The Hollins

Year 9 Curriculum Guide

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The Hollins Curriculum Intent

It takes a dedicated partnership between parents and a school to raise a 21st Century child, particularly one who will be equipped to face life in an area of Lancashire that has a rich heritage of culture and diversity. Education at The Hollins will shape our young people into British Citizens who will make a positive contribution to society; who will have opportunities to explore and discover new experiences; and who will be well prepared for later life.

At The Hollins we are passionate about transforming the ordinary into the extraordinary. This is achieved by engendering a love of learning via a broad and balanced, deep and dynamic curriculum where teaching and learning is at the heart of everything we do.

To meet our aspirations, our curriculum:

- Offers extra-curricular activities where students have the opportunity to try new things, meet new people, and develop themselves outside of timetabled lessons.
- Provides opportunities to transfer knowledge, skills and understanding through a carefully planned wide range of National Curriculum subjects.
- Includes a local curriculum that provides opportunities to innovate and develop particular interests and specialisms.
- Builds on primary school knowledge, skills and understanding.
- Supports young people to make informed decision regarding all post-16 opportunities via aspirational careers education, information, advice and guidance.
- Recognises and encourages success.
- Is delivered by well-trained and dedicated staff.
- Reflects our core 7 values: kind, honest, resilient, reflective, respectful, responsible and aspirational.

All of these combine to enable all students to achieve their full educational potential and transform them into extraordinary citizens ready to face the challenges of life in modern Democratic Britain, and a global society. The appropriateness of our curriculum, both taught and untaught, helps support students' outstanding behaviour and their SMSC development.

Our pupils deserve nothing less.

Curriculum Overview

At The Hollins we ensure our curriculum is ambitious, academically demanding and a fulfilling programme of learning that is adapted to individual needs. We aim to deliver a curriculum that is broad and balanced and offers opportunities for all pupils to excel. We aim for pupils to value learning, curious and diligent in their studies. We will encourage this by delivering dynamic and exciting lessons and creating opportunities for discussion and independent thought.

In years 7, 8 and 9 we follow the National Curriculum and pupils will study; English, maths, science, religious education, art, citizenship, computing, design technology, drama, French and Spanish, geography, history, Information Technology, music, PE and RSE (relationship and sex education).

We follow a 2-week timetable with a total of 50 lessons. The allocation for the lessons is as follows:

Subject	Hours per fortnight.		
	Year 7	Year 8	Year 9
English	7	7	8
Maths	7	7	8
Science	6	6	
Biology			2
Chemistry			2
Physics			2
EPR (Ethics, Philosophy & Religion)	2	2	2
Art	2	2	2
Citizenship	2	2	2
Computing	2	2	3
Design Technology & IT	4	4	4
Drama	1.5	2	1
French or Spanish	4	4	3
Geography	3	3	3
History	3	3	3
Latin	1		
Music	1.5	2	1
PE & Games	4	4	4

Art Curriculum Vision / Intent:

Curriculum Leader: Mrs L Keenan.

Art is a visual language that is universally understood and therefore a fundamental form of communication. We aim to equip our students with the necessary understanding and skills to be able to communicate their knowledge, ideas, feelings and experiences. Through the study of art, students at The Hollins will learn about themselves, their community, their environment and the different cultures and traditions around the world, through engagement with a variety of artists, genres and processes. They will be given the opportunity to:

- Engage with a wide variety of art genres, disciplines and traditions from different cultures around the world.
- Contextualise the art they study and produce and learn about how this fits into everyday life, careers and different cultures.
- Practise and improve skill in the use of the formal elements of art including line, tone, colour, texture, shape and form in order to visually communicate effectively.
- Develop knowledge and skills in the main processes of fine art including drawing, painting, sculpture, digital media, printmaking and mixed media.
- Generate, develop and refine ideas and present a personal and meaningful response to given themes.
- Describe, analyse, interpret and evaluate their own work, that of their peers and the work of various artists, genres and cultures.
- Develop creative and critical thinking skills that are transferrable across school and prepare them for wider life.

We strive to create a positive, energetic and creative atmosphere in our art department. It is important to us that students enjoy their lessons and feel able to express themselves, form opinions, talk about their own and other's work with confidence, take risks without fear and see mistakes as opportunities rather than stumbling blocks.

Curriculum Aims:

During year 9 pupils will learn about how art has been used a form of narrative, to document events, tell stories and comment on the world around them. Students will study the work of relevant artists, learning about illustration in it's various forms, including practical study of key media, processes and techniques. Students will develop deeper skill and understanding of the formal elements of art, becoming more independent in their selection and exploration of media in order to communicate personal ideas, present information and express opinions and viewpoints. Finally, they will learn about Surrealist art forms and have the opportunity to develop imaginative ideas in response.

Year 9 Art Curriculum	Topics	Key Knowledge	Careers link
Project 1	Art as a form of social commentary and personal expression	• Key artists such as Basquiat, Haring and how they commented on current events and issues and shared their opinions through their art • Art as a form of expression such as seen in expressionism, fauvism and contemporary art. the use of line, colour and various media • How to generate ideas through discussion, brainstorming and sketching • Development of ideas • Use of symbols, words and collage and various selected media to develop and refine ideas. • The conventions of Surrealism and their work in both 2D and 3D forms. Key artists will include Dali, Magritte, Vladimir Kush, Hannah Hoch, Max Ernst, and contemporary surrealists. • Photo-collage • The importance of Realism in Surrealism; use of the formal elements (line, tone, colour, texture, shape and form) to produce high quality, realistic studies • Selected drawing, painting, digital, mixed media and 3D/relief media used to develop independent ideas and personal responses. Experimentation, refinement and presentation of final response	• Contemporary visual artist • Illustrator
Project 2	Surrealism and it's impact on art and popular culture)	• The conventions of Surrealism and their work in both 2D and 3D forms. Key artists will include Dali, Magritte, Vladimir Kush, Hannah Hoch, Max Ernst, and contemporary surrealists. • Photo-collage • The importance of Realism in Surrealism; use of the formal elements (line, tone, colour, texture, shape and form) to produce high quality, realistic studies • Selected drawing, painting, digital, mixed media and 3D/relief media used to develop independent ideas and personal responses. Experimentation, refinement and presentation of final response	• Advertising • Game and web designing • The entertainment industry (film and TV)

Project 3	Identity: A series of skills based workshops on the ways artists have explored identity, leading to a personal project from a given brief.	• Secure skill in a range of processes which could include 2D and 3D media, digital art and design, print-making, collage and relief work. • How to respond to a brief. The design process and artistic journey. • The development and refinement of ideas.	• Working to a project brief.

What enrichment opportunities are available and how do these support learning?

- Art clubs where students can specialise in more advanced media and techniques, follow the process of an artist/designer by working to a project brief and often producing work to be displayed around school or the community
- Gallery visits, visits to colleges to take part in workshops and workshops in school run by visiting artists.
- Use of online galleries, video demonstrations and visits to artists' websites in order to learn independently and develop personal ideas and to gain specialist skills as taught by practising artists.

Where can I visit to help with my learning?

https://wmag.culturewarrington.org/whats-on/ https://www.whitworth.manchester.ac.uk/

https://www.tate.org.uk/visit/tate-liverpool http://manchesterartgallery.org/

https://www.liverpoolmuseums.org.uk/walker/

Computing Curriculum Vision / Intent:

Curriculum leader: Mr Ishtiaq

From self-driving cars to mobile phones, from smart homes to wearable computers; Computing will shape the present and the future that we live in.

Computing teaches us how to solve problems by breaking them down in to manageable chunks. When developing solutions to Computing problems we are required to be both logical and creative, this enables us to develop a set of skills that are transferable to almost all other disciplines. Our curriculum is designed to build confident, critical and independent students who are able to use a range of skills to plan, implement and review solutions to computing problems, through the development of ambitious, challenging and supportive learning experiences. . We will equip our students to be digital citizens, creators, communicators and investigators. This is achieved by:

- Creating an environment in which all students are challenged and feel they can do well in Computing
- Allowing students to take part in a wide range of extra-curricular activities designed to create links between their classroom learning and the real world.
- Providing opportunities to develop knowledge and skills in Computing, IT and the design of multimedia products.
- Inspire and excite students by providing challenging and engaging lessons
- Giving students opportunities to take part in innovative projects to develop the skills needed in the 21st century digital landscape
- Allowing students the opportunity to reflect on their own use of Computing and how it impacts on their lives

Curriculum Aims:

The Year 7 curriculum in Computing aims to ensure all pupils are confident, creative and responsible users of computing technologies. Students will undertake creative projects to allow them to understand how to use technology safely, responsible and securely. Students will understand the fundamental concepts of computer science and be able to state how hardware in a computer system works.

Year 9 Computing Curriculum	**Topics**	**Key Knowledge**	**Careers link**
Term 1	Communication and ICT • Cybersecurity • Digital Graphics	• Are cyberattacks a bigger threat to national security than terrorism? • How can we protect ourselves against cyber threats? • What are the design features of a graphic product? • What are the factors that influence the design of a digital product?	• Cyberintelligence Officer - Cyber intelligence officer | Explore careers | National Careers Service
Term 2		• How do business use ICT to create digital graphics? • How can I evaluate the effectiveness of a digital graphic?	• Graphic Designer - https://www.prospects.ac.uk/job-profiles/graphic-designer

	Python 2	• How can I think more like a computer? • How do I use the 3 basic programming constructs in Python? • How can I use iteration in Python?	• Sofware Engineer - How to become a software engineer apprentice: Bode's story - BBC Bitesize • Game Developer - https://www.prospects.ac.uk/job-profiles/game-developer
Term 3	Computer Networks Data Part 2	• How do computers communicate with each other? ○ Networks ○ Network Topologies ○ Network hardware ○ Wired/Wireless networks ○ The Internet • How do businesses use computers to handle data? ○ Spreadsheet Modelling	• Network Engineer - https://www.prospects.ac.uk/job-profiles/network-engineer •

Year 9 IT (in DT carousel) Curriculum	**Topics**	**Key Knowledge**	
Block 1	Online Safety – My Digital Life • Online safety • Online reputation • Big data • Data Protection • Fake News • Illegal Content • Right to Access • The Bubble • Protecting Myself Online	• Understand how changes in technology affect safety, including new ways to protect their online privacy and identity, and how to report a range of concerns • I can describe actions I could take if I or someone else experiences or is targeted by illegal online behaviour • I can explain the difference between freedom of expression and legal accountabilities and can discuss appropriate balance between them • I can explain how online content can be shaped to influence behaviour and body image (e.g. fashion, pornography, lifestyle sites) • I know how to appropriately challenge negative comments or expectations concerning my online identity	IT Trainer - https://nationalcareers.service.gov.uk/job-profiles/it-trainer Forensic Computer Analyst - https://nationalcareers.service.gov.uk/job-profiles/forensic-computer-analyst Social Media Manager - https://nationalcareers.service.gov.uk/job-profiles/social-media-manager

	How to be a digital citizen • Misinformation • Bias on social media • Freedom of speech	• I can recognise when and analyse why online content has been designed to deliberately mislead or misinform (e.g. fake news or propaganda) • I can describe what is meant by 'big data' and 'data analytics' and how political parties, commercial and other organisations use these; I can evaluate the ethics of such use	Vlogger - How to be a filmmaker and vlogger - BBC Bitesize

What enrichment opportunities are available and how do these support learning?

All students are invited to a lunch time club – this helps your learning as it allows you to undertake projects such as creating your own Amazon Echo speaker, using a micro computer to create digital signage and programming robots, this will develop your skills in programming and using computer systems.

Drama Curriculum Vision / Intent:

Drama Teacher: L. White

Drama at The Hollins is a diverse, practical and accessible subject for all pupils. It encourages pupils to think and act creatively, whilst developing critical thinking and problem solving.

Through their practical work and written activities, pupils are able to experience the world around them and begin to appreciate situations from more than one perspective. Drama is an important tool for preparing pupils to live and work in a world that is increasingly team-oriented. It encourages pupils to express themselves through creative processes and helps to develop tolerance and empathy.

Through Drama, pupils develop soft skills that employers look for such as communication, concentration, empathy, co-operation, commitment, self-discipline and creativity. Drama helps to reinforce the rest of the curriculum through the exploration of skills such as teamwork, confidence, independent work, time management, organisational skills and self-awareness.

However, our overall aim is to inspire a lifelong love of drama and theatre through the diverse exploration of plays, playwrights and theatre practitioners.

Curriculum Aims:

In year 9, pupils will explore a range of skills in preparation for KS4 Performing Arts. They also cover a range of scripts and issue based drama which encourages pupils to appreciate situations from more than one view point.

Pupils will begin to explore and learn about different styles of theatre. In addition, they will learn about famous and influential theatre practitioners who have pathed the way for modern theatre.

Year 9 Drama Curriculum	**Topics**	**Key Knowledge**	**Careers link**
Term 1	Tools of the Actor	In this unit pupils' build on the performance skills taught throughout Year 7 and 8 whilst developing the devising skills introduced in the Devised Drama SOL in the final term of Year 8. • Develop physical skills • Develop vocal skills	• Actor, • Voice coach, • Scriptwriter. • Set designer

		• Create mood and atmosphere • Respond creatively to stimuli • Reflect on own and peer work • Set personal target for performance skills	• Costume designer • Special effects artist • Lighting Designer
Term 2	Theatre in education – Missing Dan Nolan	This unit of work explores the real life story of 'Missing Dan Nolan', a young boy who goes missing after a night out with friends. During this unit pupils are given different pieces of information each lesson as they try to piece together what may have happened to Dan. Pupils will use a range of drama strategies throughout this unit and finish by performing a detailed reconstruction that will be filmed and assessed.	• Playwright/Scriptwriter - Playwrights or scriptwriters specialising in issue-based drama write scripts that tackle specific social or political issues. • Drama Therapist - Drama therapists use drama and theatre techniques to facilitate emotional expression, and therapeutic healing.
Term 3	Theatre Styles	During this term, pupil will explore a variety of theatrical styles. Throughout the unit they will apply the skills they have learnt to create different types of drama. They will consider the use of practitioner theories when creating drama. Pupils will explore: • Melodrama VS Naturalism • Constantin Stanislavski • Bertolt Brecht • Naturalism VS Epic Theatre • How to be a naturalistic actor	• Theatre Historian - specialise in researching and studying the history of theatre • Director/Choreographer • Theatre consultant - collaborate with theatre companies or production teams.

What enrichment opportunities are available and how do these support learning?

- School productions, allowing students to express themselves through several performing arts including acting, singing, and dancing.
- Extra-curricular visits to theatres in the North West to inspire and educate pupils about professional live theatre.

Where can I visit to help with my learning?

https://www.nationaltheatre.org.uk/

https://www.bbc.co.uk/bitesize/guides/zsf8wmn/revision/1

https://www.royalexchange.co.uk/

https://thelowry.com/

DT curriculum Vision / Intent:

Curriculum Leader: Mrs S Scott

Design and Technology teaching at The Hollins is inspiring, rigorous and practical. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values.

The pupils acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. We believe that a high-quality design and technology education makes an essential contribution to the creativity, culture and wealth of the nation.

Through studying design and technology learners will be prepared to participate confidently and successfully in an increasingly technological world.

Curriculum Aims:

- develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
- build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users
- critique, evaluate and test their ideas and products and the work of others
- understand and apply the principles of nutrition and learn how to cook

Year 9 DT Curriculum	**Topics**	**Key Knowledge**	**Careers link**
Food, Preparation & Nutrition	Seasonality and wastage Cooking safely with meat Eatwell guide Nutrients Food science	• Pupils will have a good, theoretical and practical working knowledge of how preparation and cooking affects the sensory and nutritional properties of food. • Develop a good knowledge and understanding of the signs, symptoms, risks and consequences of inadequate/unacceptable food practices, including; signs of food spoilage, its effect on the environment, temperature ranges and food poisoning. • Cooking safely with high risk foods including chicken.	**Careers** • Chef • Baker • Nutritionist • Restaurant manager • Street food trader • Food scientist

		• Pupils will understand about the provenance of foods understanding the different sources with a focus on food miles.	**<u>Skills for career progression</u>** Health and safety Time management Multi-tasking Problem solving Following instructions
Graphic Products	Memphis design movement Photoshop Modelling-using the tools and equipment safely. Properties of boards-corrugated card and foam board. Types and uses of adhesives.	• Pupils will research the Memphis design movement and understand the key features. This research will inform their designs for a storage solution. • Pupils will learn about the environmental issues and properties of corrugated card and foam board. • Pupils will develop skills in modelling and making using tools safely and selecting materials for their properties. • They will use an iterative design process to make changes and add 3D printed parts to their storage solution.	**<u>Careers</u>** • CAD/CAM operator • Product designer **<u>Skills for career progression</u>** Digital skills Technical drawing Accuracy Material properties Safety Client feedback
Textiles	Decorative techniques Constructive techniques Fabric construction Natural and synthetic fibres.	• Students will make a storage solution using applique and other decorative techniques such as; fabric paints, block printing, dye sublimation and embroidery to decorate their cushion. • Students will learn more about natural and synthetic fibres and their impacts upon the environment. • They will be encouraged to use an iterative process to continually test and improve their work to get to the final solution.	**<u>Careers</u>** • Fashion designer • Product designer • Interior designer • Pattern designer **<u>Skills for career progression</u>** Material properties Using tools and equipment Environmental issues Decorative techniques Manufacture CAD/CAM

Resistant Materials	Wood Electronics soldering Iterative Design and make task CAD/CAM Workshop safety	• Pupils will develop their designing skills by following and iterative process. They will develop a design for a "real life" client and experiment using 3D models. • Pupils will develop their skills working with resistant materials. They will be able to identify and select materials suitable for their design. • They will be taught how to independently manage risk in a practical lesson. • They will be given a brief to design and make a lamp from upcycled materials. • Pupils will be able to use CAD/CAM independently through 2D Design software and access to the laser cutter. • Pupils will demonstrate effective and safe practical skills to complete a lamp. • They will evaluate and test their final product.	**Careers** • **Product design** • **Mechanical engineer** • **Quality controller** **Skills for career progression** Safety Working to a design brief Client needs/feedback Quality control Material properties

What enrichment opportunities are available and how do these support learning?

The DT department run clubs at lunch times and after school in a range of areas and interests. Eg Christmas cake club, craft club, laser club, textiles club.

The department has run visits to The Clothes show, Cadbury's World, Burnley College Engineering dept.

Where can I visit to help with my learning?

https://www.technologystudent.com/ https://www.gcsepod.com/

https://www.bbc.co.uk/bitesize https://www.illuminate.digital/aqafood/

https://www.nhs.uk/live-well/eat-well/

English Curriculum Vision / Intent:

Curriculum Leader: Ms S Haworth

A 'Hollins student' will have a passion for reading for pleasure. They will appreciate a wide variety of fictional genres and explore the conventions of each, developing a clear understanding of how narrative, characters and themes are constructed, and why reader empathy is evoked in different contexts through authorial intent. Students will be able to use their knowledge of literary and dramatic conventions to craft their own creative texts, developing imaginative extended pieces of writing whilst refining their technical accuracy with spelling, grammar and punctuation. Students will explore a plethora of poetry from across the ages, ranging from 16th century Shakespearean sonnets to the most recent work of our poet laureate. They will also have an appreciation of non-fiction texts, understanding their function in society. They will develop their expertise in constructing transactional pieces, such as articles and letters, for a range of purposes and audiences. Students will actively seek to edit and improve, understanding that skilled writers will always reflect in a constructively critical manner on their work. They will strive to use ambitious and precise vocabulary in all areas of written and verbal communication. When presenting, students will adapt their register, tone and vocabulary choices accordingly for the audience and purpose. They will understand the value of effective communication through reading, writing and oracy as an integral part to success in any future career.

Curriculum Aims:

In Year 9, our aim is to challenge our pupils with more sophisticated concepts and explore how the study of English – both Literature and Language – is far more applicable to our lifestyles than may first appear. We examine how stories, poems, graphics and speeches offer us the opportunity to see the world through the different lenses that authors present, but also how we each look at issues and ideas through our own lenses of experience too. We prepare our pupils by grappling with these deeper discussions now, without the pressure of GCSE timings and criteria, so that at KS4 they are used to forming articulate and thoughtful responses more readily.

Alongside our work in class, pupils also develop their grammar skills and improve their vocabulary knowledge through an online programme called Bedrock. This allows learning to be completely personalised for the pupil, as the programme is responsive to the pupils' abilities. Weekly use of Bedrock at home is a constant expectation throughout our KS3 curriculum.

Year 9 English Curriculum	**Topics**	**Key Knowledge**	**Careers link**
Term 1	*Short Stories*	Students focus on developing their story writing skills this half term, with the study of a range of complete short stories. Students will look at a variety of different authors, and experiment with ways of developing a narrative voice, enhancing their descriptive skills and also shaping complete plots that are imaginative and convincing.	***Short Stories:*** Videos about the creative writing process: Inside the Writer's Mind How To Write

	Romeo and Juliet	Students study one of the most recognisable of Shakespeare's plays, *Romeo and Juliet*. The titular characters have become a short-hand in popular culture to describe young lovers or couples facing objections from their families, but through the study of the play, students begin to understand how societal pressures and hasty decision making also played a part. With its concepts of a family feud, the role of destiny, and the question of whether love at first sight can be genuine, there is much more for students to unravel beyond the basic, familiar plot.	***Romeo and Juliet:*** Job roles in the theatre: Theatre Job Roles
Term 2	*Unseen Poetry*	Students will study a range of poetry to build confidence with understanding writer's craft, meaning and message. Students will analyse the poets' intentions and use of poetic devices, as well as comparing and contrasting the ways different poets present themes. Students will do this in a written form, as well as though group discussion. Students will also experiment with different poetic forms and devices to create their own poetry to voice their opinions on these topical issues, and be encouraged to present these to their peers.	***Unseen Poetry:*** Employability skills: understanding others' perspectives; teamworking with a diverse group; debating
	Blood Brothers	In the second half of the Spring Term, students will begin their study of Willy Russell's tragic play, *Blood Brothers* exploring ideas about equality in society, poverty, nature versus nurture and the role of education in the past and present. We also look at the play in performance and how Russell uses dramatic devices to entertain the audience, linking closely to the social contexts of the text and the writer's intentions. With links to earlier tragedy such as *Romeo and Juliet* (Y9 T2), some of these themes will continue into KS4 study with *A Christmas Carol* and *An Inspector Calls*, and so we encourage pupils to make connections back and forth across the units of study.	***Blood Brothers:*** Employability skills: understanding others' perspectives; writing persuasively; teamworking with a diverse group; debating
Term 3	*Blood Brother*	In the first half of the summer term, we continue our study of Blood Brothers. We work on students' revision skills linked to characters in the play and quotations. They also work on their essay writing - building skills from HT2 and HT3. This will then lead them into success in GCSE study.	

	Inspirational People	The KS3 curriculum concludes with the study of "Inspirational People." Students will learn about a number of different people who have had a positive impact on the world around them. They will read and understand different forms of writing including autobiography, blogs, articles, speeches etc to learn the different conventions of each and adopt these in their own writing. They will develop their own opinions and be able to critically evaluate the importance of different figures, both historically and in the modern day. Students will conclude the year with an individual formal presentation about an "Inspirational" person of their choice.	***Inspirational People:*** Healthcare Social Worker 60-minute Lesson: Healthcare Social Worker

What enrichment opportunities are available and how do these support learning?

Where can I visit to help with my learning?

- Oak National Academy continue to offer worthwhile lessons on a range of complementary topics
- SenecaLearning.com
- BBC Bitesize
- Regular reading of reputable news sites, including opinion columns
- British Library website
- The DebateMatters archive website provides sophisticated reading material to support both sides of an argument
- GCSE Pod

Ethics, Philosophy and Religion Curriculum Vision / Intent:

Curriculum Leader: Miss Guiste

At The Hollins we study Ethics Philosophy and Religion in order to nurture the natural human need to enquire and ask questions about our existence and the meaning of life. Within the subject we aim to enable students to apply historical, philosophical and theistic ideology to an ever-evolving world. Therefore, enabling students to leave The Hollins as global citizens who embrace debate on all belief systems without prejudice. Scholars in Religious Studies are expected to describe, explain and evaluate, forming their own judgements about current affairs and moral issues. Successful students are able develop arguments from more than one point of view and refer to religious teachings within this, equipping them with the ability to evaluate, a key skill in life. Regardless of whichever belief a student holds, including those without any belief, religious studies can provide students with the aptitude of acceptance of all members of society. Students will be able to make informed decisions about their own beliefs within a safe and supportive environment. At The Hollins we accept all cultures and faiths and aim to instil this quality within our learners, a skill which will in turn be beneficial for anyone aiming to live in modern day Britain.

Curriculum Aims:

At KS3 we consult the agreed syllabus to ensure the main themes are covered.

Year 9 EPR Curriculum	**Topics**	**Key Knowledge**	**Careers link**
	The existence of God	• Does God exist? • Miracles • Religious experience • Who is God • Evil and suffering • Christian and Muslim responses to evil and suffering • Hindu responses to evil and suffering	• Through looking at differing philosophical and theological arguments preps students for any career involving debate. In addition to this, any interest in theology and philosophy would be supported here
	British Families and relationships	• Diversity in relationships • Contraception • Marriage • Forced marriage • Divorce	• Links here to social issues such as increase in divorce rate, remarriage and arranged marriage.

		• The importance of family in religion	This could link to careers in the community where culture and lifestyle can may cause conflicts i.e. social worker
	Medical Ethics	• Origins of the universe • Awe and wonder • The environment • Animal rights • Origins of humans • Abortion • Euthanasia • Life after death	• Big questions are asked in this topic such as 'do we have the right to die'. The debate surrounding euthanasia, life support machines and the hospice movement can be linked to careers in law, medics and the care sector
	Religion and Ethics	• Right and wrong • The law • Sanctity of law • Drug abuse • Medical ethics	• Law and legal professions • Conservation • Public health and medicine • Social work
	The world at war	• Peace • Forgiveness • Protest • Terrorism • Reasons for fighting • Just war and Holy war • Self defence • People who work for peace • Nuclear deterrent	• Through the examination of past and present conflicts, the causes of war and the effect that war can have on individuals and countries can be linked to career opportunities within charities Ie. Red Cross,

		• Victims of war	Red Crescent, peace keeping organisations such as the United Nations or government-based jobs.
	Islam	• Shadahah • Salah • Sawm • Zakat • Hajj	• Islamic studies • Education • Any career that involves cross cultural communication

What resources can my child access for additional support?

BBC Bitesize

The Bible

The Qur'an

Geography Curriculum Vision / Intent:

Curriculum Leader: Mr Dunne

The study of geography by our pupils is undoubtedly the key to unlocking and extending their understanding and appreciation of their world. This ranges from the study of global physical features such as mountain ranges, deserts and rainforests, to the locations and characteristics of different countries and the people who live there. Studying geography provides a unique insight into the interactions – both positive and negative, intentional and unintentional – between us and the living world in which we live, which are crucial for pupils today to be aware of.

Geography is a highly dynamic and living subject, and geography teaching at The Hollins aims to embrace this quality. Through the use of a wide range of sources and adapting our curriculum to incorporate significant global and national events as they occur, our geography students are actively encouraged to work independently and within groups to engage with and pursuing the big geographical questions of 'Who…?', 'What…?', 'Where…?' and, perhaps most importantly, 'Why…?'. Our pupils are encouraged to think critically about the information they are given and to present and justify their own views as balanced arguments.

Whilst geography can be taught in the classroom, it is our belief that it best experienced beyond it. We aim to allow all students the opportunity to experience geography beyond the classroom, through fieldwork activities and educational visits both within the UK and internationally. Through this, we aim to support and enrich classroom learning whilst developing the sense of awe and wonder which can only be obtained by physical experiences.

Curriculum Aims:

The year 9 curriculum builds on knowledge and skills developed in years 7 and 8. Pupils will be challenged to develop their understanding of the human and physical world and the interactions between these two at different scales, from local to international. During lessons, links will increasingly be drawn between current and previous topics, and through retrieval practice pupils will strengthen their prior knowledge in order to develop holistic understanding of their geographical knowledge as a whole.

Year 9 Geography Curriculum	**Topics**	**Key Knowledge**
Natural Hazards	***In this unit, pupils will explore the causes of a range of natural hazards and study how and why***	• What makes our planet unstable? • Can we predict where volcanoes might erupt or earthquakes might happen? • How are volcanoes formed? • Are all volcanoes the same? • What causes earthquakes?

	people live in naturally hazardous areas	• How can we reduce the risks from tectonic hazards?
Intriguing India	***In this unit the pupils will explore how India has developed since the 1990's and how it will continue to develop into the future. They will explore the positive and negative impacts of this development and how India is adapting to the threats of future climate change.***	• Where is India? • What is the physical geography of India? • Why has India developed rapidly? • What are the impacts of rapid development? • What are droughts and what are their impacts? • What are tropic cyclones and what are their impacts?
The Power of Ice	***In this unit pupils will study how physical process can shape glaciated landscapes. They will look at why and how people live there and investigate the extent to which they can be exploited in sustainable way.***	• How has ice played a part in our earth's history? • What are 'ice ages'? • How much of the earth has been covered by ice in the past? • What is a glacier? • How are distinctive landforms created through erosion by ice? • How do we know ice covered the UK in the past? • What can maps tell us about glaciated landscapes? • How do people live and work in glaciated landscapes? • Why are there conflicts over land use in glaciated areas? • Can glaciated landscapes be exploited sustainably?
Culture and Conflict in the Middle East	***For this unit pupils will challenge investigate the challenges faced by Middle Eastern countries now and into the future, and consider some ways***	• What do we mean by 'The Middle East'? • What are the human and physical characteristics of this region? • How different are people's lives in different areas of the Middle East? • Why is there significant conflict within the Middle East? • How has conflict affected development within this region? • How important is oil as a resource within the Middle East?

	in which these can be overcome.	• Are oil-rich states preparing for reduced demand for oil in the future? • Does tourism hold the key to future development in the Middle East? • How sustainable is a city like Dubai? • Should Qatar have the right to host the 2022 World Cup?
Our natural world	***This unit introduces pupils to the characteristics of major global biomes, such as rainforests, how they can be exploited by people and the impacts this can have.***	• What are ecosystems? • How do humans fit into ecosystems? • What influences the distribution of the Earth's main biomes? • What are the characteristics of tropical rainforests and the plants and animals which are found there? • Can rainforests be sustainably exploited by humans? • Should rainforests be exploited at all?
<u>Fieldwork</u> ***To what extent is recreation causing damage in Hollins Woods?***	*In this unit pupils will study the potential impacts of human activity in a small scale ecosystem before designing and undertaking a local fieldwork investigation to establish if their predictions are true.*	• How can woodlands be used for recreation? • What potential impacts could recreation have on a small-scale woodland near an urban area? • What is the difference between a hypothesis and a key question? • How can we investigate the impacts of recreation on a woodland? • How can we make sure we will be safe when completing fieldwork? • What would be the best way to present our findings? • To what extent do our results support our predictions? • Having done the investigation, what would you change to improve it if you did it again in the future?

What enrichment opportunities are available and how do these support learning?

- **Visit to Iceland (Y9/10) – Supports cultural capital and a wide range of knowledge required for GCSE geography**
- **Fieldwork within the local area – supporting the development of geographical skills learned in the classroom**
- **Local visits and walks – pupils should be familiar with their immediate surroundings**

What resources can my child access for support?

www.bbcbitesize.com

www.teachitgeography.co.uk/ks3

www.geography.learnontheinternet.co.uk/ks3/index.htm

www.nationalgeographic.com

https://timeforgeography.co.uk/

www.rgs.org

https://www.oxfam.org.uk

https://www.internetgeography.net/

History Curriculum Vision / Intent:

Curriculum Leader: Mr Watson

History aims to provide all pupils with a high-quality education that will help them gain a broad, balanced & coherent understanding of the rich vibrancy of Britain's past and its unique interconnections with the wider world. It has at its heart a desire to fire pupils' curiosity and give them an increasing thirst for learning about the past.

To this end pupils, are progressively challenged to understand the complexity of people's lives in the past, the significance of key events and the process of change overtime, all within the context of their own lives. The history curriculum is designed to equip all pupils with an increasingly sophisticated ability to ask perceptive questions, think critically, weigh evidence, sift arguments & refine their perspective and judgement. In this way it is intended to support the development of the whole child and furnish them with a range of key concepts and key skills that enable them to reach their full potential.

Curriculum Aims:

Year 9 History Curriculum	**Topics**	**Key Knowledge**	**Careers link**
Theme: **War & People**	**Just how great was the great British Empire?**	**Why Here & Now:** This unit has been specifically chosen/ sequenced here since it further develops many of the strands of the **Revolution & People theme covered in Year 8** by focusing on the reasons why Britain was able to aggressively acquire an empire that covered 1/4 of the world & contained over 400million people & gives pupils the opportunity to judge whether it was a force for good or evil for the people who came into contact with it. Pupils will also be given the opportunity to focus on the key individuals/ turning points involved in its creation, and consider its impact on indigenous peoples. **By the end of this unit pupils will know:** 1. the main reasons for the development of the British Empire. 2. the key groups/ individuals who played an important part in the growth of the Empire (explorers, adventurers, missionaries) 3. the central role India played in the functioning of the British Empire. 4. about British/ indigenous attitudes towards the Empire	**Career Links:** Can be made to jobs that require: • a fascination in the workings of government & an ability to deliver vital services that ensure the smooth day to day running of the country like in the **Civil Service.** • a keen interest in working abroad & an ability to empathize with people from different countries like in the **Diplomatic Service.**

Theme: **War & People**	**From Persecution to Segregation & Extermination: Why & How did the Holocaust happen?**	**Why Here & Now:** This unit continues to broaden & refine the **War & People theme** by analysing what has been described as the greatest crime in human history & gives pupils the opportunity to better understand its principal origins, complex evolution & horrific consequences during WW2 **By the end of this unit pupils will know:** 1. the causes of the Holocaust (Hitler's background, origins Nazis Party, Hitler's rise to power) 2. the key stages of the Holocaust including persecution (attitudes/ideas/ laws), segregation (ghettos) & extermination (Final Solution). 3. about the experiences of different kinds of people during the Holocaust. 4. how the Holocaust is best remembered today.	• a good head for business and an interest in profit margins/ sales like a **marketing executive.** • a strong desire to champion the rights of persecuted groups/ individuals around the world like working for **Amnesty International.**
Theme: **War & People**	**How far does WW1 deserve to be called 'the war to end all wars'?**	**Why Here & Now:** This unit adds further complexity/ refinement to the **War & People theme** by focusing on the 1st major conflict of the 20th C encouraging pupils to investigate its main causes, decisive turning points, key personalities & devastating consequences for the people involved. **By the end of this unit pupils will know:** 1. the main causes of WW1.(militarism, alliances, imperialism, nationalism, ideology) 2. the decisive turning points on the battlefield & Home Front (Battle of Somme/ DORA) 3. the key personalities who shaped events politically, militarily, socially, economically & ideologically (Archduke Franz Ferdinand, Schlieffen, Haig) 4. the devastating consequences that were left in its wake.	• a keen interest in investigating serious crimes and bringing the culprits to justice like in the **police detective.** • an eye for historical detail & a desire to work in the entertainment industry like an **historical film advisor.**

What enrichment opportunities are available and how do these support learning?

- **Wider Reading Tasks:** Pupils will be challenged to review a number of articles from leading historical publications in a way that builds on/ extends their knowledge of the topics mentioned above (e.g. Song Chuan Chen '*The Opium War and British Empire'* Modern History Review).

- **Design a 'wanted poster' for the Zulu leader Cetshwayo competition**: Pupils will research the key causes & bloody events of Anglo Zulu War in order to bring to justice the man the British held most directly responsible for one of their most infamous defeats in history.

- **Holocaust Memorial Day**: Pupils will investigate the different ways in which the Holocaust is remembered today & evaluate which is the most appropriate.

- **Case study on Accrington Pals:** Pupils will investigate what part the Accrington Pals played in WW1 & decide if their experiences were typical.

Where can I go for more information?

https://www.youtube.com/watch?v=t0_WPxfF8K0
This clip by *BBC Teach* examines how Britain was able to conquer 1/4 of the world & create an Empire on which the 'sun never set'

https://www.youtube.com/watch?v=wTeIu2mMeuA
This video by *BBC History File* examines the reasons why Hitler & the Nazis came to power in Germany.

https://www.bbc.co.uk/bitesize/articles/z8sssbk#z7rqjsg
This website by *BBC Bitesize* details what life was like for soldiers fighting in the trenches during WW1 (check out the interactive trench!)

https://www.youtube.com/watch?v=24i4ncHuf6A
This clip by *Simple History* explains the underlying causes of WW1 – militarism, alliances, imperialism, nationalism.

www.bbc.co.uk/teach/class-clips-video/articles/zmcdpg8
This website by *BBC Teach* offers a comprehensive A to Z overview of different aspects of WW1.

Maths Curriculum Vision / Intent:

Curriculum Leader: Mrs J Gaukroger

Curriculum Intent:

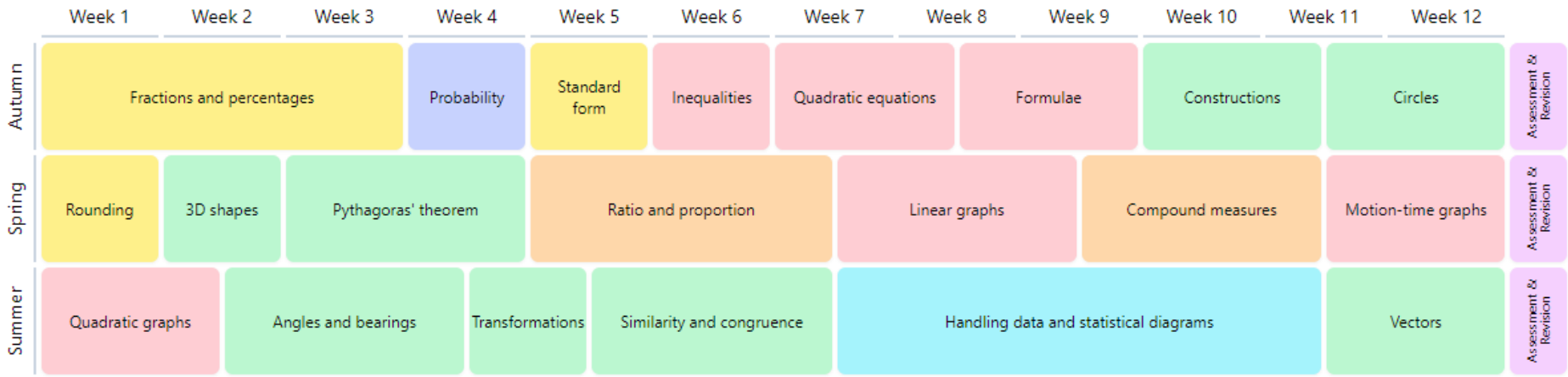
Our mathematics curriculum is designed to develop pupils' fluency, reasoning, and problem-solving skills, enabling them to think mathematically and apply their knowledge with confidence. Through a mastery approach, we promote deep and adaptable understanding of mathematical concepts, moving beyond surface-level learning. Pupils are encouraged to embrace challenge, learn from mistakes, and build resilience in a supportive environment that nurtures self-belief. A strong foundation in early number sense is prioritised, equipping younger learners with the tools to reason and solve problems effectively. The curriculum emphasises the development of rich mathematical vocabulary to support clear and precise communication. Concepts are introduced gradually and revisited through interleaving to strengthen retention and deepen connections across topics. We are committed to ensuring that mathematics is accessible and ambitious for all learners, with teaching tailored to meet diverse needs. High-quality, research-informed resources underpin our approach, and real-world applications are embedded throughout to demonstrate the relevance and power of mathematics in everyday life.

What resources can my child access for additional support.

All Year 9 students will have access to Dr Frost Maths, an online platform that supports independent learning through practice questions and instructional videos. As part of their weekly routine, students will be set homework tasks on Dr Frost Maths to help consolidate their classroom learning.

In addition, some students who are identified as needing extra support with numerical fluency will also be given access to Times Tables Rock Stars, a fun and engaging platform designed to build confidence and speed with multiplication and division facts.

The Hollins - Scheme of Work: Year 9



Year 9 Mathematics Curriculum	**Topics**	**Key Knowledge**	**Careers link**
Number	Fractions and Percentages	Converting between fractions, decimals and percentages and ordering them; finding fractions of amounts; finding percentages of amounts; simple interest calculations.	We will look at simple interest calculations with a view to pupils understanding compound interest next year. These calculations are used regularly in savings accounts and loans. Standard form is used when describing very large or very small numbers (eg. The distance between two planets). In this section we help the pupils make sense of these numbers and how they are written.
	Standard Form	Using the four mathematical operations with standard form; using a calculator for standard form.	
	Rounding	Finding error intervals for rounded values; truncating decimals; finding error intervals for truncated values.	
Algebra	Inequalities	Constructing and solving inequalities; solving double inequalities.	These are skills that will be used to solve more complex mathematical problems.

	Quadratic equations	Factorising quadratics of the form x^2+bx+c and using it to solve quadratic equations; Factorising and solving using the difference of two squares.	
	Rearranging Formulae	Using algebraic manipulation to change the subject of a formula.	
	Linear Graphs	Using the gradient and y-intercept to find the equation of a straight line; interpreting equations of straight line graphs.	
	Motion-Time Graphs	Plotting and interpreting distance-time graphs; Calculating speed or using it to plot a graph.	
	Quadratic Graphs	Plotting and interpreting graphs of quadratic functions; solving quadratic equations from a graph.	
Ratio and Proportion	Direct and Inverse Proportion	Writing and simplifying ratios; sharing an amount in a given ratio, solving worded problems using direct or inverse proportion; currency conversions.	In this section we look at how ratio is used in preparing food, blending paints, mixing mortar and other applications where things are mixed together. We will also look at how proportion is used for currency exchange, average speed calculations and other rates of change.
	Compound Measures	Calculating speeds and average speeds; calculating with rates of change.	
Shape	Constructions	Using a ruler and a pair of compasses to construct the perpendicular bisector of a line segment; constructing an angle bisector.	Whether you are building a shed; buying a house; travelling abroad or simply buying a tyre for a vehicle, you need these skills to have a greater understanding of the things that are happening around you.
	Circles	Calculating an arc length or sector area; finding the surface area or volume of a cylinder.	
	3D Shapes	Plans and elevations.	
	Pythagoras' Theorem	Using Pythagoras' theorem to find the length of unknown sides or to identify right-angled triangles.	
	Angles and Bearings	Measuring, drawing and calculating bearings.	
	Transformations	Rotations and enlargements with positive scale factors; mixed transformations.	

	Similarity and Congruence	Understanding similarity; finding unknown sides in similar shapes; understanding congruency; congruent triangles; triangle constructions.	
	Vectors	Understanding column vectors; adding and subtracting column vectors; multiplying vectors by a scalar; identifying parallel vectors.	
Probability	Theoretical & experimental probability	Probability and expectation; calculating experimental probabilities; understanding and interpreting frequency trees.	
Handling Data & Statistical Diagrams	Collecting, representing and interpreting data	Types of data; comparing populations using diagrams; choosing the most suitable average to compare sets of data; plotting and interpreting scatter-graphs; interpolation using a line of best fit; finding averages from a grouped data table; drawing and interpreting frequency polygons.	Averages and statistical diagrams are used very often in the media to make a point. We look at these so that pupils can understand them and perhaps even draw their own conclusions.

MFL Curriculum Vision / Intent:

Curriculum Leader: Miss King

Modern Foreign Language teaching at The Hollins is interactive, challenging and enables students to become resilient, independent and confident communicators, which are invaluable skills that they will need throughout their school careers and beyond. The aim of MFL at The Hollins is to introduce pupils to language learning skills that they can apply to learning other foreign languages in the future. Our aim is to spark curiosity and we always encourage our pupils to ask questions. We believe in the importance of making links with different languages and especially with their native one, English.

Curriculum Aims:

We want to develop pupils with the ability to speak spontaneously and with confidence in French or Spanish. In addition, we also teach students about the culture of French or Spanish speaking countries around the globe both in lessons and during our extra-curricular activities, encouraging understanding and acceptance of other beliefs and cultures reflecting our diverse intake with a view to breaking down preconceptions or stereotypes. To further promote cultural understanding in lessons, the use of authentic videos and songs capture students' imaginations as they piece language together to decode meaning and become independent and resilient linguists.

MFL students are challenged from the minute they walk in to their language lessons. MFL teachers use the target language as much as possible to immerse students into Foreign Language worlds. Pupils are encouraged to speak as much French or Spanish as possible and interact with the teacher and each other in the target language.

MFL at the Hollins equips pupils for lifelong language learning and we echo the Hollins' ethos that our pupils deserve nothing less than the best education - each and every one of our pupils deserves this. We seek to create characters who breed tolerance, empathy and respect within our local community, the wider world and in life to become responsible citizens who can make a positive contribution to society.

In Year 9, our pupils have 3 hours of MFL and will continue with the language they studied in Year 7 and Year 8.

Year 9 French Curriculum	**Topics**	**Key Knowledge**	**Careers link**
Term 1	School	• School subjects • Time • Recap of Il y a / il n'y a pas + de • Adjectives positive and negative • Adjectival agreement • Complex opinions and reasons	• Factfile – using French in the world of work • Employability skills: cultural

		• Personality traits • Key conditional phrases • To start to use a wide range of tenses together • Pupils will have the chance to explore school life in France and look at the big cultural differences between school in France and school in English Pupils will practise the knowledge in reading, listening, writing, speaking and with translation. Pupils will also be able to manipulate the grammar. Pupils will be exposed to further French culture from la Francophonie.	awareness and communication • GCHQ video
Term 2	Film study – Les Choristes	• Retrieval of: • Appearance and personality phrases and adjectives • Frequency adverbs • Music • Activities • Present tense • Adjectival agreement • Complex opinions • Past tense (avoir + regular –er verbs – full paradigm) • Introduction of irregular past tense using 1st and 3rd person singular with boire / lire / voir • Pupils will practise the knowledge in reading, listening, writing, speaking and with translation. They will practise how to describe a photo. Pupils will also be able to manipulate the grammar and will be encouraged to always develop their answers using justifications. • Through the film study, pupils will be able to describe characters, use a range of tenses and their grammatical skills to work on a range of activities about the film.	• Language learning benefits: Global employment and job opportunities
Term 3	Hobbies – music	• To say what music they like to listen to • To use complex structures • To recap the present tense • To start to learn the past tense	• Employability skills: creativity and problem solving

	Hobbies- free time	• To be able to say when, where and who with they do their free time activities. • To be able to use the present tense with all subject pronouns for regular verbs and most common irregular ones (faire and aller) • Consolidation work on 'au / à la / du / de la / de l' ' • Introduction of the structure 'j'en fais' • Use of different time frames. • To recap aller and be able to use the future tense. • Use of the structure 'j'ai envie de…'	

Year 9 Spanish Curriculum	**Topics**	**Key Knowledge**	**Careers link**
Term 1	My town	• Vivir present tense • Countries / towns / locations • Describing towns • Adjectival agreement and position • Conditional set phrases • Complex opinions	• Factfile: learning Spanish for the world of work • Employability skills: cultural awareness and communication

		• To begin to use complex opinions in Spanish • To use adverbs of frequency • Recap the present tense with ar / er and ir verbs • To be able to talk about what media you enjoy and why • To look at the advantages and disadvantages of certain media Pupils will continue learning about the Spanish culture.	
Term 2	Holidays	• To talk about holidays in Spanish. • To recap some irregular present tense verbs, opinions and positive & negative adjectives. • To extend knowledge of linking words and connectives. • To learn regular preterite (past) tense. • To recap the near future tense using ir • To learn how to say weather and transport	• Language learning benefits: Global employment and job opportunities
Term 3	Hobbies and social media	• TV and film genres • Complex opinions • Frequency adverbs • To consolidate tenses done so far • To understand and use adjectival agreement • To recognise comparatives • To use suelo + infinitive Pupils will be exposed to a range of activities e.g. reading tasks and writing longer paragraphs with an aim to reach between 40-90 words with minimal support. Pupils will be exposed to a range of tenses and will be able to manipulate vocabulary and structures. Pupils will familiarise themselves with famous Spanish cities.	• Employability skills: creativity and problem solving

	Film study: Coco	• To watch a real film trailer in Spanish • Learn about Mexican culture e.g. Dia de los Muertos and traditions such as papel picado, calaveras, alebrijes • Revise physical descriptions / personality adjectives • An introduction to Frida Kahlo	

What resources can my child access for additional support?

- Pupils have access to www.languagenut.com where they can play a range of games to practise the language learnt in class.
- Knowledge organisers for each topic can be found on Teams so that could help your child learning and revising the vocabulary covered in class.
- Pupils can access the online dictionary www.wordreference.com
- www.languagesonline.org.uk will help pupils with vocabulary and grammar.
- www.quizlet.com Quizlet tasks/games to do online competitions and vocabulary consolidation

What enrichment opportunities are there and how do they support learning?

- Opportunity to read French / Spanish magazines e.g. Mary Glasgow to aid reading for pleasure.
- Pupils are exposed to authentic materials in both languages.
- Film study allow pupils to watch a film in a foreign language and to make them curious about the language and culture.
- Video clips of Spanish towns / holiday destinations.
- In French, pupils will be presented with a range of French music and French TV programmes.

Music Curriculum Vision / Intent:

Music teacher : Mrs A McManus

Music can be both a very communal or personal experience and it is our intent to give students the opportunity to explore their curiosities with an exciting and vibrant curriculum. At The Hollins, students will be able to explore the world of music through performing, singing, composing, listening, reviewing and evaluating a wide range of musical genres, traditions and styles that are reflective of the cultural diversity that is shared by our school and town. They will get the opportunity to explore work from some of the world's greatest composers and musicians. We want students to become engaged and inspired to develop a love of music and showcase their talent as musicians.

It is important that there is an opportunity for students to participate in music beyond that of curriculum lessons, to allow them to develop and nurture their own interests and talents. All students have the opportunity to learn to play a musical instrument and they will be able to access this at any stage of their education. Students will also be able to explore music through a variety of extra-curricular clubs.

Music is one of the very core fabrics of life; a universal language that allows all human beings to interact. Students at The Hollins, therefore, are in prime position to be able to create what will for them become a deeply personal experience.

Curriculum Aims:

In Year 9, students will engage with music on a fortnightly basis. Students will continue to build on their core learning from Years 7 and 8 and will study the development of popular music, film music and rap/urban music. Their prior learning of musical theory will allow them to explore these subjects in depth and students are encouraged to choose a focus instrument during practical sessions, from drums, guitar, keyboard and vocals. In lessons, students will:

- Further develop guitar, keyboard, drumming and vocal skills including reading guitar tab notation chord symbols, lead sheets and traditional notation.
- Learn about the development of rock and pop (linking from the study of Blues in Year 8) from the 1960's onwards, encompassing Urban/rap and the Britpop era.
- Have the opportunity to develop band skills on a chosen focus instrument (either guitar, keyboard, drums or vocals).

Year 9 Music Curriculum	Topics	Key Knowledge	Careers link
Term 1	**The British Invasion** **Bandskills 1** **Britpop** **Bandskills 2**	• The stylistic features of British Invasion music and it's link to 1960's fashion and culture. • Listening and appraisal of examples of British Invasion music • Bandskills development sessions using 'Get Back' by The Beatles • students learn basic skills on guitar, drums, keyboard and vocals and choose a focus instrument for small group/whole class band work. • The Stylistic features of Britpop music and it's place in the development of pop music and culture of the 1990's • Listening and appraisal of examples of Britpop music. • Bandskills development sessions using 'Wonderwall' by Oasis • Students learn the rock band instrumental parts of their chosen instrument and then develop their ensemble playing skills through small group and whole class band work.	• Music journalism • Music historian • Professional/session musician skills
Term 2	**Singer/Songwriters** **EDM/Dance music**	• Students learn about the evolution of Singer/songwriters from the 1960's through to present day. • Listening and appraisal of different styles from Bob Dylan through to Ed Sheeran, Adele and Taylor Swift. • Chord patterns and lyric writing. • Band Skills development session using 'Rolling in The Deep' by Adele. • Students learn the stylistic features of Dance Music/EDM and its development from the use of synthesisers and drum machines in the 1980's through to the Digital Audio Workstation packages of the present.	• Composer/song writer • Music historian • Professional/session musician • DJ • Sound engineer • Recording engineer

		• Students learn to use a DAW package (Bandlab or Soundtrap) and compose their own EDM/Dance pieces.	
Term 3	**HipHop/Rap** **Film music**	• The stylistic features of Hiphop/rap music and it's link to 1980's and 90's fashion and culture. • Listening and appraisal of examples of rap and hiphop. • Bandskills development sessions using 'I Gotta Feelin' by the Black Eyed Peas • Students learn about the process of composing music for TV and film and undertake listening and appraisal activities which allow them to engage with and examine the creative processes and uses of the elements of music to create many different moods and effects. • Pupils to use a digital audio workstation package (Bandlab) to compose a short piece of film effects music	• Composer/song writer • Music historian • Professional/session musician • Sound engineer • Recording engineer • DJ • Music producer

What enrichment opportunities are available and how do these support learning?

- All students have an opportunity to learn to play an instrument through extra-curricular provision, giving students the opportunity to further enhance their musicianship
- All students are able to develop their musical palate through such extra-curricular clubs as samba band, ukulele group, choir and a rock band. Students can apply their curriculum knowledge whilst exploring music in a wide range of genres from some of the world's most prolific composers and musicians
- School productions, allowing students to express themselves through several performing arts including acting, singing, and dancing
- Extra-curricular visits to concert performances and places of musical interest in order to further interact with live performance and the history of classical and popular music from around the world

Where can I visit to help with my learning?

• **The Beatles Story** *Britannia Vaults, Albert Dock, Liverpool L3 4AD* *https://www.beatlesstory.com/* • **British Music Experience** *Cunard Building, Liverpool, L3 1DS* *https://www.britishmusicexperience.com/* • **The Palace Theatre, Manchester** *97 Oxford Street, Manchester, M1 6FT* *https://www.atgtickets.com/venues/palace-theatre-manchester/*	• **The Lowry** *Pier 8, the quays, Salford, M50 3AZ* *https://thelowry.com/* • **YouTube/Spotify** *Playlists to explore a wide range of genres* • **BBC iPlayer** *Documentaries and performances to support curriculum learning*

Physical Education Curriculum Vision / Intent:

Curriculum Leader: Mrs Murray

The Physical Education department is committed to providing opportunity for participation, enjoyment and performance in a range of physical activities with active, challenging and dynamic learning situations. Lessons are designed to cater for each individual pupil in respect of promoting the development of movement co-ordination and the acquisition of motor skills. Pupils will be taught concepts that are designed to create a positive and meaningful environment that better nurtures physical literacy. By shifting the focus of the curriculum and the success criteria of each lesson, we are doing so much more than getting students active, we are delivering meaningful learning that truly harnesses the learning potential of physical activity and sport, whilst improving the experiences within PE for every child.

Curriculum Aims:

The concept curriculum is designed to be accessible and all students are entitled to have the opportunity to progress and reach appropriate levels of attainment in order to realise their potential. This involves teachers matching tasks to the needs, interests and abilities of the students in a learning situation which is challenging and stimulating. Ultimately, teaching and learning strategies are designed to stimulate, enthuse and enable students to gain personal satisfaction from their participation. At the Hollins our aim in physical education is to encourage all pupils to actively engage in lifelong physical activity.

<table>
<tr><th colspan="2">Year 9 PE
Exploring character development</th><th>Activities</th><th>Key Knowledge</th><th>Careers link
(Employability skills)</th></tr>
<tr><td rowspan="2">Half term 1</td><td rowspan="2">Problem solving</td><td>Girls-Yoga, Netball and Fitness runs.</td><td rowspan="3">Know
This lesson objective will focus on the cognitive domain. Students will focus on the 'Rules, tactics and compositional ideas'.

Show
This lesson objective will focus on the physical domain. What movement or skills will students practice and develop with a focus on 'Motor competence'.

Grow</td><td rowspan="2">Identifying the cause of the problem help you outside of PE.
Why it is important to gather information.
Why collaboration is so important.
How you can use the concept of planning to support you.
How you can use the concept of decision making to help you.
How reflecting can improve your performance.</td></tr>
<tr><td>Boys- Handball, Football and Fitness runs.</td></tr>
<tr><td>Half term 2</td><td></td><td>Girls-Volleyball, Football and Fitness runs</td><td>Why respect so important.</td></tr>
</table>

	What is competition	**Boys-**Basketball, rugby and fitness.	This lesson objective will focus on student's ability to develop, demonstrate and learn to transfer skills, attitudes and values with a focus on '**healthy participation**'.	How you show etiquette outside of PE. What determination looks like. How you can be courageous outside of PE.
Half term 3	**Sporting Values**	**Girls-** Basketball and Fitness	**Pupils will experience competition in the following activities**: • Cross Country • Netball • Football. • Handball • Basketball • Athletics	How you can positively impact the motivation of others. How you can rise to a challenge outside of PE. What success looks like for you. How can others help you achieve your goals outside of PE.
		Boys-Volleyball and Fitness		
Half term 4	**Sporting Values**	**Girls**-Volleyball and Football		
		Boys-Volleyball and Rugby		
Half term 5	**Power of positivity**	**Girls-**Strike and field and Athletics		The difference between a growth and a fixed mindset. How adopting a growth mindset helps you. The impact positivity can have. Strategies you could employ to handle criticism more effectively.
		Boys- Strike and field Athletics		
Half term 6	**Power of positivity**	**Girls-** Strike and field and Athletics		
		Boys-Handball and Athletics		

What resources can my child access for additional support?

Information and resources for different sports can be found in the relevant National Governing Body websites. The BBC Sports Academy website is also a useful resource: http://news.bbc.co.uk/sport1/hi/academy/default.stm

What enrichment opportunities are there and how do they support learning? There is an extra-curricular programme run by the PE department. Clubs are open to all students and (where applicable) competitive teams are selected from those students who attend the clubs. The department also runs a regular inter-house competition, giving all students the opportunity to represent their house in an organised competition.

PSHE Vision / Intent:

Curriculum Leader: Miss Guiste

At The Hollins we will teach your children how to be safe and healthy in all aspects of school life. The development of the whole child is at the heart of PSHE. We aim to remove barriers to learning, raise aspirations and prepare them for life after school. In PSHE, students will explore the three core themes for successful living which are, health and wellbeing, relationships and living in the wider world (including economic wellbeing, finances, enterprise and career education).

The true emotional development of our students will be shown through their empathy for others and self-awareness. We explore topics relevant to young people growing up in Accrington, specifically and overall, in Britain in the 21st Century. Through the delivery of our PSHE curriculum we aim to address issues such as teenage pregnancy, substance misuse, unhealthy eating and lack of physical activity. Our aim is to produce 'Mentally Healthy' students who have emotional and physical coping mechanisms for life. We are continuously developing the curriculum to keep our students up to date with relevant issues in our ever-evolving society, for example the addition of lessons that address knife crime, county lines and image sharing.

Our PSHE curriculum will prepare our students for the plethora of situations life may offer any individual. Students have opportunities to meet and work with people from different backgrounds including the Police, NHS staff, Ministry of Defence, ex-drug addicts, Gambling agencies and Hyndburn and Ribble Valley (HARV) Domestic Abuse Team. Ultimately, we ensure that all pupils at every level receive a rich and fulfilling Citizenship/PSHE curriculum to ensure that they are valuable members of our school and local communities.

Curriculum Aims:

At KS3 we consult the agreed syllabus to ensure the main themes are covered.

Year 9 PSHE Curriculum	**Topics**	**Key Knowledge**	**Careers link**
	Health and Wellbeing	• Attitudes to drugs • Legal consequences • Effects of alcohol and cannabis • Influence • Gambling • The dark web • Mental health and self esteem • Stress • Self-harm • Self-discipline • Growth mindset • Critical thinking	• Mental health advisor • Health care worker • Rehabilitation staff • Personal trainer or coach

	Relationships and Sex Education	• Sexual attraction • Sex and the media • Drugs and alcohol • Abusive behaviour • Treating others better • Personal reflection • Consent • Sexting • Contraception • STI's • Unplanned pregnancy • Right time to have a baby	• Police • Domestic abuse organisations • Health care workers • Human resources
	Living in the Wider World	• Crime • Young offenders • County lines • Human trafficking • Employment • Budgeting • Consumers • Ethical purchases • Democracy • Rule of Law • Liberty • Mutual Resect • Tolerance of other faiths • Homophobia	• Police • Teaching • Entrepreneur

What resources can my child access for additional support?

Current affairs:

BBC Newsround (website): https://www.bbc.co.uk/newsround

BBC bitesize (website): https://www.bbc.co.uk/bitesize/subjects/ztvg9j6

Charity

Christian Aid (website) https://www.christianaid.org.uk/our-work/what-we-do/gender-power-and-inclusion

Islamic relief (website): https://www.islamic-relief.org.uk/about-us/what-we-do/funding-futures/

Health

NHS (website): https://www.nhs.uk/

LGBT:
Stonewall (website): https://www.stonewall.org.uk/

What enrichment opportunities are there and how do they support learning?

Please see the whole school PSHE calendar

Science Curriculum Vision / Intent:

Curriculum Leader: Mr Carassale

Here at The Hollins our science staff aim to equip young people with the knowledge and skills they need to become 'science thinkers'.
We want to empower students to develop a hungry curiosity about the world around them and value their own contribution – be it big or small.
Students need to firmly believe that science is important and relevant to all their lives and that the skills they develop are transferrable and far-reaching.
Science attainment and engagement are important considerations of good science teaching but the seeing the 'bigger picture' requires more diverse skill integration.
We want our students to ask questions, hunt for clues, gather information and develop ideas that lead to possible solutions. They shouldn't be afraid to take charge, set goals and become resilient learners. Mistakes should be welcomed and accepted as a way to overcome problems and move forward.
Our school leavers need to feel that their science journey has been meaningful and had purpose for them as individuals, wherever their future path takes them.

Curriculum Aims:

The curriculum is designed to be accessible to all students with opportunities to progress and reach appropriate levels of attainment which realise their potential. Teaching staff match tasks to the needs and abilities of students and create a learning environment which is challenging and stimulating. Ultimately, teaching and learning strategies are designed to equip students with the knowledge and skills needed to confidently proceed to the next level.

Year 9 Science Curriculum	**Topics (covered by specialist science staff)**	**Key Knowledge**	**Careers link https://nationalcareers.service.gov.uk/job-categories/science-and-research. Career skills developed: planning, observation, analysis and evaluation. Examples of careers ...**
Term1-3	***Biology***	• Genetics and biotechnology • Vaccines, antibiotics, DNA and extinction • Microscopy, forensic science	Geneticist, biotechnologist (medical and horticultural). Drug development, pharmacist and pharmacology scientists. Palaeontologist, microbiologist and forensic scientist.

Term 1-3	***Chemistry***	• Nanoparticles and their uses, fuels and cars • Atoms, the Periodic Table, lessons from fossils • Application of chemical analysis techniques	Petrochemical chemist. Palaeontologist. Analytical chemist, R & D scientist. Forensic scientists.
Term 1-3	***Physics***	• Medical physics • Energy problems • Space and radiation	Radiographer, MRI operator and analyst. Environmental scientist. Astronomy and astrophysics.

All students will have covered all the above topics by the end of year 9.

What resources can my child access for additional support?

What resources can my child access for support? Your child will have access to online resources through Kerboodle, www.bbcbitesize.com, Learning by Questions (LbQ), Seneca learning and other links (made accessible as required; some through Teams and Synergy).

What enrichment opportunities are there and how do they support learning? A range of enhancement activities have been used to support and develop wider application of scientific principles and increase awareness of the wider impact of science. These include visits (internal and external), science week activities, STEM activities and access to up-to-date virtual resources and experiences.