



**Year 9 Curriculum Handbook
2023—2024**

Contents:

| | |
|----------|----------------------------|
| Page 3. | Introduction |
| Page 4. | Year 9 Curriculum Overview |
| Page 5. | Business |
| Page 6. | Art |
| Page 7. | Product Design |
| Page 8. | Food Technology |
| Page 9. | Food & Nutrition |
| Page 10. | Food—Jamie Oliver |
| Page 11. | English |
| Page 12. | Geography |
| Page 13. | History |
| Page 14. | Computing |
| Page 15. | Core Computing and IT |
| Page 16. | French |
| Page 17. | Spanish |
| Page 18. | Sport Science |
| Page 19. | Dance |
| Page 20. | Drama |
| Page 21. | Maths |
| Page 22. | Music |
| Page 23. | Science |
| Page 24. | Core Citizenship |
| Page 25. | Option Citizenship |
| Page 26. | Sociology |

Dear Parent/Carer.

We have produced this guide to support you with the education of your son/daughter at Barnhill. We hope that you will use the information to ask questions of your child and explore the topics that they are studying this year.

We have worked tremendously hard at Barnhill for the last 3 years to shape an ambitious and exciting curriculum for our pupils. We have sequenced the learning so that every subject starts with core basic knowledge and thinking and then goes on to explore the *best of what has been thought and said in our world*.

We hope you find the information useful. Please do contact the school with any questions you have.

Yours faithfully,

Ms K Winter

Deputy Headteacher Curriculum

Running Order:

- Ms Qureshi (Associate Headteacher): *Welcome*
- Mr Hillman (KS3 Raising Achievement Leader): *KS3 Assessment & Introduction to Options Process*
- Mr Harding (Head of Year 9): *Introduction, Expectations & Notices*
- Mr Clyne (Head of Year 8): *Expectations & Notices*
- Ms Bhachu (KS3 Maths Leader): *Y8 & Y9 Maths Information*
- Ms Petsolopoulou (KS3 English Leader): *Y8 & Y9 English Information*
- Ms Mohobuth (KS3 Science Leader): *Y8 & Y9 Science Information*

Year 9 Curriculum Overview

| | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
|---------------------------------------|--|--|--|--|--|--|
| Art | Natural Forms - Drawing | Natural Forms - Painting | Man Made drawing | Man Made experimental media | Man Made print making | |
| Business | What is business? | How do I make money | How do I create awareness of my business | How do I create awareness of my business | How do I plan and pitch a business idea | How do I plan and pitch a business idea |
| Dance | A Linha Curva | Choreography | Shadows | Group Performance | Emancipation of Expressionism | Solo - Set Phrases |
| Drama | Skills and Techniques (Voice) | Understanding the Theatre | Skills and Techniques (Movement) | Understanding the Theatre | Skills and Techniques (Interpretive) | Understanding the Theatre |
| | | | | | | |
| Food Technology | Foods of the World | Design & Make Task | Design & Make-Mini Project | | Introduction to AQA course | Basic skills for AQA course |
| Textiles / Resistant Materials | Heroes and Villains– Create designs based on | Decorative techniques for application on | | | | |
| | | | | | | |
| English | The Tempest by William Shakespeare | Culture and Identity Poetry Anthology | The Power of Rhetoric | | | The Strange Case of Dr. Jekyll and Mr. Hyde – Robert Louis Stevenson |
| Geography | The Global Development Gap | The Geography of Disease | Conflict & Superpowers | Development & Tectonic Hazards | Weather Hazards at home & beyond | Climate Change |
| History | Medicine in Medieval England | Medical Renaissance in England | Medicine in 18th & 19th century Britain | Medicine in modern Britain | The British sector of the Western Front : Injuries, treatment and the trenches | |
| IT | Intro to Algorithm | Modern Technologies | | Cyber Security | Wider Implications of digital systems | Planning and Communication |
| Maths | Number | Algebra | Interpreting & presenting Data/ Fractions, Ratio & proportion/ Angles & Trigonometry | | Graphs/Area & Volume/ Transformations & Constructions | |
| MFL - French | Who am I? | | Free time activities | | Using infinitives | Daily routine and special events |
| MFL - Spanish | Local area, holidays, travel | | School | | Identity & Culture | |
| Music | Songwriting | | Battle of the Bands | | Strange Times | All That Jazz |
| PE - Theory in PE | Physiological effects of exercise | Nutrition | Psychological effects of exercise | Roles & Responsibilities within Sport | Social Skills | Alternative sporting opportunities |
| PE - Practical | Trampoline/Table Tennis/Badminton/Basketball/Netball/Handball/Football/Rugby/Fitness/Hockey/Handball | | | | | |
| RE | Christian Beliefs | | Marriage and the Family | Living the Christian Life | Life and Death | |
| Science - Biology | Ecology | Topic | Inheritance | Topic | Cells | Topic |
| Science - Chemistry | Atomic Structure | Periodic Table | Bonding | Quantitative Chemistry | Reactivity of metals | Reaction of acids |
| Science - Physics | Energy | National & Global Energy Resources | Electrical Charges & Fields | Domestic use and Safety/Energy Transfer | Particle model of Matter | Atoms & Isotopes |
| | | | | | | |
| Sociology | The Sociological Approach | | | Sociology Research Methods | | |
| | The Cardiorespiratory | The Musculoskeletal | Psychology in | Practical Sport | Injuries, First Aid | Components of Fitness & |

Y9 Art

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|------------------------|--|--|
| Subject Overview | Students continue their study of Fine Art through the theme of Natural Forms, seeking to develop their initial skills in draftsmanship and painting through more in-depth knowledge. Students will also have the opportunity to explore different mediums such as Photography and Sculpture, in order to inform their choices at GCSE. | |
| Curriculum Content | | |
| Autumn 1 | Natural forms—Drawing methods and media: Pencil Mark-making Photography Assessment of baseline drawing test and revised drawing test | |
| Autumn 2 | Natural forms Painting media and techniques: Colour mixing Acrylic painting techniques Assessment of acrylic leaf painting | |
| Spring 1 | Responding to an artist: How to carry out primary and secondary research and analysis in art How to respond to research independently Assessment of artist research | |
| Spring 2 | Man Made—Experimental drawing methods and media: Pencil Charcoal | |
| Summer 1 | Man Made—Large Mix media—Refine use of materials Mark making Ink Charcoal | |
| Summer 2 | Man Made—Print making Polyblock print making | |
| Additional Information | | |
| Assessment | Students are assessed against the four assessment objectives at GCSE: research, experimentation, recording and outcome. Each term, students will be assessed on one aspect of these AOs, focusing on key pieces of work. | |
| Homework Structure | Homework will be set out throughout the course. This will include research-based study, as well as practical tasks that build on prior learning. | |
| Enrichment | Art club | |
| Online Resources | Teams class groups | This is where lessons and homework resources are uploaded to the class team. |
| | Art Club Team | Where extra curricular ideas, |
| | Tate online | Tate gallery website where students can access resources about artists and their work. |
| Extra reading | | |

Y9 Business

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| Subject Overview | Students will be studying the core elements of business to prepare them for GCSE Business in Year 10 and 11. We start by looking at what makes a small business and then move on towards building a business | |
| Curriculum Content | | |
| Autumn 1 | What are businesses? – Topics include looking at what makes a business, aims and objectives, thinking creatively and taking risks | |
| Autumn 2 | Getting started – Topics include Business ownerships, franchises, taxation and consumer protection | |
| Spring 1 | Knowing your customers – Topics include Market research, market mapping, research and development, quality and managing stock | |
| Spring 2 | Making the business work – Topics include branding and differentiation, the marketing mix, product life cycle and the Boston matrix | |
| Summer 1 | Leadership – Topics include Organisational structures, motivation, remuneration, and interest and exchange rates | |
| Summer 2 | Business finances – Topics include forecasting revenues and costs, break even, forecasting and improving cash flow | |
| Additional Information | | |
| Assessment | A short test at the end of each unit – a mixture of multiple choice questions and written answers with a focus on explanation or giving balanced opinions. | |
| Homework Structure | Homework will be set on Teams and will consist of research and pre reading into next topics, so students are ready for the next challenge! When applicable Seneca learning platform will be used. | |
| Enrichment | Business trips will be planned when applicable – Wenzels Bakers Guest speakers/virtual talks Business design competitions | |
| Online Resources | https://www.bbc.co.uk/bitesize/examspecs/z98snbk | https://revisionworld.com/gcse-revision/business-studies |
| | https://mrshearingbusinessstudies.weebly.com/ | A digital copy of the textbook is on Teams |
| | https://senecalearning.com/en-GB/seneca-certified- | |
| Extra reading | https://www.bbc.co.uk/news/business | |
| | https://news.sky.com/business | |
| | https://www.theguardian.com/uk/business | |
| | https://www.reuters.com/news/archive/businessNews | |

Y9 Product Design - Textiles and Resistant Materials

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| Subject Overview | Pupils will cover a variety of topics within the Product Design section of the Design Technology umbrella. In year 9, students will be introduced to both Graphics ,Resistant Materials and Textiles In the rotation. In textiles students will research the theme Heroes and villains and interpret this into a design where their design question is ' How can I think like a designer? 'will be their main focal point, which is building upon key concepts from their design journey in Year 7 and knowing the clear guidance of how they can achieve as designers in an ever evolving technological world. | |
| Curriculum Content | | |
| Term 1 | Understanding the research and design process Rules and routines of how Health and safety is applied throughout the workshop and design process. Knowing and understanding the design process through, researching, analysing and investigating the task set. Creating mood boards, questionnaires and identifying with designers to help their design process. Knowing and understanding the different decorative process and aesthetic effect. Constructing initial design ideas towards producing their final outcome. | |
| Term 2 | Understanding the making and evaluation process. Knowing how to construct their products using the correct equipment and materials using the quality control processes through their making and modelling this. Knowing and understanding the environmental, social and moral issues that impact on their design processes. For example use of natural fabrics , dyes , batik on the environment Knowing and understanding the ethical processes of their manufacturing specification guidance. Knowing and understanding the need for initial designs and development designs Knowing how to evaluate their work to ensure that they have met their specification and design brief. | |
| Additional Information | | |
| Assessment | At the end of term students will be given an assessment which will be carried out in class to assess learning covered over the term. | |
| Homework Structure | Homework will be set fortnightly throughout the duration of the course. Homework will entail both practical and research based home learning. | |
| Enrichment | | |
| Online Resources | https://www.microsoft.com/en-gb/microsoft-teams/log-in | Student's homework will be set here with clear instruction given. |
| | | Year 9 work booklets |
| | https://www.youtube.com/watch?v=l3e221v9CEk | Decorative techniques |
| Extra reading | BBC bitesize- KS3/ Design Technology/ Product Design/ Graphics/ Resistant Materials | |

YR9 DT- Food Technology

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| Subject Overview | Year 9 Mini Option students will cover a range of topics based on concept Food Source & Menu Planning. Throughout the course of study students will research and explore different traditional ingredients to make healthy and appealing dishes. Students will also understand and apply healthy eating ideas and nutrition knowledge to food choice and menu planning. | |
| Curriculum Content | | |
| Autumn 1 | Hygiene & Safety in Cooking Healthy Eating & Nutrition Sauce Making Food Choice & Dietary Needs Menu Planning | |
| Autumn 2 | Design Brief & Task Analysis Generating Design Ideas Developing & Finalising Ideas Evaluation & Sensory Analysis Packaging & Labelling End of Term Test | |
| Additional Information | | |
| Assessment | Students will be assessed throughout the term using classwork, homework and practical tasks. At the End of term students may also be assessed by End of Term test or a Design & Make task | |
| Homework Structure | Homework tasks will be set out throughout the course. This will include research-based study and other practical activities cooking to reinforce learning. | |
| Enrichment | Enrichment activities include lunch time & after school cooking clubs to foster interests and fun learning in this subject area. | |
| Online Resources | https://www.microsoft.com/en-gb/microsoft-teams/log-in | This is where lessons and homework resources are uploaded to the class team. |
| | Senaca Food resources | |
| | https://www.foodafactoflife.org.uk/11-14-years/quizzes/ | Self-assessed- quizzes for topics covered |
| | https://www.foodafactoflife.org.uk/ | |
| Extra reading | Selected reading materials with specific subject content | |

YR9 Core- Food & Nutrition

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| Subject Overview | Year 9 students will cover a range of topics based on the concept Food of the World. Throughout the course of study students will explore different cuisines and use ingredients to design and make healthy and appealing dishes. They will carry out research in Food and Nutrition to broaden their understanding of key areas in Nutrition and Healthy Eating. Students will use knowledge of and skills for further study in preparation for the AQA course. | |
| Curriculum Content | | |
| Autumn 1 | Health, Safety and Hygiene Investigating a Design Task Dough Making Raising Agents Functions of Ingredients | |
| Autumn 2 | Pastry Making Cake Making Dietary Needs Food choices | |
| Spring 1 | Eatwell Guide Sources of Protein-Meat Working Safely with Meat & Poultry Sauce making Working with Pasta | |
| Spring 2 | Design & Make –Burger Ideas Specification points Design Burger ideas Planning & Making Sensory Analysis & Evaluation | |
| Summer 1 | Food Diet & Health Preparation & Cooking Techniques Food Provenance & Consumer Food Choice Food Labelling information | |
| Summer 2 | Properties of Ingredients New Food Trends Menu Planning-make & evaluate food products | |
| Additional Information | | |
| Assessment | Students will be assessed throughout the term using classwork, homework and practical tasks. At the End of each term students may also be assessed by End of Term test or a Design & Make task | |
| Homework Structure | Homework tasks will be set out throughout the course. This will include research-based study and other practical activities cooking to reinforce learning. | |
| Enrichment | Enrichment activities include lunch time & after school cooking clubs to foster interests and fun learning in this subject area. | |
| Online Resources | https://www.microsoft.com/en-gb/microsoft-teams/log-in | This is where lessons and homework resources are uploaded to the class team. |
| | Senaca Food resources | |
| | https://www.foodafactoflife.org.uk/11-14-years/quizzes/ | Self-assessed- quizzes for topics covered |
| | https://www.foodafactoflife.org.uk/ | |
| Extra reading | Selected reading materials with specific subject content | |

Yr 9 Jamie Oliver

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| Subject Over-view | Pupils will cover a range of topics within the Jamie Oliver specification, covering both theory and practical cooking tasks. The rationale behind the Jamie Oliver curriculum is to develop and gain confidence in basic cooking skills alongside the underpinning knowledge of Food and nutrition, food safety and hygiene, healthy eating and working with a variety of food preparation methods. Throughout the course they will be encouraged to develop their cooking skills in keeping with food hygiene and safety as well as evaluating their cooked products to specified criteria. | |
| Curriculum Content | | |
| Autumn 1 | Health safety and hygiene and Healthy Eating and nutrition – This will link with working safely in the kitchen, identifying danger and hazards and prevention of accidents. Nutritional guidelines, the 5 basic food groups Eat well Plate and government guidelines Basic knife skills Practical task—chopping fruit and vegetables | |
| Autumn 2 | The 4C’s – critical danger points for food safety. Eggs- choice and nutritional value of eggs in our diet. Role/use of eggs in cookery- what are the functions of eggs in dishes. Practical Cooking task- how to make scrambled and poached eggs. Summative test | |
| Spring 1 | Pastry Making Various types of pastry doughs- research and write up notes. Role of ingredients in pastry dough- function of each ingredient used. Rules for making shortcrust pastry. Design and make – Jam Tarts | |
| Spring 2 | Meat Cookery Types of meats Factors to consider when choosing and buying meat Nutritional value of meat in the diet Suitable cooking methods for meat Burger making project- design and make your own homemade burger. | |
| Summer 1 | | |
| Summer 2 | | |
| Additional Information | | |
| Assessment | Each end term or end of topic will include an assessment. This may be in the format of a test or design and make task . | |
| Homework Structure | Homework will be set out throughout the course. This will include research-based study, quizzes to reinforce learning and short tests. | |
| Enrichment | Researching and adapting different ingredients for a recipe | |
| Online Re-sources | TEAMS- FILES – Booklets | This is where lessons and homework resources are uploaded to the class team. |
| | TEAMS- Videos, Worksheets | Self assessed quizzes for each topic. Your child will have a “class code” to access the work |
| | | |
| Extra reading/visuals | Students can watch Food videos that are uploaded on Teams. Online recipes. Jamie Oliver videos. | |

Year 9 English

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| Subject Overview | In Year 9, students will be exposed to a range of different texts across wider literary genres in order to carry out a deep, critical and analytical study of the nuances and conventions of these genres. As they progress through the curriculum, students will be challenged to master their analytical skills as well as develop a deeper appreciation and love of reading. They will begin to acquire and use a wider range of vocabulary and subject specific terminology they will need to express themselves academically in their writing. Through a close look at non-fiction, Shakespeare and poetry, students will build upon their knowledge of genre, themes and perspectives to explore how language has come to shape the world we live in today. Students will have opportunities to apply this knowledge to their own writing, developing their own craft as writers as they begin to achieve mastery in their analysis and understanding of the impact language has on readers. Our curriculum is designed with 4 key strands to provide more depth in learning to each student. |
| Curriculum Content: (Power & Politics) Literature as a commentary or criticism of social, political and historical issues. | |
| Autumn (each unit is taught for 9 weeks) | <i>The Tempest</i> by William Shakespeare (DRAMA) <i>Culture and Identity Poetry</i> by various and diverse poets (POETRY) |
| Spring | <i>The power of rhetoric</i> by various and diverse writers (NON-FICTION) |
| Summer | <i>The Strange Case of Dr. Jekyll and Mr. Hyde</i> by Robert Louis Stevenson (PROSE/FICTION) |
| Additional Information | |
| Assessment | <p>The assessments are structured as follows for each taught unit:</p> <ul style="list-style-type: none"> Formative Checkpoint 1 (Reading): by week 3 Formative Checkpoint 2 (Writing): by week 6 Summative Assessment (Reading/Writing): by week 9. <p>EDSM grades are available on Go4S after a Summative Assessment is completed.</p> |
| Homework Structure | Bedrock Learning: Digital Literacy Curriculum Bedrock Learning |
| Enrichment | World Book Day, National Poetry Day speakers, Library trips, poetry slams, author visits, trips to theatre |
| Online Resources | <p>BBC Bitesize YouTube – TED talks Podcasts by authors of studied novels/plays etc. SparkNotes.com CliffsNotes.com No Fear Shakespeare The British Library Online (www.bl.uk)</p> |
| Extra reading | Wider reading channel can be found on Microsoft Teams where teachers provide interesting published articles/a range of non-fiction texts, podcasts, independent chapter reading and other resources that complement the texts students are studying in class. |

Y9 Geography

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| Subject Overview | Pupils will cover a range of topics within Geography, covering both physical and human concepts. The reasoning behind year 9 Geography is to build upon previous locational and regional Geography that they have learnt. The students will learn about new and interesting concepts such as development, climate change, weather and hazards etc. The new concepts that the pupils will be learning about are global and wide-ranging. They will be encouraged throughout the unit to view the world from geographical lens which will develop their knowledge and understanding. | |
| Curriculum Content | | |
| Autumn 1 | The Global Development Gap- why is the world unequal? | |
| Autumn 2 | The Geography of disease – does wealth always lead to improved health? Case studies: China, USA and Africa. | |
| Spring 1 | Conflict & Superpowers – How does Geography influence conflict? Case studies: Russia, USA and China. | |
| Spring 2 | Development & Tectonic hazards- How does the risk of tectonic hazards differ on depending on economic development. Case studies: Italy and Nepal. | |
| Summer 1 | Weather Hazards at home and beyond – What are the impacts of tropical storms? Case study: Philippines. | |
| Summer 2 | Climate Change – Is climate change humanly influenced or a naturally occurring phenomenon? Case study: Bangladesh. | |
| Additional Information | | |
| Assessment | Mid unit – knowledge test, opportunity to re-sit. End of unit – written assessment featuring describe, explain and evaluate/assess questions (usually based on decision making) | |
| Homework Structure | Homework will be set out throughout the topic and will be online via teams. Homework can include (but is not limited to) reading, quizzes, short or long written answers. | |
| Enrichment | Geography fieldtrips Debating or active learning-based activity - this will encourage collaboration. Geography club (Barnhill Geographical Society) | |
| Online Resources | https://www.microsoft.com/en-gb/microsoft-teams/log-in | This is where lessons and homework resources are uploaded to the class team. |
| | https://senecalearning.com/en-GB/ | Self assessed quizzes for each topic. Your child will have a “class code” to access the work |
| | | |
| Extra reading | Wider reading channel on teams with links to reading material such as: https://www.afro.who.int/news/climate-change-increases-risk-outbreaks-africa | |

Y9 History

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| Subject Overview | In year 9 students will learn about challenges facing the world in the 20 th century. In doing so, they will learn about enduring human issues such as empire, resistance, and war. A study of World War Two turning points provides the context for detailed studies of the Holocaust and the use of atomic weapons against Japan. By studying the Israel-Palestine conflict students will learn about the legacy of empire, a theme which will reoccur in the partition of India. The focus returns to modern Britain for a study on the struggle for equality. This will highlight the challenges taking place within British society amidst the geopolitical upheaval of the 20 th century. | |
| Curriculum Content | | |
| <p>How did different people experience the First World War?</p> <p>How did the First World War impact Britain and Europe?</p> <p>What was the main turning point of the Second World War?</p> <p>How and why could the Holocaust happen?</p> <p>Would a One or Two state solution be a better outcome for Palestinians and Israelis?</p> <p>How and why was British India partitioned?</p> <p>How far has modern Britain become equal?</p> | | |
| Additional Information | | |
| Assessment | Multiple choice knowledge quiz Extended Writing / Speech End of Year Summative Assessment (knowledge quiz, extended writing, covering all topics studied in the year) | |
| Homework Structure | Homework will involve knowledge revision using Knowledge Organisers. Students will also be given research homework to enrich and extend their knowledge of world History. | |
| Enrichment | Students will receive opportunities to extend, broaden and deepen their subject knowledge through Historical Film Club, visits to sites, museums and exhibitions. Teams will also be used to share relevant articles and videos. | |
| Online Resources | Microsoft Teams | Crash Course, World History: https://www.youtube.com/watch?v=Yocja_N5s1I&list=PLBDA2E52FB1EF80C9 |
| | https://history.org.uk/student (please ask your teacher for the login to the student zone) | Crash Course, European History: https://www.youtube.com/watch?v=WhtuC9dp0Hk&list=PL8dPuualjXtMsMTfmRomkVQG8AqrAmJFX |
| | https://www.bbc.co.uk/bitesize/subjects/z7svr82 | BBC Teach, History: https://www.youtube.com/watch?v=O7JLSnPmNPU&list=PLcvEcrsF_9zI2dNGU9uUOWo9tenQi93UG |
| Extra reading | Please see the History reading list on the school website: https://www.barnhill.hillingdon.sch.uk/page/?title=Humanities&pid=30 | |

Year 9 Computing Option

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| Subject Overview | Students will cover a range of Computing topics, including programming concepts and data representation. These topics will also provide a foundation for the study of GCSE Computer science. The students will also study elements from the Core computing course to support how they will utilise and implement technologies in their own lives. | |
| Curriculum Content | | |
| Autumn 1 | Algorithms and programming: Topics include computational thinking, flow charts and pseudo code Students will also develop programming skill using python programming language | |
| Autumn 2 | Data representation and Programming : Topics include Binary, hexadecimal, character sets and images Students will continue to develop programming skill using python programming language | |
| Spring 1 | Modern Technologies: Students will study how different modern technologies function in organisations such as businesses and schools . IT project: Students will undertake an IT project and use their IT skills to produce a product for a client | |
| Spring 2 | Programming concepts : Topics include sequences, selection and iteration | |
| Summer 1 | Computer systems and computer networks : Topics include Von Neumann architecture, protocols and topologies | |
| Summer 2 | Careers and digital literacy: Students will investigate the different career opportunities in the computing and IT world. Students will also develop further digital literacy skills Cybersecurity: Topics include social engineering and Malware | |
| Additional Information | | |
| Assessment | Each topic will include a summative assessment pieces, and also multiple opportunities for formative assessment in classes. | |
| Homework Structure | Homework will be set throughout the course as required. It can include self-directed learning, quizzes that can be used to reinforce the learning that took place in the classroom, and extension activities to push pupils further. | |
| Enrichment | After school clubs and educational visits. | |
| Online Resources | https://www.microsoft.com/en-gb/microsoft-teams/log-in | This is where lessons and homework resources are uploaded to the class team. The Class Notebook (also through the OneNote App) is accessible here. |
| | https://quizizz.com/join | Quiz-style revision activities for the pupils. There will be a “code” for each activity. |
| | https://www.bbc.co.uk/bitesize/subjects/zvc9q6f | The BBC has released materials on the various topics that are covered which can assist the student or push them further. |
| Extra reading | https://www.bbc.co.uk/news/technology Artificial Intelligence: A Ladybird Expert Book by Michael Wooldridge | |
| | Wider reading channel can also be found on Microsoft Teams where teachers provide interesting published articles | |

Y9 Core Computing and IT

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| Subject Overview | Students will cover a range of Computing topics, including the impacts that Computing and other Modern Technologies have on both personal and professional lives. These topics will influence students in how they will utilise and implement technologies in their own lives. These topics will also provide a foundation for their studies at KS4. | |
| Curriculum Content | | |
| Autumn 1 | Modern Technologies Students will study how different modern technologies function in organisations such as businesses and schools | |
| Autumn 2 | Algorithms and programming Students will study what an algorithm is and real-world applications of them Students will also develop programming skill using python programming language | |
| Spring 1 | IT project Students will undertake an IT project and use their IT skills to produce a product for a client | |
| Spring 2 | Careers and digital literacy Students will investigate the different career opportunities in the computing and IT world Students will also develop further digital literacy skills | |
| Summer 1 | E-safety Students will study cybersecurity and e-safety topics | |
| Summer 2 | Computer systems Students will learn about different computer systems including networks | |
| Additional Information | | |
| Assessment | Each topic will include a summative assessment pieces, and also multiple opportunities for formative assessment in classes. | |
| Homework Structure | Homework will be set throughout the course as required. It can include self-directed learning, quizzes that can be used to reinforce the learning that took place in the classroom, and extension activities to push pupils further. | |
| Enrichment | After school clubs and educational visits. | |
| Online Resources | https://www.microsoft.com/en-gb/microsoft-teams/log-in | This is where lessons and homework resources are uploaded to the class team. The Class Notebook (also through the OneNote App) is accessible here. |
| | https://quizizz.com/join | Quiz-style revision activities for the pupils. There will be a “code” for each activity. |
| | https://www.bbc.co.uk/bitesize/subjects/zvc9q6f | The BBC has released materials on the various topics that are covered which can assist the student or push them further. |
| Extra reading | https://www.bbc.co.uk/news/technology | |
| | Artificial Intelligence: A Ladybird Expert Book by Michael Wooldridge Wider reading channel can also be found on Microsoft Teams where teachers provide interesting published articles | |

Y9 French

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|------------------------|---|--|
| Subject Overview | Pupils will cover a range of topics within French, covering both identity and culture. The rationale behind year 9 French is to reinforce prior learning (tenses and core vocabulary). Throughout the course they will be encouraged to develop their French listening, reading, speaking and writing skills, as well as their knowledge and understanding of four main topics: their relationships with family and friends, technology, free-time activities and customs and festivals in French-speaking countries. | |
| Curriculum Content | | |
| Autumn 1 | Module 1: Qui suis-je? Talking about friends Talking about family relationships Using the present tense Using reflexive verbs in the present tense | |
| Autumn 2 | Describing a day out Using the near future tense Discussing role models Using the present and perfect tense together | |
| Spring 1 | Module 2: Les temps des loisirs Talking about sport Using <i>depuis</i> + present tense Talking about using technology Using irregular verbs in the present tense | |
| Spring 2 | Discussing reading habits and music Using negatives Talking about television programmes Using the comparative Talking about a night out with friends More on the perfect tense | |
| Summer 1 | Module 3: Jours ordinaires, jours de fête Describing your daily life Using <i>devoir</i> and <i>pouvoir</i> Shopping for clothes Using <i>quel(s)/quelle(s)</i> and <i>ce/cet/cette/ces</i> | |
| Summer 2 | Describing festivals and traditions Asking questions using <i>est-ce que...?</i> And <i>qu'est-ce que...?</i> Talking about shopping for special meals Using past, present and near future tenses. | |
| Additional Information | | |
| Assessment | Students will have 4 mini-assessments during the term, testing vocabulary, translation and/or writing. They will also have an end of term assessment testing them on the four skills (Reading, Listening, Speaking and Writing). | |
| Homework Structure | Homework will be set out throughout the course. This will include research-based study, quizzes to reinforce learning and short tests. | |
| Enrichment | French club – each week the focus on different topic | |
| Online Resources | QUIZLET - https://quizlet.com/ms__aguilera/folders/year-9?x=1xqt&i=2p8ft | This is a mobile/web learning app where pupils will be able to learn the vocabulary used in the class with interactive flashcards, games and other learning tools. |
| Extra reading | Lyrics training - https://lyricstraining.com/fr - Students may improve their French listening skills fill in the gaps with lyrics. Cyprien https://www.youtube.com/user/MonsieurDream - He's the most popular French Youtuber | |

Y9 Spanish

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| Subject Overview | A range of topics are studied by pupils in Spanish, examining: holidays and travel, school, and identity and culture. The rationale behind year 9 Spanish is to reinforce prior learning (tenses and core vocabulary). Throughout the course pupils will be encouraged to develop their Spanish listening, reading, speaking and writing skills, as well as their knowledge and understanding of the main topics: describing holidays and holiday disasters; school life, extracurricular activities and education in Spain; family life and relationships; technology and free-time activities. | |
| Curriculum Content | | |
| Autumn 1 | Module 1: <i>¡Desconéctate!</i> Discussing holidays and weather Saying what you do in summer Talking about holiday preferences Using the present and preterite tenses | |
| Autumn 2 | Using verbs of opinion Saying what you did on holiday Describing where you stayed Booking accommodation and dealing with holiday problems | |
| Spring 1 | Module 2: <i>Mi vida en el insti</i> Giving opinions about school subjects and describing school facilities Using adjectives, comparatives and superlatives Justifying opinions using a range of language Using negatives | |
| Spring 2 | Talking about school rules and problems Talking about plans for a school exchange Talking about activities and achievements Using the near future tense Using object pronouns Saying how long you have been doing something | |
| Summer 1 | Module 3: <i>Mi gente</i> Talking about socialising and family Describing people and using adjectival agreement Talking about social networks Using <i>para</i> with infinitives | |
| Summer 2 | Making arrangements Using the present continuous tense Talking about reading preferences Using <i>ser</i> and <i>estar</i> | |
| Additional Information | | |
| Assessment | Students will have 4 mini-assessments during the term, testing vocabulary, translation and/or writing. They will also have an end of term assessment testing them on the four skills (Reading, Listening, Speaking and Writing). | |
| Homework Structure | Homework will be set out throughout the course. This will include research-based study, quizzes to reinforce learning and short tests. | |
| Enrichment | Spanish club – each week the focus on different topic | |
| Online Resources | QUIZLET – https://quizlet.com/class/15821877/ | This is a mobile/web learning app where pupils will be able to learn the vocabulary used in the class with interactive flashcards, games and other learning tools. |
| Extra reading | Spanish reading – short texts https://lingua.com/es/espanol/lectura/ Children’s Stories: https://www.cuentosinfantiles.net/ | |

Y9 Sport Science

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| Subject Overview | Year 9 students will develop their knowledge and understanding of key theoretical concepts related to the rapidly growing industry of Sport Science. Engaging with the subject matter involved in this year will prepare them for successful participation in the Key Stage 4 programme. The course is equivalent to 1 GCSE qualification. Sport Science gives learners the opportunity to develop sector-specific knowledge and skills before challenging them with application in a practical setting. The main focus of lessons is on developing an understanding of the body systems, including the cardiorespiratory and musculoskeletal systems, fitness and health training, before exploring a wide range of sport-related injuries, first aid and rehabilitation including physiotherapy. Learners will be exposed to practical opportunities to engage with how all of these topics affect sport participation and performance. | |
| Curriculum Content | | |
| Autumn 1 | The Cardiorespiratory System: <ul style="list-style-type: none">• The structure of the heart and lungs• The function of the heart and lungs• Gaseous Exchange• Effects of exercise on the cardiorespiratory system | |
| Autumn 2 | The Musculoskeletal System: <ul style="list-style-type: none">• The structure of the muscular system• The structure of the skeletal system• The functions of the musculoskeletal system• Effects of exercise on the musculoskeletal system | |
| Spring 1 | Psychology in Sport: <ul style="list-style-type: none">• An introduction to psychology and the theories related to sport• An introduction to academic-style writing, including Harvard referencing | |
| Spring 2 | Practical Sport Moderation <ul style="list-style-type: none">• Assessment of performance in a range of individual sports• Assessment of performance in a range of team-based sports | |
| Summer 1 | Injuries in Sport: <ul style="list-style-type: none">• Common acute injuries related to sport• First aid and immediate response treatment of injuries• Chronic injuries and treatment• Rehabilitation and Physiotherapy | |
| Summer 2 | Components of Fitness and Principles of Training: <ul style="list-style-type: none">• An introduction to the components of fitness• Fitness testing• Principles of fitness training• Methods of fitness training | |
| Additional Information | | |
| Assessment | <ul style="list-style-type: none">• Half-termly internal assessments on TEAMS• Internally marked coursework assignments• External exam (1hour 30minutes) | |
| Homework Structure | <ul style="list-style-type: none">• Homework to be based via Microsoft Teams and written pieces• Flipped learning tasks to prepare students for upcoming lessons | |
| Enrichment | <ul style="list-style-type: none">• Extra-curricular clubs (before and after school)• Wide range of exclusive trips including to elite level sport stadia and outdoor activity centres• Involvement in Hillingdon Schools Leadership Academy | |
| Online Resources | https://www.microsoft.com/en-gb/microsoft-teams/log-in | This is where relevant classwork and homework will be uploaded for students to be completed. Important announcements for will also be made using this platform. |
| | Cambridge Nationals - Sport Science Level 1/2 – J828 (ocr.org.uk) | Specification |

Y9 Dance

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| Subject Overview | Students will be introduced to the AQA GCSE dance syllabus and will understand what the course consists of. They will continue to develop their knowledge by exploring various choreographers and their works. They will continue to develop their physical, technical and expressive skills within practical work that they have been working on since year 7. Students will also begin to develop answering exam styles questions and further develop the understanding of choreographic content and intent. | |
| Curriculum Content | | |
| Autumn 1 | Performance Piece- Part 1 Further development of physical, technical and expressive skills. Safe working practices (during performance). Further developing mental skills and attributes. Developing skills to perform confidently and provide robust peer feedback. | |
| Autumn 2 | A Linha Curva Introduction to theory unit. Beginning to critically analyse and appreciate this particular dance work. Beginning to answer some exam style questions. Develop knowledge about key constitutional features of this dance and analyse its importance. | |
| Spring 1 | Shadows Continuing to develop critical analysis and appreciation of a professional work. Learning and developing writing skills by answering more exam style question. Continuing to develop knowledge about key constitutional features of this dance and analyse its importance. Develop knowledge about different characters within the dance, practically & theoretically. | |
| Spring 2 | Set Solos- Part 1 To begin to learn one set solo 'Breathe' provided by AQA. To recreate the movement with accurate timing. Build confidence to dance solo in front of an audience. To showcase good level of physical, technical and expressive skills whilst performing. | |
| Summer 1 | Introduction to choreography To continue to develop knowledge about the choreographic devices. To learn different types of choreographic methods. To utilise the choreographic methods learnt from professional choreographers. To research stimulus and create choreographic content and intent. | |
| Summer 2 | Emancipation of Expressionism Continue to develop critical analysis and appreciation of a professional work. Learning and developing writing skills by answering more exam style question. Continue to develop knowledge about key constitutional features of this dance and analyse its importance. | |
| Additional Information | | |
| Assessment | Students' are assessed practically and theoretically at the end of every half term. The assessment are relevant to topic that they are taught in that specific term. Practical assessments: Group and solo performance. Theoretical assessments: Questions from previous exam papers or similar exam questions. | |
| Homework Structure | Students are provided with homework regularly and these will be both practical and theoretical such as researching different practitioners and their works, creating information booklet, answering exam questions, creating movements, rehearsing movements and revisions. | |
| Enrichment | KS3 Dance club, Barnhill Dance Company, School productions and showcases. | |
| Online Resources | Teams | Homework and resources will be uploaded in teams regularly. |
| | Revision Booklets and Knowledge organisers in teams | All course material and revision resources are uploaded in year 9 teams. |
| Extra reading | Book: Hip Hop Dance (The American Dance Floor), The Essential Guide to Contemporary Dance Techniques by Melanie Clark, Sadler's Wells dance house by Sarah Crompton. These are available in Dance office. | |

Y9 Drama

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| Subject Overview | Key Stage 3 Drama is an opportunity for students to gain important skills for all aspects of their lives. They will focus on confidence, team work, analysis, voice, body language and self- improvement. There are a variety of topics used to advance these skills that vary from history to understanding new cultures. Year 9 focuses on the three areas of the Btec component 1,2 and 3 to prepare them for KS4. | |
| Curriculum Content | | |
| Autumn | Introduction and Vocal skills Year 9 students will start with the Btec Technical Award in Performing Arts (Drama). They will particularly be focusing on Component 2 for this year as it is the “Science of Acting” which builds skills and understanding of the role of an actor. The students will focus on voice for the first term and then movement in the second and lastly interpretive skills in the last. Students will be assessed through-out the year in preparation for their assessment and log book completion at the start of year 10. | |
| Spring | Introduction and example of component 1 Students will be introduced to the reasons performances are made, what makes them different, where does the theatre come from and the people involved in the theatre. This will lead to them studying an example of a theatre production and creating written work that shows their analytical ability relating to the production piece. | |
| Summer | Introduction and example of component 3 Students will be given an example of a devised performance and will need to use their skills gained in year 7 and 8 to produce a piece of Theatre in Education. They will need to work in groups and document their progress towards their final performance. They will then need to review the process and their performance to see where improvements could be made. | |
| Additional Information | | |
| Assessment | Termly, practical assessments to understand progress in focused area | |
| Homework Structure | Homework is every lesson and to be completed in folders | |
| Enrichment | Homework tasks allow for students to delve deeper into the topics. | |
| Online Resources | Homework sheets provided | Teams resources provided |
| Extra reading | Found in the literacy section on teams | |

Y9 Mathematics

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| Subject Overview | Science is the study of the biological, chemical and physical concepts in the world around us, where we develop theory and practical skills to develop scientific thinking skills. The aim of year 9 Science is to consolidate and extend key concepts and skills across biology, chemistry and physics, which will encourage students to understand and apply science to the curriculum, as well as their day to day lives. | |
| Curriculum Content | | |
| Autumn 1 | <ul style="list-style-type: none">Reactions — Types of reactionsReactions — Chemical changesElectromagnets — Magnetism | |
| Autumn 2 | <ul style="list-style-type: none">Genes — Variation and evolutionGenes — Genetic and evolution | |
| Spring 1 | <ul style="list-style-type: none">Earth — Earth’s Atmosphere | |
| Spring 2 | <ul style="list-style-type: none">Energy — Energy resourcesEcosystems — Photosynthesis | |
| Summer 1 | <ul style="list-style-type: none">Ecosystems — RespirationParticles — Particles at work | |
| Summer 2 | <ul style="list-style-type: none">Matter — Atomic structureMatter — The periodic table | |
| Additional Information | | |
| Assessment | Students will carry out the following assessment: Autumn 1 MCQs Autumn 2 End-of-term assessment Spring 1 MCQs Spring 2 End-of-term assessment Summer 1 MCQs Summer 2 End-of-Year assessment | |
| Homework Structure | Homework can be set on online learning platforms including <i>Tassomai</i> and Teams. https://www.tassomai.com/ Homework worksheets will be provided by class teacher in lessons. Literacy booklet | |
| Enrichment | International day for women in science, expert guest speakers Topics linked to careers in science STEM tasks/projects/Trips | |
| Online Resources | Seneca: Free quizzing for students with their own log in details. | https://senecalearning.com/en-GB/ |
| | Educake: Often where homework is given. Log in details are provided by the school. | https://www.educake.co.uk/ |
| | Kuizical: Flashcard for quick testing. No log in needed. | https://kuizical.com/ |
| Extra reading | Relevant scientific research aimed at pupils aged 12-16. https://sciencejournalforkids.org/ https://www.sciencenewsforstudents.org/ https://www.sciencemag.org/careers https://www.sciencekids.co.nz/sciencefacts/careers.html https://edu.rsc.org/resources | |

Year 9 Music

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| Subject Overview | To be musically literate and to have your own musical identity is core to the curriculum of music at Barnhill. When students can hold a conversation with another musician when talking about their own and others music, they will be musically literate. When students can write their own music which evidences their musical finger- | |
| Curriculum Content | | |
| Autumn 1 | Songwriting Chords and bassline writing are studied and students begin writing their own song, complete with well crafted lyrics. | |
| Autumn 2 | Battle of the Bands Students form into bands, covering a popular song across a range of instruments. | |
| Spring 1 | Advanced Piano Skills Students continue to develop their piano skills through the study of a grade 3 piano piece. | |
| Spring 2 | All That Jazz The conventions of jazz, from extended chords to modal scales and improvisation. | |
| Summer 1 | Synths and Synth Ability A study of synths, their controls and how they changed the face of modern music forever. Students learn in depth about their functions, re-creating a piece of music using advanced synthesis-er techniques. | |
| Summer 2 | | |
| Additional Information | | |
| Assessment | Students sit a short answer test half-way through a topic to check their understanding. They are then assessed in their performance in the unit by the teacher. Assessments count towards 80% of their grade, with 20% coming from short answer tests. | |
| Homework Structure | Homework is set every fortnight for music. This predominantly uses a website called Focus on Sound to deepen students understanding of lesson content. Homework is set on teams and written into planners. | |
| Enrichment | The music department offers 6 extra-curricular clubs a week, from choir to orchestra to rock bands and piano clubs. Students can see their music teacher for more information. | |
| Online Resources | portal.focusonsound.com | Online learning for music, a programme purchased every year for students that they log-in to using their school e-mail and password |
| | https://musicmap.info/ | An interactive tool to explore different musical genres |
| | Bandlab.com | An online DAW for making music. Works on phones, tablets and computers. |
| Extra reading | Additional study can take place on Focus on Sound, which covers all music up to A-Level study. | |

Y9 Science

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|------------------------|---|---|
| Subject Overview | Science is the study of the biological, chemical and physical concepts in the world around us, where we develop theory and practical skills to develop scientific thinking skills. The aim of year 9 Science is to consolidate and extend key concepts and skills across biology, chemistry and physics, which will encourage students to understand and apply science to the curriculum, as well as their day to day lives. | |
| Curriculum Content | | |
| Autumn 1 | <ul style="list-style-type: none">Reactions — Types of reactionsReactions — Chemical changesElectromagnets — Magnetism | |
| Autumn 2 | <ul style="list-style-type: none">Genes — Variation and evolutionGenes — Genetic and evolution | |
| Spring 1 | <ul style="list-style-type: none">Earth — Earth’s Atmosphere | |
| Spring 2 | <ul style="list-style-type: none">Energy — Energy resourcesEcosystems — Photosynthesis | |
| Summer 1 | <ul style="list-style-type: none">Ecosystems — RespirationParticles — Particles at work | |
| Summer 2 | <ul style="list-style-type: none">Matter — Atomic structureMatter — The periodic table | |
| Additional Information | | |
| Assessment | Students will carry out the following assessment: Autumn 1 MCQs Autumn 2 End-of-term assessment Spring 1 MCQs Spring 2 End-of-term assessment Summer 1 MCQs Summer 2 End-of-Year assessment | |
| Homework Structure | Homework can be set on online learning platforms including <i>Tassomai</i> and Teams. https://www.tassomai.com/ Homework worksheets will be provided by class teacher in lessons. Literacy booklet | |
| Enrichment | International day for women in science, expert guest speakers Topics linked to careers in science STEM tasks/projects/Trips | |
| Online Resources | Seneca: Free quizzing for students with their own log in details. | https://senecalearning.com/en-GB/ |
| | Educake: Often where homework is given. Log in details are provided by the school. | https://www.educake.co.uk/ |
| | Kuizical: Flashcard for quick testing. No log in needed. | https://kuizical.com/ |
| Extra reading | Relevant scientific research aimed at pupils aged 12-16. https://sciencejournalforkids.org/ https://www.sciencenewsforstudents.org/ https://www.sciencemag.org/careers https://www.sciencekids.co.nz/sciencefacts/careers.html https://edu.rsc.org/resources | |

Y9 Social Sciences

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| Subject Overview | Pupils will study a range of topics designed to build the four Social Sciences skills: Higher order thinking Empathy Consideration of different points of view Rational and critical thinking Throughout PRE and Citizenship, pupils will use and apply their knowledge and understanding while developing skills to research and interrogate evidence, debate and evaluate viewpoints, present reasoned arguments and take informed action. They will be switching between PRE (Philosophy, Religion and Ethics) and Citizenship every half term. | |
| Curriculum Content | | |
| Autumn 1 | Morality Right vs Wrong Absolutism vs Relativism Conscience | |
| Autumn 2 | Politics and the UK Government British democracy Voting Laws Women in Politics | |
| Spring 1 | Medical Ethics Start of life debates (abortion, stem cell research) End of life debates (euthanasia, palliative care) Anti-vax movement | |
| Spring 2 | The Justice System and the Rule of Law The Rule of Law The Fairness of Law How the legal system works | |
| Summer 1 | An Introduction to Ethical Theories Utilitarianism Situation Ethics Natural Moral Law Deontology | |
| Summer 2 | The Functions and Use of Money Taxes Ethical spending Budgeting | |
| Additional Information | | |
| Assessment | Students have end-of-unit skill assessments: first half of term – Philosophy, second half of term – Citizenship. They will be assessed on | |
| Homework Structure | Homework will be set throughout the course and it will include quizzes, research, different skill-based questions or extended writing. | |
| Enrichment | Wider reading channel in Teams. Guest speakers for Citizenship. | |
| Online Resources | Microsoft Teams | For homework and assignments |
| | BBC Bitesize | An overview of the topics studied |
| | BBC News | The most up-to-date news related to the Citizenship topics studied. |
| Extra reading | All extra reading will be posted under the Wider Reading channel on Teams. | |

Y9 Sociology

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| Subject Overview | Pupils will cover a range of topics within Sociology, covering the several sociological concepts, perspectives and research strategies used in Sociology. The rationale behind this year is to get students to develop an idea of what sociology entails and to start learning the skills that will help them succeed, such as showing their knowledge and understanding of Sociology, but also to be able to apply and analyse the different sociological concepts from and into the real world. | |
| Curriculum Content | | |
| Autumn 1 | The Sociological Approach Sociological terminology Social Issues, structures and processes Developing skills | |
| Autumn 2 | The Sociological Approach Sociological terminology Sociological perspectives; Conflict VS Consensus thinkers Developing skills | |
| Spring 1 | The Sociological Approach Sociological terminology Sociological perspectives/Thinkers; Conflict VS Consensus thinkers Sociology Research Methods Designing research in Sociology Different methods in sociology Developing skills | |
| Spring 2 | Sociology Research Methods Different methods in sociology; Analysing data Practical, ethical and theoretical issues Developing skills | |
| Summer 1 | Sociology Research Methods Different methods in sociology; Analysing data Practical, ethical and theoretical issues Developing Skills | |
| Summer 2 | Applying knowledge/skills of Sociological Approach and Research methods to different topics that students will learn Families; Education; Crime and Deviance and Social Stratification | |
| Additional Information | | |
| Assessment | Each term students will be assessed on the different skills and topics they are learning. | |
| Homework Structure | Homework will be set throughout the course and it will include quizzes, research, different skill based questions. | |
| Enrichment | Wider reading in Teams | |
| Online Resources | Teams Class | This is where homework will be uploaded ; |
| | https://senecalearning.com/en-GB/ | These are self-assessed quizzes for each of the topics and will also be used as HW. Students will have a “class code” that enables them to access. |
| | https://www.aqa.org.uk/subjects/sociology/gcse/sociology-8192/assessment-resources | Examples of assessments; AQA is the exam board we use. |
| | https://www.tutor2u.net/sociology | Tutor2u is an excellent platform students can access to support their learning and will help with HW research but also with depth of knowledge. |
| Extra reading | Shared in Teams | |