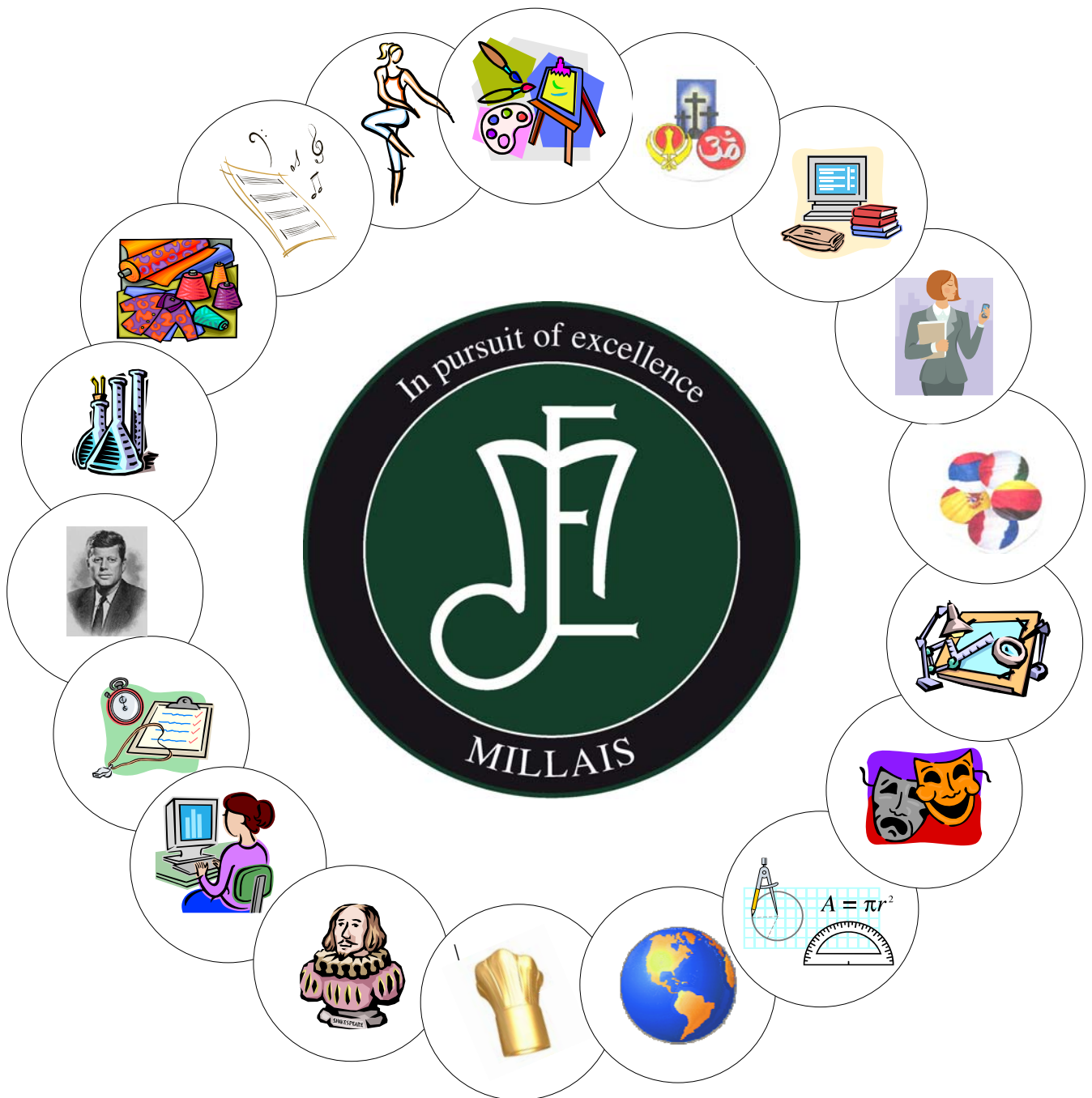


Millais

Year 9 Curriculum Document 2011-2012



GENERAL INFORMATION

KS3 CURRICULUM

At Millais School pupils learn through the taught curriculum (formal) and the informal curriculum through a wide range of extra-curricular activities, tutor time and themed assemblies. There is a strong emphasis on social, moral and spiritual development in all areas of school life.

Informal Curriculum

Pupils learn about citizenship through participation in school and external clubs or organisations - for example, school councils, Outset work, Duke of Edinburgh Award and Young Enterprise. Participation in such groups helps students learn about key skills and also provides opportunities to use entrepreneurial skills; to develop, make and evaluate products or services and to identify opportunities to be active citizens.

Formal Curriculum

At Millais the formal curriculum operates over a two week timetable of 30 lessons (of 50 minutes) in each week. The 60 lessons over each fortnight are distributed as follows:

Subject	Number of lessons per fortnight		
	Year 7	Year 8	Year 9
English	7	7	7
Maths	7	7	7
Science	8	8	8
French	4	5	5
Second Foreign Language	4	5	5
Design and Technology	4	4	4
History	4	3	4
Geography	4	3	4
Religious Education	2	2	2
Art	2	2	2
Drama	2	2	2
Music	2	2	2
Physical Education	4	4	4
Personal Development	4	4	-
Information Technology	2	2	2
Personal Social Health & Citizenship Education (PSHCE)	-	-	2
Total	60	60	60

In Year 7, most subjects are taught in mixed ability tutor groups. However, Maths, Science and English usually set early on in Year 7. Design Technology groups are smaller than tutor groups for safety reasons.

The pupils' moral and spiritual development takes place both through the formal lessons of the curriculum, in the playground, during assemblies and tutor time.

Homework

Homework is a vital part of learning and takes place in a variety of forms. Traditional written homework, a research project, use of the Internet, a specific design and make task are all examples of types of homework.

At Millais, homework is set according to a homework timetable. All pupils are given an Extended Learning Record (ELR) at the start of the school year in which homework tasks are recorded. Parents are asked to help their daughters by checking the Record regularly and signing it. Parents are also encouraged to write any comments in the ELR as a form of communication to the teachers at school.

Frequency and length of homework

In Years 7 & 8 two homework subjects are set on most weekday nights, however, there may be three subjects on some nights. Some work is also set at the weekends. Homework is set at 30 minutes per subject and modern languages homeworks are 20 minutes three times per fortnight. In Year 9, homework is set at 45 minutes per subject and modern languages homeworks are 25 minutes three times per fortnight (each language studied).

Creating an environment for homework

Parents are asked to encourage their daughters to adopt good homework habits early on. Research has shown that attention to the following points can help pupils maximise their academic potential.

- Pupils should be encouraged to start their homework within 45 minutes of arriving home from school. It is much harder to get down to it after a prolonged break and leisure activities can be built in after all homework is complete.
- Pupils should break up their homework and not try to do it all at once. Research shows that working for longer than an hour at a time is rarely effective.
- Pupils need a quiet place where they can study and a desk or table at which to work.
- Homework done in front of the television is rarely successful!
- Some pupils find working to music is beneficial. However, loud music is not often a good idea!
- Some pupils have a tendency to spend hours on homework and become distressed over it. Staff will always be reasonable with a pupil who has done her best. It is better that she stops and explains to the teacher the next day that she has had difficulties with the task. It would be useful if a parent could sign the work explaining the correct length of time has been spent on it.
- Homework tasks should never take much longer than the stated time allocation
- Parents can help their daughters by ensuring that they don't allow homework tasks to accumulate as this may result in an overload of subjects on one particular night. Generally, homework is best done on the night it is set.

Assessments, exams and reports

We report to parents termly on the progress of their daughter. Parents are informed of their child's Personal Commitment to Learning (PCTL) in a report which shows both the progress made towards predicted levels, how committed the pupil is to their own learning and how they approach their studies. During the year, each pupil will receive a full report which comments on her progress in more detail. All reports show how a pupil can make improvements to their performance.

The progress of all pupils in Key Stage 3 is checked continuously through key assessment tasks in every subject. In Years 7 & 9 there are annual examinations in certain subjects but not all.

There are two parents' evenings for Year 7 pupils during the year. The first, held early in the autumn term, is an informal meeting where parents are able to meet some of the staff who teach the pupils, then a more formal consultation evening where parents have the opportunity to discuss pupil progress with individual teachers. There is one parents' evening for Year 8 pupils in the spring term.

Parents receive information about the levels achieved in all subjects at the end of Year 9.

There is an Options Afternoon for Year 9 pupils early in the spring term followed by a consultation evening, also in the spring term.

For further information about Key Stage 3 go to Curriculum Area links.

ENGLISH

AUTUMN TOPICS

- Study of a Shakespeare play which focuses on two key scenes
- A variety of reading focused assessment, based on and around the play

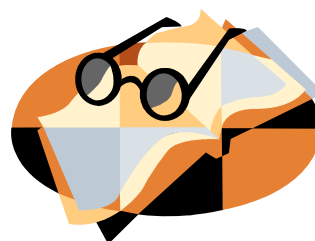


SPRING TERM TOPICS

- An individual speaking and listening assessment with a current affairs focus
- An extended novel study which enables pupils to engage fully with the content and context of a novel
- A variety of writing focused assessment, using the novel as a starting point

SUMMER TERM TOPICS

- Year 9 exam – part of a unit on writing skills for a variety of audiences and purposes
- Critical Thinking unit with a speaking and listening drama focus
- The Gothic genre: film and literature unit focussed on comparing texts



Homework Tasks

Homework tasks will extend the learning which has taken place in class or enable pupils to prepare for their next lesson. Tasks include research, reading, speaking and listening practice, focused writing tasks or preparing material for a new topic.

Additional Resources / Ideas / Stimuli

- Shakespeare play – *'The Tempest'* or *'Much Ado About Nothing'*
- A variety of novels eg *The Curious Incident of the Dog in the Night-time*, *Noughts and Crosses*, *Al Capone does my Shirts*, *Persepolis*, *The Book Thief*
- Pre 20th Century novel or short stories eg *Pride and Prejudice*, *Jane Eyre*, *Sherlock Holmes*
- English Speaking Board Level 2 is offered to Year 9 pupils in the Summer term

MATHEMATICS

AUTUMN TERM TOPICS

Starters

A range of introductory activities linked with topics during the year, including quizzes, mystery challenges and the use of interactive and student whiteboards.

ICT

ICT will be used regularly with all groups (a minimum of once every two weeks) to support the scheme of work and develop students' use of independent and e-Learning

Algebra

- Sequences
- Pattern spotting
- Functions and graphs
- Equations and formulae
- Solving problems
- Trial and improvement



Number

- Fractions – four rules
- Percentages
- Ratio
- Rounding and approximation

Shape, Space and Measures

- Angles of polygons
- The circle
- Tessellations
- Construction
- Volume and area

Handling Data

- Statistical investigations
- Correlation
- Comparing data



SPRING TERM TOPICS

Algebra

- Expansion
- Factorising
- Substitution
- Index notation
- Square roots and cube roots

Number

- Powers of 10
- Rounding

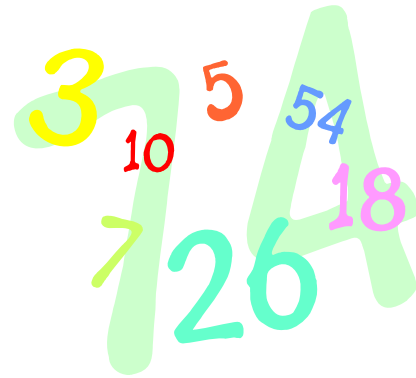
- Decimals
- Using a calculator

Shape Space Measures

- Enlargements
- Symmetry
- Map scales

Handling Data

- Probability
- Estimates of probability
- Statistical techniques



SUMMER TERM TOPICS

**Two Investigations:
One statistical, one algebraic**

Handling Data

- Commencement of GCSE Module 1 – Statistics
- Collecting / displaying data
- Averages
- Measures of spread
- Probability

Homework tasks

A variety of practice exercises, investigational work, research, practical work and internet resources all based on classwork.

Additional resources

Every student requires a calculator, angle measurer and compasses. A “dry wipe” whiteboard pen is also of benefit.

SCIENCE

During the year the pupils will complete the Key Stage 3 programmes of study which cover scientific enquiry (Sc1), life processes and living things (Sc2), materials and their properties (Sc3) and physical processes (Sc4). Pupils' performance in these sections will provide evidence for the end-of-key-stage teacher assessment. As in years 7 and 8 there will be a continuing development in the areas of literacy, numeracy, ICT, key skills and thinking skills. A variety of assessments will give feedback about different skill areas to inform our planning so that our teaching enables students to make progress. The schemes of work also provide many opportunities for pupils to carry out scientific investigations, to learn about the importance of experimental evidence in supporting scientific ideas and of analysing and evaluating their results.

From the middle of the Spring term students will be engaged in tasks that improve their skills of scientific enquiry and How Science Works to prepare them for their GCSE course in Science which they will start during the latter half of year nine.

The following topics are taught in a cycle:

9A Inheritance and selection (Sc2)



In this unit pupils learn:

- that characteristics are inherited and how this is used in selective breeding
- why selective breeding is important
- about variations arising from environmental differences

In scientific enquiry pupils:

- collect, organise and use large data sets relating to variation

9B Fit and healthy (Sc2)



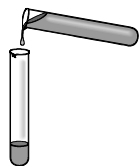
In this unit pupils learn:

- how the human respiratory, digestive and circulatory systems interact to maintain activity
- about the functions of the skeleton
- about ways in which diet, exercise, smoking and drugs affect health

In scientific enquiry pupils:

- find out how scientists linked diseases to a lack of specific nutrients
- consider how the work of different scientists has contributed to a medical advance
- evaluate conflicting evidence
- investigate reaction time, considering how factors which cannot be controlled can be taken into account





9F Patterns of reactivity (Sc3)

In this unit pupils:

- learn that although metals react in a similar way with oxygen, water and acids, some react more readily than others
- establish and use a reactivity series for metals
- represent chemical reactions by word and/or symbol equations

In scientific enquiry pupils:

- use a proposed reactivity series to make predictions
- investigate the relative reactivity of different metals, identifying and controlling relevant variables

9G Environmental chemistry (Sc2)

In this unit pupils:

- learn that rocks, soils and building materials have a variety of chemical characteristics
- learn that chemical weathering alters rocks and building materials over time
- consider how the atmosphere and water resources are affected by natural processes and the activity of humans
- consider how environmental conditions are monitored and controlled
- distinguish between different environmental issues



In scientific enquiry pupils:

- consider how scientists work to monitor the environment
- consider how evidence for climate and environmental change needs careful interpretation
- evaluate the evidence obtained
- investigate environmental change using evidence from secondary sources

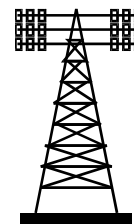
9H Using chemistry (Sc3)



In this unit pupils:

- find out more about how chemical reactions can be used as an energy source
- consider how chemical reactions are used to make new materials

- model chemical reactions as the rearrangement of atoms, and use the model to explain that matter is not lost
- represent chemical reactions by word and/or symbol equations



9I Energy and electricity (Sc4)

In this unit pupils:

- explore a range of useful energy transfers and transformations
- discuss the use of electricity as a convenient way to transfer energy to do useful things
- associate the concept of voltage with the transfer of energy in a circuit
- investigate the voltage of cells
- study how electricity is generated, with reference to environmental impacts
- use the principle of conservation of energy to identify ways in which energy is dissipated during transfers

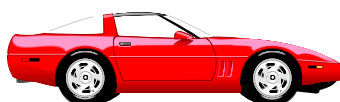
In scientific enquiry pupils:

- use models to explain observations relating to electric currents
- measure voltage in circuits
- identify patterns in the measurements of voltage in series circuits and use these to draw conclusions

9K Speeding up (Sc4)

-

In this unit pupils:



- use the concept of speed
- consider the relationship between forces (including balanced forces) on an object, and its movement
- study the effects of water and air resistance on speed, and how streamlining reduces these effects
- use ideas of balanced and unbalanced forces to explain the movement of falling objects

In scientific enquiry pupils:

- measure and calculate, with appropriate precision, the speed of objects in a range of situations
- consider a range of techniques for measuring time and evaluate their relative accuracy and appropriateness for different situations
- construct and interpret speed-time graphs, describing patterns or relationships

9L Pressure and moments (Sc4)

In this unit pupils:

- study pressure on solids and describe applications of this in everyday appliances
- study hydrostatic pressure in fluids and describe an application, *eg hydraulic jack*
- describe the operation of levers, including examples from the human body, which depend on the turning effect of a force
- learn about the principle of moments

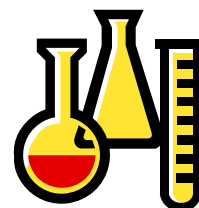


In scientific enquiry pupils:

- investigate balance about a pivot, evaluating strengths and weaknesses in their methods

Home work tasks throughout the year will include the following activities:

- ✓ Research using a range of resources
- ✓ Presentation of ideas using posters, leaflets, Power Point, video
- ✓ Answering questions
- ✓ Presenting and analysing data using scientific terms
- ✓ Writing articles for specific audiences
- ✓ Planning and evaluating experiments/investigations
- ✓ Learning key scientific words and meanings
- ✓ Learning key facts
- ✓ Designing revision aids: writing concept maps
making revision cards
Sequencing information
Preparing i-pods



FRENCH

AUTUMN TERM TOPICS

- Perfect tense
- Talking about what they did on holiday
- Weather in past tense
- Arranging to go to the cinema
- Describing themselves
- Future tense and plans for Christmas holidays
- Reading



Likely Autumn Term Homework tasks

- Learning vocabulary and longer sentences for role plays
- Reading comprehension exercises: true/false type questions. Questions and answers in French and English.
- Describing what they did last weekend
- Preparing a weather forecast
- Writing a letter about a past holiday.

SPRING TERM TOPICS

- The future
- Predictions
- What you are going to do in the future
- Why learn languages
- Health
- Healthy eating
- Keep fit activities
- Revision for examination

Merci

Likely Spring Term Homework tasks

- Writing about future hopes and aspirations
- Preparation for a simple horoscope
- Poster about importance of learning languages
- Discussion preparation on healthy living

SUMMER TERM TOPICS

- French speaking sports people
- Describing other people
- Understanding information about people
- Using perfect tense talk about other people
- Murder/Mystery play/project

Likely Summer Term Homework Tasks

- Learning tense endings for future and perfect tenses.
- Reading comprehensions
- Grammar exercises
- Group work on 'Murder-Mystery' project



CHINESE

AUTUMN TERM TOPICS

- Revision of topics and grammar covered in Year 7 & 8
- House
- Colours
- Clothing items
- Body parts and appearance

Likely Autumn term homework tasks

- Learning vocabulary
- Learning grammar points
- Reading comprehension exercises
- Writing paragraphs on house and bedroom
- Designing new school uniforms
- Make an personal ID card

SPRING TERM TOPICS

- Fruit and vegetables
- Shopping
- Jobs
- Future plans

Likely Spring term homework tasks

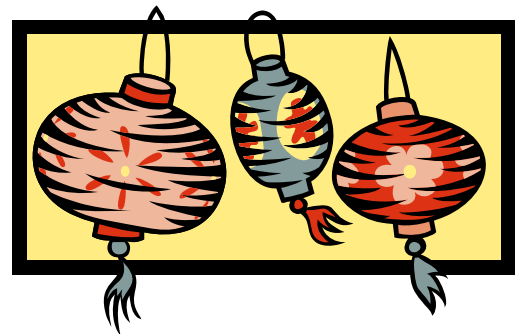
- Learning vocabulary
- Learning grammar points
- Reading comprehension exercises
- Writing and learning a dialogue
- Revision for Year 9 examination

SUMMER TERM TOPICS

- Travel plan
- A tour around Beijing
- Chinese traditional festivals

Likely Summer term homework tasks

- Learning vocabulary
- Learning grammar points
- Reading comprehension exercises
- Writing a letter on future holiday
- Make a poster on one of Chinese traditional festivals



GERMAN

AUTUMN TERM TOPICS

- Introduction to characters in textbook
- Saying and asking where you have been on holiday
- Introduction to the Perfect Tense saying what you have done
- School subjects and timetables
- Hobbies and Leisure time
- Arrange to meet
- Present tense verbs and word order
- Asking and describing where places in the town are
- Describing our town
- Dative case
- Use of pocket money
- Part time jobs



Likely Autumn term homework tasks:

- Labelling vocabulary sheets
- Learning vocabulary
- Writing a letter to describe where we live
- Preparing a short oral presentation
- Simple written tasks from a visual stimulus e.g. describing how to get to certain places
- Preparing a role play for use in class
- Learning a role play by heart
- Reading a passage to give short phrase answers

SPRING TERM TOPICS

- Inviting someone out
- Accepting and declining invitations
- Saying what you will be doing at the weekend
- Clothes for different activities
- Foods and amounts
- Buying foods
- Opinions of Foods
- Forms of transport
- Travelling by train



Likely Spring term homework tasks

- Simple exercises to describe Christmas gifts
- Labelling vocabulary sheets
- Practising/learning by heart role plays
- Reading a short text and answering questions in German
- Word puzzles
- Learning vocabulary
- Simple written exercises to practise a grammatical topic



SUMMER TERM TOPICS

- Asking and saying what you have done
- The perfect tense
- Saying what you did yesterday evening
- Revision for Year 9 exams
- Types of TV programmes
- Shopping in a department store
- Buying presents
- Revision of modal verbs



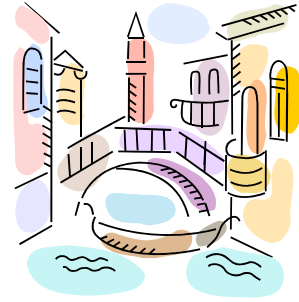
Likely Summer term homework tasks

- Learning vocabulary
- Simple written exercise e.g. gapped texts or writing short sentences
- Longer written passage to describe what one did at the weekend
- Practising/learning by heart role play
- Preparing verb booklets

ITALIAN

AUTUMN TERM TOPICS: Tutti insieme 2

- Naming TV programmes and giving opinions
- Saying what you prefer to watch and why
- Naming films
- Organising to go to the cinema and inviting people out.
- Agreeing to go out and making excuses
- Understanding and writing film reviews.
- Exchanging information about last weekends activities
- Past tense
- Revision of food and drinks
- Asking for items at the bar
- At the bar dialogues



Likely Autumn term homework tasks

- Learning vocabulary
- Writing and performing dialogues inviting people out
- Writing a film review
- Describing last weekend activities
- Learning formation of past tense verbs
- Devising and performing dialogues at the bar

SPRING TERM TOPICS: Tutti insieme 2

- Revision of past tense explaining what you have done
- Describing daily activities
- Reflexive verbs
- Giving opinions about daily routine
- Discussing household chores
- Naming different types of transport
- Buying tickets and making enquiries
- Saying where you went on holiday and for how long
- Saying what you did on holiday and giving opinions
- Future tense
- Saying where you are going on holiday next year.

Likely Spring term homework tasks

- Learning vocabulary
- Learning the formation of verbs
- Writing about daily routine
- Describing the day in the life of a famous person
- Dialogues at the station –asking and buying tickets
- Writing about a holiday in three tenses and presenting to the class.

SUMMER TERM TOPICS: Tutti insieme 2

- Exchanging information about pocket money
- Talking about part time jobs
- Discussing spending habits
- Asking and explaining how you celebrate different festivals
- Talking about the preparations made for a party
- Describing a party you have attended
- Welcoming a visitor into your house
- Writing about a stay at someone's house

Likely Summer term homework tasks

- Learning vocabulary
- Writing about how you would spend a large sum of money
- Writing about a party you have prepared/been to.
- Written exercises

Additional resources/ideas

- We have an assistant who works with small groups, practising conversation, giving vocabulary tests and discussing Italian life and culture.
- A dictionary is useful- a small pocket dictionary is adequate for Year 8.
- 'Ciao' magazine is available at school for extra reading.
- Authentic Italian magazine are available for additional reading practise
- A list of useful websites that pupils can use to practise vocabulary, practise listening and reading skills www.linguascope.com
- Additional textbooks for pupils to refer to and use for extra study.
- Software programmes for the girls to work on at their own pace in multi media room – www.atantot-extra.co.uk
- Millais School Moodle



JAPANESE

AUTUMN TERM TOPICS

- Revision of Hiragana & Katakana syllabaries
- Revision of topics and grammar studied in Year 7 & 8
- Holidays
- The time
- Transport
- Parts of the body
- Colours
- Clothes

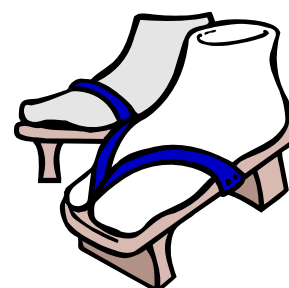


Likely Autumn term homework tasks

- Revision of Hiragana & Katakana syllabaries
- Learning of vocabulary
- Learning Kanji
- Learning grammar points
- Reading comprehension exercises
- Writing and learning a dialogue
- Writing a letter on holiday in the past tense

SPRING TERM TOPICS

- Hobbies (past tense)
- Places in town
- Family
- Revision for year 9 examination
- Expressing opinions



Likely Spring term homework tasks

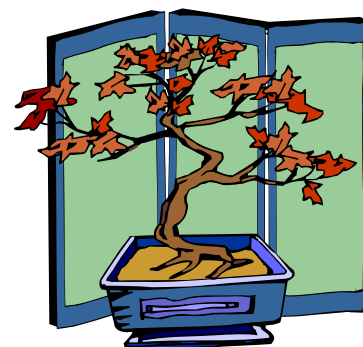
- Learning of vocabulary
- Learning Kanji
- Learning grammar points
- Reading comprehension exercises
- Revision for year 9 examination
- Writing paragraphs using new grammatical structure throughout

SUMMER TERM TOPICS

- House and room
- Bedroom and furniture

Likely Summer term homework tasks

- Learning vocabulary
- Learning Kanji
- Reading comprehension exercises
- Writing paragraphs on house and bedroom
- Letter writing



Additional Resources

- A small bilingual dictionary: 'Oxford Starter Japanese Dictionary'
Oxford OUP, ISBN 0-19-860-197-2
- CD-ROM 'Smart-Start Japanese'
- "Tobu" Internet Website: bb.co.uk/ks3japanese

SPANISH

AUTUMN TERM TOPICS

- Talking about places in town
- Using the near future tense and the present tense
- Using sequencing words
- Inviting someone to go out
- Making excuses
- Saying what someone else likes and dislikes
- Saying where you went on holiday
- Saying how you travelled

Likely Autumn term homework tasks

- Learning of vocabulary
- Reading comprehension exercises
- Writing short paragraphs
- Letter writing on free time in present and future
- Writing a dialogue
- Learning a dialogue



SPRING TERM TOPICS

- Saying what you did on holiday
- Expressing opinions about past events
- Giving a presentation in present and past tenses
- Talking about mealtimes
- Using time expressions
- Shopping for food

Likely Spring term homework tasks

- Learning of vocabulary
- Reading comprehension exercises
- Writing short paragraphs
- Letter writing on holidays using ICT
- Writing a dialogue
- Learning a dialogue

SUMMER TERM TOPICS

- Eating in a restaurant
- Talking about a past meal
- Likes and dislikes
- Clothes
- School uniform
- A trip to Argentina
- Fancy dress party

Likely Summer term homework tasks

- Learning vocabulary
- Planning menus
- Letter writing about uniform
- Planning a trip
- Reading comprehensions
- Revision for year 9 examinations

Additional Resources

- A small bilingual dictionary (Collins)
- Oral work with our Spanish Assistante



DESIGN TECHNOLOGY

In Year 9, pupils will complete short focused tasks in each of the five material areas plus two additional areas to ensure complete coverage of the National Curriculum. The projects are currently under review and the order of completion will vary from one group to another due to the rotational delivery model.

1. Computer Aided Design and Manufacture

Activity

- Design and make a mobile phone stand using computer aided manufacture techniques

Likely homework tasks

- Scale drawing
- Complete an isometric drawing of final idea
- 3D model in card
- Manufacture plan.



2. Food

Activity

- Design and make range of dishes which reflect a different country or culture

Likely homework tasks

- Research into existing products and recipes
- Market research
- Recipe development
- Costings exercise
- Sensory evaluation.



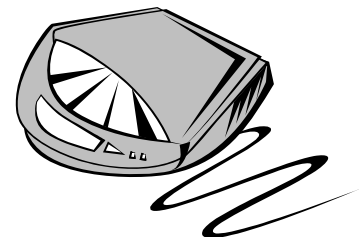
3. Graphics

Activity

- Design and make a CD sleeve. A creative multi-media project combining graphic techniques with 'Photoshop'.

Likely homework tasks

- Mood board/research
- Final design
- 3D 'Point of Sale' display drawing
- Making flowchart
- Final evaluation.



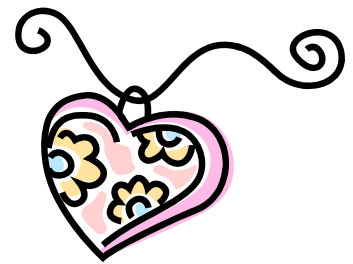
4. Resistant Materials

Activity

- Design and make an item of silver wire jewellery and a jewellery stand in any material (wood, metal or plastic)

Likely homework tasks

- Research into existing wire jewellery
- Design final idea for jewellery
- Complete a step by step guide on how to make the wire jewellery
- Evaluate silver wire jewellery
- Design a stand for the jewellery.



5. Textiles

Activity

- Design and make a bag using some recycled materials and a range of techniques including appliqué

Likely homework tasks

- Collect research
- Draw final design for bag
- Mount and evaluate samples
- Plan the making of the bag
- Evaluate project.



Useful, but not essential support materials

Books:

- Reference books and magazines to support research into the themes mentioned
- Recipe books – to review existing products
- 'Starting CDT' textbook – available in school
- Old catalogues e.g. Argos, Index
- D&T information booklet provided by school and available on school intranet.

Computer programs:

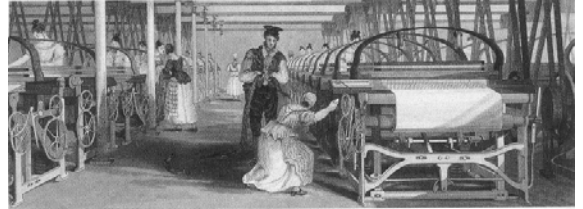
- Internet and CD ROM – for research ideas
- Page Plus or Publisher – Desk Top Publishing programmes for manipulating graphics on packaging outlines
- 2-D Design V2
- 'Photoshop'

HISTORY

AUTUMN TERM TOPICS

What was the social and political impact of the Industrial Revolution?

- Living conditions in cities
- How the changes affected the lives of the people
- Jack the Ripper
- Campaigning for the vote



Why did World War One start, how was it fought and how did it end?

- Causes of WWI
- Life in the trenches
- Major battles of WW1
- The Treaty of Versailles
- Effects of WW1

Likely Autumn term homework tasks

- Source handling
- Empathy task on children in the factories
- Investigation of living conditions and cholera
- Investigate why the police didn't catch Jack the Ripper
- Investigation of trench warfare and project on trench life
- Empathy task on WWI
- Source handling



SPRING TERM TOPICS

Why did Hitler come to power in Germany and what was the impact?

- The rise of Adolf Hitler
- Life in Nazi Germany
- The Holocaust

Why did the world descend into War in 1939?

- Causes of World War Two
- The Home Front in World War Two

Likely Spring term homework tasks

- Profile of Adolf Hitler
- Guide to life in Nazi Germany
- Research into the Holocaust
- Investigation into the Home front.



SUMMER TERM TOPICS

Hot War, Cold War: What was the Cold War and why did it start?

- Differences between communism and capitalism
- Origins of the Cold War

How close did the world come to nuclear war?

- Cuban missile crisis
- Vietnam War

Likely Summer term homework tasks

- Profiles of key individuals
- Extended writing
- Research into why the USA failed in Vietnam

Visits

- Belgium – including; Ypres, Hill 62,
- Tyne Cot, Menin Gate.



GEOGRAPHY

AUTUMN TERM TOPICS

Unfair world

- What is development?
- How to measure development
- Differences in development levels between countries



Likely Homework Tasks

- Using development indicators to make comparisons of selected countries
- Where and what are the developing countries
- Revision of pie charts, bar graphs, pictograms and divided bars
- Correlations using scatter graphs

How developed is Brazil?

- Location and size
- Population distribution
- Population growth
- Rural to urban migration
- Shanty town development
- Employment in Brazil



Likely Homework Tasks

- Maps of South America and Brazil
- Map annotation to explain population distribution
- Graph interpretation
- Assessing quality of life in shanty towns
- Rainforest cross-section
- Arguments for/against exploiting the rainforest

SPRING TERM TOPICS

What future for the rainforest

- The rainforest ecosystem
- How is it being developed
- Future possibilities

Contrasts in Africa

- Companies
- Fair Trade

Likely Homework Tasks

- Rainforest cross-section
- Arguments for/against exploiting the rainforest

SUMMER TERM TOPICS

- What is the European Union
- How developed is Italy?
- Basic geographical features of Italy
- Regional differences in relief and climate
- Study of the contrasting regions to lead to understanding of differences in levels of development

Likely Homework Tasks

- Timeline to show key features of development of E.U
- Comparison of Italy and U.K
- Climate graphs
- Interpretation of data

Additional Resources

- For all topics an up to date atlas is invaluable
- For reference to topics, access to an encyclopaedia

RELIGIOUS EDUCATION

AUTUMN TERM TOPICS

How Did We Get Here?

- Was the universe designed?
- Religious Beliefs about Creation

Science and Ethics

- Considering whether religion and science are in conflict
- Religious responses to ethical issues: eg animal testing
- Does science make people play God?

Likely Homework Tasks:

- Research into different issues
- Investigating media responses to science and ethics

SPRING TERM TOPICS

Interfaith Relationships

- Role of women in the church
- Women in Sikhism and Islam
- What is Islamophobia and what can we do about it?
- Interfaith dialogue

Likely Homework Tasks:

- Research into religions and relationships between religions
- Extended writing
- Creating information leaflets

SUMMER TERM TOPICS

Introduction to GCSE

- Key Christian beliefs
- Key Islamic beliefs

Believing in God

- Religious upbringing
- Religious experience
- Arguments for existence of God

Likely Homework Tasks

- Considering responses to key questions
- Researching different people's attitudes and ideas
- Information booklets on introduction to Christianity and Islam
- Preparing presentations

ART & DESIGN



This year pupils get ready for the end of Key Stage Assessment and prepare for GCSE Art & Design by building on basic skills such as:

- Direct observation using the visual elements: line, shape, tone, texture, colour etc.
- Drawing with a range of media and on different scales
- Painting and using mixed media
- Designing and making 2 and 3 dimensional pieces.

These new approaches and dimensions are introduced:

- Using different modes of representation like abstraction
- Developing cultural and contextual awareness
- Working to a brief
- Working on a cross-curricular theme
- Investigating the meaning behind artworks from different times, places and related events
- Producing personal sketchbook work by modifying and customising their book to enhance presentation
- Planning own final outcome for the project.

Likely Topics for the Year

Although we sometimes repeat projects, we often explore new themes and artists as well. These might include:

- Portraits - 'Goddesses'
- 'Art Deco'
- 'The 1960s'
- 'Body Adornment'
- 'Organic Forms'
- 'Cubism'
- 'Ethnic /Folk Art'

New processes and techniques are learned for working in:

- Applied design for example fashion or graphics
- Sustained observational work for example a still life
- Multi-media work.



There is a short critical study test at the end of Year 9, to test pupils' knowledge and understanding.

Activities Week

This is an opportunity for pupils to work on more ambitious projects – often on a very large scale – making pieces as a group. (Examples: tapestry, mural, hangings, sculptures... etc).

Likely Homework Tasks throughout the year

These are similar for all projects and include a range of activities to develop skills in different areas and are likely to include the following:

- Observational work – should be done from close observation of real objects
- Research which will have three main elements:
 - Fact finding about characteristics and influences on artists /designers
 - Discovering the context of artists/designers - 'What else was happening at the time?'
 - Presenting visual and other information attractively, e.g. making an artists 'factfile' and illustrating by copying an example of artwork noting title and date.
- Adaptation – of another artists' style to own work
- Presentation – making sketchbooks attractive, individual and exciting!
- Design work - producing interpretations and plans for own work based on the artist/designers studied etc. (we would not expect parents to make special purchases)
- Imaginative – producing designs for clothes, jewellery, packaging etc.
- Producing illustrations of poetry, songs, memories etc
- Experimentation – exploring different materials or different techniques relevant to the work in progress;
- Graphics – producing a title or introductory page for a project;
- Reviewing – making written annotations about their own work or the artist(s) studied, setting targets and giving opinions using key vocabulary.

Essential Equipment

- At least one drawing pencil: 2B, 4B or 6B and eraser
- A fine tipped black pen

Other Useful Materials

- One type of colour medium (pencils, felt tips, paints, etc.)
- Scissors and a glue stick (for use at home)
- Sketchbooks are provided at the start of Year 7 but will need replacing when full, with a good quality spiral or hard backed book, A5 or A4 size. Pads that are glued together or have perforated pages are not suitable. Subsidised books are available from the Art department.

Additional resources/ideas/stimuli

Books

The Art Book and The 20th Century Art Book by Phaidon are now available in paperback, and are both tremendously useful A-Z's including 500 different artists. The Oxford Children's Dictionary of Arts is also highly recommended. Understanding Modern Art is a concise and inexpensive paperback covering most major twentieth century artists. The books in the Taschen range are very competitively priced and have excellent colour reproduction.



Computers

All projects will have a course allocated on the school Moodle. This will contain details of relevant homework, interactive sites, links to virtual galleries and artists' information etc. Parents are very welcome to look at Art courses on the Moodle.

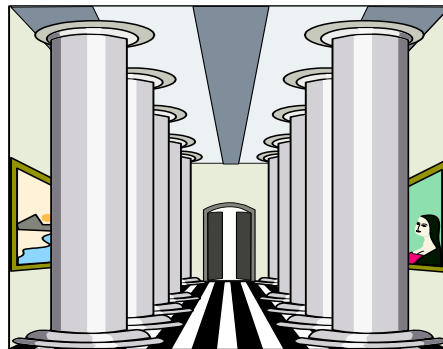
Pupils are encouraged to illustrate their research from the Internet, but should avoid working from print outs, unless they are of high quality.

We also expect pupils to read through information found in this way, in order to extract the main points and express them in their own terms.

Galleries and museums

It is difficult to predict which are the most valuable to visit since this often depends on temporary exhibitions, however any experience of painting, sculptures or other artefacts at first hand is always valuable – particularly if these are overseas! Pupils should try to record their impressions with 'thumb-nail' sketches and by purchasing post cards to put into their sketchbooks.

The Victoria and Albert has a large collection of decorative arts – historical and from other cultures. The Brighton museum has a good collection of ethnic objects. Other exhibitions are always advertised in the Art department. Girls wishing to pursue a career in Art & Design may be interested in visiting open days at local colleges. Details of these are on display in the Art Department, and usually occur during the Summer term.



DRAMA



AUTUMN TERM TOPICS

- **Leaving Home**

The topic sensitively explores how, why and when some young people feel that they may have to leave home. Music and lyrics are used as a stimulus for discussion about why people might think about leaving home. Monologues are written in response to the music and performed to help create and develop new characters and backgrounds and also encourage working both independently and as a group to develop a storyline.

Homework: research, learning lines and rehearsal

- **Moments from Blood Brothers**

Key moments from the play are explored using drama and music from the show with a focus on dramatic irony, characterisation, musical theatre and the debate on nature versus nurture.

Homework: research, watching video clips, learning lines and rehearsal

SPRING TERM TOPICS

- **The Investigation of Lloyd Goddard**

This topic uses the genre of a murder mystery to recap aspects of the drama medium, elements of drama and explorative strategies in order to answer the question of who murdered a fictional character called Lloyd Goddard.

Homework: learning lines and rehearsal

- **Craig and Bentley**

The main focus of this topic is the importance in drama of the use of voice, tone and the delivery of lines in communicating an idea and message clearly and directly to an audience. It also examines how young people are viewed and treated in society today and the key concepts of justice and punishment.

Homework: research, learning lines and rehearsal

SUMMER TERM TOPICS

- **Devising and Script work**

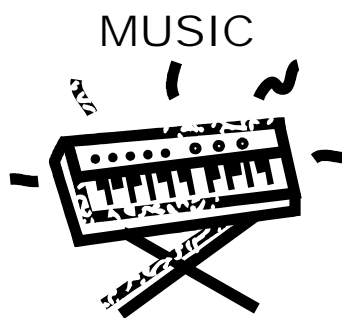
Pupils create a performance piece as a group based on characters of their choice from lyrics, music, photographs, paintings or script.

Homework: research and ideas, learning lines and rehearsal

- **The Stones:**

This topic looks at the play 'The Stones'. Pupils use the script as a starting point to focus on body language and status to enable them to perform fully rounded characters with depth. The skills of multi rolling and performance of monologues are extended too.

Homework: research into similar stories currently in the news, learning lines and rehearsal



During the year your daughter will develop each of the interrelated skills of performing, composing and appraising. These skills will be extended through applying listening skills and musical knowledge and understanding.

She will develop her understanding of:

- How music is constructed (eg the use of musical elements and devices)
- How music is produced (eg the use of instruments, ICT, musical processes and procedures including relevant notations)
- How music is influenced by time and place (eg the effect of the occasion, purpose and venue).

Her work will be organised in topics and within each topic she will:

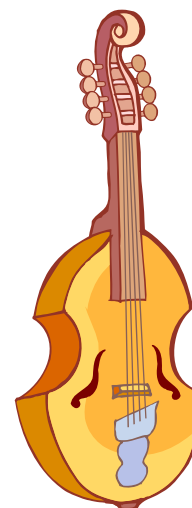
- Sing
- Play instruments
- Perform by ear and from notations
- Improvise
- Compose in groups and / or compose in pairs and individually
- Listen to music (their own and that of others).

Resources used include:

- tuned and untuned percussion instruments
- your daughter's own instrument (if she plays/has one and wishes to use it in lessons)
- keyboards with sequencing facility
- computer software including sequencing packages (eg Cubase), arranging (eg MagixMusic), and the Sibelius software
- recording equipment (eg digital multi-track recording, and the production of backing tracks with live performance)
- audio and video/CD of pupils' work
- music department prepared materials
- song materials
- other performing materials (eg keyboard performance)

Topics

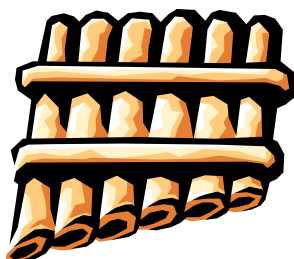
- Music and Media
- Theme and Variation
- Protest - Song of Concern



Enrichment Activities

The following activities may be offered to pupils during the year:

- (a) The chance to work with professional musicians (workshop format/residential courses/composers in residence).
- (b) Visits:
 - to concerts locally and further afield
 - to perform in local schools and at local venues
- (c) A chance to take part in local and West Sussex activities:
 - Junior Concert Band
 - Intermediate Concert Band
 - Youth Concert Band
 - Youth Big Band
 - Junior Choir
 - Horsham Youth Singers or Youth Chamber Choir
 - Junior Guitars
 - Junior String Orchestra
 - Intermediate String Orchestra
 - Youth Orchestra
 - Junior Brass Ensemble
 - Intermediate Brass Ensemble
 - Elementary Percussion
 - Youth Percussion Ensemble
 - Youth Jazz Band
- (d) A chance to take part in school activities, which may include:
 - Millais Choir
 - Millais Chamber Choir
 - Singing Club / Christmas Choir / Year 7 Choir
 - Concert Band
 - Samba Band
 - Woodwind Ensembles
 - Keyboard Club
 - Composers Club or Techno Club
 - Performance Rehearsal Sessions
- (e) Opportunity to learn an instrument:
County lessons - woodwind, brass, string (violin, cello, guitar), keyboard, percussion (drum kit), singing
Private lessons - guitar (acoustic, electric and bass), piano



PHYSICAL EDUCATION

AUTUMN & SPRING TERM TOPICS

Tag Rugby

- Passing and receiving
- Simple techniques, strategies and tactics applicable to small sided tag rugby situations

Netball

- Improvement of accuracy and precision of attacking and defending skills and playing the full recognised version of the game.
- Demonstrate a range of tactics in the game situation.
- Evaluating strengths and weaknesses of the opposition and plan appropriate tactics.

Dance

- Enabling pupils to support their compositions with descriptions of intentions and outcomes.
- Extend pupils ability to describe, analyse, interpret and evaluate dances.

Badminton

- Adapting and refining principles, techniques and range of shots already learned.
- Revision of the rules of singles and introduce principles of doubles play.
- Applying simple attacking and defending tactics and adapt to a variety of situations.

SUMMER TERM TOPICS

Rounders

- Improvement of accuracy and power in batting and fielding skills.
- Understanding and applying the rules to the full recognised version of the game.
- Demonstrate skills as both performer and official.

Athletics

- Refinement and consolidation of principles and techniques learned in Years 7 and 8.
- Apply relevant mechanical principles and improve performance in all events.

Additional Resources / ideas / stimuli

- Pupils will be involved in a variety of roles such as performer/player/coach/umpire/observer. Kit is required at all times for lessons even when pupils are unable to take part as a performer/player.
- Please note suitable sports trainers must be worn for PE lessons. Canvas style plimsolls or fashion converse type 'pumps' are not acceptable for PE.
- Pupils may bring own equipment, such as racquets or hockey sticks to the lessons if they wish.
- A full programme of activities is available to all pupils after school. We encourage all girls to participate in clubs and activities such as inter-form and inter-school competitions.
- We have links with clubs within the community and encourage pupils to join sports clubs out of school. As their performance and interests improves the experience is invaluable in the development of knowledge, skills and understanding.

- Any visits to see live performances or top class competitions out of school is encouraged to enable pupils to experience the excitement and observe the standard of professional performance.
- We welcome support from parents at school matches, sports day and performances.

PE KIT

ALL PE KIT MUST BE CLEARLY LABELLED WITH FULL NAME

Essential items

Black games skirt

Black/bottle green PE shirt (long or short sleeved, from stockists)

Black leotard

Plain black cycling shorts

Black under-knee hockey socks (for hockey and football)

White sports socks (netball and summer activities)

Cross trainers for hardcourt and Astroturf (NOT CANVAS PLIMSOLLS OR FASHION PUMPS)

Shin pads (hockey and football)

Optional extras

Plain black round necked sweatshirt incorporating school logo (from stockists)

Plain black track suit or jogging bottoms

Gum shield for hockey (an advisable precaution)

NB: Millais school jumpers are not to be worn for PE. It is strongly advised therefore that the PE sweatshirt be purchased for warmth during outside PE lessons.



ICT

QUALIFICATION

OCR GCSE in ICT (Short Course)

COURSE CONTENT

The course will cover the following areas:

- Systems, including hardware and software
- Communications—including the world wide web
- Keeping data safe and secure—including security procedures for protecting data.
- Legal and social and environmental issues relating to ICT
- Measing, monitoring and control.
- ICT and Modern Living

Practical skills include:

- Word Processing
- Desktop Publishing
- Spreadsheets
- Databases
- Web cam technology
- Web Design



PERSONAL, SOCIAL HEALTH AND CITIZENSHIP EDUCATION

AUTUMN TERM TOPICS

Decisions

- Making informed choices
- Who and what influences you?
- Being SMART
- Identifying personal strengths and weaknesses
- Options

Careers Library

- Introduction to Careers Library
- Computer Careers Guidance Programmes
- Job investigation

Global Issues

- Living in a multi-cultural society
- World conflict
- World debt
- Fair trade
- United Nations



SPRING TERM TOPICS

Options

- Choosing courses in KS4
- Use of connexions service
- Preparation for 'Take Your Daughter's to Work' day

Democracy and Government

- Parliament
- Election process
- Work of a Member of Parliament
- Understanding other forms of government eg dictatorship

SUMMER TERM TOPICS

Relationships

- Boy/girl friendships
- What is love?
- It's OK to say 'No'
- Contraception
- Sex and the law.