LRGS Curriculum Offer

2022 - 2023

SCHOOL AIMS

We aim to provide an exceptional education for every day and boarding pupil in our care:

- A rich curriculum that promotes the highest standards of academic achievement;
- A growth mindset that fosters resilience, hard work and intellectual curiosity;
- Local, national and global partnerships to prepare students for a fast-changing world;
- A welcoming school community founded on respect for religious and moral values;
- In a world that encourages individualism, the desire to serve others.

Vision for Teaching and Learning

Seven years is the school lifespan of our current Year 7 pupils. This vision statement outlines the three aims for their teaching and learning that Lancaster Royal Grammar School intends to achieve over that period, together with implications for the school's teachers and resources. They can be summarised under the headings:

Rigour
What LRGS does, it does to the very highest standards. The LRGS of 2022 is a centre of academic excellence that has built further on many of its traditional strengths. Intellectual curiosity is the hub of our rich and challenging curriculum, and high expectations are our most powerful resource. We seek to develop, inspire and prepare our pupils to succeed academically during their time at school and to equip them with the tools to thrive in adulthood.

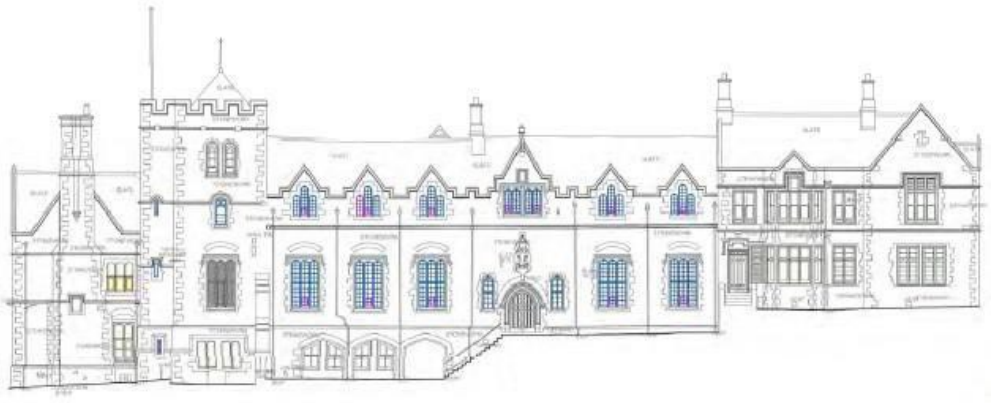
Reflection
The LRGS pupils of 2022 are equipped to live with challenge in a complex and fast-changing world. Their confidence to approach difficult problems has been developed in an intentional way, and they have clearly stated goals and priorities which they are encouraged to reflect on and refine regularly. The values of *praesis ut prosis* are more relevant than ever.

Connection
Economy and society in the 21st century are characterised by connection – digital, person to person, local and global. LRGS pupils become highly skilled communicators, used to working with others on-line and face-to-face, and able to benefit from the opportunities for collaboration and competition that thrive in this environment.

These priorities have significant implications both for the teachers of LRGS 2022, and for the resources that the school provides:

Teaching
LRGS teachers model the characteristics that we seek in our pupils to a very high degree. Exceptional teaching does not happen by accident: the LRGS teachers are subject experts with a critical interest in pedagogy. Their classroom practice is underpinned by a multidimensional understanding of their pupils, and by outstanding pastoral attitudes and systems.

Resources, facilities and infrastructure
LRGS is regarded as a modern, professional school in terms of its facilities, resources and accommodation, providing a first-class working and learning environment. Buildings, both Victorian and contemporary, are smart and well-maintained, and equipped with learning technology of the highest standard.



Ex antiquis et novissimis optima
The best of the old and the new

In Year 7 we offer the following subjects:

Art, Biology, Chemistry, Computer Science, Design Technology/Food Science & Nutrition, English (Language & Literature), French, Geography, German, History, Language & Learning, Mathematics, Music, Physical Education, Physics, Religion, Ethics & Philosophy, Spanish and Values.

French, German & Spanish are studied on a carousel basis, one third of a year on each. Boys decide in Year 7 which two MFLs they would like to continue with into Year 8.

The Technology subjects are also run on a carousel basis, two thirds of the year on Design and Technology, one third of the year on Food and Nutrition.

In the Values lessons, pupils follow the Penn Resilience Programme, a life skills programme for Young People.

In Year 8 we offer the following subjects:

Art, Biology, Chemistry, Computer Science, Design Technology/Food Science & Nutrition, English (Language & Literature), French, Geography, German, History, Latin, Mathematics, Music, Physical Education, Physics, Religion, Ethics & Philosophy, Spanish and Values.

Pupils in Year 8 are given the choice of studying either Technology or Latin in Year 9.

Pupils also decide in Year 8 if they want to continue with their two MFLs or replace one of these with Ancient Greek.

The Technology subjects continue to operate on a carousel basis as in Year 7.

Year 8 Values consists of the pupils recapping the main Penn Resilience skills, then completing units on Safe and Stable Relationships, Using Technology Wisely, and Personal Health.

In Year 9 we offer the following subjects:

Ancient Greek, Art, Biology, Chemistry, Computer Science, Design Technology/Food Science & Nutrition, Drama, English (Language & Literature), French, Geography, German, History, Latin, Mathematics, Music, Physical Education, Physics, Religion, Ethics & Philosophy, Spanish and Values.

In Year 9 Art, Drama & Music are taught on an Expressive Arts carousel.

Values in Year 9 consists of pupils considering how to use the Penn Resilience skills in decision making, for example in assessing risk and opportunity. They also complete units in Safe and Stable Relationships, the GCSE Mindset, Body Image and Healthy Lifestyles.

In Year 9 pupils select **7 GCSE options** from the above subjects. When choosing their options, they must choose:

- **at least 2 science** subjects (Biology, Chemistry, or Physics)
- **at least one modern or classical language** (French, German, Spanish, Latin or Greek), which they must have studied previously.

Photography is also available to study at GCSE.

Alongside these 7 option subjects, boys take GCSEs in English Language, English Literature and Maths, resulting in **10 GCSEs.**

We continue to teach Values and Physical Education in Years 10 and 11.

Values in Year 10 consists of pupils beginning the year considering how to use the Penn Resilience skills in decision making and how it will help them deal with adversity, for example when coping with stress. They also complete units on Healthy Relationships, Drugs, Alcohol and Tobacco, Revision Skills, and Healthy Life Styles.

Values in Year 11 consists of pupils beginning the year considering what is a Healthy Relationship and continues their learning on topics such as consent, sexual harassment and contraception. They also complete units on Mental Health, Employability Skills and Revision Skills and consider philosophical questions.

In the Sixth Form we offer the following subjects:

Ancient Greek, Art and Design, Biology, Business & Management, Chemistry, Classical Civilisation, Computer Studies, Design & Technology, Drama & Theatre, Economics, English Literature, French, Further Mathematics (only available as a fourth A-level choice), Geography, German, History, Latin, Mathematics, Music, Philosophy, Photography, Physical Education, Physics, Politics and Spanish.

Most pupils study 3 A-levels but we do have some students whose outstanding prior academic achievement allows them to study 4.

Values lessons continue in the Sixth Form with topics including: health and wellbeing, relationships and careers.

Some Lower Sixth Formers will also undertake a supervised EPQ (extended project qualification, equivalent to half an A level).

Literacy at LRGS

We aim towards creating a culture in which all staff recognise that "every teacher in English is a teacher of English" and that all teachers must "demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject" (Teachers' Standards).

We believe that the creation of such a culture will help get literacy into the bloodstream of the school so that our pupils will be both encouraged and inspired to build on and improve their skills in reading, writing and communication.

Through a wide range of strategies within and beyond lessons, we aim to increase pupils' standards of literacy across the curriculum, fostering an enjoyment of reading both for pleasure and research, and developing pupil confidence with regard to expressing themselves orally and in writing in a variety of situations, in all of their subjects.

We encourage the explicit teaching and learning of both tier 2 and 3 vocabulary to enable pupils to understand and use academic language; teachers model excellent written work as well as high quality oracy to provide exemplars for pupils to aspire to; and teachers plan in reading strategies that develop pupils' abilities to engage with complex texts.

Pupils are actively encouraged to develop strategies to proof-read their written work to find and correct errors and to practise redrafting work to improve and refine it. Marking and feedback promote high expectations with regards to literacy and specifically SPAG and give explicit instruction on how to improve.

The ability to express oneself clearly and effectively enhances and enriches learning in all subjects and this is why we firmly believe that all departments and all teachers have a crucial role to play in supporting our pupils' literacy development.

LRGS 2022-2023 Period allocation in each year (70 periods per two weeks)

Periods	Year 7	Year 8	Year 9	Year 10	Year 11	Lower Sixth	Upper Sixth
1 2	English	English	English	English	English	Block 1	Block 1
3 4							
5 6							
7 8							
9 10	Maths	Maths	Maths	Maths	Maths		
11 12							
13 14							
15 16						Block 2	Block 2
17 18	French German Spanish	French/ German/ Spanish	Computing	Option 1	Option 1		
19 20			French				
21 22							
23 24	Language & Learning		Third Language	Option 2	Option 2	Block 3	Block 3
25 26	Computing						
27 28	Biology Chemistry Physics	Latin	Biology	Option 3	Option 3		
29 30							
31 32		Computing	Chemistry				
33 34		Biology Chemistry Physics		Option 4	Option 4	Block 4 & Private Study	Block 4 & Private Study
35 36			Physics				
37 38							
39 40	History		History	Option 5	Option 5		
41 42		History					
43 44	Geography		Geography	Option 6	Option 6		
45 46							
47 48	Art/Design	Geography	Expressive Arts	Option 7	Option 7	EPQ Programme & Private Study	EPQ Programme & Private Study
49 50							
51 52	Technology	Art/Design	Latin/Technology	Values	Values		
53 54							
55 56	Music	Technology	RE & Philosophy				
57 58	RE & Philosophy	Values	Values				
59 60	Values	Music					
61 62	Physical Education	RE & Philosophy					
63 64	Games	Physical Education	Physical Education	Physical Education	Physical Education	Values	Values
65 66		Games	Games	Games	Games	Games	Games
67 68							
69 70							

EPQ- Extended Project Qualification

Year 7 Curriculum Offer

Art

- Michaelmas Term: Self-portraiture and Cubism
- Lent Term: Landscape – Photography and Painting
- Lent/Summer Terms: Exam Unit (Theme TBD)
- Summer Term: Sculpture – Chessmen or Grotesques

Self-portraiture and Cubism focuses on techniques useful in drawing portraits and the semi-abstract systems of cubist representation. We also focus specifically on colour theory and symbolism in this unit, which culminates in a self-portrait completed in a cubist style.

The **Landscape unit** begins with a photographic homework, which is usually completed over the Christmas holiday. Pupils are introduced to the work of J.M.W. Turner and produce a series of watercolours in his Romantic style. The final part of this unit makes reference to the abstract painting of Wasilly Kandinsky and how his work can be seen to connect with landscapes of the mind and traditions in music.

For logistical reasons the **exam unit** in art is completed before exams in other subjects and in regular class time. There are several weeks of preparatory work and a final piece, completed in one normal art lesson (a double period). The exam theme in recent years has been 'The Environment and Symbolism'.

The **sculpture unit** is a chance for Year 7 pupils to work with clay. Sculptures are planned for several weeks and relate either to the Lewis Chessmen (most of which are in the British Museum) or the western tradition of gargoyles/grotesques on buildings and masks from around the world. Whichever source is used, the project culminates in a kiln-fired sculpture, which encapsulates a creative response to the sources.

Biology

In Year 7, pupils follow the Activate scheme of work through Kerboodle. The following objectives underpin the ethos of the department:

- To develop an understanding and appreciation of the natural world and the organisms that live in it.
- To be aware of the impact that humans can have on the living world and the need to preserve a wide range of habitats for organisms to exploit.
- To develop an understanding of working scientifically and to build practical skills.
- Prepare pupils for the GCSE single science Biology specification.

In the curriculum there are a number of topics that the pupils will learn which include:

- Cells as the fundamental unit of living organisms;
- The hierarchical organisation of multicellular organisms;
- The structure and functions of the human skeleton;
- Reproduction in humans (as an example of a mammal) and plants;
- Extended investigation - developing an understanding of scientific methodology.

Working scientifically pupils will: Use appropriate techniques, apparatus, and materials paying attention to health and safety; Make and record observations / measurements using a range of methods for different investigations; Present results using appropriate methods, including tables and graphs; Evaluate the reliability of methods and suggest possible improvements; Interpret observations and data, including identifying patterns; Use observations, measurements, and data to draw conclusions; Select, plan, and carry out the most appropriate types of scientific enquiries to test predictions, including identifying independent, dependent, and control variables, where appropriate.

Chemistry

Year 7 is used to introduce pupils to the laboratory and to some of the key ideas that underpin Chemistry for years to come.

Areas covered include:

- Introduction to the laboratory: lab safety, hazards, apparatus, the Bunsen burner.
- Particles and their behaviour: the particle model, states of matter, diffusion, gas pressure.
- Atoms, elements, compounds and chemical formulae.
- Chemical change: chemical reactions, burning fuels, thermal decomposition, conservation of mass, exothermic and endothermic changes.
- Acids and alkalis: indicators and pH, neutralisation, making salts.

Throughout the year, appropriate practical work will be used to gradually build up the experience and skills of the pupils in the laboratory.

Computer Science

For the most part the Computing Department delivers Computer Science rather than ICT. However, in year 7, we deliver some basic ICT skills in order that pupils can access all parts of the curriculum. Year 7 begins with an introduction to our system and how to get the most from it in terms of storage and organisation of work. We then take a look at spreadsheets. We then investigate cryptography with a focus on presentation skills. Finally we spend some time introducing the Python Programming language.

Design Technology/Food Science & Nutrition

In year 7 all pupils will spend approximately 2/3 of the year studying D&T and the remaining 1/3 studying Food. Whilst studying D&T pupils will learn about design & engineering principles, material theory, presentation techniques and prototype production. These skills will be developed through 2 projects which are both developed to mimic the way in which design occurs in the 'real' world. Pupils will analyse information, develop design proposals, investigate consumer relationships, and produce a high-quality, working prototype. In year 7 we focus on the use of hand tools and precision before moving onto larger equipment and machinery in subsequent years. They will bring their product home after it has been marked at the end of the project. After the completion of each of their projects, pupils will sit a short exam to gauge understanding; this replaces the summer exam in this subject.

Whilst studying Food Science & Nutrition, pupils will learn about the importance of food safety and personal hygiene, and the basic principles of human nutrition and the importance of a varied, balanced diet and a healthy lifestyle. Pupils will be introduced to the standard operating procedures required to produce a range of family mid-week meals independently and safely. The practical module develops pupils' practical skills; they use a variety of tools and equipment and are given opportunities to be creative with food by adapting, modifying and trying various presentation and decorative techniques. Pupils' knowledge, understanding and skills are tested at the end of the module in a practical assessment. Pupils will analyse information, develop and discuss ideas, evaluate their dishes, produce time plans and work as a team and under pressure.

English

Year 7 English lessons are split into three literary topics throughout the year: Term 1 is 'Post-1914 Novel'; Term 2 is 'Shakespeare', with a focus on comedy/problem plays; and Term 3 is 'Pre-1914 Poetry' and 'Myths and Legends'. During each term, pupils will also study a different format of writing alongside studying their literature texts. The focus of Term 1 is 'Formal and Informal Letters', Term 2 focuses on 'Speech Writing' and in Term 3 we look at 'Anecdotal Narrative Writing'.

To help pupils anchor their understanding of basic reading and writing skills we teach and revisit set SPaG focuses, persuasive writing techniques and reading exam question types through Key Stage 3. The specifics of these can be found on an overview sheet in pupils' books.

Pupils in Year 7 also have one library lesson a week. They follow the Accelerated Reader scheme where their reading age is assessed at the beginning of the term and then a points target set. Pupils are expected to read for 20-30 minutes per night. They can then complete quizzes on the books they've finished. If pupils develop regular reading habits, they will reach their target at the end of the term. If pupils seem to be falling behind, they may be put into lunchtime sessions to catch up on their reading. Your child should be able to tell you about their reading age and their target as well as their progress towards it. They can log on to the Accelerated Reader site from home through the VLE to check their progress and complete quizzes out of school. They will also be discussing their reading with their teacher in these lessons.

In addition to the whole school rewards available to your son, there are English Book Worm blazer badges in bronze, silver and gold that pupils can earn credits towards as the year progresses. Your son's English teacher and his form tutor have more information on this and his teacher can update him on his progress as the year goes on.

French

French forms part of the languages carousel so your son will have the opportunity to try all three of the modern languages on offer here at LRGS during Year 7. The carousel consists of three five-week blocks before Year 8 options are taken and then three seven-week blocks in order to consolidate learning more. In French the first five-week block looks at basic greetings and personal information and the second seven-week block covers descriptions of family, friends, animals...and aliens! There is no end of year exam but rather an in-class assessment at the end of the second block to gauge learning.

Geography

Year 7 Geography aims to enthuse pupils about the world around them and help them learn some key geographical skills such as being able to read an Ordnance Survey Map and use an Atlas effectively. In the Michaelmas term we look at key geographical locations in the UK and then explore two amazing places: Iceland and Madagascar. This is followed by a geographical enquiry located in Japan focusing on land use and demand for space. In the Lent term, we look at the controversial issue of modern-day land grabbing in Ethiopia, drawing links with the past and ethical debate this brings. This is followed by looking at climate change, its impact and our response. In the summer term, we focus on physical geography looking at the hazards of sinkholes before our fieldtrip examining limestone landscapes of the Yorkshire Dales.

German

The languages carousel allows your son to try all three languages we offer at LRGS. Each language is taught for 5 weeks in the first cycle and then 7 weeks each for the second cycle. Boys will opt for two out of the three language to continue with in Year 8. In German the first block looks at greetings, personal information and opinions along with some culture. The second block looks at describing home town and looking in more detail at Berlin and German culture. The boys will have progress tests to consolidate and assess learning, but no summer exam. The focus is very much on developing speaking, confidence and cultural knowledge through a range of engaging strategies.

History

We run a 3 year KS3 course investigating different aspects of British and World history from 1050 to recent times with the aim of helping pupils gain a broad understanding and cultural capital as well as exam success.

We follow an investigative approach and explore history from contrasting perspectives and lead the "Parallel Histories" project in schools. https://www.parallelhistories.org.uk/

In Y7 we investigate British and World history from 400 AD to 1500 through different perspectives. Threads running through Y7 and picked up in Y8 and Y9 include: Who are the British? Exploration of immigration and emigration. In Y7 Romans, Vikings, Anglo- Saxons Normans and their impact. Rulers and ruled: Perspectives of the past. Local and national picture; Does Lancaster's story mirror the bigger picture? Are ideas powerful? Pagans and Christians, Islam. Our place in the world. How far was Britain part of Europe? Projects: Y7 - Crusaders or Invaders? Is it ever ok to target civilians?

Teachers and pupils follow a skills "flightpath" that runs through to KS4 informing assessment and learning and next steps in learning.

When using text books we use the SHP "Making sense of History." We run lively lessons, re-enactments, debates and where possible, field trips. We run inter school debates and workshops on controversial historical topics and host a thriving History Society run by pupils and staff every Tuesday lunchtime. In 2019 we started what has become a thriving Archives Club running on Wednesday lunchtimes.
Support is always available.

Language & Learning

Language and Learning is a varied and interesting course, designed to spark the boys' interest in and understanding of words, language and the Classical world in the following ways:

- comprehension of short and engaging but demanding Greek mythological stories;
- understanding the derivation (and therefore spelling/meaning) of English words by looking at their Latin and Greek roots;
- learning some basic Latin;
- reinforcing English grammar to help with English literacy and learning other languages. The breadth of activities used can be seen in the Language and Learning work book.

Mathematics

In Year 7, pupils discover a more formal approach to mathematics, develop their algebraic thinking and learn to express their mathematical understanding, using key terminology and clear structures.

They explore sequences and use graphical representations to understand linearity. They explore formal algebraic notation, algebraic equivalence and solve simple equations. They study the number system and place value to develop confidence with fractions, decimals, percentages and scientific notation.

In the Spring term, pupils develop their problem-solving skills, applying them to geometric problems involving areas of common shapes as well as looking at the mean of numbers. They then explore directed numbers and fractions which provides valuable opportunities for revising and extending their algebraic skills from substitution to solving equations.

In the Summer term, pupils look in more detail at geometric notation, construction and problem solving, reasoning with angles. They are then introduced to probabilities and set notation and finally are introduced to proofs as we look into prime factorisation and its applications.

Music

In year 7 our intention is to concentrate on building skills that will carry boys across their whole musical education at LRGS. Whilst the content may change year on year, the following themes run through all units of work:

- Building confidence in performance through singing and instrumental playing (ukulele and keyboard) both as a class and in small groups (when guidance allows); providing opportunities for individuals to develop their skills.
- Identifying patterns and recognising how they are used and altered in pieces of music before composing and manipulating their own.
- Reading and writing various musical notations and applying these in notating their own compositions.
- Understanding what the elements of music are, learning to recognise them within a piece of music, then applying them to enhance their own performances and compositions.
- Learning to work with others creatively - contributing and compromising on mini projects.
- Using music technology (primarily Ableton Live) as a tool to learn concepts and theories to complement more traditional approaches.

Physical Education

Throughout the KS3 curriculum, Physical Education at LRGS aims to ensure that its pupils develop a range of skills, both physical and mental, to allow them to excel in a broad range of activities. We hope to achieve this through covering activities ranging from the more traditional (basketball) to more modern and unusual (ultimate frisbee).

Within each pupil's fortnightly (double period) lesson, dedicated to Physical Education, we aim to challenge our pupils to remain active and engaged for sustained periods of time. Pupils are also encouraged to supplement and extend their learning outside of the classroom with afterschool clubs.

Pupils will be given the opportunity, in line with the national curriculum, to use a range of tactics and strategies to overcome opponents in both team and individual sports such as badminton and football. They will also have opportunities to develop technique and performance skills in sports such as swimming and athletics, perform and assess dances using advanced dance techniques, and take part in outdoor adventurous activities such as orienteering, encouraging mental and physical challenge whilst developing individual and group problem-solving skills.

Pupils will also have regular opportunities to self and peer assess individual and group performances based on

previous and current levels of attainment.

Dance - Develop timing and choreographic skills and understand use of canon, unison and levels.
Swimming - develop their overall water confidence and improve their arm, leg and breathing action in front crawl, backstroke and breast stroke.
Cricket - develop an understanding and technique of bowling, batting and fielding.
Ultimate Frisbee - understand and develop their own catching and throwing technique, whilst exploring different movement skills and evasion of opponents.
Football - understand and improve the core skills of dribbling, passing and shooting.
Athletics - accurately replicate running, jumping and throwing skills; develop specific techniques for each event in order to improve performances.

Physics

In year 7 we begin the exciting journey of discovery using experiments and observations to understand the Laws of Physics. We develop the skills we need to be good Physicists: using equations to calculate answers, setting up and using equipment safely, taking accurate readings, plotting graphs, writing conclusions, researching information and understanding the Universe. The topics we cover are the big ideas of Force and Energy. What are they? How do we rely on them? How can we control them? We study Newton's Laws of Motion and the Law of Conservation of Energy and how they apply to our everyday lives and how an understanding of them can be used to make the world a better place for everyone.

Religion, Ethics & Philosophy

We focus on the three major Abrahamic faiths in year 7, with the aim of developing key knowledge of world religions. We start the year with Islam, studying the prophet Muhammad (pbuh) and the events of his life, the 5 pillars of Islam and a look at modern Islamic practices around the world. We then go on to look at the life of Jesus, looking at his message, his parables and his miracles before completing a group project on the events of the crucifixion. Finally, we study Judaism, looking at some major Jewish festivals like Passover, as well as what modern Judaism looks like and how it relates to the ancient stories of Abraham and Moses. The subject is taught from a non-denominational perspective, and all worldviews are appreciated and respected.

Spanish

Spanish forms part of the languages carousel so your son will have the opportunity to try all three of the modern languages on offer here at LRGS during Year 7. The carousel consists of three five-week blocks before Year 8 options are taken and then three seven-week blocks in order to consolidate learning more. In Spanish the first five-week block looks at basic greetings and information and the second seven-week block looks at describing our school in Spanish and giving opinions. There is no end of year exam but rather an in-class assessment at the end of the Spanish block to gauge learning.

Values

In Year 7 Values lessons, pupils follow the Penn Resilience Programme which is a life skills programme for young people. Lessons involve learning about the links between knowledge, thoughts and emotional and behavioural consequences; looking at alternative interpretations; considering evidence. Pupils develop strategies to help put things into perspective and resolve problems through negotiation and assertiveness.

Year 8 Curriculum Offer

Art

- Michaelmas Term: Illustration from Literary Sources
- Lent Term: Architecture, culminating in sculpture
- Lent/Summer Terms: Exam Unit (Theme TBD)
- Summer Term: Mixed-Media '*Merz'* Project

Illustration from literary sources introduces pupils to traditions in book-based illustration. The unit begins with pastiche drawing studies using renowned illustrators including Ronald Searle. Pupils also explore text creatively by creating calligrams: words or pieces of text in which the design and layout of the letters creates a visual image related to the meaning of the words. The unit culminates in original designs, illustrating literary excerpts chosen by the teacher.

The architecture unit introduces pupils to traditions in architecture. The range of the unit spans from Ancient Egypt to the present day. The unit initially involves two-dimensional work including a composition informed by the work of architects such as Antoni Gaudí and Frank Gehry. It culminates in a free-standing sculpture, made in clay, fired and painted or glazed.

In recent years, the **exam unit** has focused on the theme of 'Change'. Pupils devise a visual response to the theme of change, either illustrating a narrative incorporating the theme or with reference to architectural sources.

'Merz' is the title given to mixed-media assemblage art, devised by the German artist Kurt Schwitters. Pupils study Schwitters' life and artistic ideas and learn about his unique position among the European twentieth-century avant-garde. They devise mixed-media relief pieces which are broadly autobiographical in character e.g. if a pupil is a frequent rail passenger, he could collage his old train tickets. The unit has a strong ethical element, one of the principal tenets of Schwitters' oeuvre that everything on Earth is in a state of renewal and that artists have a moral duty to reuse and recycle.

Biology

In Year 8, pupils follow the Activate scheme of work through Kerboodle. The following objectives underpin the ethos of the department:

- To develop an understanding and appreciation of the natural world and the organisms that live in it.
- To be aware of the impact that humans can have on the living world and the need to preserve a wide range of habitats for organisms to exploit.
- To develop an understanding of working scientifically and to build practical skills.
- Prepare pupils for the GCSE single science Biology specification.

In the curriculum there are a number of topics that the pupils will learn which include:

- Healthy Lifestyle: balanced diet and the implications to a person's health and well-being. The processes that take place inside the digestive system.
- Ecosystem processes: key reactions within the ecosystem (photosynthesis, aerobic and anaerobic respiration) and the organisation and structure of an ecosystem.
- Adaptation and inheritance: basics on DNA, chromosomes, genes and inheritance.
- Detection: the use of fingerprinting, DNA fingerprinting, blood typing and analysis of decomposition in scientific investigations.
- Scientific Investigation: A Murder Mystery scenario where pupils take the role of a scene of crime officer, putting the pieces of a puzzle together / solve the crime to find the culprit. Working as an investigator.

Working scientifically, pupils will: use appropriate techniques, apparatus, and materials during fieldwork and laboratory work, paying attention to health and safety; make and record observations and measurements using a range of methods for different investigations; and evaluate the reliability of methods and suggest possible improvements; undertake basic data analysis including simple statistical techniques; understand that scientific methods and theories develop as earlier explanations are modified to take account of new evidence and ideas; select, plan, and carry out the most appropriate types of scientific enquiries to test predictions, including identifying independent, dependent, and control variables, where appropriate; evaluate data, showing awareness of potential sources of random and

systematic error; present observations and data using appropriate methods, including tables and graphs; apply sampling techniques.

Chemistry

During Year 8, the pupils will build on their developing understanding of the chemical world and learn how to accurately apply their new chemical vocabulary.

- Atoms & compounds - recap of the Y7 work covering elements, atoms, compounds and formulae.
- The Periodic Table - metals & non-metals, Groups & Periods, Group 1, Group 7 & Group 0.
- Separation techniques - mixtures, solutions, solubility, filtration, evaporation, chromatography.
- Metals and acids - acids & metals, metals & oxygen, metals & water, metal displacement reactions, extracting metals, ceramics, polymers & composites.
- The Earth - Earth & its atmosphere, sedimentary rocks, igneous rocks, metamorphic rocks, the rock cycle, carbon cycle, climate change, recycling.

The pupils will also work to build their practical skills, engaging with a wider range of laboratory equipment and techniques, building confidence and skill.

Computer Science

In year 8 the focus is solely on Computer Science with no ICT.
We start year 8 looking at data representation. We investigate binary and hexadecimal then use the knowledge gained to understand how images, sound and text are stored on a computer. We then investigate how we can compress this information so that it will transmit more quickly.
Next we investigate some of the classic Computer Science algorithms, for instance the Bubble sort algorithm. We look at the algorithms in various different ways and finally code them up.
HTML is next on the agenda and allows for those with more graphically creative minds to impress us.
Finally we complete a more academic topic on the subject of networks. We find out how everything from small home networks to the World Wide Web operate.

Design Technology/Food Science & Nutrition

As in year 7, all pupils in year 8 will spend approximately 2/3 of the year studying D&T and the remaining 1/3 studying Food & Nutrition. Whilst studying D&T, pupils will continue to learn about design & engineering principles, material theory, presentation techniques and prototype production which were started in the previous year. These skills will be developed through 2 projects which are both developed to mimic the way in which design occurs in the 'real' world. Pupils will analyse information, develop design proposals, investigate consumer relationships and produce a high-quality, working prototype. This format also reflects that which will be required should the pupils choose to study D&T at GCSE or A-level.

In year 8 we will focus on the use of CAD & CAM through the design and manufacture of a 3D printed pen drive; designed using industry standard software. Once complete we will move on to the study of mechanisms, levers and systems before putting this to use in the production of a levered USB desk light. They will bring their product home after it has been marked at the end of the project. After the completion of these projects pupils will sit a short exam to gauge understanding; this replaces the summer exam in this subject.

During year 8 all pupils will need to decide whether they are going to continue studying D&T into year 9. This option will be made in January and calls for the pupils to decide between D&T or Latin due to these subjects being timetabled simultaneously in year 9.

Year 8 Food Technology

Moving on from Year 7 basic skills and 'family midweek meals' all pupils in year 8 work on a module that builds on their subject knowledge and technical and practical skills. Pupils plan and prepare a range of 'multicultural meals for the school canteen.' They start to acquire a broader range of subject knowledge through practicals and draw on other curriculum areas such as Science, Geography and Religion. Through investigation and research, they learn the factors that affect food choice and begin to understand how food, diet and nutrition have an impact on their daily life and the wider world. Pupils are taught crucial life skills, to understand source and seasonality and to use a wide range of ingredients from around the world:

- North African
- Thai
- French
- Mexican
- Indian

Pupils are taught the principles of nutrition and healthy eating through practical lessons, which also instil a sense of fun, creativity and a love of food, cooking and, of course, eating.

English

Year 8 English lessons are split into three literary topics throughout the year: Term 1 is 'Shakespeare', with a focus on tragedy/history plays; Term 2 is 'Pre-1914 Novel or Short Stories'; and Term 3 is 'Modern Poetry'. During each term, the pupils will also study a different format of writing alongside studying their literature texts. The focus of Term 1 is 'Article Writing', Term 2 focuses on 'Review Writing' and in Term 3 we look at 'Report Writing'.

To help pupils anchor their understanding of basic reading and writing skills we teach and revisit set SPaG focuses, persuasive writing techniques and reading exam question types through Key Stage 3. The specifics of these can be found on an overview sheet in pupils' books.

You should also find a grid in pupils' books which explains the criteria used to come to a judgement about pupils' attainment. For all reading assessments, books will be marked using grades 9-1. However, to enable pupils to focus on SPaG skills separately, particularly the need for careful proof-reading, we have created a stand-alone SPaG marking grid, too. On lengthier pieces of writing focused assessment, therefore, pupils should expect to receive a grade 9-1 for the content and organisation of their work as well as a grade A-D for their SPaG. Consulting these marking grids will help your child to see what they've achieved and how they can improve their performance inthe future.

Pupils in Year 8 also have one library lesson a week. They follow the Accelerated Reader scheme where their reading age is assessed at the beginning of the term and then a points target set. Pupils are expected to read for 20-30 minutes per night. They can then complete quizzes on the books they've finished. If pupils develop regular reading habits, they will reach their target at the end of the term. If pupils seem to be falling behind, they may be put into lunchtime sessions to catch up on their reading. Your child should be able to tell you about their reading age and their target as well as their progress towards it. They can log on to the Accelerated Reader site from home through the VLE to check their progress and complete quizzes out of school. They will also be discussing their reading with their teacher in these lessons too.

In addition to the whole school rewards available to your son, there are English Book Worm blazer badges in bronze, silver and gold that pupils can earn credits towards as the year progresses. Your son's English teacher and his form tutor have more information on this and his teacher can update him on his progress as the year goes on.

French

There are three main topics in French in Y8:
- holidays
- school
- the French region of Normandy

Within each topic, boys will learn how to describe people and places, give opinions about places they have been and things they have done, the subjects they like, and describe historical events. By the end of the year they will be able to use past, present and future time frames.
Boys in Y8 will be able to take part in a translation competition and can choose to go on a residential trip to Normandy at the end of the summer term.

Geography

In year 8, in the Michaelmas term, we examine plate tectonics with the geographical enquiry: Welcome to Quake City, New Zealand. With a clear focus on place, we then then examine why do most Australians live on the edge? Here historical geography informs the present. In the Lent term, we explore what some have called the "migration crisis" focusing on the UK. What should our response be? We then examine flooding and flood management in the UK. To develop our understanding of this we take pupils on a fieldtrip to the river Wyre. In the summer term we learn about the geography of conflict and particularly, the Russia-Ukraine conflict.

German

Following on from the carousel, Year 8 German aims to develop language skills and cultural knowledge. Michaelmas term looks at family members, pets and personal descriptions and we create our own Mr Men character and first page of a book. We move on to food, drink and meal times where we consider differences in German eating habits and we set up our own German Christmas market to try out the language in a real setting. In the Lent term we study the topic of school and look at school life in Germany and even write our own school report! Following on from school we look at the topic of holidays and travel, producing our own '24 hours in…' vlog! The final term we look at holidays, weather and the German Bundesländer to develop geographical and cultural knowledge. Our focus is building on the language skills and grammar introduced in Year 7 and widening cultural knowledge through a range of engaging strategies.

History

Year 8 - 1500-1900

The following key questions are covered:

What's so special about the Tudors? Why did the ideas of Martin Luther go viral? How did people react to the roller coaster ride of the English reformation? Who was the Greatest superpower of the C16th? (Mughals). What can Lucy Hay tell us about life during the English Civil war? Why did Parliament win the 1st Civil War? How significant was the execution of CH1? How united was the United Kingdom in 1745? "To what extent are the wood panels of Lancaster stained with the blood of slavery?" (CD) Slums, smog and sewers (or summing it all up).

Core topics include:

Rulers and ruled: Richard III Henry7->Elizabeth Did Henry VII stand up to his public image? Reformation in Europe and England. Causes of Civil War. Events. Historical interpretations.

Slavery: What can Olaudah Equiano tell us about the slave trade? Zong. Empire, Ind Rev, map/source led walking investigation of Lancaster. 1745 – 1901 overview.

Latin

We follow Cornelius and his family as they travel to Rome and have various adventures on the way in order to learn the Latin language using our own LRGS Latin course. By the end of the year, the boys have been taught three tenses (present, imperfect and perfect) and have met all the cases (nominative, accusative, genitive, dative and ablative). Alongside the language, we learn about Roman slavery, travel, clothing, houses etc. Every two years there is a trip to Greece, Rome or Sicily.

Mathematics

Pupils continue to develop their algebraic thinking and use formal mathematical writing.

One of the key topics covered throughout Year 8 is proportional reasoning. Pupils look at ratio and scale, direct proportions and similarity in shapes. They then turn to different representations: they apply their knowledge of linear sequences to the study of linear graphs, then to statistical representations.

Pupils also develop their algebraic thinking, discovering more complex algebraic structures, including factorisation, inequalities, indices rules and quadratic expressions.

Throughout Year 8, their number skills are revisited, with emphasis on fractions, percentages and standard form calculations and error intervals.

Geometry revisits areas of shapes and angles in parallel lines. It extends to angles in polygons, and more complex area calculations, including circles. Statistical measures are also covered.

Music

In year 8 our intention is to examine the context and construction of music. We build on the foundations of all Year 7 work outlined above, continuing and extending these skills through the following themes in our work:

- Identifying different genres and styles of music and where they may have come from; the conditions that fostered their beginnings and the cultures that make up today's modern music.
- Recognising and being able to use different structures in music.
- Identifying musical clichés and typical sound worlds in music with particular reference to music in the media.
- Becoming more confident in performance using a wider range of instruments (when guidance allows).
- Using Ableton Push units with Ableton Live to encourage live music making and composition through improvisation.

Physical Education

Cross Country – pupils improve cardiovascular fitness whilst gaining a greater understanding of pacing, varying course terrain and running technique.

Badminton - pupils develop an understanding of the rules and regulations, whilst developing core skills of service, clears and drop shots.

Football – pupils develop and apply core skills in competitive situations, whilst understanding rules and regulations.

Basketball - pupils have the opportunity to explore key core skills, namely dribbling, passing and shooting. Pupils will be able to self-officiate and understand key rules and regulations.

Swimming - continued stroke development, whilst maintaining technique in competitive situations.

Athletics - Pupils review aspects of their own or peers' technique and use the information to become more technically proficient and strive to achieve personal bests.

Physics

We build on the knowledge, understanding and skills developed in Year 7. Wherever possible we back up the theory with demonstrations and class practical work. Topics include Electricity and Magnetism, Light and Sound and The Earth in Space. Skills are developed including using equations to explain answers, setting up and using equipment safely, taking accurate readings, plotting graphs, writing conclusions, researching information and explaining ideas concisely.

Religion, Ethics & Philosophy

We spend the first two terms of year 8 focusing on ultimate questions, such as 'does God exist?' 'is there a life after death?', 'do miracles happen?', 'why is there evil in the world?' and 'how do I become a moral person?'. Pupils will engage with the Socratic Method and develop their critical thinking and debating skills. In the final term we look at how religion is portrayed in the media, and consider what impact this has on public perception of religion, and if all religions are treated equally in society. Pupils participate in discussions in class, and will be expected to write longer, evaluation style questions for their assessments. We teach the subject from a non-denominational perspective and embrace all faiths and world views.

Spanish

Pupils will cover the topics of

- Myself, family and friends
- Free time and healthy lifestyles
- Home and local area.

During this year pupils will go over the basics of the language and will also cover the conditional and future tenses. They will be encouraged to use language as fluently and naturally as possible by the classroom routines that we use.

Values

In Year 8 Values lessons pupils recap the central principles of the Penn Resilience Programme which they completed in Year 7. These early recap sessions focus on optimistic and pessimistic thinking and keeping things in perspective. From there pupils consider what makes safe and stable relationships including the role of peer pressure. Lessons consider general life situations and also online behaviour which becomes more focused in the 'Earn Your License' module where pupils think about how to use technology wisely and the terms, conditions and laws of social media use. The final units of the year focus on personal health including caring for the body, drug and alcohol misuse and promoting positive mental health.

Year 9 Curriculum Offer

Ancient Greek

Half the time is spent learning the language. By the end of the year, we have tackled all six tenses (present, future, imperfect, aorist, perfect and pluperfect) and all the cases (nominative, accusative, genitive and dative). As important is the time spent reading some of the greatest works of classical literature in translation. We read extracts from Homer's Odyssey and the whole of Sophocles' Oedipus Tyrannos. This leads us nicely to our annual trip down to London to visit the British Museum and watch a Greek play in English. The course is varied and wide-ranging, making it ideal both for those boys wishing to take the subject at GCSE and those who just which to spend a year exploring the Ancient Greek world.

Art & Photography

Pupils in year 9 undertake 2 blocks of Art within the Expressive Arts Curriculum. In the first block pupils will take part in 4 mini workshops, 1 each week; they will focus on a particular artist and then create their own work inspired by that artist. The focus of these sessions is to not only build upon their practical skills but to also encourage the pupils to work in a different way, and to really think about what the artist is trying to say through their work.

In the second block pupils will take part in a lino print workshop which focuses on identity and symbolism. This requires drawing, designing, transferring of images, cutting, and layering skills. Pupils will be expected to create a confident piece that considers composition carefully but also thoughtful use of colour as the piece is created using layering.

Year 9 Expressive Arts: Photography

Part 1: Surreal Juxtapositions

Informed by the Surrealist movement pupils consider the effect an irrational juxtaposition of imagery can have. The intention is for them to learn how to develop creative ways of combining images. There are drawn and paper based collage tasks which are designed to encourage pupils to take creative risks and try out ideas. This leads to digital outcomes using Photoshop where pupils learn the skills necessary to select, combine and manipulate images.

Part 2: Surreal Animations

Moving on from the basic skills learned in part 1, pupils further develop their Photoshop skills to animate their surreal juxtapositions. In addition, pupils also learn a theoretical understanding of the workings of a DSLR camera, including elements of the exposure triangle and the effect aperture and shutter speed have on image making.

Biology

In Year 9, all pupils start the AQA single science GCSE course in Biology. Full details can be found by using the following: www.aqa.org.uk/subjects/science/gcse/biology-8461

Within the specification, the pupils will learn 7 different units over the GCSE course, culminating in two external exams at the end of Year 11.

The first two GCSE modules of work are completed in Year 9. These include:

Unit 1: Cells are the basic unit of all forms of life. In this section we explore how structural differences between types of cells enables them to perform specific functions within the organism. These differences in cells are controlled by genes in the nucleus. For an organism to grow, cells must divide by mitosis producing two new identical cells. If cells are isolated at an early stage of growth before they have become too specialised, they can retain their ability to grow into a range of different types of cells. This phenomenon has led to the development of stem cell technology. This is a new branch of medicine that allows doctors to repair damaged organs by growing new tissue from stem cells.

Unit 2: Organisation: In this section we will learn about the human digestive system which provides the body with nutrients and the respiratory system that provides it with oxygen and removes carbon dioxide. In each case they provide dissolved materials that need to be moved quickly around the body in the blood by the circulatory system. Damage to any of these systems can be debilitating if not fatal. Although there has been huge progress in surgical techniques, especially with regard to coronary heart disease, many interventions would not be necessary if individuals reduced their risks through improved diet and lifestyle. We will also learn how the plant's transport system is dependent on environmental conditions to ensure that leaf cells are provided with the water and carbon dioxide that they need for photosynthesis.

Chemistry

This year builds on the fundamentals established in Years 7 & 8, adding detail and introducing more calculations. The work covered begins preparation for GCSE and allows pupils to get a feel for how the subject will progress towards that qualification. They should begin to understand the importance of precision and accuracy in their use of chemical language, alongside developing competence and fluency in a range of calculations.

Solids, liquids & gases – revisits the three states of matter, the particle model and changes of state. Atomic structure – development of the modern atomic model, introduction to protons, neutrons & electrons and how they are arranged within atoms.
Atoms and the mole – introduction to the mole concept, equations and chemical reactions, percentage yield.
Reversible reactions – brings in the idea that the products of the reaction can react to produce the original reactants.
Bonding & structure – three types of strong chemical bonds: ionic, covalent and metallic - which join atoms to each other, exploration of the different types of chemical structure that can arise through bonding, different properties that result due to bonding and structure, nanoscience.
Air & water – air and the atmosphere, oxidation, greenhouse gases and climate change, potable water, corrosion.
The periodic table – development of the modern periodic table, metals & non-metals, the noble gases - group 0, the alkali metals – group 1, the halogens – group 7, the transition elements.

Computer Science

In this year we have a heavy focus on programming in preparation for the GCSE syllabus. First of all we undertake the Intermediate Python Programming Course which makes use of some classics like Turtle. We then investigate some computer hardware by stripping down a PC. But this does not answer the question: but what happens in the process? For this we use an animated process to learn some basic assembly language.

We finish year 9 with some games design using Python and in some cases Pygame.

Design Technology/Food Science & Nutrition

For those who opt to study D&T in year 9 the time split mirrors the previous two years by allowing the pupils to spend 2/3 of the year in D&T and the final 1/3 in Food & Nutrition. Year 9 builds on the skills developed through years 8&9 and allows the pupils to really express their creativity and innovation. Pupils will be presented with an open-ended design challenge in year 9; this has been developed to build the skills necessary to undertake the coursework (NEA) element of the GCSE course which many will opt to study in years 10 & 11. The project will give opportunity to investigate a problem of the pupils' own choice, research information to aid in its solution and design and develop a product that uses electronics alongside any modern and traditional manufacturing methods available in our well-stocked facilities.
The content and format of the project in year 9 is excellent preparation for further study at GCSE and the theoretical engineering principles underpinning it are part of the required learning on the GCSE specification. Just as with previous years, pupils will bring their product home after it has been marked at the end of the project. After the completion of their project, pupils will sit a short exam to gauge understanding; this replaces the summer exam in this subject.

Year 9 Food Technology

After mastering the basics of Year 7 and Year 8, pupils in year 9 move to the final module, Master Chef. Most pupils are competent and confident in the kitchen and the focus turns to fine-tuning the technical skills, definitions and terminology they need for GCSE.

Pupils plan and prepare a range of hot savoury main courses and hot and cold desserts. They should be becoming competent in a range of cooking and finishing techniques and prepare more advanced, skilful dishes fit for a Hero. There is a competitive element to the module and pupils cook against each other in front of a panel of judges under pressure. Pupils must be eloquent and be able to express themselves using high level literacy skills.

Pupils are taught the principles of food science, nutrition and provenance through practical lessons which also instil a sense of fun, creativity and a love of food, cooking and, of course, eating.

- Sticky Toffee Pudding
- Cheesecake
- Bread and Putter Pudding
- Meat, poultry and fish dishes

Drama

The year 9 curriculum for Drama is part of the Expressive Arts Carousel. Pupils study core ideas and techniques that are pertinent for GCSE for approximately five weeks; their time in Drama is essentially a 'foundation course' for GCSE' and is structured as follows:

- The importance of warm ups
- Improvisation skills
- An introduction to creating characters in the style of naturalism
- Developing vocal and physical skills
- Studying and performing texts including looking at language, non -verbal communication and two different theatrical genres
- Scriptwriting
- Performance skills

English

Year 9 English lessons are split into three literary topics throughout the year: Term 1 is 'World Literature', Term 2 is 'Modern Drama'; and Term 3 is 'War Poetry'. During each term the pupils will also recap the 7 writing formats that they studied in Years 7 and 8: Term 1 Anecdotal Narratives and Reviews, Term 2 Speeches and Reports and Term 3 Formal and Informal Letters and Articles. Having covered all of these writing types at least twice across Key Stage 3 means they're fully aware of them in preparation for the GCSE Language course they'll begin in Year 10.

In a similar fashion, we also revisit set SPaG focuses, persuasive writing techniques and reading exam question types that pupils have been exposed to in Years 7 and 8. The specifics of these can be found on an overview sheet in pupils' books.

You should also find a grid in pupils' books which explains the criteria used to come to a judgement about pupils' attainment. For all reading assessments, books will be marked using grades 9-1. However, to enable pupils to focus on SPaG skills separately, particularly the need for careful proof-reading, we have created a stand-alone SPaG marking grid, too. On lengthier pieces of writing focused assessment, therefore, pupils should expect to receive a grade 9-1 for the content and organisation of their work as well as a grade A-D for their SPaG. Consulting these marking grids will help your child to see what they've achieved and how they can improve their performance inthe future.

Year 9 continue to have one library lesson a week. This year, instead of following the Accelerated Reader scheme, our focus is on moving them on to more advanced reading material that's not necessarily aimed at a child audience. We have created a 'Decathlon Challenge' for pupils to complete across the year, where they must read some good quality fiction from across 10 different categories including books recommended by their teacher, literary non-fiction, books shortlisted for respected awards and fantasy/sci-fi, amongst many others. After reading each book, pupils complete a review worksheet and spend time recommending books they enjoyed to their classmates. They will also be discussing their reading with their teacher in these lessons.

In addition to the whole school rewards available to your son, there are also numerous opportunities for pupils to work towards their creative arts tie throughout year 9.

French

In Y9 boys study three main topics:

- leisure and free-time
- healthy living
- house, home and local area

They will consolidate their understanding of using three time frames within all three contexts and be able to talk about what they do in their leisure time, discuss how to stay fit and healthy, and describe where they live and what there is in their local area. They will also learn key skills in readiness for GCSE, like describing a picture, writing extended paragraphs and translation.

Geography

We start the Michaelmas term exploring why we need to study geography if we are to thrive and survive on planet earth! Geographical Enquiry: What is the greatest challenge facing our planet? We then examine issues in the oceans: Is our use of ocean resources sustainable? Our year 9 fieldtrip takes us to Heysham and links in with this topic. Our third theme for the term considers how we, in the UK, use someone else's water. This picks up on globalisation and global connections. In the Lent term we choose a theme that is part of the AQA GCSE Geography course: The Development Gap. This then leads on to examine the country of Nigeria: an examination of how rapid economic development leads to significant social, environmental and cultural change. In the summer term we explore the rainforests of Borneo.

German

The Year 9 curriculum builds on the language and culture from Year 8. In the Michaelmas term we look at hobbies, TV, films and media and end the unit with a film review on a German film we have watched. We develop the complexity of the language through more advanced grammatical features and build on the tense work covered previously in preparation for GCSE. In the Lent term our focus is on German culture as we look at describing and discussing the German states, German towns, German national anthem and look at German music, art, stories and poetry. Our focus is building the linguistic competencies to equip pupils for the GCSE course and widening their cultural knowledge through a range of strategies and resources.

History

Year 9 - 1900-recent.

The following key questions are covered:

Power to the people? How Democratic was Britain by 1928? What's the best way to achieve change? Did the World sleep walk into WW1? Lions led by Donkeys? How do we measure the impact of WW1? Holocaust; A straight or twisted path? Parallel Histories debates: Should the British government be praised or blamed for the Balfour declaration? Nakba: Should Jewish armed forces be blamed for the forced dispossession of half the Arab population in 1948? Should the British Empire be a source of national pride? Did the British Empire 'jump' or was it pushed? Why did WW2 create a new World Order? How Hot was the Cold War?

Lessons from History; what can we learn from the study of the Vietnam War? Was religion the cause of the 9/11 attacks?

Core Topics include:

Investigation into extension of Franchise from 1780's to 1928. Overview/short case studies/debate. Revolution or revolt? War?

Moral Outrage? Peaceful protest/constitutional means? Terrorism?

Law? Technological innovation? Depth study into causes. Course of WW1; National archives source based investigation/debate. Local/National/International investigation into continuity and change to the 30's. Overview of causes/course of WW2. Concentrating on causes of Holocaust so to avoid overlap with RE. Overview of Middle East workshops then Parallel histories debates.

Inter schools and inter form debate led by L6th. Visiting speakers/debates exploring both sides in lead up. Parallel Histories approach. Investigation into change/decline over time

Significance/consequences. Legacy of WW2/Space Race/Arms Race/Crises. Vietnam:

Opportunity for guided independent investigation.

Latin

Continuing to follow the Cornelius family, we arrive in Rome, allowing us to explore the city buildings, entertainment and aqueducts alongside the language. Grammatically, we introduce the future and pluperfect tenses, discuss adjectival agreement and embark upon passive verbs in all the tenses. The methodical and logical nature of the language becomes much more apparent and the boys see clearly what they need to learn to be successful in the subject. There is a set vocabulary list. Every two years there is a trip to Greece, Rome or Sicily. We often take the boys to see Hadrian's Wall in September.

Mathematics

In Year 9, pupils start to face more challenging topics. They deepen their algebraic thinking and learn to use lengthier mathematical reasoning.

In algebra, two major topics are covered: solving more complex equations and inequalities, and quadratic expressions. Pupils learn to factorise quadratic expressions and discover them in the context of sequences.

Proportional reasoning includes indirect proportion, compound measures, including the relationship between different units. Geometry revisits constructions and circles, introducing arcs, sectors and trigonometry. More graphical representations are explored with quadratic and cubic graphs, as well as statistical representations.

Music

In year 9 music is delivered on a 4/5-week carousel.

Boys are encouraged to work as independently as possible in small collectives/pairs or individually to produce creative compositions and performances. As group work has been limited during the pandemic, we are focusing on practical work and the logistics of creating performances and compositions with others as would be evident in the musical workplace.

Physical Education

Orienteering - pupils will develop the fundamental skills of Orienteering such as map reading, navigation and decision making whilst on the move around various terrains.

Handball - pupils will have the opportunity to explore key core skills, namely dribbling, passing and shooting. Pupils will be able to self-officiate and understand key rules and regulations.

Components of fitness - pupils will have the opportunity to learn about each component of fitness, whilst testing and understanding how they can improve each component; linking with GCSE P.E.

Water polo - pupils will develop their knowledge and understanding of the basic rules and regulations needed to be successful in water polo. Pupils will work on improving the quality of their leg kick, catch, throw and shooting technique.

Basketball - pupils will revisit core skills and apply in competitive situations. Pupils will explore how best to use these skills in order to outwit opponents effectively.

Swimming - pupils will have the opportunity to further develop water confidence and will be introduced to butterfly and look at lifesaving techniques.

Athletics - pupils will be able to review their own technique, identifying strengths and weaknesses in order to achieve their own personal bests in relation to speed, height and distance.

Physics

During the year we cover about a third of the Edexcel GCSE Physics course. Pupils are encouraged to think more deeply and give answers which are thoughtful and backed up by evidence. The topics we cover include Heat and Energy, Energy Resources, Radioactivity, Density, Pressure and the Behaviour of Gases. There is plenty of practical work to help understand the theory more deeply and to develop important practical skills.

Religion, Ethics & Philosophy

In year 9 we embrace the GCSE style of assessment to a greater extent, looking at ethical dilemmas and religious responses. We look at a whole variety of different issues, including the Holocaust, which culminates in a talk with a holocaust survivor, the broad topic of Human Rights, including prejudice and discrimination, use of torture, the death penalty and the work of Amnesty International. After Christmas we focus on ethical issues surrounding warfare, and consider if war is ever justified, whether it is ethical to use chemical weapons, terrorism and pacifism. We finish the year with a brief look at Buddhism, as preparation for the GCSE course.

Spanish

Pupils will cover the topics of...

- Home and local area
- Latinoamérica (learning about Latin American culture and using it to complete a project about a given country)
- De vacaciones (discussing holidays and learning useful language for travelling in the Spanish-speaking world)

During this year pupils will look into Spanish grammar in more depth and look at the past tenses as well as revising the future tenses. They will start to write and translate more in length and look at more pieces of Spanish literature. Classroom routines will continue to encourage spoken language during the lesson.

Values

In Year 9 Values lessons pupils begin by considering a vision of what they want to achieve and looking at the psychology of effort. They think about how communities work, the shared values the school has and how empathy works in getting help and helping others. Following this, pupils recap the principles of the Penn Resilience Programme with a focus on relationships and the key beliefs they have about themselves and others. Later in the year pupils again focus on personal health including lessons on healthy eating; eating disorders; alcohol and substance misuse; relationship and sex education.