumn term</b>	Process of memory Structures of memory Memory as an active process Experimental research methods
<b>Spring term</b>	Sensation and perception Visual cues and constancies Theories of perception Visual Illusions Factors affecting perception Research methods
<b>Summer term</b>	Early brain development The role of nature vs nurture Effects of learning on development Research methods Practical research project

## Religious Studies

<b>Autumn term</b>	Introduction to the GCSE. Students will start to investigate Christian Beliefs.
<b>Spring term</b>	Students continue to look at Christian Beliefs, before moving on to Christian Practices.
<b>Summer term</b>	Christian Paractices to be finalised, with students moving on to Buddhism Beliefs.

## Science – Combined Science

<b>Autumn term</b>	<b>AQA</b> B1 (Cells) B2 (Cell Division) B3 (Digestion) B4 (Circulation) B5 (Communicable diseases)  C1 (Atomic Structure) C2 (Periodic Table) C3 (Bonding) C4 (Chemical calculations)  P1 (Energy) P2 (Energy transfers) P3 (Energy resources) P4 (Electrical circuits)
<b>Spring term</b>	As above (on rotation)
<b>Summer term</b>	As above (on rotation)

## Science – Biology

<b>Autumn term</b>	<b>AQA</b> B1 (Cells) B2 (Cell Division) B3 (Digestion)
<b>Spring term</b>	B4 (Circulation) B5 (Communicable diseases)
<b>Summer term</b>	B6 (Treating and preventing disease) B7 (Non- communicable diseases)

## Science – Chemistry

<b>Autumn term</b>	<b>AQA</b> C1 (Atomic Structure) C2 (Periodic Table) C3 (Bonding)
<b>Spring term</b>	C4 (Chemical calculations) C5 (Chemical changes)
<b>Summer term</b>	C6 (Electrolysis)

## Science – Physics

<b>Autumn term</b>	<b>AQA</b> P1 (Energy) P2 (Energy transfers)
<b>Spring term</b>	P3 (Energy resources) P4 (Electrical circuits)
<b>Summer term</b>	P5 (Electricity in the home) P6 (Molecules and matter)

## Sociology

<b>Autumn term</b>	<ul style="list-style-type: none"> <li>• What is sociological imagination?</li> <li>• Social structures within society.</li> <li>• Key theorists: Emile Durkheim, Karl Marx and Max Weber</li> <li>• Key perspectives: Functionalism, Marxism, Feminism, Interactionism and The New Right.</li> <li>• Sociological debates</li> <li>• <b>Unit one: Sociological research methods</b> <ul style="list-style-type: none"> <li>• What is research?</li> <li>• Pilot studies</li> <li>• Practical problems of research</li> <li>• Ethical problems of research</li> </ul> </li> </ul>
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<p><b>Spring term</b></p>	<ul style="list-style-type: none"> <li>• <b>Unit one: Sociological research methods</b> <ul style="list-style-type: none"> <li>• Primary and secondary sources of data</li> <li>• Surveys</li> <li>• Sampling</li> <li>• Questionnaires</li> <li>• Interviews</li> <li>• Observation</li> <li>• Statistics</li> <li>• Case studies</li> <li>• Longitudinal studies</li> <li>• Ethnography</li> <li>• Experiments</li> </ul> </li> </ul>
<p><b>Summer term</b></p>	<ul style="list-style-type: none"> <li>• <b>Unit two: The Sociology of the Family</b> <ul style="list-style-type: none"> <li>• What is the Family?</li> <li>• Family diversity</li> <li>• Functions of the family</li> <li>• Changes in family structures</li> <li>• Marriage</li> <li>• Divorce</li> <li>• Cohabitation</li> <li>• Roles within the family</li> </ul> </li> </ul>