Guidance for Year 9
For Students and Parents
2026-27

Preface

Dear Parents,

Year 9 will bring your child a new set of challenges and opportunities as they complete the Foundation Curriculum Stage and choose their Year 10 Options.

The Options process will be launched in November and further information about this process will be shared with parents at the start of Term 2.

We aim to keep parents and student informed about what we do and this booklet has been written so that you are well informed about all the courses that your child is following. I hope that you will find it helpful.

The Year 9 Curriculum is delivered with students being mainly in mixed ability Learning Groups with some setting in Maths and flexibility in English to move students between classes if appropriate.
With the support of their teachers, our Year 9 students are encouraged to push on with their learning skills so that by the end of Year 9 they are securely demonstrating independent learning to support them in Year 10 and Year 11. There is explicit teaching of literacy throughout all subjects. Students in Year 9 also follow a PSHRE course which encompasses personal, social, careers, health and religious education.

At Churchill Academy we have an emphasis upon using our core values "Kindness, Curiosity, Determination" to equip students with essential personal learning and thinking skills that will enable them to be: -

- effective participators in their learning
- creative in their thinking
- good team player
- independent enquirers
- self-managers

During Year 9 teachers will deliver a curriculum that is designed to deepen and broaden subject knowledge, and which offers enrichment opportunities to foster a "passion for learning" in their subject. Teachers will also practice key assessment skills with their Year 9 students in order to prepare them for the assessment expectations of GCSE.

Please see important dates listed below.

You will find more detailed information for each subject in the following pages of information. Should you need further information the Director of Faculty will be pleased to provide it.

I hope that Year 9 will be a successful and inspirational year for your child here at Churchill Academy.

Yours sincerely

Lucy James
Deputy Headteacher

Art and Design and Textiles

Course Details

- Secondary Foundation Stage Art and Design
- Third year of three year Scheme of Work

Area of study

In Year 9 students enjoy two lessons of art across the two-week timetable. They will develop two main projects during the year, combining Fine Art and Textiles outcomes. This work will be complemented by a number of skills-based lessons to extend their understanding of drawing techniques and help provide a transition into GCSE (for those wishing to choose it as an option).

The working process involves the use of a journal (sketchbook) to organise and develop their project work. This will include artist research, analysis, observational drawing and practical development using a variety of media. The aim is to allow students to build projects and to chronicle their progress towards a final Fine Art piece. Each project will also feature a textiles outcome that will utilise the research and development in the journal but will also introduce key textiles processes and techniques.

Students in Secondary Foundation Stage explore a wide range of artists and develop skills using a variety of media in both 2D and 3D. Their progression will be regulated by regular assessment of journal work that will offer guidance to help students improve the quality of their work and enable them to move onto the next level of achievement.

Homework will aim to support classwork and extend the independent learning of students. Work will be set appropriately and marked regularly to provide feedback for students.

The two main projects that will be undertaken are:

Year Nine projects:

- Mixed Media Project, focussing on beetles and other bugs, drawing and designs lead to a mixed media illustration outcome in Term 1, a small-scale lino print in Term 2 and a textiles piece in Term 3.
- Buildings and Perspectives Project. Students are introduced to perspective drawing in Term 4, create a 3D architectural card construction in Term 5 and develop an applique textiles piece in Term 6.

A voluntary contribution of £4.00 is requested at the start of the year to enable the department to purchase individual journals and more expensive materials such as acrylic paint and printing equipment.

Dance

Within the Performing Arts carousel Year 9 students will have the option to choose two subjects to study from Dance, Drama, Music and Music Technology. Students who choose to take Dance as an option will have three sessions of Dance which are around 12 lessons each. They are expected to bring and wear their PE kit. Safe practice is taught to all students and remains a priority throughout the course. Learning and assessment focuses around the three key areas: create, perform and respond.

Areas of study

- Developing technical skills such as balance, strength, co-ordination and flexibility
- The more complex building blocks of choreography (more challenging choreographic devices, structure, action, relationship, space and dynamics)
- Developing creative skills - focussing on the selection and rejection of material.
- Developing skills of co-operation and collaboration, working in small groups.
- Developing confidence in performance skills and performing to an audience of peers
- Developing a contextual understanding of the history and diversity of the subject through looking at professional dance productions.
- Studying a variety of topics to widen student's movement vocabulary and provide a selection of starting points for creative tasks.
- Developing an understanding of the Dance industry through experiencing the audition process, learning professional repertoire and responding to a set brief.

Assessment

- Students are assessed at the end of each topic, and this is in line with each data capture. Some work is videoed, in order to allow students, the opportunity to evaluate their own performances
- Students are involved in the assessment process and are encouraged to self and peer assess, and to set targets as a result of this process.

Session	Topics	Skills Developed
1	Learning Repertoire	Groups Skills, Technical Skills, Performance Skills
2	Using Professional Work as inspiration 'Swansong' by Christopher Bruce	Analytical Skills, Choreographic Skills, Performance Skills, Group Skills
3	Choreography Workshops Student led Choreography	Technical Skills, Choreographic Skills, Group Skills, Performance Skills

Home Study

This will not be set every lesson but may on occasion require students to research topics and find props or costumes.

Enrichment Activities

We have a number of trips, clubs and performance opportunities throughout the year which will be announced in lessons and details of auditions are on the dance noticeboard outside the Dance Studio.

Drama

Students will select two Performing Arts subjects which will be delivered on a carousel cycle.
This is a highly practical and vocational course with an emphasis on preparation for careers in the Performing Arts industry. It builds on the work developed throughout Drama at Secondary Foundation Stage. In Year 9 there is an emphasis on skill building to prepare for assessments and coursework which start in Year 10 as part of a Level 2 BTEC in Performing Arts (Acting pathway).

Areas of Study

In Year 9 the areas covered:
Melodrama and The Perils of Pauline
Theatre in Education - Chicken
Horror - the Woman in Black

Home Study

- Finding creative stimulus for devising
- Practice and rehearsal
- Attendance at live drama events
- Catching up on missed work

English

Areas of Study

During Year 9 all students develop their Speaking and Listening, Reading and Writing skills through a series of units that comply with the National Curriculum. English classes are currently taught in groups which comprise a mix of prior attainment.

Students work in exercise books and complete assessments in class. A formal exam will take place towards the end of Year 9.

The Year 9 curriculum consists of the following units:

- Journalism from around the world
- Crime Poetry
- Two Novels – 'Everything, everything' and 'Jekyll and Hude'
- Dystopian literature

Home study

Students will be given at least two pieces of homework a term – this is designed to either extend their knowledge of the topic, practise their spellings or work on targets from class. Each unit has a Knowledge Organiser, which is a page of vocabulary linked to what is being studied during lessons, and revising these words will also be set for homework.

Reading

Reading is an important part of English and an important life-long skill. Indeed, teachers often observe that the student who reads, succeeds. We recommend, and aim to ensure, that students read between 6 and 18 novels a year. A reading list is provided to help students, and parents, who might need some guidance about book choices. The library, and our librarians, are a great resource for helping students explore and select reading books as well as undertake research. English teachers will periodically book library lessons, but students are also encouraged to use the library during break, lunch and afterschool, on their own accord.

Spelling, Punctuation and Grammar

Spelling continues to be a major focus in Year 9. Students are tested on a new set of 20 words at the beginning of every term (apart from the first). They are then required to learn any spellings they did not get correct by the end of the term. Extension lists are available to challenge top spellers.

When assisting students with spelling it is worth remembering the 'Look-Say-Cover-Write-Check' procedure. This involves the student *looking* at the correct spelling of a previously misspelt *word;* saying the word; *covering* the word and then *writing* it. If a student needs to 'peep' in order to complete the spelling that is acceptable. The students should then check their final spelling against the correct spelling. The above procedure may be repeated 3-5 times to improve the visual memory of that particular word.

Every fortnight, students will also have a dedicated writing lesson (we call this the writing workshop lesson) where they closely focus on grammar, punctuation and their individual writing targets. We believe in repeated practice over time to help students develop their skills.

English Faculty Mission Statement

We aim for our students to develop the confidence to articulate perceptive, independent thinking in front of others; to become curious, creative learners who will empathise and question the world they see before them, embracing difference; to persevere and take pride in their work; to leave us with a secure level of literacy, and to acquire a passion for language and a love of great literature.

Ethics and Philosophy

Course Details
The Ethics and Philosophy course at Secondary Foundation Stage aims to do the following:

a) To enable students to learn about belief systems and human experience, including religious traditions and their own beliefs and values. This incorporates Attainment Target 1 for Ethics and Philosophy – Learning about Religions.
b) To enable students to think about their own human development in its personal, social, moral and religious dimensions and in terms of the wider community to which we belong. This incorporates Attainment Target 2 – for Ethics and Philosophy – Learning from Religious and Human Experience.

,**An introduction to Philosophy**

- What is philosophy?
- How do I know what is true?
- Plato and Aristotle
- Arguments for and against the existence of God

Ethics and religion

- How should we treat the planet?
- What do religions think about animal life?
- What does it mean to be human?

Crime and punishment

- Why do people commit crime?
- Does punishment work?
- Should we bring back the death penalty?
- Does rehabilitation work?

- What do religions think about punishment and crime?

Ethics and Philosophy does not seek to impose any particular religious view or interpretation on students, but rather to help the students understand that living in a multi-cultural society it is important to understand the wide diversity of culture and belief today.

Setting
All classes are mixed ability in Ethics and Philosophy.

Assessment
There will be formal assessments at the end of each unit of work.

Home Study
3 Homework Projects will be given during the year. These projects will last several weeks. Guideline sheets will be issued to each student.

Resources
All courses are well resourced on The VLE where parents and students can access lesson plans, power points and other resources. Students would benefit from keeping up with current affairs by following the news.

PSHE

The Year 9 curriculum of taught lessons follows the statutory guidelines on Relationships, Health and Well-Being and Living in the Wider World.

Teachers will focus on self-awareness, personal development, aspects of safety, understanding differences and showing empathy, and learning about careers and the world of work. The lessons are built strongly on the foundations of Care, Inspire, Challenge and Achieve which will enable the learners to become well rounded and responsible members of our community.

In addition, guest speakers will come in to discuss the topics. The topics for 'Healthy relationships' and 'Health and Wellbeing' will utilise the expertise of a variety of outside groups such as Everyones invited, St Giles Trust, North Somerset Violence Reduction group.

<u>The PSHE curriculum is split into 3 areas:</u>

Health and wellbeing

- Staying healthy
- Mental and physical health
- Drugs and alcohol
- Addition
- Gambling

Relationships

- Healthy and unhealthy relationships
- Boundaries in relationships
- Consent, Contraception and STI's
- Harassment and bulling, child on child abuse
- Pornography
- Equality act 2010

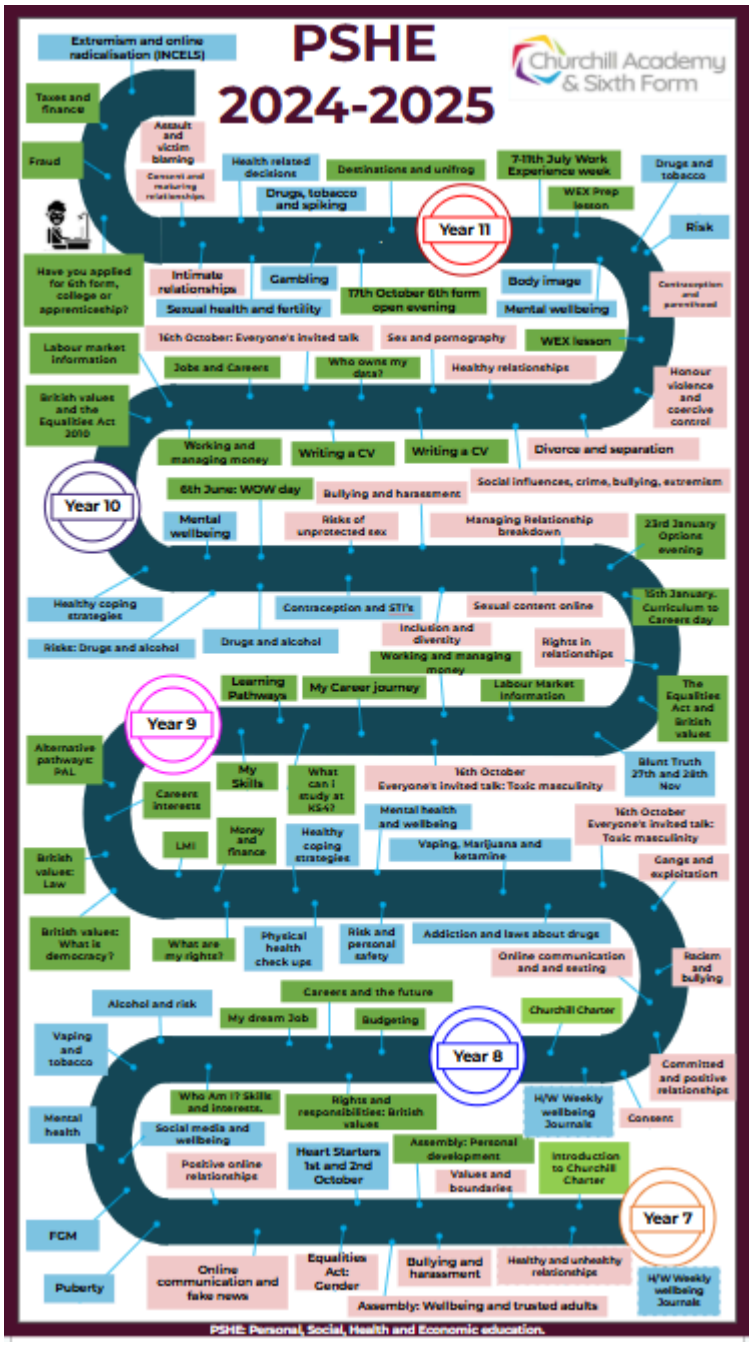
Living in the wider world

- Carers and options post GCSE's and A levels.
- Skills and interests
- Developing leadership skills

At the end of each module an internal 'end of unit test' will be given and marked by the class teacher to check understanding.

Homework will be set once a week and will include a variety of different activities, research and exam questions.

All courses are well resourced on the VLE where parents and students can access lesson plans, PowerPoints and other resources.


PSHE
2024-2025
Churchill Academy & Sixth Form
Year 11
Extremism and online radicalisation (INCELS)
Taxes and finance
Fraud
Assault and victim blaming
Consent and maturing relationships
Health related decisions
Drugs, tobacco and spiking
Destinations and unifrog
7-11th July Work Experience week
WEX Prep lesson
Drugs and tobacco
Risk
Have you applied for 6th form, college or apprenticeship?
Intimate relationships
Sexual health and fertility
Gambling
17th October 6th form open evening
Body image
Mental wellbeing
Contraception and parenthood
16th October: Everyone's invited talk
Sex and pornography
WEX lesson
Labour market information
Jobs and Careers
Who owns my data?
Healthy relationships
Honour violence and coercive control
British values and the Equalities Act 2010
Year 10
Working and managing money
Writing a CV
Writing a CV
Divorce and separation
Social influences, crime, bullying, extremism
6th June: WOW day
Bullying and harassment
Mental wellbeing
Risks of unprotected sex
Managing Relationship breakdown
23rd January Options evening
Healthy coping strategies
Contraception and STI's
Sexual content online
15th January. Curriculum to Careers day
Risks: Drugs and alcohol
Drugs and alcohol
Inclusion and diversity
Rights in relationships
Working and managing money
Learning Pathways
My Career journey
Labour Market information
The Equalities Act and British values
Year 9
Alternative pathways: PAL
My Skills
What can I study at KS4?
16th October Everyone's invited talk: Toxic masculinity
Blunt Truth 27th and 28th Nov
Careers Interests
Mental health and wellbeing
16th October Everyone's invited talk: Toxic masculinity
LMI
Money and finance
Healthy coping strategies
Vaping, Marijuana and ketamine
British values: Law
Gangs and exploitation
British values: What is democracy?
What are my rights?
Physical health check ups
Risk and personal safety
Addiction and laws about drugs
Online communication and and sexting
Racism and bullying
Careers and the future
Alcohol and risk
My dream Job
Budgeting
Churchill Charter
Vaping and tobacco
Year 8
Committed and positive relationships
Who Am I? Skills and interests.
Rights and responsibilities: British values
H/W Weekly wellbeing Journals
Consent
Mental health
Social media and wellbeing
Assembly: Personal development
Positive online relationships
Heart Starters 1st and 2nd October
Values and boundaries
Introduction to Churchill Charter
Year 7
FGM
Puberty
Online communication and fake news
Equalities Act: Gender
Bullying and harassment
Healthy and unhealthy relationships
H/W Weekly wellbeing Journals
Assembly: Wellbeing and trusted adults
PSHE: Personal, Social, Health and Economic education.

Design and Technology (Food and Nutrition/Product Design)

Course Details
Technology consists of two main subject areas: Product Design and Food & Nutrition. At the start of the Year 9 course students will experience two short projects in Product Design and Food & Nutrition to give them the opportunity to experience each subject before selecting their options. In these projects the students will experience:

Design Technology: Product Design (Mini portfolio of skills)
Technical drawing (2 Point perspective) CAD and CAM (3D modelling and 3D printing) Traditional metalworking skills (Manufacturing a small artefact)

After the short projects the students will spend the rest of the academic year between two rotations in Technology (One rotation in Product Design and one rotation in Food & Nutrition)

Areas of Study in Design Technology: Product Design

There will be two projects: Hanging planter and picture frame

During these fun practical projects students will learn about the entire Design Process. Product Design students learn how to carry out useful research before enhancing their creative design skills. Year 9 Design Technology encourages students to work independently while combining a diverse skill set - including hand skills, as well as CAD/CAM - to design, plan, manufacture and evaluate high quality products. We hope to inspire the next generation of designers, chefs, architects and engineers.

The examined theory is studied through a wide range of hands-on practical projects that the students will keep once completed, and booklet work. Students should expect regular progress checks throughout Year 9 to assess syllabus knowledge and understanding.

Students will be taught how to design products by hand using a range of graphic techniques and then manufacture them out of a range of materials. Throughout the two projects students will be taught how to use CAD software (2D design and Onshape) to produce one-off made projects.

During the projects students will develop skills in research, analysing design situations, analysing existing products, material theory (Including timbers and polymers), investigating design movements, producing design briefs, designing, making and evaluating. These skills will set a secure foundation for their journey into KS4 design technology

Areas of Study in Food and Nutrition

Rotation 1
These rotations cover scientific understanding that underpins food preparation and cooking processes. Students will carry out experiments and practical work. The course will increase student competence in food handling and production while encouraging them to personalise their practical outcomes whilst taking into consideration current health guidelines. Students will understand the importance of correct food preparation, cooking, handling and storage of food.
Rotation 2

These rotations cover a focus on core skills required at GCSE and development of food science and preparation knowledge. A mini mock assessment similar to that carried out in GCSE will be executed to prepare students for the GCSE coursework in Year 10 and 11.

Assessment and Reports

As is the case with all subjects at Churchill Academy there will be two reported data collections over the year. In addition to this, each student will receive regular assessment levels and feedback based on their end of rotation assessments. We hope that students that enjoy and succeed in Design and Technology and Food and Nutrition will join us to study at GCSE level.

Home Study

Homework will be given on a regular basis related to the area of study. The homework may be practical based in Food & Nutrition, reinforcing a skill learnt in the practical lesson.

Textbooks

Collins – Food, Preparation and Nutrition revision book and workbook – Eduqas

All students will also be given access to an online textbook resource that will be used in lessons and to support homework. Your teacher will also direct you to relevant online resources.

Geography

Course Details

In Year 9, students are encouraged to ask deeper questions of the world around them. Every topic and lesson introduces a hook to real life, and how the work being undertaken is relevant to the students. Each lesson in a module then helps to answer a key overall question that has been posed. There is a mix of both physical and human geography, and students make links between the two and identify the relationship between the natural and human world. They also begin to explore differing views and cultures and how this can impact on quality of life. A number of key geographical skills are explored throughout the year including map skills, fieldwork skills, problem solving and decision making, and cross curricular links with literacy, numeracy and ICT.

Course duration – 1 year

Areas of Study

- Terrifying Tectonics
- Cold Environments
- Biosphere and Ecosystems
- Forest Environments
- Running out of Resources?

Assessment
Assessment will take the form of in class tests at the end of each unit and an in-year exam during Year 9 exams week.

Home Study
Homework will take the form of a guided reading homework followed by a knowledge quiz, a mid-topic task that could be written or a piece of creative work, and revision as preparation for an end of topic test.

Resources:
Further details of all courses can be found on The VLE. Students would benefit from keeping up with current affairs by following the news or regularly visiting the following websites: -

https://www.geographyinthenews.org.uk/
https://www.rgs.org/
https://www.nationalgeographic.com/

History

Course Details
Students follow the Secondary Foundation Stage National Curriculum. In Year 9, students will gain a knowledge and understanding of the world in the twentieth century and of political ideologies. Students will also learn the key historical skills that will prepare them to study History at GCSE.

Areas of Study
World War One
Russia
Nazi Germany
World War Two
The Holocaust
Britain / America post 1960.

- **World War One** (Term 1)
  Students will study the causes of the war as well as in-depth enquiries about issues such as trench life and interpretations of the Somme. This scheme of work is complemented by a voluntary trip to the battlefields of France and Belgium during Activities Week.

- **The Russian Revolution** (Term 2)
  A study of the leadership of Russia in the 19th and early 20th century. Students will learn about the fall of Tsardom and how the Bolshevik Revolution influenced left wing governments around the world in the 20th century.

- **The Rise of the Nazis** (Term 3)
  A study of life in Nazi Germany looking at propaganda, terror and how the Nazis were able to come to power.

- **World War Two** (Term 4)
  Students will gain an understanding of the main features of World War Two such as the Atomic Bomb and the Home Front. Students will also learn about the major battles of the war and assess which they consider to be the key turning point in the war.

- **The Holocaust** (Term 5)
  A major study into life for Jews in Nazi Germany, leading onto the Final Solution. This is an incredibly important topic so if your child is absent during this half term, supportive homework will be set.

- **Protest and change** (Term 6)
  A study of the changes that occurred from the 1960s to 2000s looking at music, culture, civil rights and lifestyle during this momentous period.

Assessment
Students will be assessed, in a written format, to cover the historical skills and content of the topics that students have developed throughout the year.

Home Study
Students will have homework that will support assessment preparation, learning extra content and consolidating it with projects and quizzes. The department is unable to issue textbooks for students to use at home so reference copies will be available in the school library for use in the lunch hour and after school. Your teacher will also be able to provide you with a variety of relevant website addresses for independent research.

ICT/Computing

Course Details

- Secondary Foundation Stage
- Course duration = 3 years (Year 7, 8 & 9)
- Exam Board = National Standards for the ICT Curriculum

Areas of Study

In year 9 pupils will cover the following units:

- Unit 1: Graphics – Students learn how to create and edit digital graphics, including the completing of a project which includes planning, development and evaluation stages.
- Unit 2: Designing a Comic Strip – Students will develop their digital media skills by creating a comic strip for a specific audience, through a project which includes planning, development and evaluation stages.
- Unit 3: Python Programming: Students build on the basic programming concepts they learnt in Year 7 to write more structured code in a text-based development environment. There is exploration of deeper concepts including variables, data types, selection and loops.
- Unit 4: Animation and coding: Students will learn to plan and develop complex 3D animations using the ALICE software. They will develop programming skills as they must code the actions of the characters in their animations.

Assessment

Pupils are assessed at the end of each unit; the assessment structure is as follows:

- Work produced in ICT is assessed via the teacher marking their work including through observation.
- There is an exam style assessment during Year 9.
- Vocabulary and skills in ICT are assessed via peer and whole class assessment.
- Pupils are encouraged to set targets for improvement at the end of each completed unit.

Advice to Parents

At the start of each year pupils are shown how to log onto the 'Remote Server'. This is a system which allows pupils to work from home and access the software we use in school. This is actively encouraged, and further information can be found on:
http://www.churchill-academy.org

Mathematics

Our Year 9 curriculum builds on the deep mathematical thinking that students have practised in Years 7 and 8. We teach students how to be problem-solvers: to persevere, to be curious, and to learn from their mistakes. We also start to expose students to more GCSE-style questions in preparation for the upcoming GCSE course.

Course details

The key mathematical concepts taught in Year 9 are: ratio and proportion; multiplicative reasoning; converting between fractions, decimals and percentages; operations with fractions; angles; indices.

Setting

Students are placed into sets at the end of the Christmas term in Year 8. We take care to make sure that each student is placed into the set where they will make the most progress. The decision is made based on students' assessment results, attainment in the classroom, and the professional judgement of their teachers. In-class assessments help us to track students' progress and regularly review their set placement.

Homework

Homework will be set once per week and students should expect to spend one hour per week on homework. This homework might take the form of written worksheets or might be set on www.sparxmaths.uk. We would encourage you to ask your child about Sparx Maths and to show you their account page. You will be able to see the tasks that they have been set and the results that they have achieved so far.

Students can use Sparx Maths as a revision resource whenever they need to. If they feel that they would benefit from additional practice on a specific topic, then they can search for this topic from their account page.

Supporting your child at home

Whether or not you feel confident in your own mathematical understanding, you can still make a huge difference in how your child's mathematical confidence and ability develop.

- Be positive about maths. Don't say things like "I can't do maths," or "I hated maths at school"; your child might start to think like that themselves. This video provides more information about how you can talk to your child about maths.
- Praise your child for effort rather than talent. This shows them that by working hard they can always improve.
- Coach them in good revision techniques:
    - The best way to learn maths is to do maths. Working on practice questions is better than copying out notes.
    - Short, regular practice is better than a longer session once per week.
    - Encourage your child to ask questions about the things they don't understand.
- Direct them to good revision resources:
    - Sparx Maths, as mentioned above.
    - Corbett Maths provides quick practice to do every day.
    - Maths Genie provides GCSE questions organised by topic, our exam board is Edexcel.
    - The Churchill Academy Maths YouTube channel provides videos created by us!

Modern Foreign Languages

Year 9 is a year in which students build on and extend the skills they have acquired in Years 7 & 8. There are **three** themes studied in Year 9. Topics include: - Family and Relationships, Hobbies, Where I Live, School Life. Students will also complete cultural awareness projects during the course about France/Spain and the French/Hispanic speaking world. All four language skills (Reading/Writing/Listening and Speaking) are incorporated into lessons.

Enrichment Activities

During Curriculum Enrichment Week, we try to offer trips to France or Spain for students to practise their language skills. In November all year 9 students have the opportunity to take part in the GCHQ national competition for their year group. Students sign up in teams to complete a series of language related puzzles and quizzes, competing against other Year 9 students across the country.

In addition, we welcome Language Leaders (those who signed up for the programme in Year 8, as well as new volunteers) to support us in acting as ambassadors for languages at various events throughout the school year. This helps support students' language skills, develops their confidence, leadership, time management and teamwork skills.

Assessment

Day-to-day formative assessment is carried out by both the subject teacher and pupils as a result of the activities built into the lessons. Summative assessment is carried out formally prior to reporting deadlines.

Pupils are encouraged to review their own progress at the end of each reporting session; to work towards personal targets identified by themselves or jointly with their subject teacher and learn to prioritise the most important things to do.

Pupils have regular topic specific vocabulary tests and copies of lists will be made available for pupils to use throughout the year).

Throughout the course, the feedback given to pupils may range from informal oral comments to more formal written targets. It is important that pupils know what they have to do to progress in each of the four skills throughout the course.

Home Study

Homework is set once a week in line with the whole School policy. All skills are covered over the course of a term (Listening, Reading, Writing, Speaking Preparation, Vocabulary tests). When a vocabulary learning activity is set, the vocabulary list is sent to students and the words can be practised using www.blooket.com or www.quizlet.com**.** Please encourage pupils to learn vocabulary at home. Test them and encourage them to pay attention to spelling. We recommend that pupils have the use of a good dictionary at home, such as Collins Easy Learning Dictionary. The online dictionary www.wordreference.com is also an excellent tool. Homework is often set using 'Activehub' a Pearson Digital Learning Service. Students will be given a username and password by their subject teacher for the website https://activehub.pearson.com/ in September in order to complete specific tasks set by the teacher to deadlines set. This website also allows students to access a digital copy of the textbook we use in class. Should students have any problem accessing the website, they should speak to their languages teacher before any deadline set. The free website, www.languagesonline.org.uk provides vocabulary/grammar practice and can be accessed through the student home page. Furthermore, students are encouraged to read French and Spanish outside of the classroom by using websites such as www.lemonde.fr (French), www.elmundo.es, (Spanish).

Music

Music education at Churchill Academy encourages active involvement in different forms of music-making, both individual and communal, helping to develop a sense of group identity and togetherness. However, Music lessons are not just about music making; we try to nurture pupils' critical skills, their ability to listen to and appreciate a wide variety of music and musical contexts, and to make judgements about musical quality.

Lessons are delivered as part of the Performing Arts Carousel which allows each class to study each discipline in depth for a period of time before moving onto the next discipline. They will study Music three times, amounting to approximately one term per each "rotation". The three projects in Year 9 reflect the three Areas of Study at GCSE - Performing, Composing and Appraising.

Project 1 – Appraising: Fusions
All musical styles are a blend of other pre-existing styles and influences can be traced culturally, historically and geographically. We will study in some depth three particular musical "fusions" - Klezmer, Salsa and Bhangra. Students will learn to play songs in these styles in groups and then develop their own fusion by bringing together styles they have chosen in a compositional fusion of their own.

Project 2 – Composing: Songwriting
Students will learn the features and ingredients of great songwriting through studying both musical and lyrical techniques. Hooks, chords, tempo, rhythms and good song structure all feature. The project will end with performances of songs all written in class.

Project 2 – Performing: Ensembles
Through a largely student-led period of study, students will choose and rehearse their own songs in ensemble on an instrument of their choice. We will provide resources for them and help them where we can, but they will mostly be developing their own rehearsal skills even further than they already have since beginning Music in Y7. There will be many opportunities to learn the benefits of planning, time management and cooperation as a group.

A selection of performances and compositions are recorded in class throughout the year for assessment purposes.

Home Study
Due to the practical nature of Music and the need for specialist equipment, it is difficult to give home study on a regular basis. We do, however, set some short assignments on Google Classroom to help consolidate their musical understanding at several points throughout each unit of work. Where students have access to any music, whether live or pre-recorded, please encourage them to listen to a wide variety of musical styles. If students play an instrument, they will be encouraged to bring instruments into the class lessons where appropriate.

Instrumental & Vocal music lessons are offered through North Somerset Music Service and our own instrumental teachers. Please email jes@churchill-academy.org if you would like further information about booking lessons.

Music Technology

Music Technology is an emerging subject and we're very happy to offer this one-year foundation course at KS3. The course provides an overview of the technical and musical skills needed to pursue the subject further at KS4 and KS5. Students will finish the course having experienced both individual computer work and collaborative composition that mimics industry practice in the "real" world using professional software packages. There will be no dependence on preset loops and drag-and-drop audio content!

There will be three rotations of one term each totalling 12 lessons per term:

Rotation 1 – Cubase Skills

This is an introduction to the software we use at Churchill. Students will learn to play keyboard and how to record themselves playing. They will then adapt their recordings and improve the outcome through the use of technology.

We learn how to edit some simple audio files, apply processing and effects through the reconstruction of a remix of a song by Jess Glynn.

Rotation 2 – Recording Skills

In this course students learn the basics of microphone use – how to set them up, plug them in, how best to use them in a variety of scenarios. They will learn some basic guitar skills, how to record the guitar and bass, and even some drum kit performance skills.

The project culminates in students composing in a hip hop style where they can create their own samples, vocal hooks and even beatbox.

Rotation 3 – Composition Skills

In this final course, the skills learned in the previous two rotations are combined with an emphasis on original music creation. Several EDM genres will be analysed and responded to, and the stylistic elements of each one will be understood and then applied to an original composition. The technology will be embraced and used to enhance the musical abilities of the students. They will record vocals, (either their own or someone else's) and work collaboratively on producing a final piece of very presentable and listenable music.

Music Technology is regarded by some as a STEM subject. There are many skills to be learned as well as an understanding of the physical and electronic principles of the equipment that will be used. There is a large amount of problem solving, creative vision and collaboration that make this subject a many-stranded experience, valuable to all who try it whether or not they choose to pursue it further.

Physical Education

Purpose of Study

To provide an environment for all to learn and thrive. Have fun and develop a love for Physical Activity and Sport

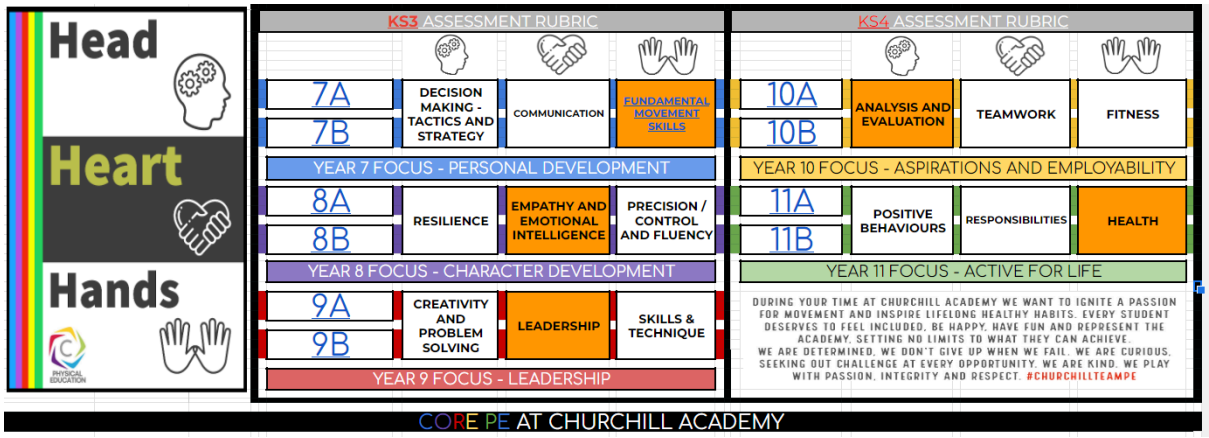
During your time at Churchill Academy we want to ignite a passion for movement and inspire lifelong healthy habits. Every student deserves to feel included. Be happy, gain confidence, have fun and represent the Academy, setting no limits to what they can achieve. We are determined, we don't give up when we fail, we are curious, seeking out challenges at every opportunity, we are kind, we play with passion, integrity and respect.

The Curriculum is based on a Head, Heart and Hands approach.

Head - refers to your knowledge and understanding of the sport or activity. It involves demonstrating your ability to show creativity in problem solving using the appropriate technical and tactical knowledge in a range of activities. You will also develop your knowledge of responsibilities, health and the human body.

Heart - focuses on the social and behavioural aspects of Physical Education, where we develop our communication, leadership skills, teamwork and emotional intelligence as well as displaying positive behaviours

Hands - This concept refers to your technical ability to perform the skills in isolation, and in games with precision/control and fluency. We also look at our own personal fitness, motor competence and develop healthy habits.



The national curriculum for physical education aims to ensure that all pupil's: -
Develop competence to excel in a broad range of physical activities are physically active for sustained periods of time engage in competitive sports and activities
Lead healthy, active lives

In year 9 pupils are in single sex group for both lessons. The Focus is on Leadership. Pupils will build on and embed the physical development and skills learned in key stages 1 and 2 and Year 7 and 8 they become more competent, confident and expert in their techniques and apply them across different sports and physical activities. They learn to understand what makes a performance effective and how to apply these principles to their own and others' work. Themes linked to Key Stage 4 examinable content will be embedded into lessons to give students

understanding of some basic physiological principles that allow individuals to be physically active. Students should develop confidence and interest to get involved in exercise, sports and activities out of school and in later life, and understand and apply the long-term health benefits of physical activity.

Activities include:

INVASION GAMES	NET / WALL GAMES	STRIKING AND FIELDING GAMES	ATHLETICS	GYMNASTICS	OAA	HEALTH, FITNESS AND LIFESTLYE	TARGET GAMES
RUGBY	BADMINTON	CRICKET	SPRINTS	FLOOR ROUTINES	ORIENTEERING	CIRCUITS	GOLF
NETBALL	TABLE TENNIS	ROUNDERS	MIDDLE DISTANCE	PARTNER WORK	TEAM CHALLENGES	HITT	FOOT GOLF
HOCKEY	TENNIS	SOFTBALL	JUMPS	APPARATUS	TOUGH MUDDER	DAILY MILE	LAWN BOWLS
FOOTBALL	VOLLEYBALL	DANISH LONGBALL	THROWS	RHYTHMIC	CAPTURE THE FLAG	COUCH TO 5K	VORTEX CHALLENGE
BASKETBALL	SHORT TENNIS	CRICKET ROUNDERS	RELAY		TEAM BUILDING	PILATES	
HANDBALL			HURDLES			FITNESS SUITE	
ULTIMATE FRIZBEE			CROSS COUNTRY			ROWING	

A wide range of physical activities and team sports are provided at lunchtime and after-school; students are encouraged to pursue their particular interests. Commitment to Extracurricular and school sport is celebrated with House colours.

At the end of each term Physical Education also sends out students of the term certificates, which are delivered by PE staff to pupils to say well done, positive phone calls home also happens throughout the terms.

The PE Faculty would like to also formally recognise and reward students who take part in Physical Activity and Sport outside of school. We have a Sports Honours Board; students are encouraged to apply for should they participate to a high standard outside of school

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Science

Year 9 pupils will follow the KS3 Science – Foundation for GCSE
Programme of Study

As well as studying theory pupils will complete a series of practical investigations in lessons.

	Assessment Objectives	**Weighting**
AO1	Demonstrate knowledge and understanding of: • Scientific ideas and processes • Scientific techniques and procedures	40%
AO2	Apply knowledge and understanding of: • Scientific ideas and processes • Scientific techniques and procedures	40%
AO3	Analyse, interpret and evaluate scientific ideas, information and evidence to make judgements and reach conclusions	20%

Term 1	**Term 2**	**Term 3**	**Term 4**	**Term 5**	**Term 6**
B1 – Cell Structure & Transport	B1 – Cell Structure & Transport	B2 – Cell Division	B3 – Human Digestive System	B4 – Organisation in Plants & Animals	B4 – Organisation in Plants & Animals
BIOLOGY					
C1 – Atomic Structure	C2 – The Periodic Table	C3 – Structure & Bonding	C3 – Structure & Bonding	C4 – Chemical Calculations	C5 – Chemical Changes
CHEMISTRY					
P4 – Electrical Circuits	P5 – Electricity in the Home	P6 – Molecules & Matter	P7 - Radioactivity	P2 – Energy Transfers by Heating	P3 – Energy Resources
PHYSICS					

Programme Delivery
The year 9 curriculum is taught across 8 lessons a fortnight, in mixed ability learning groups providing the foundations for the GCSE science programmes of study for both Combined Science and the Separate Science pathways. Pupils will be taught science that will cover biology, chemistry and physics.

Examinations
During Year 9 pupils will sit topic tests as they work through the Foundation for GCSE Scheme of Work.
Students will sit two additional assessments in term 1 and term 2. These assessments will be added together to calculate an average performance score and we will use this data to guide decisions about the pathway students will take in y10 (either Combined Science or Separate Science).
In year 9 students are NOT awarded 9-1 grades but will receive scaled scores compared against the year 9 cohort.

Homework and Independent Study

Students will be set weekly homework using the Sparx science platform. This is an adaptive system that will adjust the level of challenge of the homework based on each student's responses. Parents and carers can discuss with teachers if they feel that the homework duration or challenge level should be adjusted. Students can also complete additional independent study on Sparx science.

Please encourage your child to revisit material at home in addition to set homeworks. Knowledge organisers for all of the topics covered in year 9 will be available on the y9 science Google classroom. These provide an overview of the key information and enable students to check for gaps in their knowledge and to revise key content. Pupils may find BBC Bitesize, S-Cool revision or Primrose Kitten useful as an electronic companion to their GCSE course. Revision guides are available to buy from CGP and Pearson education (please ask your child's class teacher for further information).

Vocational Curriculum

Course Details

In Year 9 a small group of students follow ASDAN's Short Course Programme. The ASDAN Short Course programme is skills orientated and designed to provide opportunities for students to develop in the following areas:

- Learning
- Use of English
- Use of Maths
- Use of IT
- Teamwork
- Problem Solving

The ASDAN Short Course programme aims to:

- Recognise and reward your personal achievements
- Help you to develop your independence and manage your own learning
- Develop your employability skills and personal effectiveness

Students begin work on the ASDAN English Short Course. The short English course contains challenges that students can do to support their learning on areas of the English Language and Literature examinations syllabus. Students will become more confident in their knowledge of a variety of English topics.

The English Short course enables learners to increase their ability to be self-managers and independent learners. Students are able to recognise and develop the skills that will be invaluable when they enter the world of work and begin independent lives. Students will achieve formal certification/accreditation on completion of the Short Course unit alongside additional 'credits'. The credits achieved on the English Short course can also contribute towards the ASDAN Personal Development Programme which runs in Year 10 and Year 11.

On completion of the English Short Course, students will also follow selected modules from the Personal Finance Short Course and Languages Short Course to further enhance the development of employability and life skills as well as the areas of study outlined below. This will allow students to gain certification/accreditation in two more Short Courses alongside further credits towards the ASDAN PDP programme which runs in Year 10 and 11.

Areas of Study

Students complete challenges in some of the following modules:

- Developing communication skills
- Speaking and Listening
- Reading and Writing Styles
- Reading for pleasure
- Writing for a Purpose
- Reading for a Purpose

There is an opportunity for students to explore other subjects within the Short Course programme in addition to the English Short Course, such as Personal Finance, History, Languages, Food Tech etc.

Assessment

Students will produce a portfolio of evidence that shows they have followed a 'Plan, Do, Review' cycle in all their work. The evidence is internally assessed and moderated, and then externally moderated by an ASDAN external moderator.

Academic support – Student Services

The work of the Student Services Team supports the inclusion of all students across the school by identifying and working towards the removal of barriers to learning. Students are also supported with social and emotional well-being needs. These barriers may be academic, social or both, and particularly affect those students in vulnerable groups. Our SEND team work with the pastoral team to ensure that there is a coherent Quality First Teaching plan for students with identified needs. Intervention support is delivered mainly by supporting students in class, but also through withdrawal groups or 1:1 sessions as appropriate.

Teachers and Teaching Assistants working within Student Services are experienced and highly qualified. The quality of their relationships with students and positive partnerships with parents promote success. Staff working within Student Services have high expectations for each student to be fully included in mainstream learning and academy wide provision. This inclusive approach ensures all students have the opportunity to work to achieve their full potential and to build resilience and curiosity in their learning so that they can make significant progress.