

Year 9 Subject Information

Subject	Art and Design including Photography
Main Topics and Skills Covered During Year 9	<p>Portrait Drawing Assessment Covers drawing skills and the Art Elements; shape, form, line, tone, texture and composition leading to an observational drawing outcome based on students role models. Analysis of the elements that make a good drawing and successful composition.</p> <p>Photography Students will learn how to handle a digital SLR camera by controlling shutter speed and ISO to ensure blur free images. More able students will review their images and reshoot using exposure compensation to control the amount of detail in highlights and shadows. Students have the opportunity to learn about basic adjustments such as cropping, optimisation and sharpening using Photoshop elements. Consideration will be given to composition and lighting when photographing models. Photographic work may form the basis of tonal drawings in the portrait topic.</p> <p>Dragon Project Drawing with mixed media, collage work and clay modelling based on both Chinese and Western Artists. The art language/artist analysis/evaluating own and work of others is covered in this project.</p> <p>Illustration Project Drawing, photography, printing and mixed media work based on the figure. Students will research a range of Illustrators including Tim Burton and Quentin Blake. Awareness of typography and language devices will be developed in the illustration of students' creative outcomes.</p>
How are students grouped?	Students are taught in mixed ability classes. Students will have opted to study Art and Design as either a minor or major hence they will have either one or two periods a week.
Home Learning	<p>(Please refer to the KS3 Art Department Home Learning Timetable for more details on Moodle.)</p> <p>One formal set Home Learning differentiated task will be set once every half term with small collecting homework tasks given as required. (Home Learning tasks may include collecting materials, finding relevant Artists/adverts/learning about the colour wheel etc). Formal Home Learning tasks will focus on drawing and Artist analysis.</p> <p>KS3 Students are encouraged to join us in Art 2 after school on a Monday; 3.20 pm till 4.20 pm.</p> <p>This is an opportunity for students to complete Home Learning or extend class work.</p> <p>Resources will also be added to the Art department twitter (@ArtTrinityCA1) eg visual examples of inspire Year 9. We do also at times share good examples of students work.</p> <p>Information regarding Home Learning will be found on Moodle: https://vle.trinity.cumbria.sch.uk/</p>
<p>Main Knowledge, Understanding and Skills to Develop</p> <p>Literacy</p> <p>SMSC</p>	<p>Understanding the art elements: Line, Tone, Texture, Pattern, Colour, Shape and Form. To analyse artists' use of media, art elements, ideas and intentions To write about their own work and that of others, analysing and evaluating key words. To improve and extend a range of practical skills including: drawing, painting, printmaking, 2D relief work, collage, colour mixing, and photography. To make progress based on peer assessment and next step feedback provided by your Art teacher. Students are taught to use materials and equipment safely.</p> <p>To learn the key words appropriate for our subject. Students will refer to our Department Literacy Mat which will be referred to in student's sketchbooks and online on Moodle.</p> <p>We promote spiritual, moral, social and cultural development in our subject by exploring different Artists and Cultures interpretations of life experiences and events. Students explore how Art works reflect different moral attitudes/beliefs and explore their own feelings and responses to those artworks. Portraiture encourages students to explore their own identity and how that might differ in other cultures.</p> <p>We develop team skills and respect for the learning environment, resources, and peers and teaching staff alike.</p> <p>Students work together to evaluate and review each other's work; helping each other to succeed. We encouraging students to explore and contrast different beliefs and ways of living in Britain and abroad. Students develop aesthetic and critical awareness of art work from around the world. We also encourage students to enter competitions both locally, nationally and internationally.</p>

Year 9 Subject Information

Subject	Design and Technology - Cooking and Nutrition
Main Topics Covered During Year 9	<p>Through a range of design and make tasks the following topics are covered:</p> <p>Factors that Effect Food Choice and Life Stages. Staple Foods, Rice and Potatoes. Healthy Options - Developing recipes to meet the 'five a day' and 'eat well plate'. Foods from around the world. Pastry making - Decorative Finishes/Standard Components. Bread - Shapes/Types. Raising Agents. Christmas Cookery and 'Trinity Bake-Off'.</p> <p>Practical work is assessed using the department assessment criteria.</p>
How are Students Grouped?	Mixed ability option groups.
Home Learning Plans	<p>There will be a series of Home Learning tasks that will support ongoing project work during the year.</p> <p>This work will form part of students' assessment and will be used to determine the progress that they are making.</p> <p>Later in the year there will be a Year 9 Design and Technology examination which will be required to prepare for.</p>
Main Knowledge, Understanding and Skills to Develop	<p>Have a broad understanding of the main topics covered.</p> <p>Know how to develop recipes to meet specific criteria.</p> <p>Carry out relevant research and use this to design a range of original products.</p> <p>Be able to work safely and independently and develop a range of practical skills.</p>

Year 9 Subject Information

Subject	Design and Technology - Product Design
Main Topics Covered During Year 9	<p>During this year students work on a series of design and workshop assignments to help develop their Design and Technology capability. The projects and assignments have been developed to challenge students to work at a higher level than Year 8.</p> <p>MP3 Docking Station This is a design and make project that builds on the students work in the 'Hold It' project of Year 8. They will learn about and assemble an amplifier PCB and then develop, model and make a docking station product to utilise this circuit.</p> <p>G Cramp Project Students will fully experience working in a metal workshop to manufacture a G Cramp. They will use a range of machines and processes.</p> <p>2D and 3D CAD/Graphics Students will experience using a variety of CAD packages in order to improve their communication and skills. They will develop a graphics product too.</p>
How Are Students Grouped?	<p>Mixed ability option groups.</p>
Home Learning Plans	<p>There will be a series of Home Learning tasks that will support ongoing project work during the year. This work will form part of students' assessment and will be used to determine the progress that they are making.</p> <p>Trinity Moodle VLE - Available on the school website. There is supportive advice and content for each design assignment. Students should access this when working through assignments. On this site a student version of 2D Design can be downloaded, this is the CAD/CAM software which is used by all year groups. Simply follow the on-line instructions - make sure that the program and licence files are downloaded.</p> <p>www.technologystudent.com is a useful and student friendly site which is interactive.</p>
Main Knowledge, Understanding and Skills to Develop	<p>Select relevant research material and justify its relevance and how it will help with creating ideas. Be able to analyse a design and explain advantages and disadvantages. Produce design ideas which are relevant to a design specification based on a chosen client. Know how to develop ideas through modelling and using CAD software. Carry out accurate soldering of a PCB. Carry out a detailed evaluation of work that has been completed and suggest alternative designs.</p>

Year 9 Subject Information

Subject	Design and Technology - Textiles
Main Topics Covered During Year 9	<p>Students explore different surface decoration techniques including transfer printing, appliqué, stencil and block printing, hand and machine embroidery. They will explore the different stages of the design process eg analysis of the design brief, research, development and evaluation and sublimation prints.</p> <p>Students will then design and make a textile bag to show a range of decorative techniques and skills to a high standard focusing on sustainability of materials.</p> <p>Independent Projects Students will then be able to apply all their skills to design and make products of their choice. They will be totally independent and set their own objectives and outcomes.</p>
How are Students Grouped?	<p>Students are mixed ability and would have chosen textiles at the end of Year 8 to continue into Year 9.</p> <p>Assessed work sheets are differentiated along with challenge criteria.</p>
Home Learning Plans	<p>Students are required to carry out individual research on the topic.</p> <p>Feedback is given through peer/self and teacher assessment.</p> <p>Formal teacher assessment of the completed container and supporting portfolio which contributes to the overall level that students will be awarded for Design Technology KST3.</p> <p>A final written test is also completed and used to inform the final grade.</p>
Main Knowledge, Understanding and Skills to Develop	<p>Have a broad understanding of fibres and fabrics, construction and decorative techniques. Research and evaluation skills.</p> <p>Ability to take design ideas through the design process.</p> <p>Be able to work safely and independently in an organised manner to design and make an original, functional product.</p> <p>Use research and exploration, such as the study of different culture to identify and understand user needs.</p> <p>Use a variety of approaches to generate creative ideas and avoid stereotypical responses.</p> <p>Develop and communicate design ideas using annotated sketches, detailed plans, modelling and oral and digital presentations and computer based tools.</p> <p>Understand developments in design and technology, its impacts on individuals, society and the environment.</p> <p>To develop independent learning skills.</p>

Year 8 Subject Information

Subject	English
<p>Main Topics Covered During Year 9</p>	<p>Across Key Stage 3 students will study the history of English Literature chronologically. The Year 9 course focuses on the development of English Literature from Victorian literature (with a special focus on Dickens), through twentieth century literature (such as war poetry) to modern literature written in English from across the world. All classes will cover the following:</p> <p>Reading Poetry - from Wilfred Owen up to Carol Ann Duffy and contemporary poets, drama texts, and a variety of prose and non-fiction units will be covered throughout the year - from Victorian non-fiction to contemporary fiction.</p> <p>Writing A range of writing units will be taught across the year - with particular focus on producing extended pieces of writing, planning whole texts, advanced uses of punctuation, ambitious vocabulary and paragraphing for meaning.</p>
<p>How are Students Grouped?</p>	<p>Students are grouped according to their Year 8 ability and progress at the start of the year. After baseline testing in writing and reading in Year 8, students are tracked according to the assessment objectives they will meet at KS4 (using the new GCSE criteria and assessment structure), and moved between groups, if necessary.</p> <p>Groups are reviewed at key points in the year based on students' progress.</p>
<p>Home Learning Plans</p>	<p>There are unit-specific homework tasks which are set by the class teacher on an individual basis, but these reflect the department's development of 'flipped learning'. Each week, students should also have shorter grammar, punctuation or spelling work to complete.</p>
<p>Main Knowledge, Understanding and Skills to Develop</p>	<p>English Language: Reading</p> <p>AO1 Identify and interpret explicit and implicit information and ideas select and synthesise evidence from different texts.</p> <p>AO2 Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views.</p> <p>AO3 Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts.</p> <p>AO4 Evaluate texts critically and support this with appropriate textual references.</p> <p>English Language: Writing</p> <p>AO5 Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.</p> <p>AO6 Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p> <p>English Literature The criteria for English Literature are very similar to the reading assessment objectives; AO1 and AO2 are very similar. AO3 is different, assessing students' ability to show understanding of the relationships between texts and the contexts in which they were written. AO4 is on written communication - so even when completing English Literature work students will need to have excellent language skills.</p>

Year 9 Subject Information

Subject	Geography
<p>Main Topics Covered During Year 9</p>	<p>Following our review of our Key Stage 3 plan the main topics to be covered are: Australia; Geography and Sport; Tourism and National Parks; Russia; Disasters; Coasts; Weather and Climate; India.</p> <p>In addition there will be regular map work practice and revision of our work on Atlas Skills from Years 7 and 8.</p>
<p>How are Students Grouped?</p>	<p>Students are streamed into four groups based on ability.</p>
<p>Home Learning Plans</p>	<p>We shall set fortnightly homework which will involve research to extend students geographical knowledge, and also to practice and improve literacy and presentation skills.</p>
<p>Main Knowledge, Understanding and Skills to Develop</p>	<p>In Year 9 we aim for our students to have an increasingly wide knowledge of locations across continents, what those areas have in common and how they may be different. We want to encourage our students to see how the world is increasingly connected and interdependent, but also how we live in a world where resources are not equitably distributed. We want our students to see that they are growing up in a period where they have critical choices to make about how we use the worlds resources.</p> <p>At the end of Year 9 we want to have made a big contribution towards the young people of Carlisle knowing about their city and their county, but also about people and places in many locations throughout the world.</p>
<p>Revision Guides and Websites</p>	<p>Find out about a charity which wants to bring clean water and so improve the health of people around the world by going to wateraid.gov.uk or find out how ten million people can get around London by clicking on tfl.gov.uk.</p> <p>Find out how countries compare and how countries have changed over time by going to gapminder.org</p>

Year 9 Subject Information

Subject	History
Main Topics Covered During Year 9	<p>The Black Peoples of the Americas.</p> <p>The Great War.</p> <p>The Inter War Years.</p> <p>The Second World War.</p> <p>The Cold War.</p> <p>Terrorism.</p>
How are Students Grouped?	In half populations, sets 1-4, based on performance in Year 8.
Home Learning Plans	As appropriate, but usually set once a week alternating written tasks with research or extra reading or revision. Sometimes a longer project will be set.
Main Knowledge, Understanding and Skills to Develop	<p>General Skills Recall of facts and application of knowledge. Communication Skills. Research.</p> <p>National Curriculum Strands: Sources Evaluation of evidence for utility and reliability.</p> <p>Causation Be able to explain why events happen in history.</p> <p>Change How and why things change in history.</p> <p>Interpretation How history can be viewed in different ways.</p>

Year 9 Subject Information

Subject	Mathematics
Main Topics Covered During Year 9	<p>Number Structure and Calculation. Fraction, Decimals and Percentages.</p> <p>Algebra Notation, Vocabulary and Manipulation. Graphs. Solving Equations and Inequalities. Sequences.</p> <p>Proportion Ratio. Proportion and Rates of Change.</p> <p>Geometry and Measures Properties and Constructions. Mensuration and Calculation. Vectors.</p> <p>Probability Recording and Applying Principles.</p> <p>Statistics Drawing, Analysing and Interpreting.</p>
How are Students Grouped?	Students are set into ten groups at the start of the year based on their performance in Years 7 and 8. They will work in these groups for three of the four hours of mathematics. The fourth hour will work on key skills with a different number of staff.
Home Learning Plans	Maths homework is set regularly by the class teacher. Pupils should expect to get a 30 minute homework at least once a fortnight. Maths is not part of the Home Learning timetable.

Year 9 Subject Information

Subject	MFL - French
Main Topics Covered During Year 9	Self and others, family, relationships, home and free time. Town, local area and the environment. School, jobs and future plans.
How are Students Grouped?	Students are grouped according to data received via summative and formative assessments on the four skill areas. Students are regularly assessed by the teacher and via departmental monitoring to ensure that they are in the correct set.
Home Learning Plans	<p>Students are given assignments on a regular basis via Doodle. They are also asked to learn new vocabulary/structures/tenses prior to the lesson as part of flipped learning homework.</p> <p>Learning of vocabulary on the current topic to establish spellings and accuracy over gender.</p> <p>Using a tutorial, you tube clip on line to extend grammar knowledge/vocabulary - flip learning.</p> <p>Extension homework activities could look like the following; Sentence manipulation, changing the tense, register, person, adjectives and gender.</p> <p>Red/yellow/green translation activities.</p> <p>Reading activity asking students to gist read, read for main points of detail to show good comprehension skills and use the model as a source of creating their own writing.</p> <p>Written task criteria - in 100 words write a paragraph about a particular area of study. Criteria given to students to ensure they know the success ingredients.</p> <p>Listening homework from various websites or the Active teach on the VLE. Answers checked in class.</p>
Main Knowledge, Understanding and Skills to Develop	<p>Pronunciation patterns.</p> <p>Dictionary skills and using it for the correct use of the word.</p> <p>Identifying their own targets and strengths through regular peer and self assessment opportunities.</p> <p>Improved understanding of the literacy terms in language and employment of these in discussion.</p> <p>Grammatical Accuracy (using different tenses).</p> <p>Translation techniques from the Target language into English and vice versa.</p> <p>Identify points of view.</p> <p>Listening to longer passages for main points of detail including opinions, reasons, justifications and tenses.</p> <p>Reading longer passages for main points of detail and being able to manipulate and replace the language.</p> <p>Recall of vocabulary and strategies for learning answers.</p> <p>Develop writing and speaking using a range of tenses, connectives, opinions, reasons and justifications.</p>

Year 9 Subject Information

Subject	MFL - Italian
Main Topics Covered During Year 9	Self and others, family, relationships, home and free time. Town, local area and the environment. School, jobs and future plans.
How are Students Grouped?	Students are grouped according to data received via summative and formative assessments on the four skill areas. Students are regularly assessed by the teacher and via departmental monitoring to ensure that they are in the correct set.
Home Learning Plans	<p>Students are given assignments on a regular basis via Doodle. They are also asked to learn new vocabulary/structures/tenses prior to the lesson as part of flipped learning homework.</p> <p>Learning of vocabulary on the current topic to establish spellings and accuracy over gender.</p> <p>Using a tutorial, you tube clip on line to extend grammar knowledge/vocabulary - flip learning.</p> <p>Extension homework activities could look like the following: Sentence manipulation, changing the tense, register, person, adjectives and gender.</p> <p>Red/yellow/green translation activities.</p> <p>Reading activity asking students to gist read, read for main points of detail to show good comprehension skills and use the model as a source of creating their own writing.</p> <p>Written task criteria - in 100 words write a paragraph about a particular area of study. Criteria given to students to ensure they know the success ingredients.</p> <p>Listening homework from various websites or the Active teach on the VLE. Answers checked in class.</p>
Main Knowledge, Understanding and Skills to Develop	<p>Pronunciation patterns.</p> <p>Dictionary skills and using it for the correct use of the word.</p> <p>Identifying their own targets and strengths through regular peer and self assessment opportunities.</p> <p>Improved understanding of the literacy terms in language and employment of these in discussion.</p> <p>Grammatical Accuracy (using different tenses).</p> <p>Translation techniques from the Target language into English and vice versa.</p> <p>Identify points of view.</p> <p>Listening to longer passages for main points of detail including opinions, reasons, justifications and tenses.</p> <p>Reading longer passages for main points of detail and being able to manipulate and replace the language.</p> <p>Recall of vocabulary and strategies for learning answers.</p> <p>Develop writing and speaking using a range of tenses, connectives, opinions, reasons and justifications.</p>

Year 9 Music Information

Subject	Music
Main Topics Covered During Year 9	Whilst developing Composition, Performance and Appraising Skills students study set works from the GCSE syllabus including Music from the film Star Wars, the Musical Wicked and the Pop band Queen.
How are Students Grouped?	Streamed with Geography and History students have the opportunity to work with friendship groups and students of a similar ability and interest.
Home Learning Plans	Homework's are research and rehearsal based to compliment the work that happens in the classroom.
Main Knowledge, Understanding and Skills to Develop	<p>Music Theory Notation Reading.</p> <p>Instrumental Skills and Performance Keyboard - Melody and accompaniment. Guitar - Chords and strumming patterns. Singing - Expression and developing harmony lines.</p> <p>Composition Creating melodies and accompaniments.</p>
SMSC	<p>We promote spiritual, moral, social and cultural development in our subject by exploring context behind the set works.</p> <p>We also encourage students to join ensembles inside and outside school, see a wide range of music in concert. There is also the opportunity to enter festivals and competitions in Carlisle and Nationally.</p>

Year 9 Subject Information

Subject	PE
<p>Main Topics Covered During Year 9</p>	<p>Games activities: Rugby; Football; Basketball; Badminton ; Netball; Hockey; Swimming; Gymnastics; Athletics; Cricket; Rounders; Short Tennis; Tennis.</p>
<p>How are Students Grouped?</p>	<p>Ability groups based on assessment of work produced during Year 7 and Year 8.</p>
<p>Home Learning Plans</p>	<p>Homework is not set BUT we do expect students to: Develop skills/fitness outside of lessons where possible. Take up opportunities to join extra curricular clubs.</p>
<p>Main Knowledge, Understanding and Skills to Develop</p>	<p>Develop knowledge and understating of topics listed above through work in lessons, extra curricular activities, watching/reading. Develop the ability to work with others in group situations, giving help and advice.</p> <p>Pack kit the night before the lesson.</p> <p>Bring full/correct Trinity kit for all lessons.</p> <p>Give your best in all activities.</p> <p>Take advantage of opportunities on offer through extra curricular clubs, activities and teams.</p> <p>Remember Healthy Body = Healthy Mind Attitude and Effort = Achievement</p>

Year 9 Subject Information

Subject	Religious Studies - Eduqas GCSE (9-1)
Main Topics Covered During Year 9	<p>Students commence the Eduqas GCSE course in Year 9.</p> <p>Component 1 Religious, Philosophical and Ethical Studies in the Modern World Issues of Good and Evil. Issues of Life and Death.</p> <p>Component 2 Study of Christianity Worship. Pilgrimage.</p> <p>Component 3 Study of a World Faith Five Pillars. Festivals.</p>
How are Students Grouped?	<p>In Year 9 students are grouped into similar ability groups. There are four groups for each half year group.</p>
Home Learning Plans	<p>Home Learning either written or research tasks are set weekly. These will take the form of flipped learning allowing students to be prepared for the following lesson.</p>
Main Knowledge, Understanding and Skills to Develop	<p>Eduqas GCSE Religious Studies takes a distinctive issues based approach to the study of religious, philosophical and ethical studies in the modern world.</p> <p>The course will also enable learners to gain knowledge and understanding of two religions.</p> <p>AO1 Demonstrate knowledge and understanding of religion and belief*, including: Beliefs, practices and sources of authority; Influence on individuals, communities and societies; Similarities and differences within and/or between religions and beliefs.</p> <p>AO2 Analyse and evaluate aspects of religion and belief*, including their significance and influence.</p> <p>* The term 'belief' includes religious and non-religious beliefs.</p>

Year 9 Subject Information

Subject	Science
<p>Main Topics Covered During Year 9</p>	<p>Biology Topic Understanding Organisms - includes cells, tissues, organs and systems.</p> <p>Biology Topic Understanding the Environment - includes food webs, decay and adaptations.</p> <p>Chemistry Topic Particles - Includes elements, mixtures and compounds and their chemical reactions.</p> <p>Chemistry Topic Chemical Resources - Includes metals, rocks and their uses.</p> <p>Physics Topic Energy, Forces and Electricity - Includes the types energy and forces.</p> <p>Physics Topic Waves, nuclear and space - includes the electromagnetic spectrum, uses of radiation and theories about the origins of the universe and our solar system.</p>
<p>How are Students Grouped?</p>	<p>Students are banded into an upper and lower band, based on the end of topic tests sat in Year 8. Pupils will have three subject specialist teachers and will have one biology, chemistry and physics lesson each week.</p>
<p>Home Learning Plans</p>	<p>Students are set regular homework - this may be learning, research, reading or a written homework designed to consolidate or extend learning in class. Longer homework tasks may be set over number of weeks.</p>
<p>Main Knowledge, Understanding and Skills to Develop</p>	<p>Knowledge and understanding of key facts from topics listed above.</p> <p>Application of Knowledge.</p> <p>Evaluation of Experimental Technique.</p> <p>Analysis of Data.</p> <p>Maths Skills.</p>
<p>Revision Guides and Websites</p>	<p>BBC Bitesize Website.</p> <p>Doddle.</p>