

YEAR 9

# CURRICULUM EVENING 2023/24



**THE HAMBLE SCHOOL**

ACHIEVING EXCELLENCE TOGETHER

# CONTENTS

Introduction.....	3
English.....	4
Mathematics .....	6
Science.....	7
Geography.....	9
History .....	12
MFL - French.....	14
MFL - Spanish .....	16
Art & Photography .....	18
Business Studies.....	20
Design Technology (DT).....	21
Drama.....	22
Food Preparation & Nutrition .....	24
ICT & Computing .....	25
Media Studies.....	27
Music .....	29
Physical Education (PE).....	31
Religious Education (RE) .....	32

# INTRODUCTION

**WELCOME** to The Hamble School's Curriculum Evenings for 2023-2024. We are sure you will agree that Year 9 is a crucially important year for your child. With this in mind, we want to empower you with the knowledge of what to expect this year with the intention of raising your child's attainment at the end of Year 9.

Within this booklet you will find a detailed overview for each subject. In particular, you will see the topics studied at each stage throughout the year, support available to your child and guidance towards resources for how you can support your child with their learning. This is provided to enable you to have learning conversations with your child.

Should you have further questions, or require further detail on each course, please contact your child's tutor or class teacher in the first instance. Alternatively, contact the Head of Department for the subject who can re-direct your queries on to the relevant teacher. Please visit the following website for our Staff Contact Directory, or to submit a query using our online contact form: <http://www.thehambleschool.co.uk/contact-us/>

# ENGLISH

2023-2024

## TOPICS TO BE COMPLETED THIS YEAR

	Term 1	Term 2
<b>Autumn</b>	Exploration of the theme of 'class' across various texts and poems. With a key focus on our GCSE set text 'A Christmas Carol' staves 1-3.	Exploration of the theme of 'change' across various texts and poems. With a focus on our GCSE set text 'A Christmas Carol' staves 4-5.
<b>Spring</b>	Exploration of the theme of 'relationships' across various texts and poems. With a key focus on our GCSE set text 'Romeo and Juliet'.	Exploration of the theme of 'love' across various texts and poems. With a key focus on our GCSE set text 'Romeo and Juliet'.
<b>Summer</b>	Exploration of the theme 'social responsibility' across various texts and poems. With a key focus on our GCSE set text 'An Inspector Calls'.	Exploration of the theme 'crime and punishment' whilst re-visiting all our key GCSE set texts.

## SKILLS DEVELOPED

Students will continue to refine their reading skills through exposure to a wide range of fiction and non-fiction. This exposure to challenging texts will prepare them for KS4 as they continue to refine their comprehension skills, including vocabulary, inferences and referring to evidence in the text. They will continue to develop their critical reading skills, including knowing how figurative language, vocabulary choice and text structure presents meaning in a text. Lastly, students will refine their writing skills, to get to a point where they can write accurately, fluently, effectively and at length.

## RESOURCES AVAILABLE TO SUPPORT

<b>Websites</b>	<a href="http://www.spellzone.co.uk">www.spellzone.co.uk</a> <a href="http://www.GCSEPOD.CO.UK">www.GCSEPOD.CO.UK</a>
<b>Homework Support</b>	ClassCharts, Homework Club (T2)

## HOW PARENTS CAN HELP

<b>Homework</b>	<ul style="list-style-type: none"><li>• Establish a suitable time and place for completing homework.</li><li>• Discuss homework.</li><li>• Monitoring the completion of weekly homework tasks.</li></ul>
<b>Resources</b>	<p>Students need access to class charts via a device that has internet. This is the only resource required. Use of the above websites to support understanding and practise. Access The Hamble School website Parents section.</p>

# MATHEMATICS

2023-2024

## TOPICS TO BE COMPLETED THIS YEAR

	Foundation Tier	Intermediate Tier	Higher Tier
<b>Topics Covered</b>	Unit 1 Number calculations Unit 2 Sequences and equations Unit 3 Statistics Unit 4 Fractions, decimals and percentages Unit 5 Geometry in 2D and 3D Unit 6 Algebraic and real-life graphs Unit 7 Multiplicative reasoning Unit 8 Algebraic and geometric formulae Unit 9 Probability Unit 10 Transformations	Unit 1 Indices and standard form Unit 2 Expressions and formulae Unit 3 Dealing with data Unit 4 Multiplicative reasoning Unit 5 Pythagoras and Trigonometry Unit 6 Equations, inequalities and proportionality Unit 7 Circles and prisms Unit 8 Sequences and graphs Unit 9 Probability Unit 10 Constructions	Unit 1 Powers and roots Unit 2 Quadratics Unit 3 Inequalities, equations and formulae Unit 4 Collecting and analysing data Unit 5 Multiplicative reasoning Unit 6 Non-linear graphs Unit 7 Accuracy and measures Unit 8 Graphical solutions Unit 9 Trigonometry Unit 10 Mathematical reasoning

## SKILLS DEVELOPED

**Fluency, Reasoning and Problem Solving**

## RESOURCES AVAILABLE TO SUPPORT

<b>Websites</b> (Video Lessons and online practise)	<a href="http://www.mathswatch.co.uk">www.mathswatch.co.uk</a> <a href="http://www.corbettmaths.co.uk">www.corbettmaths.co.uk</a> <a href="http://www.oaknationalacademy.co.uk">www.oaknationalacademy.co.uk</a>
<b>Homework Support</b>	All MathsWatch questions have paired videos that link with the questions, and MathsWatch marks student answers “live” as they answer. Teachers are available to help with homework at students request in advance of the due date.

## HOW PARENTS CAN HELP

<b>Homework</b>	Monitoring the completion of weekly homework tasks. Ensuring students watch the videos on the above websites if unsure.
<b>Resources</b>	Use of the above websites to support understanding and practise.

# SCIENCE

2023-2024

## TOPICS TO BE COMPLETED THIS YEAR

	Term 1	Term 2
Autumn	<ul style="list-style-type: none"><li>Powering the modern world (KS3)</li><li>Fuels (KS3)</li><li>Staying Alive (KS3)</li></ul>	
Spring	<ul style="list-style-type: none"><li>B4.1 Cells (GCSE)</li><li>P6.1 Energy (GCSE)</li><li>C5.3 Atomic Structure (GCSE)</li></ul>	
Summer	<ul style="list-style-type: none"><li>B4.4 Bioenergetics (GCSE)</li><li>C5.2 Structures and Bonding (GCSE)</li><li>P6.3 Particle Model of Matter (GCSE)</li></ul>	

## SKILLS DEVELOPED

*Skills are practised and developed year on year to ensure students make good progress. These include thinking scientifically, planning investigations, lab safety, drawing graphs, evaluating results, writing conclusions.*

*There will also be chance for extended writing practise throughout the year along with key words checks.*

*All topics interleave with the 5 Big Ideas: Cells, Energy, Forces, Particles and Interdependence.*

## RESOURCES AVAILABLE TO SUPPORT

Websites	<p>BBC Bitesize KS3</p> <ul style="list-style-type: none"><li><a href="#">KS3 Science - BBC Bitesize</a></li></ul> <p>BBC Bitesize KS4</p> <ul style="list-style-type: none"><li><a href="#">GCSE Combined Science - AQA Trilogy - BBC Bitesize</a></li></ul> <p>Combined Science Specification:</p> <ul style="list-style-type: none"><li><a href="#">AQA   GCSE   Combined Science: Trilogy   Specification at a glance</a></li></ul> <p>Focus eLearning</p> <ul style="list-style-type: none"><li><a href="#">Focus eLearning by Focus Educational Software Ltd.</a></li></ul> <p>Seneca</p> <p><a href="#">Free Homework &amp; Revision for A Level, GCSE, KS3 &amp; KS2 (senecalearning.com)</a></p>
Homework Support	<p>Speak to teacher in class or via class charts.</p>

## HOW PARENTS CAN HELP

<b>Homework</b>	Homework will focus on knowledge retention. Tasks will focus on recalling and practising topics previously taught (see content above) in a range of contexts. Students are expected to use the links provided within the homework task to support if they need help. They may also be set work on Seneca which allows them to complete revision style activities. Class teachers will check homework scores, issue rewards for excellent homework and ensure any areas of concern are incorporated into future teaching.
<b>Resources</b>	Use of the above websites to support understanding and practise. Also encouraging your child to read Science books that interest them, or watch science documentaries.



# GEOGRAPHY

2023-2024

## TOPICS TO BE COMPLETED THIS YEAR

*A new topic will be taught each half term.*

<b>Topic 1</b>	<b>Why does our weather matter?</b> Key Questions: What effects our climate? Why does it rain? What has air pressure got to do with our weather? How do we forecast the weather? What is the atmospheric circulation model? How does the atmospheric circulation model help us explain our weather? What extreme weather events occur? How does extreme weather impact people, the economy and the environment? Is global warming causing greater weather events? How can we try to manage extreme weather events?
<b>Topic 2</b>	<b>How are we connected to the globe? Who are the worlds superpowers?</b> Key Questions: Who are TNCs? How do TNCs create opportunities and challenges? Who are the BRIC countries? What influence do the BRIC countries hold? Are we still in Europe? (Demystifying the EU vs. Europe) What is globalisation? What are the impacts of globalisation? How globalised is The Hamble School? Who are our superpowers? What do you predict will happen to the socio-economic and political world?
<b>Topic 3</b>	<b>Why does the frozen planet matter?</b> Key Questions: What are glaciers? Where are glaciers formed? What processes cause glaciers to form and move? Are glaciers always moving? What landforms do glaciers create? Where did glaciers once sit? What impact do glaciers have on our land? What is it like to live in a cold environment? What animals and plants live in cold environments? How do animals and plants adapt to cold environments? What opportunities and challenges are there in a cold environment? What dangers are there when glaciers form on top of a volcano? (Vik, Iceland) What is tourism like for a post glacial landscape in the UK?

<p><b>Topic 4</b></p>	<p><b>How does the world keep safe?</b>          What is the distribution of crime?          Why does crime patterns vary?          What evidence is there of crime in my local area?          What does the government report about crime in my area?          Does my evidence and the government report match?          How can an area reduce crime?          Why is reducing crime important for the economy?          Why is reducing crime important for the environment?          Why is reducing crime important socially?</p>
<p><b>Topic 5</b></p>	<p><b>What impact are humans having on the world?</b>          Key Questions:          Where in the world is experiencing a global issue?          How might this global issue impact people?          How might this global issue impact the environment?          How might this global issue impact the economy?          How can I use my geographical skills to problem solve?</p> <p><i>This unit is designed to be topical, and also using materials that enable students to problem solve, enquire and be independent in their studies and application of knowledge from the whole of their Geographical studies to date.</i></p>
<p><b>Topic 6</b></p>	<p><b>AQA GCSE: The Living World</b>          The location, characteristics, plants and animals, and management of tropical rainforests and hot deserts.</p> <p>Key Questions:          Where are different ecosystems located? Why?          Where are the tropical rainforests located?          Why are tropical rainforests important?          What are the main characteristics of a tropical rainforest?          What plants and animals exist in the tropical rainforest?          How to plants and animal adapt to live in the tropical rainforest?          What are the opportunities and challenges of a tropical rainforest?          What are the threats to tropical rainforests?          How can we manage the future of our tropical rainforests?          Where are the hot deserts located?          Why are hot deserts important?          What are the main characteristics of a hot desert?          What plants and animals exist in the hot desert?          How to plants and animal adapt to live in the hot desert?          What are the opportunities and challenges of a hot desert?          What are the threats to hot desert?          How can we manage the future of our hot desert?</p>

## SKILLS DEVELOPED

Students will be encouraged to develop and use a wide range of skills embedded across our curriculum. This will include numeracy tasks, field work skills, map skills, graphical skills and evaluative skills.

## RESOURCES AVAILABLE TO SUPPORT

<b>Websites</b> (Video Lessons and online practise)	Map Zone: <a href="https://www.ordnancesurvey.co.uk/mapzone/">https://www.ordnancesurvey.co.uk/mapzone/</a> BBC Bitesize: <a href="https://www.bbc.co.uk/bitesize/subjects/zrw76sq">https://www.bbc.co.uk/bitesize/subjects/zrw76sq</a> Seneca Learning: <a href="https://senecalearning.com/en-GB/seneca-certified-resources/geography-ks3-1/">https://senecalearning.com/en-GB/seneca-certified-resources/geography-ks3-1/</a> Gapminder: <a href="http://www.gapminder.org">www.gapminder.org</a> BBC News: <a href="http://www.bbc.co.uk/news">www.bbc.co.uk/news</a>
<b>Homework Support</b>	Please use the websites above as a good starting point for support.  If you, or your child have any questions about homework tasks, please do message your teacher on ClassCharts – they will be more than happy to help you. Please bear in mind, to message at least 4 days before any homework is due.

## HOW PARENTS CAN HELP

<b>Homework</b>	Monitoring the completion of weekly homework tasks.  Homework focuses on knowledge retention, practice and investigation. Homework tasks will focus on recalling and practising topics previously taught (see content above) in a range of contexts, as well as encouraging students to apply their knowledge and investigate deeper in to the topic.  Students are expected to use the resources provided within the homework task to support if they need help. Class teachers will check homework scores, issue rewards for excellent homework and ensure any areas of concern are incorporated into future teaching.
<b>Resources</b>	Use of the above websites to support understanding and practise.  We would recommend students reading and watching the news, to keep up to date with current geographical events around the globe, and encourage you to be discussing these at home (especially how they link to their learning).

# HISTORY

2023-2024

## TOPICS TO BE COMPLETED THIS YEAR

<b>Topic 1</b>	<b>Genocide</b> The Holocaust, Native Americans, a post-Holocaust genocide (e.g. Darfur)
<b>Topic 2</b>	<b>Superpowers</b> Fall of the British Empire and Britain's 'superpower' status, rise of the USA, Mao's China
<b>Topic 3</b>	<b>Conflict and movement</b> Conflict in the Middle East, people and protest, migration
<b>Topic 4</b>	<b>Edexcel GCSE: The Cold War</b> Superpower relations and the Cold War between 1943-1991, including 'hot spots' such as the Berlin Blockade and Airlift, Hungarian Uprising, the Berlin Wall, crises in Cuba, the Prague Spring, détente, the 'second cold war' and the end of the Cold War.

## SKILLS DEVELOPED

- Building an understanding of the chronology of the British Isles its relationship with world events.
- Understanding concepts such as civilisation, empire, monarchy, peasantry, parliament, migration, conflict etc.
- Developing concepts such as cause and consequence, change and continuity, significance, similarity and difference, sources and interpretations.
- Understanding scholarship, the role of the historian, and how historians work.
- Literacy and communication; SMSC

## RESOURCES AVAILABLE TO SUPPORT AND HOW PARENTS CAN HELP

<b>Websites</b> (Video Lessons and online practise)	BBC Bitesize KS3: <a href="https://www.bbc.co.uk/bitesize/subjects/zk26n39">https://www.bbc.co.uk/bitesize/subjects/zk26n39</a> BBC Bitesize GCSE: <a href="https://www.bbc.co.uk/bitesize/guides/z8fwhv4/revision/1">https://www.bbc.co.uk/bitesize/guides/z8fwhv4/revision/1</a> Spartacus Education website: <a href="https://spartacus-educational.com/">https://spartacus-educational.com/</a> John D Clare website: <a href="https://www.johndclare.net/0iHIntro.htm">https://www.johndclare.net/0iHIntro.htm</a>
<b>Homework Support</b>	The websites above and speaking with or messaging your teacher on ClassCharts.

## HOMework

<b>Homework</b>	Homework focuses on both knowledge retention and expanding on topics learnt in class. Students will be expected to complete homework to enrich their subject knowledge and improve their recall. Homework often will include independent research, although suggested resources are normally provided to help with the homework. Class teachers will give verbal feedback in and on homework class and question students about what they have learnt or revised.
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## HOW PARENTS CAN HELP

<b>Homework</b>	Monitoring the completion of weekly homework tasks.
<b>Resources</b>	Use of the above websites to support understanding and practise.
<b>Reading</b>	Parents can help by encouraging students to regularly read.

# MFL – FRENCH

2023-2024

## TOPICS TO BE COMPLETED THIS YEAR

	Term 1	Term 2
<b>Autumn</b>	<p>Town</p> <ul style="list-style-type: none"> <li>• Talk about your town/city.</li> <li>• Describe what there is and what you can do.</li> <li>• Use of past tense to describe a recent trip to town.</li> <li>• Use of conditional to describe your ideal town.</li> </ul>	<p>My house</p> <ul style="list-style-type: none"> <li>• Describe your house and activities you do in your house.</li> <li>• Say what activities you do in your house.</li> <li>• Use of conditional to say what you would like to have in your house.</li> <li>• Use of past tense to describe your house in the past.</li> </ul>
<b>Spring</b>	<p>Daily routine</p> <ul style="list-style-type: none"> <li>• Talk about your daily routine with reflexive verbs and times.</li> <li>• Say what jobs you do around the house using present and near future.</li> </ul>	<p>Family and relationships</p> <ul style="list-style-type: none"> <li>• Describe your family and friends and your relationships with them.</li> <li>• Use of past tense to describe family members / friends.</li> <li>• Use comparison and superlatives to describe them.</li> <li>• Give your opinion on marriage including future tense and conditional.</li> </ul>
<b>Summer</b>	<p>Your life in school</p> <ul style="list-style-type: none"> <li>• Describe your school facilities comparing them with your primary school and talk about the school rules.</li> <li>• Give your opinion on school subjects and timetable.</li> <li>• Compare English schools to schools in the world.</li> </ul>	<p>Festivals</p> <ul style="list-style-type: none"> <li>• Talk about how we celebrate different festivals.</li> <li>• Use of conditional to say which festivals you would like to visit in other countries.</li> <li>• Compare festivals in your country and other countries.</li> <li>• Use of past tense to describe and event in the past.</li> </ul>

## SKILLS DEVELOPED

Reading, listening, writing and speaking.
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## RESOURCES AVAILABLE TO SUPPORT

<b>Websites</b> (Video Lessons and online practise)	<a href="http://www.quizlet.com">www.quizlet.com</a> <a href="http://www.duolingo.com">www.duolingo.com</a> <a href="https://www.bbc.co.uk/bitesize/subjects/zgdqxn">https://www.bbc.co.uk/bitesize/subjects/zgdqxn</a>
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## HOW PARENTS CAN HELP

<b>Homework</b>	Monitoring the completion of weekly homework tasks. Checking spellings of Total Recall vocabulary on Classcharts and Seneca.
<b>Resources</b>	Use of the above websites to support understanding and practise.

# MFL – SPANISH

2023-2024

## TOPICS TO BE COMPLETED THIS YEAR

	Term 1	Term 2
<b>Autumn</b>	<p>Town</p> <ul style="list-style-type: none"> <li>• Talk about your town/city.</li> <li>• Describe what there is and what you can do.</li> <li>• Use of past tense to describe a recent trip to town.</li> <li>• Use of conditional to describe your ideal town.</li> </ul>	<p>My house</p> <ul style="list-style-type: none"> <li>• Describe your house and activities you do in your house.</li> <li>• Say what activities you do in your house.</li> <li>• Use of conditional to say what you would like to have in your house.</li> <li>• Use of past tense to describe your house in the past.</li> </ul>
<b>Spring</b>	<p>Daily routine</p> <ul style="list-style-type: none"> <li>• Talk about your daily routine with reflexive verbs and times.</li> <li>• Say what jobs you do around the house using present and near future.</li> </ul>	<p>Family and relationships</p> <ul style="list-style-type: none"> <li>• Describe your family and friends and your relationships with them.</li> <li>• Use of past tense to describe family members / friends.</li> <li>• Use comparison and superlatives to describe them.</li> <li>• Give your opinion on marriage including future tense and conditional.</li> </ul>
<b>Summer</b>	<p>Your life in school</p> <ul style="list-style-type: none"> <li>• Describe your school facilities comparing them with your primary school and talk about the school rules.</li> <li>• Give your opinion on school subjects and timetable.</li> <li>• Compare English schools to schools in the world.</li> </ul>	<p>Festivals</p> <ul style="list-style-type: none"> <li>• Talk about how we celebrate different festivals.</li> <li>• Use of conditional to say which festivals you would like to visit in other countries.</li> <li>• Compare festivals in your country and other countries.</li> <li>• Use of past tense to describe and event in the past.</li> </ul>



## SKILLS DEVELOPED

Reading, listening, writing and speaking.
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## RESOURCES AVAILABLE TO SUPPORT

<b>Websites</b> (Video Lessons and online practise)	<a href="http://www.quizlet.com">www.quizlet.com</a> <a href="http://www.duolingo.com">www.duolingo.com</a> <a href="https://www.bbc.co.uk/bitesize/subjects/zfckjxs">https://www.bbc.co.uk/bitesize/subjects/zfckjxs</a>
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## HOW PARENTS CAN HELP

<b>Homework</b>	Monitoring the completion of weekly homework tasks. Checking spellings of Total Recall vocabulary on Classcharts and Seneca.
<b>Resources</b>	Use of the above websites to support understanding and practise.

# ART & PHOTOGRAPHY

2023-2024

## YEAR 9 TOPICS TO BE COMPLETED THIS YEAR

	Term 1	Term 2
<b>Autumn</b>	<b>Theme- GCSE Art: Food</b> <ul style="list-style-type: none"> <li>Food art moodboards</li> <li>Continuous line drawings – Clair Rossiter &amp; Liz Chaderton</li> <li>Oil Pastel blending</li> <li>Citrus printing</li> <li>Scaling with a grid</li> </ul>	<b>Theme- GCSE Art: Food</b> <ul style="list-style-type: none"> <li>Georgina Luck</li> <li>Sarah Graham</li> <li>Acrylic painting on canvas</li> <li>Andy Warhol – monoprinting, polyprinting, collage. References to Pop Art</li> </ul>
<b>Spring</b>	<b>Theme- Colour Photography</b> <ul style="list-style-type: none"> <li>Moodboards</li> <li>Capturing ink drops in water</li> <li>Cropping, macro, camera angles</li> <li>Responding to Caroline South</li> <li>Digital editing using Pixlr – selected colour</li> </ul>	<b>Theme- Colour Photography</b> <ul style="list-style-type: none"> <li>Jose Romussi</li> <li>Pixlr – double exposure</li> <li>Scanography – Sandra Schultz</li> <li>Jelle Martens – physical and digital collage</li> </ul>
<b>Summer</b>	<b>Theme- Natural Forms</b> <ul style="list-style-type: none"> <li>Moodboards</li> <li>Ernst Haekel</li> <li>Karl Blossfeldt – tonal pencil &amp; black and white photography</li> <li>Elena Dijour – shadow photography</li> <li>Yayoi Kusama – patterns on pumpkins</li> </ul>	<b>Theme- Natural Forms</b> <ul style="list-style-type: none"> <li>Contemporary illustration techniques</li> <li>Repeat pattern and mandalas</li> <li>Mandala designs</li> <li>Final mandala outcome using pen, ink, photo collage</li> </ul>

## SKILLS DEVELOPED

Sketchbook creation, moodboards, continuous line drawing, responding to artists, oil pastel blending, press printing, scaling using a grid, dip pen and ink, hyperrealism, acrylic painting, monoprinting, polyprinting, collage, photography skills, understanding of composition, digital editing, stitch, scanography, collage, coloured pencil blending, pen drawing, tonal pencil drawing, application of pattern, repeat pattern

## RESOURCES AVAILABLE TO SUPPORT

<b>Websites</b>	Tate Kids - <a href="http://www.tate.org.uk/kids">www.tate.org.uk/kids</a> BBC Bitesize - <a href="http://www.bbc.co.uk/bitesize/subjects/z6hs34j">www.bbc.co.uk/bitesize/subjects/z6hs34j</a> Youtube drawing tutorials (various topics) Student Art Guide - <a href="http://www.studentartguide.com/">www.studentartguide.com/</a>
<b>Homework Support</b>	Access to art rooms break, lunch and after school (by prior arrangement) if specialist equipment is needed to complete tasks.

## HOW PARENTS CAN HELP

<b>Homework</b>	<p>Homework focuses on improving student's practical skills in home learning. Homework tasks will be in the form of a project to be completed over a set number of weeks. Each week a task will be set that will break down the overall project for students into manageable chunks. Class teachers will check the progress of the projects each week, students must bring in their work in progress rather than submitting photographs of outcomes via ClassCharts.</p> <p>As students reach the summer term, the format of homework will change to replicate the homework structure of Year 10. They will continue to receive a task each week which will contribute to and enhance the project they are working on in lessons.</p>
<b>Resources</b>	<p>Supply students with specialist art equipment where possible: Poster paints, paintbrushes, colouring pencils, PVA glue.</p> <p>Art department staff are able to advise where these can be purchased.</p>

# BUSINESS STUDIES

2023-2024

## TOPICS TO BE COMPLETED THIS YEAR

	Term 1	Term 2
<b>Autumn</b>	<b>Theme- Enterprise and Entrepreneurs</b> Students learn about what makes a successful business, and investigate successful entrepreneurs.	<b>Theme- Human Resources</b> Recruiting, Interviewing and Selecting staff are all important areas for businesses and are investigated here.
<b>Spring</b>	<b>Theme- Marketing</b> The Boston Matrix, The Marketing Mix and Market Mapping are all used to analyse the marketing efforts of businesses after the Christmas period.	<b>Theme-Finance Overview</b> Costs, Revenues, Profits, Taxation and Interest rates are key parts in the financial health of a business.
<b>Summer</b>	<b>Theme- Extended Project</b> Pupils use the skills from the year to plan and “launch” a successful business.	

## SKILLS DEVELOPED

- Logical thinking
- Problem solving
- Numeracy
- Persuasion
- Critical analysis and decision making

## RESOURCES AVAILABLE TO SUPPORT

<b>Websites</b> (Video Lessons and online practise)	<a href="https://www.bbc.co.uk/bitesize/examspecs/z98snbk">https://www.bbc.co.uk/bitesize/examspecs/z98snbk</a>
<b>Homework Support</b>	Staff can be messaged through ClassCharts or email for support. We hope to start moving towards using Teams assignments during this academic year to improve access to software for students working at home.

## HOW PARENTS CAN HELP

<b>Homework</b>	Monitoring the completion of homework tasks. Encourage watching news output as current affairs are used as exam board case studies.
<b>Resources</b>	Use of the above websites to support understanding and practise.

# DESIGN TECHNOLOGY

## 2023-2024

### TOPICS TO BE COMPLETED THIS YEAR

<b>Textiles</b>	<b>Bucket hat</b> Designers and how they influence our designs How to create patterns for sewing materials together Pattern making on fabric using screen printing
<b>CAD</b>	<b>Living hinge</b> Designing for a user and how this influences the design of the product CAD drawings creating your own templates Laser cutting, how to convert files and use the correct codes Finishing techniques for timber
<b>Mixed Materials</b>	<b>Oil burner</b> Existing products and how we can use this to help our designs Isometric drawings and 3D drawing presentations Timber and Metal tools and processes Timber and metal finishing techniques
<b>Materials</b>	<b>Clock</b> How to create a product to a set brief Specifications and how to write a list of users' needs Upcycled products and the 6 R's
<b>Plywood-Lamination</b>	<b>Bug Hotel</b> Lamination of timbers Planning of manufacturing Templates of materials

### SKILLS DEVELOPED

CAD, different materials, practical skills, finishing, designing, construction, evaluating.

### RESOURCES AVAILABLE TO SUPPORT

<b>Websites</b> (Video Lessons and online practise)	<a href="https://www.technologystudent.com/">https://www.technologystudent.com/</a> <a href="https://www.bbc.co.uk/bitesize/examspecs/zby2bdm">https://www.bbc.co.uk/bitesize/examspecs/zby2bdm</a>
<b>Homework Support</b>	The websites above and speaking with or messaging your teacher on ClassCharts.

### HOW PARENTS CAN HELP

<b>Homework</b>	Monitoring the completion of the project based homework to expand on knowledge learnt in lesson
<b>Resources</b>	Use of the above websites to support understanding and practise.

# DRAMA

2023-2024

## TOPICS TO BE COMPLETED THIS YEAR: 9

	Term 1	Term 2
<b>Autumn</b>	<p><b><u>Topic: Theatre Styles (Greek Theatre, Melodrama, Naturalism, Epic Theatre)</u></b></p> <p>For each of the styles above, students will:</p> <ul style="list-style-type: none"> <li>- Learn about different theatre styles, their origins, purposes and techniques.</li> <li>- Compare practitioners methods and work from a selection of styles</li> <li>- Perform and create production designs effectively, according to the conventions of the specific style</li> </ul>	
<b>Spring</b>	<p><b><u>Topic: Theatre Styles – Physical Theatre, Verbatim Theatre</u></b></p> <p>For each of the styles above, students will:</p> <ul style="list-style-type: none"> <li>- Learn about different theatre styles, their origins, purposes and techniques.</li> <li>- Compare practitioners methods and work from a selection of styles</li> <li>- Perform and create production designs effectively, according to the conventions of the specific style</li> </ul>	<p><b><u>Topic: Devising From a stimulus (Performance and Logbook)</u></b></p> <p>In response to a stimulus, Students must develop their ability to:</p> <ul style="list-style-type: none"> <li>- carry out research</li> <li>- develop their own ideas</li> <li>- collaborate with others</li> <li>- rehearse, refine and amend their work in progress</li> <li>- analyse and evaluate their own process of creating devised drama.</li> </ul>
<b>Summer</b>	<p><b><u>Topic: ‘DNA’ – Scripted performance</u></b></p> <p>In exploring the events, themes and characters through practical workshops and theory lessons.</p> <ul style="list-style-type: none"> <li>- Characteristics of the performance text</li> <li>- Social, cultural and historical context</li> <li>- How meaning is interpreted and communicated</li> <li>- Drama and theatre terminology and how to use it appropriately</li> <li>-</li> </ul> <p>In preparation for performance students are expected to:</p> <ul style="list-style-type: none"> <li>- commit dialogue to memory</li> <li>- Interpret and perform a character</li> <li>- develop a range of vocal skills</li> <li>- develop a range of physical skills</li> <li>- interact with other performers;</li> <li>- develop an appropriate performer/audience relationship</li> </ul>	

## SKILLS DEVELOPED

<i>Characterisation Skills, Theatre Styles Knowledge (aims and conventions), Devising Skills, Evaluation skills</i>
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## RESOURCES AVAILABLE TO SUPPORT

<b>Websites</b>	<a href="https://www.bbc.co.uk/teach/ks3-drama/zrjhcqt">https://www.bbc.co.uk/teach/ks3-drama/zrjhcqt</a> <a href="https://www.youtube.com/@NationalTheatre">https://www.youtube.com/@NationalTheatre</a>
<b>Homework Support</b>	ClassCharts, Homework Club (T2)

## HOW PARENTS CAN HELP

<b>Homework</b>	<i>Homework focuses on either the development of descriptive, analytical or evaluative language and may involve researching theatrical styles, writing logs of their progress in lessons or reflecting on their own or others' work. Students are expected to use the videos and links provided within the homework task to support if they need help. Class teachers will check homework, issue rewards for excellent homework and ensure any areas of concern are incorporated into future teaching</i>
<b>Resources</b>	Use of the above websites to support understanding and practise.

# FOOD PREPARATION AND NUTRITION

## 2023-2024

### TOPICS TO BE COMPLETED THIS YEAR

<b>Carbohydrates</b>	Micro and Macro nutrients, what are they? Where are they found? What do our bodies need? How does yeast effect our bread? Experimentation of different alternatives Diet choices and how you can maintain a balanced diet dependent on your diet
<b>Eggs</b>	How to store eggs correctly What is the function of eggs Coagulation. What is it and how does it happen Food labelling, how does this apply to eggs
<b>Protein</b>	Meat safety, how to store, how to prepare and how to cook correctly Food poisoning signs and symptoms Other forms of protein in Poultry and Fish
<b>MasterChef Challenge</b>	Recipe planning to the set brief Time plans created and baking completed
<b>Cake Making</b>	What is the function of fats and sugars in a cake recipe Planning a cake recipe and time plan Evaluating the cake

### SKILLS DEVELOPED

Technical knowledge, recipe planning, time plans, analysing and evaluating
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### RESOURCES AVAILABLE TO SUPPORT

<b>Websites</b> (Video Lessons and online practise)	<a href="https://www.technologystudent.com/">https://www.technologystudent.com/</a> <a href="https://www.bbc.co.uk/bitesize/examspecs/zby2bdm">https://www.bbc.co.uk/bitesize/examspecs/zby2bdm</a>
<b>Homework Support</b>	The websites above and speaking with or messaging your teacher on ClassCharts.

### HOW PARENTS CAN HELP

<b>Homework</b>	Monitoring the completion of weekly homework tasks.
<b>Resources</b>	Use of the above websites to support understanding and practise.



# ICT & COMPUTING

2023-2024

## TOPICS TO BE COMPLETED THIS YEAR

	Term 1	Term 2
<b>Autumn</b>	<b>Theme- Programming</b> Pupils will undertake more advances programming skills using the Python programming language, building on those skills covered in the Year 8 curriculum.	<b>Theme- Cyber Security</b> “Scams”, Phishing, and other common security risks are investigated.
<b>Spring</b>	<b>Theme- Sample Non Examined Assessment</b> Pupils will undertake an extended project based on a practice version of the Non Examined Assessment which is completed by those pupils carrying the IT course on into next year.	<b>Theme-Hardware</b> A look at the various pieces of hardware used in IT and Computing, including adaptive technologies for those with specific needs.
<b>Summer</b>	<b>Theme- Computer Science Assessment</b> Pupils will be prepared for, and sit, a GCSE style assessment with content from the Computer Science course.	<b>Theme- Computer Science Assessment</b> Pupils will be prepared for, and sit, a GCSE style assessment with content from the Vocational IT course.
	<i>Both these assessments will be used to ensure that students opting to continue this course into Year 10 and 11 and allocated an appropriate course of study.</i>	

## SKILLS DEVELOPED

<ul style="list-style-type: none"> <li>• Logical thinking</li> <li>• Problem solving</li> <li>• Trial and error</li> <li>• Transferrable skills</li> </ul>
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## RESOURCES AVAILABLE TO SUPPORT

<b>Websites</b> (Video Lessons and online practise)	<ul style="list-style-type: none"> <li>• <a href="https://classroom.thenational.academy/subjects-by-key-stage/key-stage-3/subjects/computing">https://classroom.thenational.academy/subjects-by-key-stage/key-stage-3/subjects/computing</a></li> <li>• <a href="https://www.bbc.co.uk/bitesize/subjects/zvc9q6f">https://www.bbc.co.uk/bitesize/subjects/zvc9q6f</a></li> </ul>
<b>Homework Support</b>	Staff can be messaged through ClassCharts or email for support. We hope to start moving towards using Teams assignments during this academic year to improve access to software for students working at home.

## HOW PARENTS CAN HELP

<b>Homework</b>	Homework will range from a continuation of lesson content, flipped learning and knowledge retrieval quizzes. Pupils will see the details of homework on Classcharts, and where access to Teams is indicated, they should access this through <a href="https://www.office.com">www.office.com</a> , and signing in using their school email address ( <a href="mailto:username@thehambleschool.co.uk">username@thehambleschool.co.uk</a> ) and their normal school password. Teams will also contain scores, feedback and pointers for improvement where necessary.
<b>Resources</b>	Use of the above websites to support understanding and practise.

# MEDIA STUDIES

2023-2024

## YEAR 9 TOPICS TO BE COMPLETED THIS YEAR

	Term 1	Term 2
Autumn	<b>Intro to Media Studies &amp; Technical Elements:</b> <ul style="list-style-type: none"><li>• Cinematography</li><li>• Sound</li><li>• Editing</li><li>• Mise en scene</li></ul>	<b>Representational areas and Key Theories through film posters:</b> <ul style="list-style-type: none"><li>• Uses and Gratifications</li><li>• Semiotic analysis</li><li>• Audience theory</li><li>• Genre theory</li><li>• Photoshop skills</li></ul>
Spring	<b>Promoting Media: Advertising Campaign:</b> <ul style="list-style-type: none"><li>• The <i>Lego</i> Movie posters (main poster and individual poster)</li><li>• The <i>Lego</i> Movie ad break</li><li>• The <i>Lego</i> Movie Video Game</li></ul>	<b>Practical Project: Magazines:</b> Magazine front cover creation: <ul style="list-style-type: none"><li>• Recreating of a video game music magazine</li><li>• Photoshop Skills</li></ul>
Summer	<b>Purpose of Media texts:</b>  Analysing three Media case studies focusing on the purpose of the text	<b>Practical Project: Advertising Campaign:</b> <ul style="list-style-type: none"><li>• Working in groups to create a pitch that showcases an advertising campaign</li><li>• Application of all skills, theories and Photoshop skills from across the year</li></ul>

## SKILLS DEVELOPED

Understanding the fundamentals of media studies through the Autumn term (technical elements and key theories), developing practical skills through Photoshop workshops throughout the year.

## RESOURCES AVAILABLE TO SUPPORT

Websites	For advertising: <a href="https://www.bbc.co.uk/bitesize/guides/z2p4qty/revision/1">https://www.bbc.co.uk/bitesize/guides/z2p4qty/revision/1</a> For film: <a href="https://www.bbc.co.uk/bitesize/guides/z9hrwxs/revision/1">https://www.bbc.co.uk/bitesize/guides/z9hrwxs/revision/1</a> For genre: <a href="https://www.bbc.co.uk/bitesize/topics/zxfcp39">https://www.bbc.co.uk/bitesize/topics/zxfcp39</a> For representation: <a href="https://www.bbc.co.uk/bitesize/topics/z97pwxs">https://www.bbc.co.uk/bitesize/topics/z97pwxs</a> For audiences: <a href="https://www.bbc.co.uk/bitesize/topics/zcjt82p">https://www.bbc.co.uk/bitesize/topics/zcjt82p</a>
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<b>Homework Support</b>	Homework is structured by applying the PiXL unlock vocabulary strategy. Vocabulary tasks will enable studies to explore a better understanding of key Media terms that they will then be able to apply to their learning across both KS3 and KS4. Students can access and amend their homework tasks via Class Charts or they can print off a hard copy in lesson to take home and complete. Each task is numbered and organised that students start of by defining a key term, linking the term to the curriculum and then digging deeper by responding to a bigger question. Feedback will be given in lessons; students will receive their homework back marked and we will start a lesson each week discussing key areas taken from the homework task.
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## HOW PARENTS CAN HELP

<b>Homework</b>	Monitoring the completion of weekly homework tasks
<b>Resources</b>	Students need access to Class Charts via a device that has internet

# MUSIC

2023-2024

## TOPICS TO BE COMPLETED THIS YEAR

	Term 1	Term 2
<b>Autumn</b>	<b>Film Music</b> To explore the conventions of music in film and study some of the main composers. To explore how composers use technology to create film scores and create our own film music to accompany some scenes from films using Mixcraft.	<b>Minimalism</b> To understand the typical features of minimalism and how these are used by composers. To apply this understanding of minimalism to compose their own original minimalist music.
<b>Spring</b>	<b>The Music Industry</b> To increase understanding of popular music in the UK music industry. To continue the teaching of harmony, melody, structure and tonality– developing performance skills through group performances of a well known Pop song	<b>Reggae</b> To continue the teaching of chords and harmony – developing performing and compositional skills through the genre of Reggae. To increase understanding of music across a wide range of cultures.
<b>Summer</b>	<b>Remixes</b> To develop our knowledge in Mixcraft through creating a remix of a Pop song by changing it into an Electronic Dance Music mix.	<b>Western Classical Traditions</b> To explore western classical music so that pupils can identify and describe baroque, classical and romantic music and composers. To analyse the elements of music within each musical period so that pupils understand how these periods used and developed musical elements.

## SKILLS DEVELOPED

Developing performing, composing and listening skills within a range of different musical genres.

## RESOURCES AVAILABLE TO SUPPORT

<b>Websites</b>	<a href="https://www.bbc.co.uk/bitesize/subjects/zmsvr82">https://www.bbc.co.uk/bitesize/subjects/zmsvr82</a>
<b>Homework Support</b>	ClassCharts, Homework Club (T2)

## HOW PARENTS CAN HELP

<b>Homework</b>	Homework focuses on knowledge retention. Homework tasks will focus on recalling and practising topics previously taught (see content above) in a range of contexts. Class teachers will check homework, issue rewards for excellent homework and ensure any areas of concern are incorporated into future teaching.
<b>Resources</b>	Use of the above websites to support understanding and practise.

# PHYSICAL EDUCATION

2023-2024

## TOPICS TO BE COMPLETED THIS YEAR

	Term 1	Term 2
Autumn	<u>Students will rotate across the following 4 topics:</u> <ul style="list-style-type: none"><li>Gymnastics – Thinking and Physical ME</li><li>Net/Wall Games (Badminton) – Mindset and Physical ME<ul style="list-style-type: none"><li>Dance – Social and Physical ME</li></ul></li><li>Invasion Games (Hockey) – Mindset and Physical ME</li></ul>	
Spring		
Summer	Students will rotate across the following 2 topics: <ul style="list-style-type: none"><li>Athletics &amp; OAA – Thinking and Physical ME</li><li>Striking and Fielding Games – Social and Physical ME<ul style="list-style-type: none"><li>Tennis – Mindset and Physical ME</li></ul></li></ul>	

## SKILLS DEVELOPED

*Physical ME – Linking Complex Skills*  
*Social ME – Leadership*  
*Mindset ME – Sportsmanship*  
*Thinking ME – Performance Analysis*

## RESOURCES AVAILABLE TO SUPPORT

Websites	<a href="https://classroom.thenational.academy/subjects-by-key-stage/key-stage-3/subjects/physical-education">https://classroom.thenational.academy/subjects-by-key-stage/key-stage-3/subjects/physical-education</a>
Extra-Curricular Timetable	<a href="https://www.thehambleschool.co.uk/extra-curricular-activities/">https://www.thehambleschool.co.uk/extra-curricular-activities/</a>

## HOW PARENTS CAN HELP

Resources	
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# RELIGIOUS EDUCATION

2023-2024

## TOPICS TO BE COMPLETED THIS YEAR IN RE:

	Term 1	Term 2
Autumn	<p><b><u>Topic: Religion and Life.</u></b></p> <ul style="list-style-type: none"> <li>• What is abortion? What are arguments for and against it?</li> <li>• What is euthanasia? What are arguments for and against it?</li> <li>• What are care options for the elderly?</li> <li>• How do Christians and Muslims believe the world began?</li> <li>• What happens when we die in Christianity and in Islam?</li> </ul>	<p><b><u>Topic: Religion &amp; Life. (Continued)</u></b></p> <ul style="list-style-type: none"> <li>• How did the universe begin? (Difference between the Genesis story and the Big Bang Theory)</li> <li>• What value does the world have? (Revisiting Stewardship and Dominion from Year 8)</li> <li>• The use and abuse of the environment.</li> <li>• What are the different types of pollution?</li> <li>• What are Christian and Muslim views on how animals should be treated?</li> </ul>
Spring	<p><b><u>Topic: Religion, Human Rights and Social Justice.</u></b></p> <ul style="list-style-type: none"> <li>• What is the difference between social justice and human rights?</li> <li>• Prejudice and discrimination (with a focus on disability and race), looking at Martin Luther King.</li> <li>• What does religious freedom mean? Why is it important for everybody?</li> </ul>	<p><b><u>Topic: Religion, Human Rights and Social Justice. (Continued)</u></b></p> <ul style="list-style-type: none"> <li>• What are Christian and Muslim teachings about wealth?</li> <li>• What are the different reasons for poverty and how is it caused in the UK?</li> <li>• How can the poor be exploited? Why does it happen and how can it be stopped?</li> <li>• Giving money to the poor (Charity work) within Christianity and Islam.</li> </ul>
Summer	<p><b><u>Topic: Religion, Crime and Punishment.</u></b></p> <ul style="list-style-type: none"> <li>• What are the different reasons for crime?</li> <li>• What is a Christian and Muslim attitude to lawbreakers?</li> <li>• What are the different types of crime?</li> <li>• What are the three aims of punishment?</li> <li>• What are Christian and Muslim views on suffering?</li> </ul>	<p><b><u>Topic: Religion, Crime and Punishment. (Continued)</u></b></p> <ul style="list-style-type: none"> <li>• What are the religious attitudes to the treatment of criminals; including prison, corporal punishment and community service?</li> <li>• What are the religious attitudes to forgiveness, including Christian and Muslim views?</li> <li>• What are the religious attitudes to the death penalty, including Christian and Muslim views?</li> </ul>



## SKILLS DEVELOPED IN RELIGIOUS EDUCATION:

- Students should begin to see the world from more than one point of view, to understand that different people have different beliefs.
- Students should begin to show tolerance and patience for views different to their own. They should be open to looking at different views and examining what other people believe and why they believe it.
- Students should be able to express their views verbally in a justified conclusion of ideas, as well as through a variety of other tasks given in class.

## RESOURCES AVAILABLE AND HOW PARENTS CAN HELP:

<b>Websites</b>	Religion and Life: <a href="https://www.bbc.co.uk/bitesize/topics/zps9cj6">https://www.bbc.co.uk/bitesize/topics/zps9cj6</a> Religion, Human Rights and Social Justice: <a href="https://www.bbc.co.uk/bitesize/guides/zp8tnbk/revision/2">https://www.bbc.co.uk/bitesize/guides/zp8tnbk/revision/2</a> Religion, Crime and Punishment: <a href="https://www.bbc.co.uk/bitesize/guides/znfdpg8/revision/1">https://www.bbc.co.uk/bitesize/guides/znfdpg8/revision/1</a>  For more detailed links to different topics, please message your classroom teacher.
<b>Homework</b>	Monitoring the completion of weekly homework tasks. Please speak about what students are learning at home and get them to share their own views and challenge those views – we will only grow as a community if we listen to each other.
<b>Reading</b>	Reading through a variety of different material at home - newspaper articles, magazine articles – and then discussing this material with a trusted adult will help students in developing their own views around a variety of different topics.



**THE HAMBLE SCHOOL**

ACHIEVING EXCELLENCE TOGETHER

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**Reception** is open during the school term from 8am until 4pm from Monday to Thursday and 8am until 3.30pm on Friday.