



**BOWER PARK**  
ACADEMY

YEAR  
**9**



**CURRICULUM YEARBOOK**

# ST NE TN CON

## Core Subjects

**Maths**

**English**

**Science**

## Other Subjects

**Art**

**Computer Science**

**Design and Technology**

**Drama**

**Geography**

**History**

**MFL - French**

**Music**

**PE**

**CPSHE**

**Religious Studies**

## Curriculum Overview

**“A word after a word after a word is power”**

Margaret Atwood

English is an integral part of being able to communicate, interact and operate in our personal surroundings. It is one of the most important life skills to learn to gain the ability to articulate ideas, to be critical and form your own opinions, to be alert to social issues and develop an embedded ability to express your thoughts, feelings and opinions as a successful member of society. Alongside being an invaluable skill, English is also a tool that can be used to unlock our imaginations and provide us with a platform to explore, express and investigate limitless ideas about each and every subject imaginable! There is no limit to our imaginations, and English allows students to truly discover themselves and the world around them.

At Bower Park, we expose our students to texts that cover the themes of identity, ideology, gender and social class. In Year 9, students will continue to use reading as a platform to develop and extend their writing and creativity. Through the study of fiction, they explain their analytical, persuasive and comparative skills to challenge their ideas of literature. From Willy Russell to Margaret Atwood, we continue to introduce our students to a wide array of voices and opinions to nurture their passion for the English language.

### What we study

In Year 9, students commence their curriculum with the analysis of the modern play ‘Blood Brothers’, exploring the variation of different genres and conventions. A play about the struggles of social class and division, ‘Blood Brothers’ encourages students to build on their analytical skills from Year 8 and engage with real life themes. Following this, students are introduced to the motif of identity in poetry through the study of John Agard and Maya Angelou. This consolidates their prior knowledge of comparison from Year 8 and allows them to form independent opinions on different voices.

In the spring term, we continue to develop our students’ creativity through the lens of dystopia. From studying multiple extracts, students are challenged to apply dystopian conventions to their own writing and use images to encourage their creativity and imagination. Following this, we move on to the allegorical novel ‘Animal Farm’ to deepen students’ awareness of dystopian literature. Through this, students hone their analytical and empathetic skills within the context of the historical setting.

To end the year, students consider the impact of women in literature over time and the role of gender in society. Students revisit their persuasive writing skills from Year 8 and apply these to new statements, to develop their writer’s voice.

## What our students will learn

By the end of Year 9, our aim is for students to move from effectively using the knowledge and skills developed in Year 8 to broadening their own analysis skills and using their appreciation of writer's methods in their own writing. They will:

- Use language, structure and writer's methods in creative writing to enhance their creative voice
- Develop an appreciation of a range of mediums: playscripts, prose and poetry
- Understand contextual and historical events in the nineteenth and twentieth centuries
- Build a mature vocabulary to enhance their academic writing

## How this learning prepares for next year

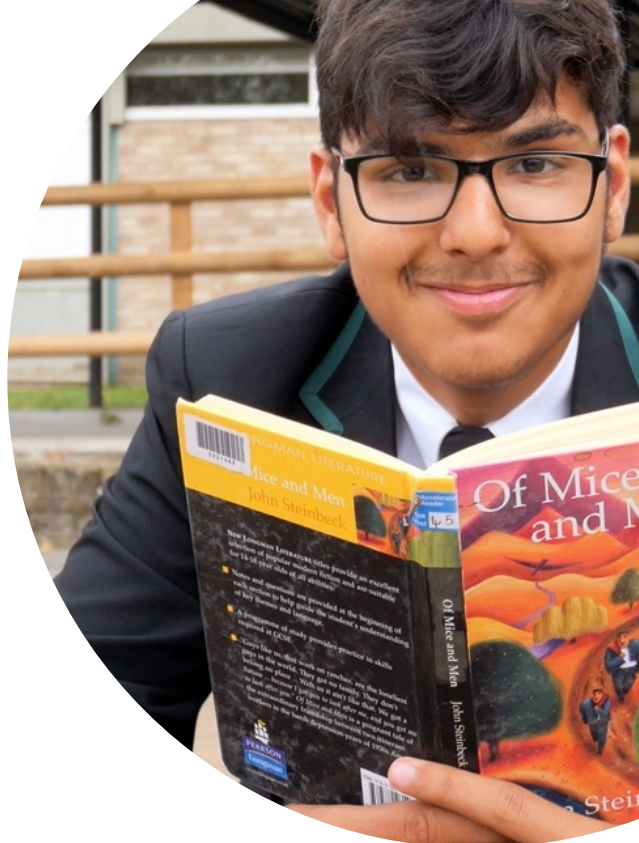
Having explored the 17th to early 20th Century in Years 7 and 8, students will concentrate on more contemporary texts in the 20th and 21st century, exploring a change in attitudes and complex ideas, preparing them for them for the high-level thinking skills required for Key Stage 4. Students will develop an understanding of the structural conventions of a play in preparation for their Modern GCSE text. They will also explore poetic methods and choices, which they will develop when studying their GCSE power and conflict poems. The texts 'Animal Farm' and 'Blood Brothers' are thematically linked to their GCSE texts, therefore students are learning context and critical theories which can be carried through to Key Stage 4.

## Homework

In English, we set Year 9 homework fortnightly. Homework is designed to practice the skills and knowledge learnt within lessons. This can include learning key facts, practising questions related to work or researching future lessons to support what is taught in class. We also create opportunities for students to read more widely around our curriculum topics, to complement their science capital.

## SMSC opportunities

Through the course of the Year 9 curriculum, students will use a range of skills in different contexts. They will demonstrate an understanding and appreciation of a wide range of cultural influences that have shaped their own heritage and those of others. They explore contemporary social issues, including class, poverty, unemployment, family, relationships and identity, through classic and modern literature.



## Curriculum Overview

**“Mathematics is the music of reason”**

James Joseph Sylvester

Our maths curriculum aims to develop students’ mathematical confidence, allowing them to solve a range of complex problems and critically analyse the world around us. We seek to expose them to the importance of mathematics in the real world and to the skills that they can transfer across the wider curriculum. Mathematics fosters reasoning and problem solving, leading to mastery and logical thinking, which builds students into well-rounded and aspirational citizens of the future.

### What we study

In the autumn term, Year 9 maths focuses on reasoning with algebra and constructing in 2D and 3D. Throughout this term, students develop essential skills in algebraic reasoning, which involves solving equations, simplifying expressions, and manipulating variables. They learn how to analyse and interpret algebraic relationships, identify patterns, and make generalisations. Additionally, students explore the world of geometry by constructing and manipulating two-dimensional and three-dimensional shapes. They learn about angles, polygons, and the properties of different geometric figures. These skills lay a strong foundation for further mathematical reasoning and problem-solving.

In spring, Year 9 students continue to build their mathematical skills through reasoning with numbers and geometry. They develop a deeper understanding of number systems and their properties. This includes working with rational and irrational numbers, as well as exploring the relationships between different number sets. Students also delve into the realm of geometry, where they further investigate the properties of shapes and their transformations. They learn about congruence, similarity and the application of geometric reasoning in solving problems. By the end of this term, students have a solid grasp of number theory and geometric concepts, equipping them with essential tools to tackle more complex mathematical challenges.

In the summer term, Year 9 maths centres around reasoning with proportion and representations. Students learn about ratios, proportions and rates, and how to apply them to solve real-life problems. They develop skills in identifying proportional relationships and use them to solve various mathematical and practical problems. Additionally, students explore different representations of data, such as graphs, charts and tables, and learn to interpret and analyse them to draw meaningful conclusions. These skills are vital for developing statistical literacy and critical thinking, enabling students to make informed decisions based on data and understand the world around them.

## What our students will learn

Through studying the Year 9 curriculum, our aim is for students to move their knowledge on from Year 8 through a greater focus on reasoning, which is assessment objective two of the specification. In a mastery style, they study:

- Forming and solving equations in the strand of reasoning with algebra.
- Surface area and volume of 3D shapes in the strand of constructing in 2D and 3D.
- Simple and compound interest in the strand of reasoning with number.
- Pythagoras' theorem in the strand of reasoning with geometry.
- Algebraic ratio problems in the strand of reasoning with proportion.

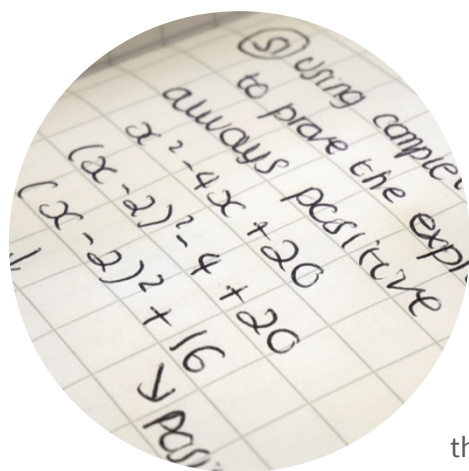
## How this learning prepares for next year

We believe that the Key Stage 3 maths mastery programme has developed a secure foundation of knowledge, to fully prepare our students for the challenge of GCSE. The frequent revisiting of key topics throughout Year 9 is crucial in helping us to decide the right pathway for every student in the years ahead.



## Homework

Throughout Year 9, weekly homework is set through the online platform of Sparx Maths. Sparx is an excellent platform for supporting students' independent work, because it provides them with video tutorials (to enhance classroom teaching) and gives them immediate feedback on their work, to allow them to track their progress. Teachers will monitor test results and use common misconceptions to inform the future planning of lessons.



## SMSC opportunities

Mathematical reasoning is at the core of the Year 9 curriculum, and this allows our students to develop their debating and discussion skills. Students will gain an understanding of the real-world issues surrounding finance when, in the spring term, they learn about maths and money. Issues such as debt, credit and interest will be explored with students, in order to help them develop their financial literacy.



## Curriculum Overview

**“The good thing about science is that it’s true, whether or not you believe in it”**

Neil deGrasse Tyson

Our vision is to deliver a strong knowledge-based curriculum, providing an opportunity for students to discover the excitement of the sciences and the phenomena surrounding the subject; it will aim to instil a desire for practical discovery, while fostering the inquisitive nature of students.

We aim to develop an understanding of the nature, processes and methods of science, through various types of scientific enquiries that help our students to answer scientific questions about the world around them, triggering their curiosity about the impact of science in their daily lives.



## What we study

In Year 9, our student begins the year with the study of waves, to gain a comprehensive understanding of the different types of waves and their uses, as well as the applications of electromagnetic waves in medical treatment, food production and our daily communications. After this, we move on to metals and materials. This allows students to explore the uses of metals, their characteristics and how they are extracted from the environment. It allows our students to understand the limited supply of metal as a natural resource, the environmental impact of metal mining and the importance of recycling. Speed, pressure and moment follows this topic; it allows students to learn how to calculate the speed of everyday moving objects like a car, a train or a rolling ball, as well as explore pressure on liquids and gases.

Following this, we explore health, disease and medical development. Our discussion centres around pathogens, microorganisms, body defences against diseases, the use of vaccinations and the role of antibiotics, to ensure students understand the ethical factors linked to medicine. This topic also encourages positive hygiene and an awareness of the development of medicine in the western world, as well as issues such as MRSA.

To challenge our students to understand what everything is made from, we move to the topic of atomic structure and the periodic table. This allows students to explore the history of atomic theory, the contributions made by British scientists, how we interpret the periodic table and its significance. Following this topic, students study conservation of energy. This allows our students to explore the use of energy, the cost of energy and how to calculate energy efficiency in appliances. This helps our students to understand the environmental impact of energy usage, future energy sources and where energy comes from. This then leads our students to learn about the key concepts in biology: animal and plant cells, structure and function. As well as stem cells and their uses in medicine.

## What our students will learn

In Year 9, our students continue to study a blend of biology, chemistry and physics units to build on their foundation knowledge developed in years 7 and 8. Students are now encouraged to make links between units and between the different sciences, drawing on information previously learnt and applying this to new scenarios.

By the end of the year, students will have learnt about:

- Speed, pressure and moments: How to measure the speed of an object and apply this to a graph, what causes pressure and what can change pressure, what a moment is and apply this to everyday situations.
- Metals and materials: Investigating properties of metals and their reactivity
- Waves: Explore different types of waves, how they travel and how we rely on them for sight and hearing.
- Atomic structure and the periodic table: What is everything made of and how do we read the periodic table?
- Purifying substances: What are solids, liquids and gases and how can we separate/purify substances.
- Conservation of energy: How is energy transferred and how do we calculate a change in energy?
- Health, disease and the development of medicines: Explore different diseases and their causes, effects and treatments, how our body defends us from invading pathogens and how scientists produce new drugs.

A range of literacy and numeracy skills are practised throughout all units, including the contextualisation of unit-specific key words and the application of scientific equations.

## How this learning prepares for next year

The Year 9 curriculum is designed to bridge the gap between Key Stage 3 and Key Stage 4 expectations. Information learnt during Years 7 and 8 are revised and built upon to introduce the GCSE curriculum.

## Homework

In science, we set Year 9 homework fortnightly. Homework is designed to practise skills and knowledge learnt within lessons. This can include learning key facts, practising questions related to work or researching future lessons to support what is taught in class.



## SMSC opportunities

In science lessons, students have the opportunity to work collaboratively, following guidance as a team or as a leader. Students will be exposed to real-world science, both historical and current. There are opportunities to share opinions and consider new viewpoints, learning how science around the world has an impact upon them and their futures. Students continue to explore their impact on the environment and other species, and on their own futures.



## Curriculum Overview

**“Art is not what you see, but what you make others see”**

Edgar Degas

Our vision is to enrich the quality of our artists’ creative experiences; to inspire, enlighten, stimulate and challenge all students in art and design. We want our year 9 students to build upon their prior learning in year 8 and inspire them to experiment and create their own thoughtful, personal and meaningful works of art. This is achieved through developing students’ drawing and painting skills, teaching them how to draw facial features portraits with accuracy. We aim for students to be able to develop an understanding of art from other cultures and an appreciation of artists.

### What we study

Throughout the year, students build a portfolio of work based on the following three themes: *Identity*, *Distortion* and *Ordinary/Extraordinary*

Each theme advances skills from year 8; from using maths in art to create tessellations to editing in Photoshop, from working in craft materials to create 2D relief cardboard sculptures to using food in art in to create a self-portrait. Students build on their prior knowledge, using the formal elements of art to embed their contextual understanding of the work explored.



In the autumn term, students will study the theme of *Identity*. They will focus becoming proficient in their technical drawing skills to learn how to utilise mathematics in their artwork and create tessellations based on the religion of Islam.

In the spring term, *Distortion* encourages students to reflect on how they see themselves and use art to communicate their inner thoughts and subconscious. They will create an outcome using photography and mixed media processes, and study M.C. Escher's thought-provoking graphic illustrations.

In summer, *Ordinary/Extraordinary* inspires students to create portraits using unconventional materials such as cardboard and food. They will create imaginative compositions using a range of tools. Students end Key Stage 3 equipped to explore the theme of *Limitations* through the genre of portraiture.

## What our students will learn

Art and design at Bower Park Academy offers students in Year 9 the opportunity to develop their drawing and painting skills in a wide variety of contexts. We aim to educate our Year 9 students, equipping them with the knowledge and skills about the world around them, to experiment and express their own ideas with confidence. In line with the national curriculum for art and design, students will:

- Produce an exemplar portfolio of work, exploring their ideas, provoking thought and recording their experiences by using a range of materials;
- Experiment in mixed-media processes and technical drawing skills;
- Critically analyse the creative and cultural works of others, using the language of art, craft and design;
- Create purposeful and meaningful personal outcomes, based upon their own knowledge and understanding of mathematics and religion;
- Develop fine motor skills and be prepared for GCSE Fine Art, should they choose it as an option.

## Homework

In art, homework is set to further extend students' understanding of artists and art movements throughout history, to prepare them for future art lessons. Homework will include photography tasks, artist research and critiques of work. Art homework is set once a fortnight. Students are encouraged to reference BBC Bitesize when working independently, to support their studies.

## SMSC opportunities

In Year 9 art, we aim to challenge students' opinions and enrich their views on historical and contemporary art, so that they may better understand its significant place in our society.

Students can watch **Sky Arts** on a weekly basis – programmes such as *Portrait Artist of the Year*, *Landscape Artist of the Year* and documentaries on artists and designers can be tremendously helpful when developing ideas for their own outcomes.

The art department has an extensive range of literature that students can borrow to support their studies.



# COMPUTER SCIENCE

## YEAR 9

### Curriculum Overview

**“The computer was born to solve problems that did not exist before”**

Bill Gates

The digital world is a massive part of our, and, more importantly, our children’s lives. To help prepare them for the future world of work, we aim to develop our students’ digital literacy skills for use in school, personal life and potential future pathways.

Education is an important medium for ensuring online safety and utilising technology for positive uses. Our knowledge-rich computing curriculum is, therefore, balanced with opportunities for students to experiencing how they can use technology creatively to enhance their everyday lives.

### What we study

The curriculum in Year 9 predominantly focuses on the planning, creating and testing of computer programs, with a database project included in the final half-term. In the autumn term, students learn about computational thinking by decomposing problems and identifying key concepts and similarities. The theory provides the students with a mindset for a more practical element, where they use FMSLogo to create some iconic landmarks, such as Big Ben and the London Eye.

In the spring term, the students are provided with a number of real-life scenarios, where they need to plan and create a solution in the programming language Python. They will gain experience of using pseudocode, flow diagrams and decision trees as part of the planning element, before completing the coding requirements.

In the summer term, our students complete further assessments by applying the concepts they have previously developed to a different scenario. In the final half-term, they learn about the importance of data and create a relational database in Access, which can be used to interrogate information or to make predictions.



## What our students will learn

By the end of year 9, students will:

- have a secure understanding of computational thinking.
- be able to use a range of algorithms when planning a solution to a program.
- use a range of different computing languages to meet specific scenarios.
- use a database to create, store and interrogate data.

## Homework

In Year 9, homework is set to consolidate classroom learning and to provide opportunities for students to embed skills taught. Homework will also be used develop students' subject-specific vocabulary via retrieval practice and self-marking quizzes.

## How this learning prepares for next year

By the end of year 9, our aim is for all students to be confident when using a range of technology. For those choosing GCSE Computer Science as an option, they will be able to continue developing these skills at a higher level.

## SMSC opportunities

Students explore how developments in technology have changed our culture, particularly the rise in social networking sites and the ability to communicate instantly across national and international borders. Computing involves the breaking through of linguistic and cultural barriers.

As students develop their skills in a range of software, they are challenged to work in groups to find solutions whilst developing respect for the ideas and opinions of others in their team. This is particularly prevalent in the design phase of tasks given. In addition, students are encouraged to develop their team-working skills through collaborative work and research.



## Curriculum Overview

**“When you have exhausted all possibilities, remember this – you haven’t”**

Thomas Edison

Design and technology aims to develop creativity and imagination, to design and make products that solve real and relevant problems within a variety of contexts, considering students own and others’ needs, wants and values. Through our subject, students learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they also develop a critical understanding of the impact of products on daily life and the wider world.

Design and technology uses knowledge, skill and understanding from a wide range of sources, including science and mathematics. Pupils will explore these across three different curriculum areas through our carousel curriculum on resistant materials, food technology and product design.

In Year 9, students are expected to make some of their own choices as they navigate their way through more open design contexts. Their experiences in Years 7 and 8 are planned to help them to do this regarding decisions about materials and manufacturing techniques. Students are expected to work to a higher degree of precision when manufacturing prototypes, whilst fulfilling functional and aesthetic requirements. When designing, students can select from a range of communication strategies that they have practised in years 7 and 8.

### What we study

In Year 9, students have the opportunity to engage in more challenging projects, where they will strengthen their core knowledge and skills learnt throughout Key Stage 3. Projects become much more personalised and open for pupils to be more analytical and demonstrate informed design decisions. Students study the three different specialist areas of resistant materials, food technology and product design, taught on a carousel curriculum.

In resistant materials, students learn about resistant materials through a systems approach to design. The main focus will be on mechanisms where they will design and engineer functional solutions for a moving toy project. They will explore functional components to develop an understanding of transfer of energy in the form of input, process and output. Students will be able to think about design not simply as a conceptual artform, but rather as a way to create a purposeful product that would benefit the user.

In food technology, students focus on the choices made for specific users. They learn how to use information about energy balance and energy-dense foods to cater for user needs. They further develop a deeper understanding of the Eatwell guide, through studying macronutrients and micronutrients; this will support students’ understanding of diet at different life stages. Throughout this unit, students will get to experience making and tasting a wider range of foods from different cultures, including fajitas, stir-fry dishes and curries.

In product design, students will follow the design cycle closely to explore a range of design strategies, such as collaborative design, a user-centred approach and CAD/CAM. Students are introduced to developing more refined methods of production using Photoshop, 2D Design and SketchUp. These skills will enable students to use CNC processes that mimic real-world industrial practice. Throughout this unit, students will have the opportunity to apply their critical thinking to design designs. They will demonstrate this through testing and evaluating choices made at different stages of the design cycle.

The year ends with a mini-project taught through one of our specialisms that enables students to demonstrate their breadth of knowledge gained since the start of Key Stage 3. Students will be given a contextual challenge, such as living with disabilities or promoting a sustainable future. They are given an opportunity to see their design, from inception to realisation, in the form of a live project.

## What our students will learn

In Year 9, pupils are challenged to be more independent and take risks in exploring design ideas. Our pupils will learn how to:

- Plan, prepare, cook and present a dish suitable for specific nutritional needs.
- Produce a time plan and follow it independently.
- Understand the systems used to approach design and mechanical devices
- Carry out risk assessments
- Understand energy generation and storage
- Evaluate the work of others and design strategies
- Design and manufacture prototypes using CAD/CAM processes, and mMe informed design decisions.



## How this learning prepares for next year

The project-based approach to learning throughout Key Stage 3 will have prepared our pupils to take on full Non-Examination Assessments (NEA) for the AQA GCSE Design and Technology course we offer at Key Stage 4.

## Homework

In Year 9, homework will be focused on technical skills, knowledge and SMSC, to create opportunities for pupils to extend their design skills beyond the workshop. The series of homework will also have retrieval tasks from their earlier Key Stage 3 knowledge, interleaved throughout to ensure retention of the curriculum so far.



## SMSC opportunities

The year 9 curriculum will allow pupils to take more analytical approach towards moral and ethical design decision making. Pupils dive deeper into issues surrounding sourcing polymers, timber and food. Pupils continue to explore the impact of design industry on the environment and society by engaging in discussions, debates and assignments. Pupils will learn about various cultures through the dishes they cook.



## Curriculum Overview

**“All the world’s a stage, And all the men and women merely players”**

William Shakespeare

At Bower Park Academy, we pride ourselves on providing a comprehensive, classical and contemporary curriculum to instil the demands of the GCSE. We aim to cultivate a love of the arts through a variety of thought-provoking and imaginative work, encouraging both students’ creativity and reflection.

With a strong focus on oracy, every student has one drama lesson per week during Years 7 to 9 through our curriculum, which is underpinned by the three strands of the GCSE: devising, performing and evaluating live theatre.



## What we study

Our Year 9 curriculum mirrors the GCSE course, ensuring that all learners are equipped and ready for the expectations of Key Stage 4.

At the start of the academic year, students look at the play text ‘The Curious Incident of the Dog in the Night-time’. The text is explored using a variety of drama strategies. Students confront the social issues and themes of the play through applying learnt rehearsal techniques.

In spring, students will use knowledge gained from previous units to devise a piece of drama based around the stimulus ‘Missing Sophie’. There will be opportunities to implement practitioner and genre, as well as a focus on drama strategies to devise a topic focused piece of collaborative performance.

In the summer term, students will use a combination of all performance skills acquired from their Key Stage 3 drama lessons to create a performance of Dennis Kelly’s play ‘DNA’. Students will reinforce practitioner knowledge of Stanislavski’s ‘Acting for the Stage’ to create believable characters in performance. This unit allows students to deploy key essential dramatic strategies, including narration, thought-tracking and physical theatre, linking in with the expectations of the GCSE Component 3 Exam.

## What our students will learn

By the end of the year, our students will:

- Deploy key essential dramatic strategies, including narration, thought-tracking and physical theatre
- Independently create performance with a focus on atmosphere.
- Broaden knowledge of different genres and the practitioners who have shaped theatre through time
- Use a range of stimuli to inspire and create performances.
- Acquire written and spoken communicative skills to critique and describe performances



## How this learning prepares for next year

Year 9 develops essential skills required to succeed at GCSE, including developing original devised pieces, working extensively with a script and describing, explaining and justifying their own ideas and their interpretation of the work of others. By the end of Year 9, students will be confident in performing a range of genres and texts, and will be adept at creating original and complex performances.

## Homework

In drama, homework is set for Key Stage 3 students once per half-term. The homework is designed to develop students' cultural capital of the theatre, play texts and theatre practitioners. Students will be asked to read set text, watch live theatre (accessed online through Teams) and learn key lines for their classroom performances.

## SMSC opportunities

Drama develops students' confidence, creativity, individuality, self-expression and collaborative skills. They explore a variety of social and historical context through varied stimuli. Additionally, drama encourages our students to connect with their emotional interpretations of performance and use personal expression when performing.



## Curriculum Overview

**“Geography is a subject which holds the key to our future”**

Michael Palin

Geography is, in its simplest form, a desire for humankind to interact, describe and understand the world around us. As the world shifts and evolves at an increasing pace, so too must its inhabitants. It is therefore, the intention of our geography curriculum to inspire and inform young global citizens. In the service of equipping our students with the knowledge and skills to encounter and experience our diverse planet, we will enable them to see the world with a sense of awe and wonder, unlock the ability to ask geographical questions and give students the knowledge and skills to answer them.



### What we study

Students firstly study the ground and distribution of global population. They will develop skills in analysing population pyramids and choropleth mapping. Issues associated with ageing and youthful population will be investigated.

Asia is our second topic and students are introduced to countries within this culturally rich continent such as Kazakhstan and Israel. Migration, population change, climate change and geopolitics are a few of the underlying subtopics in this unit.

Students then move onto geography of crime. Different scales and types of crime are investigated including our local area and international crime hotspots for piracy and rainforest crime.

Resources in another fundamental unit explore energy, food and water resources. This unit serves as a steppingstone for our GCSE resource management.

In Year 9, students end with an in-depth study of the planet and the tectonic hazards associated with movements in the crust. Here, students consider the impact of physical processes on people and places. The unit looks at why people live in hazardous regions and the impact these hazards have on people and development.

We then move onto units vital to GCSE success: ‘Ecosystems’, ‘Resources’ and the issues of food, water and oil insecurity facing many regions in the 21st century. Both are units developed further at GCSE and provide the background knowledge necessary to be successful. The links with development are key and this provided opportunities to revisit this unit from year 8.

In concluding KS3, geographers will have a clear sense of place. They will be able to critically evaluate current geopolitical issues and will understand past conflicts which may contribute to current events. They will have mastered fundamental map and graphical skills allowing them to present and interpret data effectively. Students will have a strong understanding of sustainability and how this is experienced and impacts different scales across the planet. Students will be keen geographers who contemplate issues spatially and display a love of subject and a love of learning.

## What our students will learn

By the end of the academic year, students will have a secure understanding of the world around us, will:

- Have a sense of the physical world and how humans interact with it
- Competently write in detailed chains of reasoning, explaining the impact of hazardous events on people and place.
- Apply their knowledge to new situations and will explore current issues like global climate change.
- Show an understanding of both physical and human geography.

## How this learning prepares for next year

Students demonstrate a deep understanding of the interaction between the physical and human world. The Year 9 curriculum provides an understanding of geography and provides building blocks for the GCSE. Students can write in chains of reasoning, explaining processes and applying knowledge to new situations. They show clear links between different elements of the course and can draw easily on prior knowledge.

## Homework

In Year 9, homework is set to enhance our students' independence, resilience and curiosity. It prepares them for independent study making links to other areas of the curriculum, other places and the lives of people. Writing in a particular style (chains of reasoning), students learn to recall and retain knowledge. A variety of projects and investigations form the bulk of year 9 homework. The use of knowledge organisers is encouraged.

## SMSC opportunities

Geography is linked to the study of real people in real places, meaning that it constantly links and develops students' spirituality and morality. For example, when looking at the study of a population and fantastic places, students are given an appreciation of the world around them. In particular, the study of Fantastic places allows them to reflect and share on their own experiences of the world.



## Curriculum Overview

**“Study the past if you would define the future”**

Confucius

We believe that a high-quality history education will help students gain an overview and depth of knowledge of political, social and religious history on both a national and international scale. We want students to be curious about the past, understand the complexity and diversity of past societies, develop a sense of identity and understand the challenges of their time. Our students see themselves, their cultures and those of their peers reflected in our programme of study. They will become enthused, will be challenged and will feel invested in their study of the past 1000 years.

We believe history develops students’ knowledge and skills to ask questions, weigh evidence and develop critical perspectives and judgements. It enables them to see beyond their own experiences and develop empathy, tolerance and an appreciation for diversity in all its forms. We want students to know how history as a discipline works and model this in their own studies, research and visits to historic environments.

## What we study

Following a solid grounding in the knowledge of the creation of modern Britain and the understanding of how monumental events change society for all its members, Year 9 students are ready to explore history that has had a more immediate impact on their own lives. They will apply the historiographical skills they have developed in years 7 and 8 to the study of the relationships between nations in the 20<sup>th</sup> Century, as well as the development of modern politics.

In Year 9, students will apply the knowledge they have amassed throughout Key Stage 3 in order to understand events in twentieth century European and world history. We begin with an analysis of the impact that the First World War had on Germany and how this situation allowed the rise of the Nazi Party. This sets a foundation knowledge to enable our students to understand the political and economic situation in Europe at the end of the Second World War and the rise of the new superpowers in the Cold War.

In the final term, our students are introduced to the thematic study of migration in Britain from c. 800 to the present day. Through this, we study the reasons for migration, the experience migrants have had and the impact migrants have had on England and the United Kingdom.



## What our students will learn

By the end of the year, our aim is for students to have a solid understanding of the key causes, events and consequences of:

- Weimar Germany
- Nazi Germany, including the Holocaust
- The Cold War
- Migration in Britain from c. 800 to present day, with a focus on the Windrush generation

In addition, we will develop students' historical skills in:

- Evidential thinking
- Cause and consequence
- Change and continuity
- Similarity and difference
- Significance
- Interpretations

## How this learning prepares for next year

For those students continuing with history at KS4, Year 9 prepares them well to understand the modern topics in the GCSE course, giving them a broad and solid knowledge base to build upon. The skills that have been taught to equip pupils for the study of history at GCSE - including source evaluation, being able to categorise and formulate opinions and judgements based on evidence – are also skills that those students not continuing with the subject can apply in other areas of study and in their wider lives. The study of key world events develops not only students' understanding of history but provides them with valuable cultural capital to enable them to interrogate the modern world, politics and prejudice in an informed and confident way.

## Homework

The history department sets homework tasks that develop the research and presentation skills of the student. Homework is set in a way that allows the students to use their strengths to create a piece of work which enriches the topics being taught in the classroom. In Year 9, these are more open than ever, allowing students to develop a real love of research, and include the opportunity to share their own learning about a political leader, a historical building and a twentieth-century invention.

## SMSC opportunities

Students are ready to deal with mature themes in Year 9, due to the focus on creating respectful, enquiring and tolerant thinkers throughout Years 7 and 8. Students discuss the topics of the Holocaust and the decision by America to drop the atomic bomb, which allow them to reflect on what can be learned from the past and apply this to today, as well as evaluating the importance of democracy in maintaining a fair and equal society. The topic of migration also allows students to hold mature discussions around the themes of immigration, race and racism and to further understand the rich and all-encompassing nature of British history.



## Curriculum Overview

**“To learn a language is to have one more window from which to look at the world”**

Chinese Proverb

Our aim in the MFL department is for all pupils to develop an understanding of French in a variety of contexts and increase their knowledge of vocabulary and structures, transferable language learning skills, the ability to communicate effectively in the target language and cultural awareness of France. The knowledge and skills they develop will enhance their understanding and application for further language studies, as well as using French in any appropriate settings.

## What we study

In year 9, students work on theme 1 of the GCSE syllabus – Identity and Culture, with the focus on the following units:

- Self, family and friends
- Family relationship
- Activities you do with family and friends
- Free-time activities (sports, technology, reading and music, TV programmes)
- Shopping for clothes
- Shopping for food
- Celebrations and festivals



In the summer term, they will complete a film study.

Students continue to develop their speaking and reading skills, and are encouraged to use higher-level structures and build on their repertoire of tenses with the introduction of the imperfect and conditional tenses, along with the present, past and future tenses. They are now expected to independently manipulate language to communicate their experiences and views.

In preparation for Key Stage 4, we revisit the present, past and future tenses and cover the conditional tense, so that pupils have the grammatical knowledge to communicate in all time frames.

## What our students will learn

By the end of the year, our students will have an understanding and grasp of grammar and vocabulary that allows them to:

- Engage in conversations where pupils talk about their own lives and discuss the world around them.
- Decode language and spot patterns.
- Understand and communicate in all four skills: listening, reading, speaking and writing.
- Acquire vocabulary for the theme Identity and Culture
- Enjoy exploring other cultures.

## How this learning prepares for next year

Year 9 supports students' transition to KS4 by equipping them with the grammatical knowledge that allows them to communicate in four different time frames. Additionally, the vocabulary and communicative language functions developed over KS3 provide students with the building blocks to access all GCSE topics.

## Homework

In Year 9, we continue to set homework fortnightly. It is set to consolidate classroom learning and to provide opportunities for students to embed skills taught. Homework will also be used to develop students' specific vocabulary through retrieval tasks, like quizzes or vocabulary tests.



## SMSC opportunities

Students will develop an outward-facing outlook by learning about and discussing the lives of teenagers living in French-speaking countries. They will explore the issues that teenagers face in their daily lives and the issues facing them in the future. They explore issues relating to the dangers of technology. These issues are explored through activities that require students to work collaboratively and show an understanding of alternative viewpoints to their own.



## Curriculum Overview

**“Music is a moral law. It gives soul to the universe, wings to the mind, and life to everything”**

Plato

Music is a universal language which actively encourages self-confidence, creativity, self-expression and collaboration. Our aim is for all students to have the opportunity to perform, compose and appraise music.

Students will study music from a variety of different cultures and eras, which develops a positive attitude towards diverse cultures, notions and ideas, and helps to contextualise music and the trends associated with it. There is an emphasis on learning through three key strands: composing, performing, and appraising and, from the beginning of year 7, students will have the opportunity to perform in groups and on their own, and to use their learned skills to compose their own music.

At Bower Park Academy, we also strive for students to have the opportunity to learn a musical instrument, make music with others, learn to sing and progress to the next level of excellence.



## What we study

Our Year 9 curriculum mirrors the GCSE course, ensuring all learners are equipped and ready for the expectations of Key Stage 4.

At the start of the academic year, students develop their skills learnt in Year 8 to compose a melody and chordal accompaniment on the notation software 'Noteflight', using a new key signature of 'G major' using musicals as a stimulus. Following on from this, students explore how elements of music can be utilised to vary a piece of music, and why an audience might be interested in this genre.

In the spring term, students develop instrumental skills on the keyboard to perform the song 'I'm a Believer' and then study how to read TAB (sheet music used for guitar music) and chord grids effectively, and will be assessed on the performance of the riff, chords, and bassline of the song 'Chasing Cars'.

In the summer term, students use their dictation knowledge to translate the melody of the song 'Stand By Me' into Noteflight by ear. They will then create a band performance of 'Stand By Me' and be assessed on their creation of a song that includes the drumbeat, bassline, piano chords and melody for the chorus.

## What our students will learn

By the end of Year 9, students will:

- Identify genres of songs from musicals aurally.
- Identify examples of melodic devices.
- Develop their fine motor skills.
- Read sheet music with greater confidence.
- Play chords in different inversions.
- Create different dynamics on the keyboard.
- Apply their knowledge of practical playing to guitars and bass guitars.
- Create a successful band performance.



## How this learning prepares for next year

The Year 9 curriculum allows students to become confident in the three strands that they will need for GCSE music: performing, composing, and appraisal. For GCSE music, students will build upon the advanced ensemble and solo skills that they have learnt in Year 9, as well as making use of their compositional skills. In Year 9, students are also introduced to the genres that they will be studying in depth at GCSE.

## Homework

In music, homework is set for Key Stage 3 students once per half-term. The homework is designed to develop students' cultural capital of musical compositions, composers and the cultural impact that music has on others. Students will be asked to listen to compositions, watch live performances (accessed online through Teams) and research key composers to build on their classroom knowledge.



## SMSC opportunities

The music curriculum allows students to grow in confidence through solo and ensemble performance. Furthermore, it allows students to explore their individuality and self-expression in a creative manner, through composing their own music. Additionally, students will learn how music can influence a listener's emotions and will be able to use this to effectively create their own music. Students get the opportunity to work in groups with their peers and learn to work as a team effectively.



# PHYSICAL EDUCATION

## Curriculum Overview

**“For each individual, sport is a possible source for inner improvement”**

Pierre de Coubertin, founder of the modern Olympic Games

Our physical education curriculum provides all students with new opportunities to continue with sports and become influential and effective in a game. Students will build on key knowledge from Years 7 and 8 of fundamental skills and tactics, and learn to apply them correctly to gain influence over opponents, to help them perform to their very best and show a true understanding of the game and the other players.

We will promote confidence, teamwork and communication skills within a variety of sports, both on and off the pitch, and provide opportunities to develop a passion for sport, or a passion to follow a healthy active lifestyle with physical activity at the heart. We believe that physical education has a strong place within the curriculum and should be used as a tool to help develop students into successful members of our community. Through the core values of fairness and inclusion within games, the curriculum supports year 8s on their journey to becoming well-rounded young adults.

### What we study

Students continue their journey in physical education by focusing on applying core and advanced skills and tactics to become influential in full-sided games. We continue in Year 9 with our ten-sport curriculum. Over the autumn and spring terms, all students will take part in netball, rugby, table tennis, badminton, trampolining and fitness.

Netball and rugby are invasion games. These sports focus on tactical play to exert dominance over the opposition. Through our racket sports, badminton and table tennis, we explore the art of deception to have influence over the opposition. In the teaching of movement and replication, our trampolining lessons challenge students to understand basic biomechanics, safe progressions and control. In health and fitness, we look at personal training, allowing students to take ownership over their own fitness and use principles of training to create a successful training programme.

In the summer months, we move to an outdoor curriculum and challenge students to excel in athletics events, including sprinting, long-distance running, throws and jumps. We continue to develop students' teamwork and communication skills through cricket, rounders and basketball.

Our curriculum develops students practically and theoretically. We expect students to demonstrate key teaching points, but also understand the knowledge behind the action. Many of the skills learnt are transferable across the curriculum, such as throwing and catching, spatial awareness and control, which arise in many sports, allowing students to become confident, competent and influential in full-sided games.

## What our students will learn

Physical education at Bower Park Academy offers students the opportunity to develop their practical knowledge, theoretical knowledge and a wide range of life skills in a wide variety of situations. We aim to inspire our year 9 students to face challenging situations and concepts, and become confident in their approach to new things. In line with the National Curriculum for Physical Education, students will;

Practically demonstrate:

- A range of skills and tactics, adhering to the rules and concepts of invasion, net and wall and striking and fielding games.
- Development of athletics techniques and analysis of performance.
- Creativity within movement and replication to perform a range of trampolining techniques
- Improvement of health and fitness to achieve their very best.

Focus on the following theoretical aspects of:

- Anatomy and physiology: components of fitness, roles of muscles, antagonistic pairs
- Physical training: principles of training
- Socio-cultural influences: lifestyle choices and sedentary lifestyles
- Taster sessions: Cambridge National Sports Studies and GCSE PE (AQA)

Develop key life skills such as:

- Communication
- Leadership
- Teamwork
- Problem-solving
- Creativity
- Empathy
- Confidence

By the end of the year, our students will have experienced a broad curriculum of a minimum of ten sports, plus various taster sessions in other practical activities, and the theory of GCSE PE and Cambridge National Sports Studies. These allow students to gain a snippet of KS4 and the requirements of the course. This is also scattered into the practical curriculum, with brief explanations of the requirements to meet high levels in sports. These sports include rugby, netball, badminton, table tennis, trampolining, fitness, basketball, athletics, cricket and rounders. Students will be able to demonstrate key skills and tactics, use communication and teamwork within full-sided games and show influence in all.



Students will also have focused on the following theoretical aspects of components of fitness: roles of muscles and their antagonistic pairs, principles of training and sedentary lifestyles and diet. This builds further on the Year 7/8 theory curriculum and allows students to apply knowledge, especially in fitness, where they will become their own personal trainer. For each topic, students will begin to use subject-specific terminology and embed key definitions into their long-term memory. They will be able to define the components of fitness and, therefore, will know how to improve performance and will also be able to create their own personal exercise plan that is progressive and safe. They will be able to understand a healthy lifestyle and factors that contribute, in a hope that all will lead one in their adult lives.

## How this learning prepares for next year

Our Year 9 curriculum prepares students to be successful by becoming influential across many sports in an aim to be successful, so, when placed in competitive situations, they can thrive. All students will use their knowledge of health and sedentary lifestyles to lead a healthy active lifestyle. Students who opt for PE will use their practical knowledge to refine skills and excel in at least three sports, or become competent in leadership. They will take their theory knowledge as a foundation for Key Stage 4 courses, providing them with the best chance of success in their new option.

## Homework

Prior to assessments, revision sheets are sent to students to support their independent revision. We encourage all students to participate in one of our clubs, which are hosted daily.

## SMSC opportunities

Communication and oracy skills, such as speaking and listening, will develop through cooperation and working together within team games, but also through theoretical learning. Students will be pushed to think hard on key teaching points and gain reflective skills to improve their own work. They will always be encouraged to adhere to the rules and regulations of the game or activity, to develop a good sense of fair play, along with a sense of sportsmanship. Students will have opportunities to develop social skills through teamwork, officiating and analysis of their own and others' performances.



## Curriculum Overview

**“You are a citizen, and citizenship carries responsibilities”**

Paul Collier

### What we study

In CPSHE, our vision is to develop our students into being confident, respectful, safe, and informed young people who value each other and the world. We want to ensure that all students are equipped to make the right choices in their individual lives and become valued members of the community. We pride ourselves in promoting a safe, secure and honest environment for students to learn and discuss topical and personal issues in a safe setting, encouraging our students to be the best they can be in every aspect of their lives.

Underpinned by the statutory Relationships, Sex and Health Education Guidance (DfE, 2020), our CPSHE curriculum is collaboratively planned to meet statutory expectations and to also address issues personalised to our cohorts' needs. We use a thematic model which is spiralled from Year 7 to 11, building on students' knowledge, skills and understanding. Our curriculum is guided by the PSHE Associations recommendation, centred around the themes of:

- Health and wellbeing
- Living in the wider world
- Relationships

### What our students will learn

Mental health and wellbeing is our first topic of study. Students are challenged to consider attitudes towards mental health and how language choices can be upsetting and offensive. In addition, students are given tools to be more digitally resilient, with an aim to promote responsibility for their own effective emotional well-being and of healthy and unhealthy coping strategies. Throughout this scheme of learning, students are reminded of a range of available support options, should they need any further help or guidance.

Continuing with the focus of relationships, students examine the topic of sexuality and identity, which has been timed within year 9 to coincide with when some students typically begin to question these areas. We begin with students reflecting over their inner and outer identities and exploring how these can be influenced. Linking back to previous learning in year 8, students investigate the dangers of stereotyping. Following this, they consider the differences between sexuality and identity, and learn about the LGBTQ+ community. Subsequently, students address the issue of homophobia and its consequences, along with ways in which the law protects the LGBTQ+ community, alongside studying the themes of tolerance and respect, and exploring viewpoints and opposing arguments.

After this, students revisit and build upon their previous learning of their statutory relationships and sex education. They are equipped with the knowledge of how and where to access information and support about relationships and sex. Students explore readiness to start a sexual relationship, how to recognise pressure and manage risks. Information around consent, contraception, STIs, the dangers of sexting, domestic violence and abuse are also linked to this topic. Finally, students explore choices in relation to pregnancy.

In line with the academy's options process, building on from students' year 7 lessons and in preparation for the spring term options process, students are taught about careers. Alongside our careers lead, lessons provide students with support and guidance for the option process, as well as developing employment skills and confidence in CV writing and preparing for job and college interviews.

In the summer term, students complete a set of lessons around health and wellbeing, which are split into two topic areas, the first being body image. Here students develop an understanding and awareness of concerns surrounding social media influences and how this has a detrimental effect on their well-being. Students explore what body image is and ways to gain a positive body image. Students are offered outlets of support and reassurance, and are encouraged to be who they want to be and to love themselves for who they truly are. The final study links to previous learning around drugs and enables students to explore attitudes to drugs, as well as understanding the law and providing ways of managing risks.

In their final unit for living in the wider world, students explore the concept of being socially aware, touching upon dangers including online grooming, peer pressure and gang recruitment. This builds upon their Year 8 study of peer-pressure influences. To end the year, students are then given the opportunity to learn and perform CPR, supporting the British Heart Foundation in its mission to raise awareness and build skills that could help others in need.



## How this learning prepares for next year

The Year 9 curriculum is structured to support students as they prepare to make important decisions both in and outside school, ahead of Key Stage 4. Our core themes are further built upon in Year 10, where students will continue to study the topics of health and well-being, relationships and living in the wider world, in an age-related way.

## Homework

In Year 9, we set half-termly homework tasks designed to enrich classroom learning and to retain and enhance levels of skills and knowledge. These include:

- Spelling and application of keywords
- Posters and leaflets
- Researching tasks

## SMSC opportunities

Through discussing a variety of real-life situations and challenging topics, students are encouraged to develop their independent values, whilst considering the perspectives of others, and their role in the wider community.

## Tutor Time and Assemblies

Weekly, in tutor time, we discuss current affairs and the link between new stories and our British values of democracy, individual liberty, the rule of law, mutual respect and tolerance.

In addition, tutor time compliments a range of CPSHE themes including;

- mental health awareness
- anti-bullying
- kindness and friendships
- gambling

Assemblies are also centred around our thought for the week and the pastoral calendar, covering key topics of resilience, empathy, equality, tolerance, kindness and diversity, as well as celebrating key historical events such as Armistice Day and the Holocaust, to develop students' SMSC and enhance their foundation skills for our CPSHE curriculum. In addition to this, our subject curriculum also enhances how we meet the statutory requirements within CPSHE.



# RELIGIOUS EDUCATION

## Curriculum Overview

**“Schooling deprived of religious insights is wretched education”**

Russell Kirk

Our vision is to equip students with the cultural, social, moral and spiritual knowledge that will prepare them for life experiences.

Over 90% of people in the world have a religion, and, whether you are religious or not, many social and cultural celebrations have a religious connection. It is, therefore, important to understand beliefs and practices of the various world religions.

### What we study

In Year 9, our religious education curriculum aims to provide students with knowledge of moral issues from Muslim, Christian and non-religious perspectives. Year 9 starts with the importance of charity, whereby the children are introduced to moral actions and will have the opportunity to develop all the skills they would need for the moral and ethical unit that they will look at later, such as critically reflecting, giving their own opinion and evaluating.

In the spring term, students explore key issues in matters of life and death, such as non-religious and Muslim views on life after death, abortion, euthanasia, Christian and non-religious views on sex before marriage, divorce, contraception, and homosexuality.

In the summer term, students will explore crime and punishment, with a focus on law, justice, what determines a punishment and capital punishment from the Muslim and Christian viewpoints. We end the term with the philosophy of religion, looking at reasons behind the belief in the existence of gods and the issue of suffering in the world. All these topics prepare the children for Key Stage 4, where they revisit these themes in depth.

### What our students will learn

By the end of the year, students will be able show an understanding of:

- The Importance of charity
- The Importance of charity
- Matters of life and death (Islam)
- Marriage and the family (Christianity)
- Crime and punishment
- Philosophy of religion



In Year 9 students will also learn skills, such as how to:

- Outline, explain and evaluate religious beliefs and practices
- Develop religious literacy through writing, discussion and debate
- Share and justify opinions and beliefs, and be considerate of others
- Compare and contrast beliefs

## Homework

In RE, homework is set to further extend students' understanding of religious issues and to prepare them for future RE lessons. Students will be asked to complete extended pieces to consolidate their classroom learning.

## SMSC opportunities

The Year 9 curriculum looks at key religious beliefs, with a focus on moral issues.

Throughout religious education, students will investigate how society impacts on religion and how religion impacts on society and cultural developments. Students will develop an understanding of their own personal belief system, why they have these beliefs, and demonstrate respect and tolerance of other belief systems.





# **BOWER PARK**

**ACADEMY**



**EMPOWER**  
LEARNING ACADEMY TRUST