



Barnhill

COMMUNITY HIGH SCHOOL

**Year 9 Curriculum Handbook
2024—2025**

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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
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 research	Decorative techniques for application on cushion.				
English	The Tempest by William Shakespeare (DRAMA)	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	
Computer Science & 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		
Sport Science	The Cardiorespiratory System & Effects of Exercise	The Musculoskeletal System & Effects of Exercise	Psychology in Sport	Practical Sport Moderation	Injuries, First Aid and Rehabilitation	Components of Fitness & Principles of Training

Y9 Art

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 printmaking, in order to inform their choices at GCSE. Students conclude their time in key stage three art by producing a portfolio of skills and techniques that	
Curriculum Content		
Autumn	Through the study of Natural Forms, students build on prior learning and demonstrate mastery of the Formal Elements of Art; line, shape, tone, texture, space, form and colour. Using draftsmanship in various media, they produce outcomes in pencil and pen, using mark-making to produce successful textural outcomes. Students also experience photography; an option which may be selected for GCSE. Students research and analyse the work of a contemporary acrylic artist, before responding to their work in kind. Students develop acrylic painting techniques and understanding the	
Spring	Using photography, students create primary images from which to work using a desktop studio set up and DSLR cameras. Analysing and selecting their best image, students then produce a personal final painting that draws together their learning across key stage three, and encourages independence. Through the refinement of their skills and techniques, students produce an outcome that explores the theme of Natural Forms.	
Summer	In contrast, students examine Man-made objects and focus on geometric shape. Challenging traditional drawing techniques, students work in experimental mixed media to produce a range of outcomes and refine their observational skills. Students respond to the work of 'Pop' artist Jim Dine when producing outcomes in charcoal, ink as well as other mixed media. Students continue these explorations in print, experimenting with the textural quality of the medium to produce various outcomes.	
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
	Art Club Team	Where extra curricular ideas,
	Tate online	Tate gallery website where students can access re-
Extra		

Y9 Business

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	Business finances – Topics include forecasting revenues and costs, break even, forecasting and improving cash flow	
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	Business pitch and presentation— Creating a business pitch for business ideas including a new McDonalds hot breakfast product	
Summer 2	Leadership – Topics include Organisational structures, motivation, recruitment and retention, discrimination	
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	

Yr 9 BTEC Tech Award Level 1/2 in Child Development.

Subject Overview	In year 9 Students in the first term students do to projects one on NHS and the other on Homelessness. Once they have completed those in the spring term the teaching of contents begin. Learning Aim A Understand and Explore the Characteristics of Children’s Growth and Development. Learning Aim B Understand how factors impact on children’s development. Learning styles includes Role plays, discussions, group activities and presentations both oral and written.	
Curriculum Content		
Autumn 1	NHS Project Researching what is the NHS, It’s role and functions The Students do a presentation in class it is grades and marks are given for written and oral presentation	
Autumn 2	Homelessness- Looking at homelessness nationally then looking at Hillingdon and doing a project to donate non perishable to Hillingdon food bank. The students do two presentations in class and attend assemblies to educate their Peers on Homelessness in Hillingdon	
Spring 1	Component 1: Learning Aim A Understand the principles of growth and development	
Spring 2	Continuation of Learning Aim A An assessment given at the end of Learning Aim A.	
Summer 1	Learning Aim B: Understand how factors impact on children’s overall development	
Summer 2	Continuation of Learning Aim B an Assessment given at the end of Learning Aim B.	
Additional Information		
Assessment	Assessment will be done in line with school assessment. At the end of each Learning Aim an assessment is done. This is uploaded unto the schools system and gives us the opportunity to track the students and parents can also see the progress their child is making in the subject.	
Homework Structure	This will be set throughout the year and student will be given a list with dates to be placed in their planner and will also set on Team in the folder.	
Enrichment	Students have the opportunity to engage with Teacher during lunch time and after school. The plan is to set up a lunch time club. additional support. (SEND, EAL, WB)	
Online Resources	Microsoft teams	Home work is placed and other information for students.
	https://www.bbc.co.uk/bitesize/subjects/znyb4wx BTEC TECH AWARD IN Child DEVELOPMENT	A digital copy of the textbook is on Teams
	https://qualifications.pearson.com/en/qualifications/btec-tech-awards/child-development	This will allow you access to the specification to gain a broader understanding on the topics of component 1, 2 and 3
Extra reading	BTEC Tech Award Student Book, Call the Midwife, the lost boy. Watch the secret life of 4 and 5 year old. Students can watch other videos that links to children to help them gain understanding of how children develop and play.	

Y9 Core Computer Science and IT

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 Drama

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	

Year 9 English

Subject Overview	students will explore a wide range of different text types, both fiction and non-fiction, to develop their inference and analysis skills. Students will learn about the development of language over time, understanding how cultural and historical influences impact the writing of a text. They will learn how to retrieve and select information and evidence whilst analysing the intended effects of language on the reader and gaining an awareness of the writer’s craft. 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. As they progress through the curriculum, students will build on their understanding of how language, structure and tone are used to create meaning as well as persuade and engage audiences. They will apply this knowledge to their own creative writing and persuasive speech writing. Two new bespoke unit have been developed this year in Autumn 2 and Summer 2 to compliment the previous unit and allow students to sharpen their writing skills.
Curriculum Content	
Autumn 1	<ul style="list-style-type: none"> • The Strange Case of Dr Jekyll & Mr Hyde (Prose—Fiction Unit)
Autumn 2	<ul style="list-style-type: none"> • Haunted Pages: Gothic Explorations (Creative Writing Unit)
Spring 1	<ul style="list-style-type: none"> • Culture & Identity Poetry (Poetry)
Spring 2	<ul style="list-style-type: none"> • The Tempest by William Shakespeare (Drama /Play Unit)
Summer 1	<ul style="list-style-type: none"> • The Power of Rhetoric (Non-Fiction Reading Unit)
Summer 2	<ul style="list-style-type: none"> • The Art of Persuasion (Transactional Writing Unit)
Additional Information	
Assessment	<ul style="list-style-type: none"> ◆ Autumn 1— Reading Assessment ◆ Autumn 2— Writing Assessment ◆ Spring 1 — Reading Assessment ◆ Spring 2— Reading Assessment ◆ Summer Term —Reading and Writing Assessment ◆ Spoken Language Assessment (in-class presentations; Oracy)
Homework Structure	Bedrock Programme
Enrichment	World Book Day, National Poetry Day speakers, Library trips, Trust Poetry slam (annual event), local authors’ visits, Deep Learning Days, Library lessons.
Online Resources	<ul style="list-style-type: none"> • BBC Bitesize • TED talks • Podcasts by authors of studied novels/plays • SparkNotes.com • CliffsNotes.com • No Fear Shakespeare • The British Library Online
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.

YR9 DT- Food Technology

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	

Yr 9 Jamie Oliver

Subject Overview	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 Resources	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.	

Y9 French

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=2p8frt	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 Geography

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	

Yr 9 BTEC Tech Award Level 1/2 in Health and Social Care.

Subject Overview	<p>In year 9 Students in the first term students do to projects one on NHS and the other on Homelessness. Once they have completed those in the spring term the teaching of contents begin. Component 1 Human Life Span Development</p> <p>Learning Aim A Understand Human growth and development across life stages and factors that affects it. Learning Aim B Understand how Individuals deal with life events. Learning styles includes Role plays, discussions, group activities and presentations both oral and written.</p>	
Curriculum Content		
Autumn 1	<p>NHS Project Researching what is the NHS, It's role and functions</p> <p>The Students do a presentation in class it is grades and marks are given for written and oral presentation</p>	
Autumn 2	<p>Homelessness- Looking at homelessness nationally then looking at Hillingdon and doing a project to donate non perishable to Hillingdon food bank. The students do two presentations in class and attend assemblies to educate their Peers on Homelessness in Hillingdon</p>	
Spring 1	<p>Component 1 :Learning Aim A Understand human growth and development across life stages.</p>	
Spring 2	<p>Continuation of Learning Aim A An assessment given at the end of Learning Aim A.</p>	
Summer 1	<p>Learning Aim B: Understand how individuals deal with life events.</p>	
Summer 2	<p>Continuation of Learning Aim B an Assessment given at the end of Learning Aim B.</p>	
Additional Information		
Assessment	<p>Assessment will be done in line with school assessment. At the end of each Learning Aim an assessment is done. This is uploaded unto the schools system and gives us the opportunity to track the students and parents can also see the progress their child is making in the subject.</p>	
Home-work Structure	<p>This will be set throughout the year and student will be given a list with dates to be placed in their planner and will also set on Team in the folder.</p>	
Enrichment	<p>Students have the opportunity to engage with Teacher during lunch time and after school. The plan is to set up a lunch time club. additional support. (SEND, EAL, WB)</p>	
Online Resources	<p>Microsoft teams</p>	<p>Home work is placed and other information for students.</p>
	<p>https://www.bbc.co.uk/bitesize/subjects/znyb4wx</p> <p>BTEC TECH AWARD IN Child DEVELOPMENT</p>	<p>This BBC website will support with further information . www.edexcel.com</p>
	<p>https://qualifications.pearson.com/en/qualifications/btec-tech-awards/child-development</p>	<p>This will allow you access to the specification to gain a broader understanding on the topics of component 1, 2 and 3</p>
Extra reading	<p>BTEC Tech Award Student Book, Call the Midwife, the lost boy. Watch the secret life of 4and 5 year old. Students can watch other videos that links to children to help them gain understanding of how children develop and play.</p>	

Y9 History

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=PLcvEcrcF_9zI2dNGU9uUOWo9tenQi93UG
Extra reading	Please see the History reading list on the school website: https://www.barnhill.hillingdon.sch.uk/page/?title=Humanities&pid=30	

Y9 Mathematics

<p>Subject Overview</p>	<p>Students following both higher and foundation schemes of work start with number skills in year 9 to ensure students have the fluency required to tackle other topics. Foundation students also review BIDMAS which is a fundamental skill in mathematical calculations. Higher students move on to study surds in preparation for higher level skills they will learn later. This is followed by statistical calculations and display for both groups with students following higher covering a greater number of diagrams. All students then review basic algebra skills which they will need to tackle more advanced topics later in the year.</p> <p>Students continue to build on the work covered by looking at fractions decimals and percentages. This then moves onto algebraic skills by using these to solve equations to allow them to reason mathematically and problem solve. Students use calculators to solve more complex percentage problems. During the foundation scheme students spend more time on numerical skills to reinforce their understanding whilst higher students move on to proportional reasoning with percentages and worded problems to consolidate their understanding of mathematical language.</p>	
<p>Curriculum Content</p>		
<p>Autumn</p>	<p>Foundation:</p> <ul style="list-style-type: none"> Integers and place value Decimals Indices, powers and roots Factors, multiples and primes Tables, charts and graphs Pie Charts Scatter Graphs 	<p>Higher:</p> <ul style="list-style-type: none"> Calculations, checking and rounding Indices, roots, reciprocals and hierarchy of operations Factors, multiples, primes and standard form
<p>Spring</p>	<p>Foundation:</p> <ul style="list-style-type: none"> Algebra: the basics Equations Inequalities Sequences Fractions, decimals and percentages Percentages 	<p>Higher:</p> <ul style="list-style-type: none"> Surds Algebra: setting up, rearranging and solving equations Sequences and using iterative processes Fractions and percentages Percentage change and multipliers
<p>Summer</p>	<p>Foundation:</p> <ul style="list-style-type: none"> Properties of shapes, parallel lines and angle facts Interior and exterior angles of polygons Indices and standard form End of year test preparation Perimeter, area and volume 	<p>Higher:</p> <ul style="list-style-type: none"> Polygons, angles and parallel lines Pythagoras' theorem and trigonometry Perimeter, area and circles End of year test preparation Volume of prisms, cones and spheres
<p>Additional Information</p>		
<p>Assessment</p>	<p>3 summative assessments and 3 formative assessments</p>	
<p>Homework Structure</p>	<p>Sparx – Homework is set on a weekly basis and is based on what skills are being/will be taught during the unit. Pupils are notified on Teams and in class about their homework on a weekly basis.</p>	
<p>Enrichment</p>	<p>Chess club: the game of chess helps young people to learn to concentrate, think logically, overcome obstacles, sport patterns and categorize information.</p> <p>UKMT- Junior Mathematical Challenge: The JMC is a 60-minute, multiple-choice competition aimed at students across the UK. It encourages mathematical reasoning, precision of thought, and fluency in using mathematical techniques to solve interesting problems.</p>	
<p>Online Resources</p>	<p>MathsWatch https://vle.mathswatch.co.uk/vle/</p>	<p>Videos and worksheets for every maths topic.</p>
<p>Extra reading</p>	<p>Sparx: https://www.sparxmaths.uk/</p> <p>Closing the Gap: The Quest to Understand Prime Numbers by Vicky Neale (NF)</p>	

Year 9 Music

Subject Overview	Music education at Barnhill aims to develop students' musical literacy and personal musical identity. Students will learn to interpret and create music, engaging with various musical concepts and practical skills. The curriculum emphasizes performance, composition, and understanding of musical elements across different genres and	
Curriculum Content		
Unit 1	Songwriting Students will develop songwriting skills focusing on melody, chords, bassline, and lyrics, exploring relative minor key signatures and chord progressions.	
Unit 2	Band Skills – Pop/Rock Music Students will enhance their ensemble performance skills by covering a pop song, emphasizing rehearsal techniques, stage presence, and communication.	
Unit 3	Improvisation Focus on improvisation in major and minor keys, introducing jazz improvisation techniques, syncopation, arpeggios, and extended chords.	
Unit 4	Composition Students will compose an original piece consolidating all KS3 learning, demonstrating their creativity and understanding of musical elements.	
Additional Information		
Assessment	40% instrument ability, 20% composition, 20% improvisation and 20% homework. Homework is auto-marking and all other assessments are teacher assessed.	
Homework Structure	Homework is set every fortnight for music. This 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
	Musictheory.net	Music theory website to help re-learn and deepen understanding of core concepts
	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 Physical Education

Subject Overview	Physical Education is an integral part of school life in Year 9. Students participate in a variety of physical activities over the school year both in a team and individual setting. The activities include Football, Netball, Basketball, Athletics, Rounders, Fitness, Table Tennis, Badminton, Handball, Cricket and Tennis. This specifically designed curriculum has been created for the students to progress in sport successfully both physically and mentally, incorporating their improved confidence, competence and knowledge in order to maintain throughout their life. As a School, we thrive to adopt self-independence within our students while providing excellent and enjoyable learning environments for all abilities.	
Curriculum Content		
Autumn/ Spring	Students will complete a rotation of sports throughout year 9. Developing sport specific skills both in isolation, competitive scenarios and gameplay. Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games; for Handball, Netball, Football, Badminton and Football. Develop knowledge and understand of different methods of training and Anatomy and Physiology.	
Summer	Develop sport specific skills both in isolation, competitive scenarios and game play. Use a range of tactics and strategies to overcome opponents in direction competition through team and individual sports within Athletics, Tennis, Rounders, Cricket. Develop ability to work as a team, communication and problem solving skill in Outdoor and Adventurous Activities.	
Additional Information		
Assessment	Throughout each rotation of sport and at the end of the unit students will be assessed on their physical Literacy, Knowledge of the rules and regulations and ability to apply both into competitive game situations.	
Homework Structure	Students are frequently challenged to develop their understanding of sport through lesson pre-work and this is usually set through TEAMS.	
Enrichment	Take part in competitive sports and activities outside school through community links or sports clubs and to participate in a range of extracurricular activities in school to support tis.	
Online	https://www.bbc.co.uk/bitesize/subjects/zxf3cdm	BBC Bitesize for Physical Education
	https://www.microsoft.com/en-gb/microsoft-teams/log-in	Class resources, announcements and homework to be posted on class teams when relevant.
Extra reading	<p>The England and Wales Cricket Board Limited www.ecb.co.uk</p> <p>Federation Internationale de Football Association www.fifa.com</p> <p>The Football Association Limited www.thefa.com</p> <p>The Lawn Tennis Association www.lta.org.uk</p> <p>https://www.englandhandball.com/</p> <p>England Cricket Board https://www.ecb.co.uk/</p> <p>England Netball https://www.englandnetball.co.uk/</p> <p>The Football Association http://www.thefa.com/</p>	

Year 9 Prince's Trust Award

Subject Overview	The Prince's Trust is recognised by the qualification regulators in England, Wales, Northern Ireland and Scotland to develop, offer and award qualifications. The Prince's Trust qualifications in Personal Development and Employability Skills recognise a breadth of personal skills, qualities and attitudes required by employers across a range of sectors. They have been developed with the aim of progressing learners into further education.	
Curriculum Content		
Unit 1	Career Planning Community Project Customer Service Digital Skills	
Unit 2	Interpersonal and Self Management Skills Managing Money Participating in Exercise Personal Project	
Unit 3	Planning for Personal Development Practising Leadership skills Preparing for a Healthy Lifestyle	
Unit 4	Presentation Skills Team Work Skills Undertaking an Enterprise Project	
Additional Information		
Assessment	There is no exam. All units will be moderated by your teacher and Prince's Trust Qualifications Team. All work completed in class will go towards you gaining your qualification.	
Homework Structure	Homework is set every fortnight and students have plenty of resources and links on Teams to assist in completing their task	
Enrichment	Student complete a full range of units and build up a portfolio of evidence. This evidence is achieved via many different techniques according to the students needs/ability. Practical work, written work, group work, discussions, photo/video evidence, witness statements, IT, leaflets, posters.	
Online Resources	http://www.princes-trust.org.uk/	https://www.princes-trust.org.uk/how-we-can-help/grow-skills-and-confidence
	https://www.princes-trust.org.uk/how-we-can-help/get-job	https://education.princes-trust.org.uk/en/
	https://www.princes-trust.org.uk/how-we-can-help/support-starting-business	https://www.princes-trust.org.uk/support-our-work/fundraise
Extra reading	Personal development and Employability skills and attributes that are essential for working life	

Y9 Product Design - Textiles and Resistant Materials

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	<p>Understanding the research and design process</p> <p>Rules and routines of how Health and safety is applied throughout the workshop and design process.</p> <p>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.</p> <p>Knowing and understanding the different decorative process and aesthetic effect.</p> <p>Constructing initial design ideas towards producing their final outcome.</p>	
Term 2	<p>Understanding the making and evaluation process.</p> <p>Knowing how to construct their products using the correct equipment and materials using the quality control processes through their making and modelling this.</p> <p>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</p> <p>Knowing and understanding the ethical processes of their manufacturing specification guidance.</p> <p>Knowing and understanding the need for initial designs and development designs</p> <p>Knowing how to evaluate their work to ensure that they have met their specification and design brief.</p>	
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	

Y9 Science

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 curricu-	
Curriculum Content		
Autumn 1	<ul style="list-style-type: none"> • Reactions — Types of reactions • Reactions — Chemical changes • Electromagnets — Magnetism 	
Autumn 2	<ul style="list-style-type: none"> • Genes — Reproduction • Genes — Variation and evolution • Genes — Genetic and evolution 	
Spring 1	<ul style="list-style-type: none"> • Earth — The Earth’s Atmosphere • Energy — Conservation & dissipation of energy • Energy — Energy transfer by heating 	
Spring 2	<ul style="list-style-type: none"> • Energy — Energy resources • Organisms — Cell structure and transport 	
Summer 1	<ul style="list-style-type: none"> • Organisms — Cell division • Matter — Atomic structure 	
Summer 2	<ul style="list-style-type: none"> • Energy — Energy transfer by heating • Matter — 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 worksheets will be provided by class teacher in lessons. This will help to consolidate and extend students’ learning	
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/
	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

<p>Subject Overview</p>	<p>Pupils will study a range of topics designed to build the four Social Sciences skills:</p> <ul style="list-style-type: none"> Higher order thinking Empathy Consideration of different points of view Rational and critical thinking <p>Throughout Social Sciences 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.</p> <p>Students will show progression through the same themes (with different sub-topics) every year. In Year 9 this is on a global scale.</p> <p>Term Theme</p> <p>A1 Identity</p> <p>A2 Relationships</p> <p>Sp1 Social Justice</p> <p>Sp2 Conflict</p> <p>Su1 British Values/Politics</p> <p>Su2 World Religions</p>
<p>Curriculum Content</p>	
<p>Autumn 1</p>	<p>Morality</p> <ul style="list-style-type: none"> Right vs Wrong Absolutism vs Relativism Conscience
<p>Autumn 2</p>	<p>Politics and the UK Government</p> <ul style="list-style-type: none"> British democracy Voting Laws Women in Politics
<p>Spring 1</p>	<p>Medical Ethics</p> <ul style="list-style-type: none"> Start of life debates (abortion, stem cell research) End of life debates (euthanasia, palliative care) Anti-vax movement
<p>Spring 2</p>	<p>The Justice System and the Rule of Law</p> <ul style="list-style-type: none"> The Rule of Law The Fairness of Law How the legal system works
<p>Summer 1</p>	<p>An Introduction to Ethical Theories</p> <ul style="list-style-type: none"> Utilitarianism Situation Ethics Natural Moral Law Deontology
<p>Summer 2</p>	<p>The Functions and Use of Money</p> <ul style="list-style-type: none"> Taxes Ethical spending Budgeting
<p>Additional Information</p>	
<p>Students have end-of-unit skill assessments: first half of term – Philosophy, second half of term –</p>	

Y9 Sociology

Subject Overview	Welcome to the fascinating world of Sociology! This subject explores the intricate workings of society and the diverse behaviours and interactions of people within it. Our course aims to develop students' understanding of social structures, institutions, and the complex relationships that shape our daily lives. Students will gain valuable skills including critical thinking, analytical writing, and the ability to conduct research and evaluate information from a sociological perspective. These skills are not only essential for academic success but are also highly beneficial in everyday life and future careers.	
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	

Y9 Spanish

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

<p>Subject Overview</p>	<p>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.</p>	
<p>Curriculum Content</p>		
<p>Autumn 1</p>	<p>The Cardiorespiratory System:</p> <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 	
<p>Autumn 2</p>	<p>The Musculoskeletal System:</p> <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 	
<p>Spring 1</p>	<p>Psychology in Sport:</p> <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 	
<p>Spring 2</p>	<p>Practical Sport Moderation</p> <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 	
<p>Summer 1</p>	<p>Injuries in Sport:</p> <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 	
<p>Summer 2</p>	<p>Components of Fitness and Principles of Training:</p> <ul style="list-style-type: none"> • An introduction to the components of fitness • Fitness testing • Principles of fitness training • Methods of fitness training 	
<p>Additional Information</p>		
<p>Assessment</p>	<ul style="list-style-type: none"> • Half-termly internal assessments on TEAMS • Internally marked coursework assignments • External exam (1hour 30minutes) 	
<p>Homework Structure</p>	<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 	
<p>Enrichment</p>	<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 	
<p>Online Resources</p>	<p>https://www.microsoft.com/en-gb/microsoft-teams/log-in</p>	<p>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.</p>
	<p>Cambridge Nationals - Sport Science Level 1/2 – J828 (ocr.org.uk)</p>	<p>Specification</p>