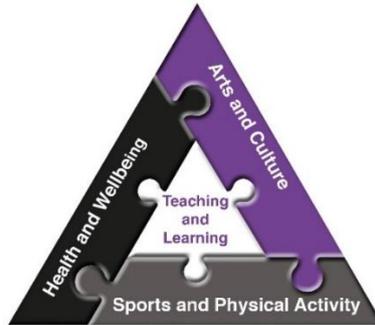


# Year 9 Curriculum Booklet



*We offer a rich and inspiring curriculum enabling each individual to explore their potential, build on their strengths and discover their passion.*

*We do this by embedding a culture of respect, responsibility, resourcefulness and resilience.*

*Our curriculum journey empowers students to make successful life choices and meaningful contributions to society.*

## Year 9 Curriculum

Welcome to Year 9. This booklet outlines what you should expect to learn during Year 9.

For more information about what you should know at the end of each topic, please refer to our website: <https://www.newcollege.leicester.sch.uk/>

The following table shows the subjects that you will take in Year 9 and the number of lessons a fortnight you have for each subject:

Subject	Year 9
English	4
Mathematics	4
Science	4
PE (practical and theory)	3
Art	OPTION (2)
Computer Science	2
Performing Arts (Drama or Dance)	OPTION (2)
Design & Technology	OPTION (2)
French	2
Geography	2
History	2
Religious Education	1
Music	OPTION (2)
Media Studies	OPTION (2)
Spanish	OPTION (2)

*\*Citizenship is taught through humanities*

*\*Personal development is taught during tutor time*

## Year 9 Tutor Team



The Year 9 tutor team is here to support you throughout your time at New College Leicester.

Our email addresses are here, so that your parents can contact us if they need to:

9BPE	Mr Perkins	bperkins@newcollege.leicester.sch.uk
9DBR	Mrs Bryce	dbryce@newcollege.leicester.sch.uk
9ASP	Miss Sprlakova	asprlakova@newcollege.leicester.sch.uk
9KKA	Mr Karavadra	kkaravadra@newcollege.leicester.sch.uk
9AES	Mrs Essa	aessa@newcollege.leicester.sch.uk
9ALA	Miss Lawrence	alawrence@newcollege.leicester.sch.uk
9EDI	Mr Dias	edias@newcollege.leicester.sch.uk
9JHL	Miss Hall	jhall@newcollege.leicester.sch.uk
Head of Year	Mrs Walker	bwalker@newcollege.leicester.sch.uk
SLT Link	Mrs Rudge-Tezcan	erudge1@newcollege.leicester.sch.uk

## Year 9 Homework Timetable Overview

2022 – 2023

Homework **develops positive study habits and independent learning.**

Research shows that homework has a positive impact on progress. Homework has an impact by enabling pupils to undertake independent learning to practice and consolidate skills, conduct in depth inquiry, prepare for lessons or revise for exams. In addition, homework gives your parents a chance to see what is being studied in school and teaches you how to take responsibility for your part in the educational process.

This timetable is a guide to illustrate the night on **which your homework should be completed.**

<b>Year</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
9BPE 9DBR 9ASP 9KKA	<b>Science</b> Expressive Arts Options*	Computer Science*	<b>Mathematics</b> Geography*	History* French*	<b>English</b>
9AES 9ALA 9EDI 9JHL	Expressive Arts Options*	<b>Science</b> French*	Computer Science*	<b>English</b> Geography*	<b>Mathematics</b> History*

\* **Once per fortnight**



The year 9 curriculum represents the culmination of three years of Key Stage 3. Students will continue on their journey to become expert writers by crafting their narrative skills to create authentic and detail narrative perspectives. Furthermore, through the study of a class read and whole Shakespeare exploring how prejudices impact upon the fair distribution of punishment, as well as how ideas around Christian doctrine dictated actions in Shakespearean England. Throughout the year, students will study a broad range of texts focusing upon the theme of crime and punishment- exploring the ways in which attitudes and perspectives to both crime and punishment have evolved over time from the Divine punishments in Greek mythology to modern day questions surrounding morality.

To assist students on their journey to becoming an expert reader, we use the reading programme 'Accelerated Reader'. Throughout year 9 students will read a variety of books that are linked to their reading ages which enables students to develop their explicit reading skills, inference and comprehension.

Term	Unit	Threshold Concepts:
Autumn 1	<b>Authentic Voices:</b> Creating and effective narrative perspective	Texts and content are selected and sequenced for specific meaning.
		Writers use language and structure to convey meanings
		Standard English is vital in conveying confidence.
Autumn 2	<b>Prejudice and Society:</b> To Kill a Mockingbird/ Blood Brothers	Writers use language and structure to convey meanings.
		Texts and content are selected and sequenced for specific meaning.
		Etymology, morphology and phonology is vital in decoding new material.
Spring 1	<b>Voices of Conflict:</b> Individual Perspectives in Conflict Poetry <b>Shakespeare and Society:</b> Othello/ The Merchant of Venice	Context informs interpretation
		Context informs interpretation
		Writers use language and structure to convey meanings
Spring 2	<b>Finding your voice:</b> Spark Speeches <b>Media and Society:</b> Violence in the Media	Texts and content are selected and sequenced for specific meaning.
		Etymology, morphology and phonology is vital in decoding new material.
		Standard English is vital in conveying confidence.
Summer 1	<b>Exploring Shakespeare's Language:</b> Titus Andronicus/ A Winter's Tale <b>Synoptic Unit:</b> Crime and Punishment	Writers use language and structure to convey meanings
		Texts and content are selected and sequenced for specific meaning.
		Etymology, morphology and phonology is vital in decoding new material.
		Context informs interpretation
Summer 2	<b>Synoptic Unit:</b> Expectations of Gender	Writers use language and structure to convey meanings
		Texts and content are selected and sequenced for specific meaning.
		Standard English is vital in conveying confidence.



# Mathematics

At New College Leicester, we believe that all students can achieve in mathematics. However, it is important to recognise that some students take longer than others to acquire new skills. We allow some flexibility in the curriculum for students to progress at an appropriate pace. This means that the content will not be covered at the same time for each group.

Topic	Key content
Into the Unknown Ratio	<ul style="list-style-type: none"><li>• Substitution</li><li>• Rearranging formulae</li><li>• Solving linear equations</li><li>• Sequences</li><li>• Linear graphs</li> <li>• Simplification</li><li>• The unitary method</li><li>• Maps and scales</li><li>• Conversion between metric units</li><li>• Best buys</li><li>• Proportion</li></ul>
Probability  Geometry	<ul style="list-style-type: none"><li>• The probability scale</li><li>• Listing outcomes</li><li>• Fractions, decimals and percentages</li><li>• Sample space diagrams</li><li>• Independent and mutually exclusive events</li><li>• Tree diagrams</li><li>• Relative frequency</li><li>• Two-way tables</li><li>• Venn diagrams</li> <li>• Angles and lines</li><li>• Parallel lines</li><li>• Angles in triangles</li><li>• Special quadrilaterals</li><li>• Angles in polygons</li><li>• Bearings</li></ul>
Transformations	<ul style="list-style-type: none"><li>• Symmetry</li><li>• Reflections</li><li>• Rotations</li><li>• Translations</li></ul>

Dimensions	<ul style="list-style-type: none"> <li>• (Enlargements including those with a fractional or negative scale factor)</li> <li>• Area of rectilinear shapes</li> <li>• Areas of circles and sectors</li> <li>• Properties of 3D shapes</li> <li>• Volume and surface area</li> <li>• Prisms and Pyramids</li> <li>• Cones and spheres</li> </ul>
Units	<ul style="list-style-type: none"> <li>• Metric and Imperial units</li> <li>• Conversion between units of area and volume</li> <li>• Compound units, e.g. Speed, Pressure and Density</li> <li>• Upper and lower bounds</li> </ul>
Congruence and Similarity	<ul style="list-style-type: none"> <li>• Congruence</li> <li>• Congruent triangles</li> <li>• Similarity</li> <li>• Similar solids</li> </ul>
Pythagoras Theorem and Trigonometry	<ul style="list-style-type: none"> <li>• Pythagoras theorem in 2 and 3 dimensions</li> <li>• Trigonometry for right-triangles in 2 and 3 dimensions</li> <li>• Exact values of trigonometric functions</li> </ul>
Representing and Analysing Data	<ul style="list-style-type: none"> <li>• Averages</li> <li>• Frequency tables</li> <li>• Charts and graphs, including bar charts, pictograms, pie charts, scatter diagrams, frequency polygons</li> <li>• Histograms</li> <li>• Cumulative Frequency and box plots</li> <li>• Comparing distributions</li> </ul>

For further information, please contact Mr Anyon at [manyon@newcollege.leicester.sch.uk](mailto:manyon@newcollege.leicester.sch.uk)



# Science

Throughout Year 9, students will continue to build on fundamentals of each area of Science whilst considering the fact that Science alone doesn't hold all of the answers. Students will begin to appreciate the technological advances that have enhanced the study of Science, in preparation for starting the GCSE course towards the end of the year.

	<b>Learning Cycle</b>	<b>Key Concepts</b>
<b>Autumn 1</b>	<b>Reproduction and genetics</b> <b>Interactions &amp; interdependence</b>	<ul style="list-style-type: none"><li>• Human reproduction and development</li><li>• Plant reproduction and seed dispersal</li><li>• DNA, Variation &amp; evolution</li><li>• Competition and extinction</li><li>• Food chains and webs</li><li>• Biodiversity</li></ul>
<b>Autumn 2</b>	<b>Earth structure and atmosphere</b> <b>Energetics</b>	<ul style="list-style-type: none"><li>• Rocks and rock cycle</li><li>• Extracting metals</li><li>• Global warming and climate change</li><li>• Endothermic and exothermic reactions</li></ul>
<b>Spring 1</b>	<b>Waves</b>	<ul style="list-style-type: none"><li>• Wave speed and wave behaviour</li><li>• Light and sound</li></ul>
<b>Spring 2</b>	<b>Space</b>	<ul style="list-style-type: none"><li>• Our solar system</li><li>• Satellites</li><li>• Days and seasons</li></ul>
<b>Summer 1</b>	<b>Biology Paper 1 – Cell Biology</b>	<ul style="list-style-type: none"><li>• Cells and cell division</li><li>• Microscopy</li><li>• Plant cells and tissues</li><li>• Plant transport</li></ul>
<b>Summer 2</b>	<b>Biology Paper 1 – Cell Biology</b>	<ul style="list-style-type: none"><li>• Leaf adaptations</li><li>• Photosynthesis</li><li>• Nutrient deficiencies</li></ul>

For further information, please contact Mrs Bradley at [sbradley@newcollege.leicester.sch.uk](mailto:sbradley@newcollege.leicester.sch.uk)

# Art



Year 9 is an introductory course intended as preparation for the coursework in Year 10 and 11. Students learn to work more independently and direct their own outcomes. The curriculum provision is two 100-minute lessons every two weeks. Art and Design has traditionally been a popular subject at GCSE level and always looks to bring out our student's creative abilities.

Term	Topic	Key Content	What you will know at the end of this term
Autumn	Introduction to GCSE style of working using a range of directed topics including Identity/Portraiture	Key areas of developing a project- <ul style="list-style-type: none"><li>• Develop ideas through sustained and focused investigations</li><li>• Select materials and refine ideas through directly exploring and experimenting</li><li>• record ideas or observations relevant to intentions</li><li>• present a personal, and original response</li></ul>	To understand the process of developing a project  Use various drawing and designing techniques to record observations in sketchbooks and other media as they develop their designs towards an outcome
Spring	Continue project looking at a range of appropriate Artists that can inform the independent work	As above	How to explore the techniques used by major contemporary or historic artists, craftspeople and designers, as well as other cultures, so as to inform their creative interpretations
Summer	Media development and Workshops including - Printmaking 3D modelling – Clay & Card Pen and ink Watercolour & Acrylics	As above	How to apply their technical knowledge of materials and processes to select and improve their control of techniques and practices.

For further information, please contact Mr Thomas at [jthomas@newcollege.leicester.sch.uk](mailto:jthomas@newcollege.leicester.sch.uk)

# Citizenship

In Years 9 Citizenship is taught through the Personal Development Curriculum. Other departments are also building citizenship knowledge through their curriculums.

The National Curriculum requirements for citizenship can be found here: <http://https://www.gov.uk/government/publications/national-curriculum-in-england-citizenship-programmes-of-study>

Topic	Key content	What you will know at the end of this term
<b>Fairness and Justice:</b> <i>the nature of rules and laws and the justice system, including the role of the police</i>	<ul style="list-style-type: none"><li>• What is the law?</li><li>• How does the CJS work?</li><li>• What can be done to prevent youth crime?</li></ul>	<ul style="list-style-type: none"><li>• The difference between criminal and civil law.</li><li>• Who is in the criminal justice system</li><li>• What the role of the police is</li><li>• What youth offending is some and how youth crime can be prevented.</li></ul>

For further information, please contact Mrs Shortland at [sshortland@newcollege.leicester.sch.uk](mailto:sshortland@newcollege.leicester.sch.uk)



# Computer Science

The year 9's start with a unit on advanced python programming where they will plan and implement an application. The next unit allows students to sample using adobe design software to design and create some digital graphics. This is followed by an advanced course in the creation of a Web Site using industrial standard software 'Dreamweaver'. The Summer term is made up of two of the most important skills in today's world of technology: cryptography and Artificial intelligence.

Term	Topic	Key content
Autumn	<b>Programming, algorithms and evaluation</b>	<ul style="list-style-type: none"><li>• Python recap</li><li>• Decomposition and algorithm design</li><li>• Using selection in a python program</li><li>• Programming techniques</li><li>• Using sequence and datatypes to develop a solution</li><li>• Introducing while / for loops</li></ul>
	<b>Creating Vector Graphics</b>	<ul style="list-style-type: none"><li>• Creating different shapes</li><li>• Understanding paths</li><li>• Creating Icons using Vector graphics</li><li>• Graphics project</li><li>• Creating a showcase</li></ul>
Spring	<b>Further Web Site development</b>	<ul style="list-style-type: none"><li>• HTML CSS Revision.</li><li>• How to plan a website</li><li>• Setting up a website using Dreamweaver</li><li>• Adding images</li><li>• Adding links internal and external</li></ul>
	<b>HTML – CSS Web Page development</b>	<ul style="list-style-type: none"><li>• HTML and CSS</li><li>• CSS Backgrounds and images</li><li>• DIV tags, page sections and CSS</li><li>• CSS Layouts</li><li>• Full webpage creation and assessment</li></ul>
Summer	<b>Artificial Intelligence</b>	<ul style="list-style-type: none"><li>• Artificial intelligence – What is it?</li><li>• History of AI</li><li>• AI Developments</li><li>• Touring Test</li><li>• AI Ethics</li></ul>
	<b>Cryptography</b>	<ul style="list-style-type: none"><li>• Encryption</li><li>• Caesar Cipher</li><li>• Hashing</li><li>• Decoding Ciphers</li><li>• Encryption ethics</li><li>• Public Key Cryptography</li></ul>

For further information, please contact Mr Mitson at [kmitson@newcollege.leicester.sch.uk](mailto:kmitson@newcollege.leicester.sch.uk)

# Dance (option)



Students who choose to studying dance in year 9 explore a range of dance styles and professional dance works. Students develop their skills as a performer and choreographer and learn how to analyse and appreciate dance. Students also have the opportunity to attend theatre visits and perform in productions. Students have 2 lessons a fortnight.

	Topic	Key content
Autumn Term 1	An introduction to learning dance	<ul style="list-style-type: none"> <li>• Appropriate dancewear for safe working practices</li> <li>• Develop skills in the Hip Hop dance style</li> <li>• Introduction to basic physical and technical skills</li> <li>• Introduction to choreography and dance relationships</li> <li>• Introduction to dance analysis</li> </ul>
Autumn Term 2	Jazz dance (Musical Theatre)	<ul style="list-style-type: none"> <li>• Develop skills in the Jazz (Musical Theatre) style</li> <li>• Introduction to key Physical Skills</li> <li>• Performing a piece of Musical Theatre repertoire with accuracy</li> <li>• Rehearsal skills</li> </ul>
Spring Term 1	Dance Style Workshops	<ul style="list-style-type: none"> <li>• Ballet dance style</li> <li>• Tap dance style</li> <li>• Break dance style</li> <li>• Urban dance style</li> <li>• Stylistic qualities of each styles</li> <li>• Interpretative skills</li> </ul>
Spring Term 2	Contemporary Dance	<ul style="list-style-type: none"> <li>• Develop skills in the Contemporary dance style</li> <li>• Refine key physical skills</li> <li>• Create movement content in response to a stimulus</li> <li>• Self-evaluation</li> </ul>
Summer Term	Choreography	<ul style="list-style-type: none"> <li>• Responding to a creative brief</li> <li>• Developing ideas and content from a stimulus</li> <li>• Create movement motifs</li> <li>• Working as a team</li> <li>• Dance structures</li> <li>• Dance relationships</li> <li>• Accompaniment</li> <li>• Technical aspects of a dance production</li> <li>• Evaluate the create process and final outcome</li> </ul>

For further information please contact Ms Brown at [kbrown@newcollege.leicester.sch.uk](mailto:kbrown@newcollege.leicester.sch.uk)



# Design and Technology (option)

The teaching of Design and Technology at Key Stage 3 (Years 7, 8 and 9) allows students to gain vital skills in all aspects of Design and Technology. Each year students rotate around all four Design and Technology subject areas: Engineering, Textiles, Hospitality and Design Technology. Students spend 10 weeks in each area.

During practical lessons students are taught a wide range of both traditional craft skills and use of specialist equipment and machinery. As well as practical lessons students will take part in theory lessons giving them the opportunity to develop their knowledge of materials and design processes.

Below are the projects students will complete in Year 9:

	<b>Topic</b>	<b>Key content</b>
<b>Food</b>	<b>Advanced cookery skills</b>	<ul style="list-style-type: none"><li>• Health and safety in the kitchen</li><li>• Knife skills, including different cuts</li><li>• Kneading and shaping</li><li>• Handling raw meat</li><li>• Time management</li></ul>
<b>Textiles</b>	<b>Draw string bag</b>	<ul style="list-style-type: none"><li>• Health and safety in a textiles room</li><li>• Using a sewing machine</li><li>• Decorative Techniques</li><li>• Seams, Hems and seam</li><li>• Allowances</li><li>• Paper patterns</li><li>• Component parts</li></ul>
<b>CAD</b>	<b>Packaging &amp; Logo development</b>	<ul style="list-style-type: none"><li>• Health and safety in the CAD room</li><li>• Investigation into branding and merchandising.</li><li>• Logo design</li><li>• Using CAD (computer aided design)</li><li>• Developing full size 3D packaging solution</li></ul>
<b>Product Design</b>	<b>Clocks</b>	<ul style="list-style-type: none"><li>• Health and safety in the workshop</li><li>• Timber</li><li>• Design researcher</li><li>• Using different machinery in the workshop safety</li><li>• Shaping wood</li><li>• Producing design ideas and planning how to produce them in a workshop.</li></ul>

For further information, please contact Mrs Bryce at [dbryce@newcollege.leicester.sch.uk](mailto:dbryce@newcollege.leicester.sch.uk)



# Drama (option)

Students can select to study Drama in year 9. This enables greater exploration of styles of drama. Throughout the year, students will develop their knowledge of different styles through Applying stylistic qualities, fundamental skills and techniques into a performance. Students have opportunities to further develop their skills through being actively involved in extra-curricular group performances throughout the year.

Students have 2 lessons a fortnight.

	Topic	Key content
Autumn Term	<b>Scripted performances; focussing on physical and vocal skills.</b>	<ul style="list-style-type: none"><li>• Learn key physical and vocal skills</li><li>• To develop leadership skills by being a team player</li><li>• To develop characterisation in scripted extracts</li><li>• Be an effective audience member</li><li>• To develop an awareness of purpose' of a script</li><li>• How to approach a scripted extract through rehearsal techniques such as blocking.</li></ul>
Spring Term	<b>Theatre styles and practitioners</b>	<ul style="list-style-type: none"><li>• To develop movement sequences such as stylised movement to tell a story.</li><li>• Explore ensemble movement to tell a story</li><li>• To develop knowledge of different theatre practitioners and their process' used</li><li>• To understand different styles of theatre such as physical theatre and Brecht.</li><li>• Perform and appreciate different styles of theatre</li></ul>
Summer Term	<b>Responding to a brief</b>	<ul style="list-style-type: none"><li>• Learn the starting points when creating a performance from a stimuli</li><li>• Learn the different techniques and stylistic qualities that can be applied to a performance.</li><li>• Explore how to use improvisation to discover the potential development of ideas.</li><li>• Devise characters that have clear personalities to influence the storyline.</li><li>• Perform devised work ensuring a clear purpose is created.</li></ul>

For further information please contact Miss Shaw at [eshaw@newcollege.leicester.sch.uk](mailto:eshaw@newcollege.leicester.sch.uk)



# French

Students will continue their study of French into Year 9. We firmly believe that teaching mixed ability groups allows all students to thrive in MFL. Over the course of year 9 we aim to have students in as strong a position as possible, should they want to choose the subject for GCSE. A Year 9 New College French student will be able to communicate in at least three different tenses, with some even being able to use four or five.

Term	Topic	Key content
Autumn	<b>Mon monde et moi</b>  <b>Projets d'avenir</b>	<ul style="list-style-type: none"><li>• Talking about likes and dislikes, extra-curricular activities, describing yourself and friends in detail, the perfect (past) tense, the near future tense</li><li>• Talking about what job you want to do, what you do to earn money, talking about what you did</li></ul>
Spring	<b>Ma vie en musique</b>  <b>Le meilleur des mondes</b>	<ul style="list-style-type: none"><li>• Music/musical preferences, future plans, describing a trip to a concert in the past, forming questions in multiple tenses.</li><li>• Food, eating habits, animals and the natural world, recycling, changing the world, the conditional tense.</li></ul>
Summer	<b>Le monde francophone</b>  <b>Revision of Y9 content</b>	<ul style="list-style-type: none"><li>• Where you would like to go, impressive monuments around the world, holiday preferences, countries of the French speaking world, mastering grammar</li></ul>

For further information,

please contact Mr Hepworth-Adcock at [jhepworth-adcock@newcollege.leicester.sch.uk](mailto:jhepworth-adcock@newcollege.leicester.sch.uk)



	Learning Cycle	Key Concepts
Autumn 1	<b>Hazardous Earth</b>	<p>How are tropical storms linked to climate?</p> <ul style="list-style-type: none"> <li>• Atmospheric circulation – HFP cells</li> <li>• High and low pressure</li> <li>• FITE vs VASO, Evidence HIT</li> <li>• Line graph – sea level change</li> <li>• Bar chart GHG emissions</li> <li>• Greenhouse effect</li> <li>• Vulnerability – PSE</li> <li>• India vs UK – Flooding</li> <li>• Evaluating a response – Nargis &amp; Sandy</li> </ul>
Autumn 2	<b>Land of Ice – Glaciers</b>	<p>How do glaciers impact on our world?</p> <ul style="list-style-type: none"> <li>• Mega city characteristics – Lagos</li> <li>• Socio-economic change</li> <li>• Land use and conflict</li> <li>• Opportunities and challenges in Lagos</li> <li>• Sustainable Lagos</li> </ul>
Spring 1	<b>Investigating Megacities – Lagos</b>	<p>Why is Lagos popular and what challenges does Lagos face?</p> <ul style="list-style-type: none"> <li>• Mega city characteristics – Lagos</li> <li>• Socio-economic change</li> <li>• Land use and conflict</li> <li>• Opportunities and challenges in Lagos</li> <li>• Sustainable Lagos</li> </ul>
Spring 2	<b>Decisions, Decisions, Finding Sustainable Solutions.</b>	<p>Why do geographical issues cause conflict between different groups?</p> <ul style="list-style-type: none"> <li>• Identifying geographical issues and solutions</li> <li>• The biosphere and us – CAWS &amp; FRM</li> <li>• Threats to our forests</li> <li>• Oceans and forests – challenges and solutions</li> <li>• Interpreting data – group presentation conflict in the Taiga.</li> <li>• Biomes – Distribution and threats CLUMPH</li> <li>• Sustainable forest management</li> <li>• Conflicting opinions - Groups</li> </ul>
Summer 1	<b>Raging Rivers – Processes and Landforms</b>	<p>How do rivers influence the landscape and human activities?</p> <ul style="list-style-type: none"> <li>• River Landscapes – drainage basins</li> <li>• Processes - TED, HACA, SSST</li> <li>• Bradshaw model, climate and geology slope processes</li> <li>• OS maps and Cross sections</li> <li>• Storm hydrographs</li> <li>• Sheffield floods – Causes and impacts</li> <li>• Increasing flood risk</li> <li>• Flood management – CBA – H vs S</li> </ul>



<b>Summer 2</b>	<b>Coastline Challenges and Controversies</b>	Are coastal areas worth protecting? <ul style="list-style-type: none"><li>• Geology – concordant vs discordant</li><li>• Coastal processes – TED</li><li>• Coastal Landforms</li><li>• Erosion and Defence</li><li>• Conflict in Southampton</li><li>• Climate Change – 2013 storm surge</li><li>• Conflict in the Maldives</li></ul>
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For further information, please contact Miss Smith at [jsmith1@newcollege.leicester.sch.uk](mailto:jsmith1@newcollege.leicester.sch.uk)

## History

By the time students enter Year 9, they will have a secure foundation of historical knowledge and skills. We aim to equip all students with a secure knowledge of the past. The Year 9 topics focus on the modern history of the world around us.

Term	Topic	Key content
Autumn	<b>World War Two</b>  <b>The Holocaust</b>	<ul style="list-style-type: none"><li>• Was WW2 inevitable?</li><li>• Key events of WW2 and how did it end?</li> <li>• What was Jewish life like in Europe before the 1930s?</li><li>• How were Jews persecuted?</li><li>• What is the legacy of the Holocaust?</li></ul>
Spring	<b>Post War World</b>	<ul style="list-style-type: none"><li>• The Cold War – why did it start, and key events in Europe and Asia?</li><li>• How did the Cold War end?</li></ul>
Summer	<b>Civil Rights</b>	<ul style="list-style-type: none"><li>• How did the Civil Rights Movement start?</li><li>• Key protests e.g. Montgomery Bus Boycott, Little Rock 9, Black Power.</li></ul>

For further information, please contact Mr Mansoor at [mmansoor@newcollege.leicester.sch.uk](mailto:mmansoor@newcollege.leicester.sch.uk)



In Year 9 students can select a pathway to follow. The music production pathway builds the necessary skills needed for Key Stage 4 success. Students will explore how to record audio in the studio, and mix audio using EQ, FX, balance, panning, and processors. Students will explore how to build and produce a whole music track looking at EDM and understand how to compose for a film by exploring different techniques. Students will study grade 1 and 2 theory to have a firm understanding of the fundamentals of music.

	Topic	Key content
Autumn Term	Understanding Logic	<ul style="list-style-type: none"> <li>Students will explore Logic fundamentals of setting up the programme, recording midi and audio, mixing and presenting a final piece of music using a computer.</li> </ul>
	EDM and grade 1	<ul style="list-style-type: none"> <li>Students will explore how to programme drum machines, programme synthesisers.</li> <li>Compose a track using original material and be creative in the timbres they use.</li> </ul>
Spring/Summer	Performance and grade 2	<ul style="list-style-type: none"> <li>Students will explore rhythm, pitch, signs, symbols, intervals, time signatures, clefs, and notation linked with grade 2 theory.</li> </ul>
	Responding to a commercial music production brief	<ul style="list-style-type: none"> <li>Students will understand the client, target audience, aims, and objectives of the brief and create a piece of music that fulfills the commission.</li> </ul>
	Arraignments	<ul style="list-style-type: none"> <li>Students will complete an arrangement of a song in a new style. This will be between 2-3 minutes long and will use 4-6 instruments.</li> <li>Students will notate their arraignment on Noteflight and present a realised version in Logic.</li> </ul>

**In addition to their school Music lessons, students are also able to sign up for instrumental lessons. These lessons are free of charge.**

We are offering instrumental lessons in: Piano, Violin, viola, cello, double bass, Guitar, Bass Guitar, Clarinet, Flute, Percussion and vocals.

For further information, please contact Miss Tutty at [gtutty@newcollege.leicester.sch.uk](mailto:gtutty@newcollege.leicester.sch.uk)



# Practical PE

In Year 9 students will develop their knowledge, understanding and application of the core and advanced skills in a variety of sports. Students will spend 4 lessons on each activity.

In Year 9 students will have the opportunity to participate in handball, basketball, football, netball, rugby, dodgeball gymnastics, trampolining, badminton, trampolining, tennis and striking and fielding activities.

Links to the practical timetable and what students will know and be able to do at the end of each activity are available below.

# Theory / BTEC Sport

In Year 9 students will have 1 theory lesson a fortnight. Across the year students will learn about diversity in sport, the importance of psychology and sporting injuries. Students will also develop their knowledge, understanding and application of leadership skills which will prepare them for KS4 BTEC Sport

Please see the table below of the KS3 BTEC Sport curriculum (please note dates/terms are approximate).

Term	Topic	Key content
Autumn	<b>Celebrating Leicester</b>  <b>Psychology</b>	<ul style="list-style-type: none"><li>• Diversity in Sport</li><li>• Gender in Sport</li> <li>• Confidence</li><li>• Anxiety</li><li>• Motivation</li></ul>
Spring	<b>Sporting injuries</b>	<ul style="list-style-type: none"><li>• Basic injuries and rehabilitation</li><li>• Complex injuries and rehabilitation</li><li>• Basic first aid</li></ul>
Summer	<b>Leadership</b>	<ul style="list-style-type: none"><li>• Skills of a leader</li><li>• Qualities of a leader</li></ul>

For further information, please contact Miss Clark at [eclark@newcollege.leicester.sch.uk](mailto:eclark@newcollege.leicester.sch.uk)



# Performing Arts Technology (Option)

Students can select to study Performing Arts Tech in year 9. This enables greater exploration of the production elements in theatre. Throughout the year, students will develop their knowledge and understanding of a set designer, lighting technician and designer and costumes. Students have opportunities to apply the skills learn through being actively involved in the non-performer roles in performances and concerts.

Students have 2 lessons a fortnight.

	<b>Topic</b>	<b>Key content</b>
<b>Autumn Term</b>	<b>Set and lighting design</b>	<ul style="list-style-type: none"><li>• Learn key skills and responsibilities of a set and lighting designer</li><li>• Learn and use equipment to create designs</li><li>• Develop lighting and set designs which use a range to tones and materials for effect</li><li>• Explore and create set designs for a brief</li></ul>
<b>Spring Term</b>	<b>Designing for concerts</b>	<ul style="list-style-type: none"><li>• Learn how to adapt lighting techniques for a concert performance.</li><li>• Learn how to cue lights to influence atmosphere and mood</li><li>• How to adapt and develop stage plans for concerts from theatres</li><li>• Develop awareness of textures and materials used in dance costumes</li><li>• Analyse and present design ideas through presentations</li></ul>
<b>Summer Term</b>	<b>Designing a brief</b>	<ul style="list-style-type: none"><li>• Develop steps to take when devising a performance</li><li>• Specialise in production area to enhance skills and responsibilities</li><li>• Explore a purpose and intention in a design, linking back to a brief</li><li>• Explore how to use improvisation in designs to judge potential</li><li>• Develop designs and create production areas for whole school performances.</li></ul>

For further information please contact Miss Shaw at [eshaw@newcollege.leicester.sch.uk](mailto:eshaw@newcollege.leicester.sch.uk)

# Personal Development

In Year 9 Personal Development is taught during tutor time.

	Key content
Autumn 1	<p><b>This is Us</b></p> <ul style="list-style-type: none"> <li>• Recognising and demonstrating personal strengths</li> <li>• What can affect wellbeing and resilience</li> <li>• The impact that media and social media have on how people think about themselves.</li> <li>• Strategies that could be used to help build resilience to negative opinions and comments.</li> <li>• Recognising and managing internal and external influences which affect health and wellbeing</li> </ul>
Autumn 2	<p><b>Relationships, sex and health education</b></p> <ul style="list-style-type: none"> <li>• The law relating to consent and consent should be freely given without pressure or manipulation</li> <li>• The purpose, importance and different forms of contraception; how and where to access them and advice</li> <li>• Infections can be spread through sexual activity and barrier contraceptives offer some protection against certain STI's</li> <li>• The risks related to unprotected sex and consequences of unintended pregnancy</li> </ul>
Spring	<p><b>Drugs, alcohol, and associated risks</b></p> <ul style="list-style-type: none"> <li>• The characteristics of abusive behaviours (grooming, sexual harassment, sexual and emotional abuse and to recognise there warning signs.</li> <li>• The misuse and supply of legal and illegal substances could lead to grooming, sexual and emotional abuse, violence and exploitation</li> <li>• How the misuse or supply of drugs could lead to young people joining gangs (county lines)</li> <li>• How gang culture could pressure young people to supply legal and illegal substances and carry a weapon.</li> </ul>
	<p><b>Finance and Management</b></p> <ul style="list-style-type: none"> <li>• Finance and related risks that young people may make.</li> <li>• About values and attitudes relating to finance, including debt.</li> <li>• Manage emotions related to money</li> <li>• Evaluate the use of money including the influences of advertisement and peers</li> </ul>
Summer	<p><b>Relationships</b></p> <ul style="list-style-type: none"> <li>• Recognise peer influence and develop strategies to manage it</li> <li>• How peer approval can generate feelings of pressure and lead to risk taking</li> <li>• The role of peers in supporting each other</li> <li>• Strategies to manage pressure to join a gang</li> <li>• Motivations, misconceptions and consequences of carrying weapons.</li> </ul>

For Further information, please contact Miss Bagley at [sbagley@newcollege.leicester.sch.uk](mailto:sbagley@newcollege.leicester.sch.uk)



# Religious Education

Our curriculum is taught with a mixture of linear and thematic learning, giving students the chance to learn, use and compare new concepts as well as enhance their understanding and skills in the wider world. These transferable skills will support at Key Stage 4.

	Year 9	Key content
Autumn Term	<b>Impacts of crime and punishment</b>	<ul style="list-style-type: none"><li>• Why do people commit crime?</li><li>• Why do we have laws and aims of punishment?</li><li>• Would you forgive?</li><li>• How should criminals be treated?</li></ul>
Spring Term	<b>Exploring Hinduism</b>	<ul style="list-style-type: none"><li>• What are Hindu beliefs about God and scriptures?</li><li>• What are the four stages of life in Hinduism?</li><li>• What are the features of a Hindu temple?</li><li>• What are the significant places in Hinduism?</li><li>• What are Hindus key beliefs?</li></ul>
Summer Term	<b>Why is religion controversial?</b>	<ul style="list-style-type: none"><li>• Persecution and violence in religion</li><li>• What is a Holy war?</li><li>• Women, equality and religion</li><li>• What is sexuality and homosexuality?</li><li>• What is the difference between a marriage and divorce?</li><li>• What is contraception?</li></ul>

For further information, please contact Miss Ghatora at [dghatora@newcollege.leicester.sch.uk](mailto:dghatora@newcollege.leicester.sch.uk)



## Spanish (Option)

In the Spring term of Year 8, students will be able to choose a expressive arts pathway which will dictate a small number of optional subjects taken in Year 9. If students elect to follow a pathway containing Spanish they will be given a year-long crash course in the language, the aim of which is to equip them with enough knowledge to continue to succeed at GCSE level in the language.

Term	Topic	Key content
Autumn	<b>Mi vida</b> <b>Mi tiempo libre</b>	<ul style="list-style-type: none"><li>• Introductions, describing your personality, birthdays, family members, pets</li><li>• What you like to do, pastimes and hobbies, weather, sports</li></ul>
Spring	<b>Mi insti</b> <b>Mi familia y mis amigos</b>	<ul style="list-style-type: none"><li>• School, subjects and preferences, facilities at your school</li><li>• Family members, physical description of yourself and others, describing where you live</li></ul>
Summer	<b>Mi ciudad</b> <b>Grammar revision</b>	<ul style="list-style-type: none"><li>• Describing your town/village and what you can do there, telling the time, ordering food in a restaurant, talking about what you are going to do</li><li>• Recapping the past and near-future tense and introducing the preterite</li></ul>

For further information,

please contact Mr Hepworth-Adcock at [jhepworth-adcock@newcollege.leicester.sch.uk](mailto:jhepworth-adcock@newcollege.leicester.sch.uk)



# Wider Curriculum

We also have lots of exciting additional activities that students can get involved with this year.

Year 9 are activities are as follows:

- Archery
- Art Club
- Aspire Art Club
- Badminton
- Band
- Choir
- Cooking
- Curve Young Company
- DIY
- Dodgeball
- Drama
- Football
- Freestyle Gymnastics
- Just Dance
- Moving Together Dance
- Netball
- Production
- Rounders
- Rugby
- School Show
- Textiles
- Trampolining

For further information, including days and times, please refer to our website

<https://www.newcollege.leicester.sch.uk/wider-curriculum/609.html>