

**Year 9 Subject Information**

<b>Subject</b>	<b>Art and Design Including Photography</b>
<p><b>Main Topics and Skills Covered During Year 9</b></p> <p><b>MINOR Classes</b> may not undertake the Illustration project.</p>	<p><b>Portrait Drawing Assessment</b> - Covers drawing skills and the Art Elements; shape, form, line, tone, texture and composition leading to a self-portrait observational drawing outcome. Analysis of the elements that make a good drawing.</p> <p><b>Lino Printing</b> - Students will design, cut and print a background that complements student's self-portrait and deals with student's individual identity and interests. Research and presentation skills will be taught.</p> <p><b>Photography</b> - 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><b>Dragon Project</b> - Drawing with mixed media, collage work and clay modelling based on both Chinese and Western Artists. Students may get the option of using Photoshop to help develop their work further. The art language/artist analysis/evaluating own and work of others is covered in this project. Students will also refine presentation skills in their A3 sketchbooks.</p> <p><b>Illustration Project</b> - Drawing and mono printing work based on literature students will be required to learn as part of GCSE English. Students will research a range of Illustrators including Tim Burton. Awareness of typography and language devices will be developed in the illustration of students' creative outcomes. Students Illustration work will be exhibited in the English Department.</p>
<b>How Are Students grouped?</b>	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.
<b>Home Learning</b>	<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. 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><b>Main Knowledge, Understanding and Skills to Develop</b></p> <p><b>Literacy</b></p> <p><b>SMSC</b></p>	<p>Understanding the art elements:</p> <ul style="list-style-type: none"> <li>• Line, Tone, Texture, Pattern, Colour, Shape and Form.</li> <li>• To analyse artists' use of media, art elements, ideas and intentions</li> <li>• To write about their own work and that of others, analysing and evaluating key words.</li> <li>• To improve and extend a range of practical skills including: drawing, painting, printmaking, 2D relief work, collage, colour mixing, and photography.</li> <li>• 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.</li> </ul> <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.</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.</p> <p>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

<b>Subject</b>	<b>Design and Technology - Product Design</b>
<b>Main Topics Covered During Year 9</b>	<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><b>Moodlight</b> – Design a mood-light for a client. The light should make use of a simple colour changing LED kit. The design of the light diffuser should be appropriate for the client’s taste.</p> <p><b>Clock</b> – To develop skills in practical work especially in terms of accurate marking out and the use of specialist tools. The Clock is a stand-alone product; the face is to be suitable for cutting using the laser cutter.</p> <p><b>Ball Bearing Game</b> – A project aimed at developing students’ knowledge of the department’s CAM Router. They will also be encouraged to design and make a piece of packaging for the product they have designed.</p>
<b>How Are Students Grouped?</b>	<p>Mixed ability option groups.</p>
<b>Home Learning Plans</b>	<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>A student version of 2D Design can be downloaded for free from the school website (students should ask their teacher about this) this is the CAD/CAM software which is used by all year groups.</p> <p><a href="http://www.technologystudent.com">www.technologystudent.com</a> is a useful and student friendly site which is interactive.</p>
<b>Main Knowledge, Understanding and Skills to Develop</b>	<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

<b>Subject</b>	<b>Design and Technology - Cooking and Nutrition</b>
<b>Main Topics Covered During Year 9</b>	<p>Trinity Bake Off; through Pastry, Bread, Cookie and Cake weeks students will develop competence in a range of practical skills. They will understand of the functions of ingredients and their working properties.</p> <p>Food Around the World; investigation of food cultures and traditions around the world. Recipes will be cooked from a wide range of countries including Mexico, India, China and America. An understanding of factors influencing our food choice and the nutritional needs throughout our life stages.</p> <p>Sainsbury 3* Award; a Sainsbury certificate is awarded to students on completion of the award. Researching their chosen healthy meals task from themes of nursery lunches, celebration dishes or school canteen, students will cook a range of high quality dishes.</p>
<b>How Are Students Grouped?</b>	Mixed ability Option groups.
<b>Home Learning Plans</b>	<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 Cooking and Nutrition examination which will be required to prepare for.</p>
<b>Main Knowledge, Understanding and Skills to Develop</b>	Have a broad understanding of the main topics covered. Know how to develop recipes to meet specific criteria. Carry out relevant research and use this to develop a range of original dishes. Nutritional analysis. Be able to work safely, hygienically and independently. Developing a range of practical skills.

## Year 9 Subject Information

<b>Subject</b>	<b>Design and Technology - Textiles</b>
<b>Main Topics Covered During Year 9</b>	<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><b>Independent Projects</b> 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>
<b>How Are Students Grouped?</b>	<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>
<b>Home Learning Plans</b>	<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>
<b>Main Knowledge, Understanding and Skills to Develop</b>	<p>Have a broad understanding of fibres and fabrics, construction and decorative techniques. Research and evaluation skills.</p> <p>Investigate classical and contemporary fashion designers. Link cultural themes to their design ideas and be sympathetic to social, religious, moral and social issues.</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 9 Subject Information

Subject	English
<p><b>Main Topics Covered During Year 9</b></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><b>Reading</b> Poetry - from important Cumbrian poets throughout history 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><b>Writing</b> 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><b>How Are Students Grouped?</b></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><b>Home Learning Plans</b></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><b>Main Knowledge, Understanding and Skills to Develop</b></p>	<p><b>English Language: Reading</b></p> <p><b>AO1</b> Identify and interpret explicit and implicit information and ideas select and synthesise evidence from different texts.</p> <p><b>AO2</b> 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><b>AO3</b> Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts.</p> <p><b>AO4</b> Evaluate texts critically and support this with appropriate textual references.</p> <p><b>English Language: Writing</b></p> <p><b>AO5</b> 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><b>AO6</b> Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p> <p><b>English Literature</b> The criteria for English Literature are very similar to the reading assessment objectives; <b>AO1</b> and <b>AO2</b> are very similar. <b>AO3</b> is different, assessing students' ability to show understanding of the relationships between texts and the contexts in which they were written. <b>AO4</b> 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><b>Main Topics Covered During Year 9</b></p>	<p>Following our review of our Key Stage 3 plan the main topics to be covered are:</p> <ul style="list-style-type: none"> <li>• Australia</li> <li>• Tourism and National Parks</li> <li>• Russia</li> <li>• Catastrophes</li> <li>• Coasts</li> <li>• Geography and Sport</li> <li>• Weather Hazards and Climate Change</li> </ul> <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><b>How Are Students Grouped?</b></p>	<p>Students are streamed into four groups based on ability.</p>
<p><b>Home Learning Plans</b></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><b>Main Knowledge, Understanding and Skills to Develop</b></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><b>Revision Guides and Websites</b></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 <a href="http://wateraid.gov.uk">wateraid.gov.uk</a> or find out how ten million people can get around London by clicking on <a href="http://tfl.gov.uk">tfl.gov.uk</a>.</p> <p>Find out how countries compare and how countries have changed over time by going to <a href="http://gapminder.org">gapminder.org</a></p>

## Year 9 Subject Information

<b>Subject</b>	<b>History</b>
<b>Main Topics Covered During Year 9</b>	The Black Peoples of the Americas. The Great War. The Inter War Years. The Second World War. The Cold War. Terrorism.
<b>How Are Students Grouped?</b>	In mixed ability groups.
<b>Home Learning Plans</b>	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.
<b>Main Knowledge, Understanding and Skills to Develop</b>	Communication Skills - Describing and explaining in paragraphs. Using Sources - Comprehension, comparison and evaluation of reliability. Causation - Why events happen in history. Change - What changes took place and who was affected. Interpretations - Understanding there are different views about history and how these views come about.

## Year 9 Subject Information

<b>Subject</b>	<b>Mathematics</b>
<b>Main Topics Covered During Year 9</b>	<p><b>Number</b> Structure and Calculation. Fraction, Decimals and Percentages.</p> <p><b>Algebra</b> Notation, Vocabulary and Manipulation. Graphs. Solving Equations and Inequalities. Sequences.</p> <p><b>Proportion</b> Ratio. Proportion and Rates of Change.</p> <p><b>Geometry</b> Properties and Constructions. Mensuration and Calculation. Vectors.</p> <p><b>Probability and Statistics</b> Recording and Applying Principles. Drawing, Analysing and Interpreting.</p> <p>Students begin to bridge the gap between Key Stage 3 and GCSE covering the fundamental material of the main units of the GCSE syllabus.</p>
<b>How are Students Grouped?</b>	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.
<b>Home Learning Plans</b>	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

<b>Subject</b>	<b>MFL - French</b>
<b>Main Topics Covered During Year 9</b>	<p>Self and others, family, relationships, home and free time.</p> <p>Town, local area and the environment.</p> <p>School, jobs and future plans.</p>
<b>How Are Students Grouped?</b>	<p>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.</p>
<b>Home Learning Plans</b>	<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><b>Extension homework activities could look like the following:</b>            Sentence manipulation, changing the tense, register, person, adjectives and gender.            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 one hundred 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>
<b>Main Knowledge, Understanding and Skills to Develop</b>	<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**

<b>Subject</b>	<b>MFL - Spanish</b>
<b>Main Topics Covered During Year 9</b>	<p>Self and others, family, relationships, home and free time.</p> <p>Town, local area and the environment.</p> <p>School, jobs and future plans.</p> <p>These topics are taken from the GCSE topic banks and students will begin using assessments that are in line with the new GCSE demands.</p>
<b>How are Students Grouped?</b>	<p>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.</p>
<b>Home Learning Plans</b>	<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><b>Extension homework activities could look like the following:</b> 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 one hundred 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>
<b>Main Knowledge, Understanding and Skills to Develop</b>	<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>

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<b>Subject</b>	<b>Music</b>
<b>Main Topics Covered During Year 9</b>	<p>Through a variety of practical and theoretical activities students learn about music notation, performance, composition and develop skills in singing and keyboard.</p> <p>Topics include: Minimalism, Stomp, Protest songs, Musical theatre, Fusion and Music that changed the world</p>
<b>How Are Students Grouped?</b>	<p>In Year 9 Music classes are streamed in half year groups with History and Geography.</p>
<b>Home Learning Plans</b>	<p>Students receive one homework project each half term and this research work is in preparation for the following half term's topic. Students will show their research through the appraising task and the appraising task will be either teacher, peer or self assessed with G and I feedback.</p>
<b>Main Knowledge, Understanding and Skills to Develop</b>	<p>Keyboard Skills.</p> <p>Composition Skills.</p> <p>Performance Skills.</p> <p>Context of the Music.</p> <p>Musical Language.</p>
<b>SMSC</b>	<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><b>Main Topics Covered During Year 9</b></p>	<p>Games activities:</p> <ul style="list-style-type: none"> <li>• Rugby</li> <li>• Football</li> <li>• Basketball</li> <li>• Badminton</li> <li>• Netball</li> <li>• Hockey</li> <li>• Swimming</li> <li>• Gymnastics</li> <li>• Dance</li> <li>• Trampolining</li> <li>• Athletics</li> <li>• Cricket</li> <li>• Rounders</li> <li>• Short Tennis</li> <li>• Tennis</li> </ul> <p>The activities will be dependent on availability of facilities.</p>
<p><b>How Are Students Grouped?</b></p>	<p>Ability groups based on assessment of performance and attitude during Year 7 and Year 8</p>
<p><b>Home Learning Plans</b></p>	<p>Homework is not set BUT we do expect students to:</p> <ul style="list-style-type: none"> <li>• Develop skills/fitness outside of lessons where possible</li> <li>• Take up opportunities to join extra-curricular clubs</li> <li>• Pack PE kit the night before the lesson</li> </ul>
<p><b>Main Knowledge, Understanding and Skills to Develop</b></p>	<p><b>Aim</b>            Develop previous skills and tactics, becoming more competent and confident in their techniques. Apply these across a range of different sports and physical activities.</p> <p>Understand what makes a performance effective and how to apply these principles to their own and others' work.</p> <p>Continue to develop confidence and interest. Get involved in exercise, sports and activities outside of school.</p> <p>Be physically active for sustained periods of time.</p> <p>Understand and apply the long term health benefits of physical activity.</p> <p>Further develop knowledge and understanding of the activities covered, through work in lessons, extracurricular activities, watching/reading.</p> <p>Develop ability to lead others.</p> <p><b>Expectations</b>            To bring full/correct Trinity kit to every lesson.            To try my best in all activities.</p> <p><b>Remember</b>            Healthy Body = Healthy Mind.            Attitude and Effort = Achievement.</p>

## Year 9 Subject Information

<b>Subject</b>	<b>Religious Studies - Eduqas GCSE (9-1)</b>
<b>Main Topics Covered During Year 9</b>	<p>Students commence the Eduqas GCSE course in Year 9. There are three Components with three examinations. Year 9 commences with Component 1 - studying three of the four issues.</p> <p><b>Component 1:</b> Religious, Philosophical and Ethical Studies in the Modern World:</p> <ul style="list-style-type: none"> <li>• Issues of Good and Evil</li> <li>• Issues of Life and Death</li> <li>• Issues of Human Rights</li> <li>• Issues of Relationships (Year 11)</li> </ul> <p><b>Component 2 (Year 10)</b></p> <ul style="list-style-type: none"> <li>• Study of Christianity</li> </ul> <p><b>Component 3 (Years 10/11)</b></p> <ul style="list-style-type: none"> <li>• Study of a World Faith</li> </ul>
<b>How Are Students Grouped?</b>	In Year 9 students are grouped into mixed ability groups alongside other Humanities subjects and Music.
<b>Home Learning Plans</b>	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.
<b>Main Knowledge, Understanding and Skills to Develop</b>	<p><b>Eduqas GCSE Religious Studies takes a distinctive issues based approach to the study of religious, philosophical and ethical studies in the modern world.</b></p> <p>The course will also enable learners to gain knowledge and understanding of two religions.</p> <p><b>AO1</b> Demonstrate knowledge and understanding of religion and belief*, including:</p> <ul style="list-style-type: none"> <li>• Beliefs, practices and sources of authority.</li> <li>• Influence on individuals, communities and societies.</li> <li>• Similarities and differences within and/or between religions and beliefs.</li> </ul> <p><b>AO2</b> 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><b>Main Topics Covered During Year 9</b></p>	<p>Biology topics: animal cells, plant cells, bacterial cells, specialised cells, organs, organisation, ecological techniques, food chains, adaptations.</p> <p>Chemistry topic: atomic structure - atomic number and mass, isotopes and relative atomic mass, electron configuration, the noble gases, the alkali metals.</p> <p>Chemistry topic: bonding and structure - metallic bonds, ionic bonds, ionic lattices, covalent bonds, polymers, carbon, nanoparticles</p> <p>Physics topics: Energy transfers, calculation of specific heat capacity, work power and efficiency. Electrical circuits Ohm's Law, power calculations, electrical generation and transmission. Particles. Nuclear physics, atomic structure, ionising radiation, decay equations, hazards, fission and fusion.</p>
<p><b>How Are Students Grouped?</b></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><b>Home Learning Plans</b></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><b>Main Knowledge, Understanding and Skills to Develop</b></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><b>Revision Guides and Websites</b></p>	<p>BBC Bitesize Website.</p> <p>Doddle.</p>