

# Brookfield --- Community School

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## **Year 9 Curriculum and Options**

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Dear Parent/Carer

It is our aim that each student enjoys learning, makes good progress and achieves success. Selecting the most appropriate learning pathway for your son/daughter to follow is therefore very important and we hope that the information that we have provided in this booklet and during the Information Evenings will help inform your child's choices.

Much thought has been given to designing a curriculum which we believe will help us to meet the individual needs of our students. We have planned for a breadth of opportunity and specialist routes balanced with a well-established programme of skills. This enables us to embed the key competencies developed through the core subjects while optimising opportunities available to students post 16.

Before deciding their subject choices we ask students to give time and thought to the following:

- What subjects engage, excite and challenge me as a learner?
- Where will I make good progress and achieve success?
- What are my preferred learning styles?
- Do I work well in practical lessons, or in a more formal classroom setting?
- What are my long-term goals and aspirations?
- Will the subjects that I have chosen prepare me for college and/or work?
- Do I have a range of subjects so that I have choice when I leave school?

Opening the conversation with your child is a useful part of the options process and encourages him/her to understand that what he/she does now are the stepping-stones to their futures.

Yours sincerely



**Mrs M Allan**  
**Headteacher**

## The 11 – 19 Curriculum

### Where are you now?

You are now coming towards the end of your first two years at Brookfield and before you move into Year 9 in September you will have some choices to make about the courses you will follow.

### How will your curriculum change from Year 9 onwards?

Everyone will continue to study the core curriculum which includes some very important subjects, but you will also have the opportunity to select some subjects. You will not be able to continue to study all the subjects you have taken in Years 7 and 8.

- You will continue to study English and Mathematics. Good progress in these subjects is more important than anything else.
- You will also continue to learn Science and your teachers will help you and your parents/ carers to decide which of the science courses we offer will be the most appropriate for you when you move into Year 10.
- PE will remain on all of your timetables to help you to stay fit and healthy.
- PSHE, relating to health issues and careers education, will also continue to form part of your statutory core curriculum.
- It is important that you continue to develop your understanding of new technologies and so Computer Studies remains an important part of the Year 9 curriculum.
- We recognise that the ability to communicate in more than one language will be a great asset to you in the future and so most of you will continue to study at least one modern foreign language.
- You will also follow a course in Religious Studies during Year 9, following on from your Beliefs and Values lessons in Years 7 and 8.

The Year 9 curriculum which we have planned for you will include all of these subjects and will also:-

- Enable all of you to follow a combination of courses and subjects which will allow you to progress towards your highest aspirations.
- Develop the skills which will enable you to become both an asset to the economy and an active and responsible citizen.
- Provide opportunities to challenge even the most able of you, while maintaining a support structure for those who might encounter some difficulties.
- Provide opportunities to enrich your learning experiences.
- Ensure that you are well prepared for the next stage of your education and eventually for entry to the work-place.
- Incorporate a variety of routes and programmes which will enable us to meet the learning needs of each individual student.

## The Curriculum Plan 2018 – 2021

The chart below shows the number of hours per fortnightly timetable cycle that you will spend on each subject.

Subjects	Year 9 (2018-19)	Year 10 (2019-20)	Year 11 (2020-21)
English	7	8	8
Mathematics	7	8	8
Science	7	10	10
Modern Language*	4	5	5
Geography/History**	4		
Computer Studies***	3	*	*
Religious Studies****	2	**	**
PSHE/Beliefs and Values*****	1	1	1
PE*****	4	3	3
Option A	3	5	5
Option B	3	5	5
Option C	3	5	5
Option D	3		

\* All students will study at least one foreign language in Year 9 if they have been doing so in Years 7 and 8. Those wishing to study a second foreign language may do so through the options structure. Similarly, foreign languages may be selected within the options in Years 10 and 11. We encourage most students to choose at least one language.

\*\*All students will study at least one Humanities subject (either Geography or History) in Year 9. Those wishing to study both may do so by selecting one among their option choices. In Years 10 and 11, all students must take at least one Humanities or Language subject.

\*\*\* All students will continue to study Computer Studies in Year 9. In Years 10 and 11 a range of courses relating to computing, new technologies and business will be available leading to various types of qualification.

\*\*\*\* All students will take Religious Studies in Year 9. This follows on from Beliefs and Values in Years 7 and 8 and provides the statutory Religious dimension to the curriculum. It will also provide a foundation for those who wish to opt for GCSE Religious Studies in Years 10 and 11.

\*\*\*\* PSHE will continue to form part of the curriculum in Years 9, 10 and 11. In Year 9 there will be a timetabled lesson each fortnight, but the health education and careers topics will be incorporated into Beliefs and Values lessons in Years 10 and 11, alongside aspects of Religious Education and Citizenship.

\*\*\*\*\*All students will continue to take PE in Years 9, 10 and 11. Students who are considering opting for GCSE PE or BTEC Sport in Years 10 and 11 should select the foundation course for this in Year 9. This means that one of their PE lessons each fortnight in Year 9 will be a theory lesson.

# Please note that the curriculum model is reviewed each year and although we do not anticipate making significant changes to our plans for Years 10 and 11 we will continue to monitor changes to statutory requirements and government guidelines on the curriculum.

You must now look carefully at all the information about option subjects for Year 9.

Take time to sit down with your parents/carers and think about your interests, aspirations and the learning styles, skills and subjects which will help you to achieve your goals.

**Remember – a range of choices is of no value unless you have made the correct decision for you. It is vital that you work with your tutor, teachers and parents, and make use of all the advice that is available.**

### **GCSEs and other Qualifications**

When you leave Brookfield at the end of Year 11, most of you will have gained qualifications in 9 or more subjects. These will mainly be GCSEs and the grades you achieve will have a big impact on the opportunities you will have from the age of 16 onwards. It is vital that you do as well as you possibly can in all the subjects you take, particularly English and Maths.

As well as GCSE courses, you will probably have the opportunity to select courses which lead to other qualifications, such as BTECs, VCERTs and Cambridge Nationals when you begin Year 10. You will need to find out more about these next year.

## Summary of Choices

In readiness for Year 9, you have to decide about the subject or subjects you would like to take. In Year 9 you will study foundation courses in four option subjects which will help to ensure that you are ready to begin the full GCSE course by the start of Year 10. You will then be able to decide which of these subjects you wish to continue. You will not be able to choose one of these subjects as a GCSE option in Years 10 and 11 if you decide not to take it in Year 9.

If you have been studying two foreign languages in Year 8, you will also need to decide which of them you will continue to learn in Year 9 – or if you want to continue with both. If you wish to continue with two languages in Year 9, you should select German or Spanish in the languages section and French as one of your 4 option choices.

We will also ask you to indicate whether you wish to take the Pre GCSE PE/BTEC Sport Course in Year 9. If you do this course you will have the opportunity to opt for either GCSE PE or BTEC Sport in Years 10 and 11, or you may decide not to take one of these courses. If you do not choose this course in Year 9, you will continue with Core PE lessons throughout Years 9, 10 and 11.

You must also choose to continue with either Geography or History in Year 9, although you may take both of these subjects if you wish. If you would like to take both of these subjects, you should choose one of them in the Humanities Section and the other amongst your option choices.

The full list of option subjects for Year 9 foundation option courses is as follows.

- Art
- Art (Textiles)
- Citizenship
- Dance
- Design and Technology (Graphics)
- Design and Technology (Resistant Materials)
- Drama
- Food Studies
- French
- Geography
- German
- History
- Music
- Music Technology
- Spanish

You may not select:

- Both Music and Music Technology
- Both Art and Art (Textiles)
- Both D&T (Graphics) and D&T (Resistant Materials)
- A foreign language which you have not previously studied

You should complete your option form (which is available electronically by logging into Insight through the school website) and ensure that it is submitted by **Friday 23 March 2018**.

We will do our best to enable everyone to study their first choice options. However, occasionally this may not be possible because subjects are over-subscribed or because not enough students have selected the subject. Where subjects are over-subscribed, priority will be given to students who:

- have submitted their options by the deadline
- are working above, at, or if below, closer to their target grades.

If either of these cases should arise we will contact the students concerned and their parents or carers to ask them to make an alternative selection.

# English

**SPECIFICATIONS: English Language, English Literature**

**AQA (8700/8702)**

**During Key Stage 4 all students are required to study GCSEs in both English Language and English Literature.**

The Year 9 programme in English aims to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word. The curriculum will prepare them for the greater challenges of their GCSE courses in both English Language and English Literature.

Assessment for the final GCSE in both English Language and English Literature consists of a total of four terminal examinations. Speaking and Listening (spoken language) no longer contributes to the final GCSE grade, however, a grade for this skill appears separately on the GCSE certificate. Assessment for spoken language is completed towards the end of Year 9.

## Content

### Reading:

- Non-fiction texts (e.g. articles, leaflets, web-based texts autobiography, travel writing, magazine and newspaper articles)
- Shakespeare
- Text(s) from the English Literary Heritage
- Modern Drama
- Literature from other cultures
- Poetry

### Writing:

- Writing for a range of audiences and purposes. Fiction and non-fiction.

### Speaking & Listening:

- Speaking and Listening in a range of contexts
- Spoken Language assessment (GCSE) consisting of a speech and questions.

### Skills that are developed Students are taught to:

- Demonstrate skills in speaking, listening, reading and writing necessary to communicate with others confidently, effectively, precisely and appropriately.
- Express themselves creatively and imaginatively.
- Select and adapt speech and writing to different situations and audiences.
- Become critical readers of a range of texts.
- Use reading to gain access to knowledge and to develop their own skills as writers.
- Understand that texts from the English, Welsh and Irish Literary Heritage have been influential and significant over time and explore the meaning of these today.

## English continued

- Understand how literature from other cultures is influential.
- Connect ideas, themes and issues, drawing on a range of texts.

### Assessment

#### English Language GCSE

The scheme of assessment is linear and concludes with two written examinations.

**Paper 1: Explorations in Creative Reading and Writing (Fiction)**  
**1 hour 45 minutes    80 marks                      50% of the GCSE**

Section A: Unseen Literature from the 20<sup>th</sup> or 21<sup>st</sup> century. Candidates will answer four questions.

Section B: Creative writing (eg a description or narrative)

**Paper 2: Writer's Viewpoints and Perspectives (Non-Fiction)**  
**1 hour 45 minutes    80 marks                      50% of the GCSE**

Section A: Unseen Literature from the 20<sup>th</sup> or 21<sup>st</sup> century. Candidates will answer four questions.

Section B: Creative writing (eg a broadsheet article or speech)

**AND**

#### English Literature GCSE

The scheme of assessment is linear and concludes with two written examinations.

**Paper 1: Shakespeare and the 19th Century Novel**  
**1 hour 45 minutes**

Candidates will study the two texts within the course and answer a question on each in the examination. The exam is closed book and therefore students will not have access to the text during the examination.

**Paper 2: Modern Texts and Poetry**  
**2 hours 15 minutes**

Candidates will study either a prose or play text and 15 poems from a pre-released anthology. This examination is also closed book and therefore students will not have access to the text during the examination.

**Web address for specification: [www.aqa.org.uk](http://www.aqa.org.uk)**

**Enquiries to: Mrs M Chambers – Learning Leader: English**  
**Email: [m.chambers@brookfield.hants.sch.uk](mailto:m.chambers@brookfield.hants.sch.uk)**

# Maths

**SYLLABUS: Mathematics J560**

**Exam Board: OCR**

**All students will begin their GCSE course in Mathematics in Year 9 and this will be assessed at the end of Year 11.**

## Content

The GCSE course aims to give students a sound and confident grasp of Mathematics.

Students will be required to demonstrate their knowledge, understanding and skills in the following areas of Mathematics:

- Number
- Algebra
- Ratio & Proportion
- Geometry
- Probability & Statistics

## Assessment

All students will study for a linear course in Mathematics. This will be assessed in a terminal examination, which will consist of three written papers each 1.5 hours long, in the summer of Year 11. Two of the papers will require the use of a calculator and the third will be non-calculator.

Students will be tested regularly during the GCSE course. Set changes may take place on the basis of these assessment results.

## Equipment

Students will be required to own a full Maths set including a scientific calculator - we recommend the Casio GT plus - these are all available in the student resource shop.

**Enquiries to: Mr P. Jordan, Learning Leader – Maths**

**Email: [p.jordan@brookfield.hants.sch.uk](mailto:p.jordan@brookfield.hants.sch.uk)**

# Science

## AQA

All students study for a minimum of two Science GCSEs. This is achieved through either the Combined Science route (worth two GCSEs) or the Separate Science route (worth three GCSEs).

All Science routes include the three Sciences: Biology, Chemistry and Physics, and during Year 9 students will study modules in each of the three Sciences. At the end of Year 9 students will be banded on achievement (based on internal assessment.) Those in sets one or two will go on to complete separate Science in Years 10 and 11, while the remaining students will complete the Combined Science route.

The exams for each of these courses will be at the end of Year 11.

There are eight required practical activities for each GCSE that will be completed in class throughout the course and kept in a log book. 15% of each exam paper will be linked to the practical skills developed within these required practical activities, therefore it is essential that all students are exposed to these specific investigations.

There is an increase in the Maths skills required for the Science papers. This varies depending on the paper. In Biology this is 10% of the paper, 20% for Chemistry and 30% for Physics.

Summary of Content		
Biology	Chemistry	Physics
Cell Biology and organisation	Atomic structure	Forces
Infection and response	Periodic Table	Energy
Bioenergetics	Bonding	Waves
Homeostasis	Quantitative Chemistry	Electricity
Inheritance and evolution	Chemical reactions	Magnetism/Electromagnetism
Ecology	Chemistry of the atmosphere	Particle model
		Atomic structure – radiation
		Space (separates only)

\*\*Separate Science students follow the same content but complete each unit to a higher level.

\*\*All students are now required to learn the equations they will need for the Physics paper.

## Assessment

### Combined Science (worth two GCSEs)

- Total of six exams at the end of Year 11 two for Biology, two for Chemistry and two for Physics.
- Each exam is worth 70 marks lasting for one hour and 15 minutes.
- 15% of the paper will be based on practical skills.

## Science continued

### Separate Science (worth three GCSEs)

- Total of six exams at the end of Year 11 two for Biology, two for Chemistry and two for Physics.
- Each exam is worth 100 marks lasting for one hour and 45 minutes.
- 15% of each paper will be based on practical skills.

**We recommend that students purchase the CGP Revision Guides at the beginning of Year 10, once their GCSE pathway (Combined or Separate Science) has been confirmed following Year 9.**

#### Enquiries to:

- **Mrs H Strutton – Acting Learning Leader: Science**  
Email: [h.strutton@brookfield.hants.sch.uk](mailto:h.strutton@brookfield.hants.sch.uk)
- **Mr Jack Wainwright – Deputy Learning Leader: Science**  
Email: [j.wainwright@brookfield.hants.sch.uk](mailto:j.wainwright@brookfield.hants.sch.uk)

## Modern Languages

French, German, Spanish

In Year 9, all students will continue to study at least one foreign language and may also opt to take a second, providing they have studied it in Year 8.

Students who have not studied either German or Spanish in Year 8 will not be allowed to take up these languages without the approval of the Languages Leader following a discussion with the student and his/her parents or carers.

### Year 9 Course Content

At Brookfield, our objective is to enable students of all abilities to develop their foreign language skills to their full potential, equipping them with the knowledge to communicate in a variety of contexts with confidence. We are passionate about the benefits that learning a language can bring and as such we strongly believe in languages as a skill for life and something students should enjoy and find rewarding.

This is why, in every lesson, students will be expanding their cultural knowledge whilst developing their language skills in a variety of contexts to build a solid base of vocabulary and grammar structures. This is aimed at supporting them to deal with everyday life in the countries where the language is spoken and/or communicating with visitors from these countries.

The Year 9 course develops the ability of students to excel at the four skills of Speaking, Writing, Listening and Reading through:

- Regular opportunities in lessons to converse in the foreign language in a spontaneous manner with the teacher and with peers.
- Read and listen to native speakers, sometimes via authentic materials and be given the techniques to respond to “GCSE style” comprehension questions.
- Regular practice writing in the foreign language with and without support in a variety of styles from writing official letters like job applications to blogs and social network profiles.
- A thorough understanding and application of grammatical rules in a variety of contexts.
- Weekly vocabulary memorization to allow for confidence building in all areas.

At the end of every term, students will be assessed using GCSE style reading, listening, speaking and writing assessments to allow the students to experience what the “real” GCSE exams are like and to allow them and their teachers to know what their strengths and weaknesses are so that they can design together a thorough revision and intervention plan, to allow them to start their GCSE in Year 10 with confidence and a positive attitude.

There may be opportunities for study trips to France, Spain and Germany for students, however the decision is made on a yearly basis based on the staffing situation and costs involved.

**Enquiries to: Mrs Wyatt** - Learning Leader: MFL [h.wyatt@brookfield.hants.sch.uk](mailto:h.wyatt@brookfield.hants.sch.uk) and/or **Mr Barrett**, Deputy Learning Leader [m.barrett@brookfield.hants.sch.uk](mailto:m.barrett@brookfield.hants.sch.uk)

# Geography

## Content

Students completing the foundation Geography Course will be provided with a thorough grounding in the skills and techniques needed to complete the GCSE Geography Course in Years 10 and 11.

We aim to provide students with:

- A balance of theoretical and practical work, encouraging an active involvement in the subject, which aims to motivate and inspire interest.
- An understanding of global geographical issues and encourage them to apply this to a range of contexts. This means students' real life skills are developed and become relevant to future decision making.
- An excellent start for students to develop their practical geographical skills which are transferable.
- An opportunity to use real skills (such as map reading) and the use of new technologies, like GIS, enquiry and analysis through fieldwork and research to assist geographical investigation. This helps motivate students as they can see how their skills fit into the modern world.

Four units will be covered during the course:

## Resource Management

This unit is concerned with the study of the unequal distribution of the earth's resources and the impacts that this will have on populations and environments across the world. The unit will focus on how we are currently using and exploiting many of our most precious resources (food, water, energy) and will begin to analyse the causes of and solutions to inequalities in their distribution. The unit will get students to begin evaluating the suitability of many of these solutions; including some controversial issues, such as the introduction of GM crops.

## Fieldwork investigation

Students will undergo a local field study and will complete a summary of their key findings, in keeping with the new GCSE fieldwork format that they will face in Year 10. The unit will provide an opportunity for students to begin synthesising the secondary information gained from class with the primary evidence collated from their fieldwork. The assessment for this aspect of the unit will be in the form of an exam – providing an opportunity for students to familiarise themselves with the assessment styles of GCSE.

## Natural Hazards

Building on the tectonic hazards unit studied at the beginning of Year 8, students will spend half a term addressing the causes, consequences and management strategies of 'Tectonic Hazards' and half a term on 'Climatic Hazards'. Time will be spent addressing the theoretical background; causes; impacts and management solutions to some of the most devastating

## Geography continued

and significant hazards of the 21<sup>st</sup> century. Students will begin the actual GCSE content towards the end of Year 9; therefore it will be essential that those who wish to take Geography into Years 10 and 11 opt for Geography in Year 9. Students will find that this unit will help to develop their graphicacy, descriptive, explanatory techniques, analysis and evaluative skills throughout this unit.

### Skills

- Team work.
- Creative thinking.
- Independent enquiry skills.
- How to solve problems and justify decisions made – **essential for most jobs and careers.**
- Using secondary data to find out about different peoples, cultures & environments – research and filtering skills.
- Reflective, analytical skills and communication skills.
- Higher order analysis and evaluation skills.
- Developing extended writing skills.
- Exam technique.
- Time management.

### Assessment

Regular mid unit and end of unit assessments will take place, in addition to skills development in self and peer marking activities. End of unit assessments will mirror the GCSE assessment criteria in their style:

**30%** of a student's end of year mark will come from a fieldwork investigation which will be assessed by a new GCSE-style 1 hour examination.

**70%** of the student's end of year mark will come from written exams throughout the course, during mid-unit and end-of-unit assessments.

**NB:** *The actual GCSE assessment will comprise of three papers:*

1. *UNIT 1: "Living with the Physical Environment" (1hr 30, 35%)*
2. *UNIT 2: "Challenges in the Human environment" (1hr 30, 35%)*
3. *UNIT 3: "Geographical applications" (1hr 15, 30%)*

Please note: It is imperative that students who wish to take Geography at GCSE choose it as an option in Year 9, as important GCSE course content is covered in the second half of the year.

**Enquiries to: Mr B Ware – Subject Leader (Geography)**

**Email: [b.ware@brookfield.hants.sch.uk](mailto:b.ware@brookfield.hants.sch.uk)**

# History

## General

In Years 9 to 11, the History Course is called the 'Schools History Project'. It is one of the most popular GCSE History syllabuses in English schools. The Course has five equally weighted sections amounting to 20% of the total GCSE:

## Content

### **The Peoples' Health, c1250 to present day**

In this section students are taught to gain a better understanding of the whole span of human development. They have to learn how medicine has changed in Britain between the Medieval period and the present day. This thematic study enables study of change and continuity across time periods and within each one.

### **The Norman Conquest, 1065-1087**

This depth study enables learners to understand how and why different interpretations of Norman England have been constructed. In particular they look at what lies behind the myth of 'the Norman Yoke' and should consider how much of this is myth and how much is reality.

### **History Around Us**

The History Around Us Unit is a special part of the students' GCSE course. By studying Portchester Castle and its history, students can get close to the real people who spent some of their lives there. The unit will reveal to students, perhaps for the first time that history is not something that only happens in books, or only happens to famous important people, but also happened to everyone, everywhere. They will have to develop new skills: observation, recording, questioning, collating, relating visual and written evidence, relating new and specific evidence to recalled general knowledge.

### **The Making of America, 1789-1900**

This period study follows the unfolding narrative of the making of America from the inauguration of the first president in 1789 to the end of the 19<sup>th</sup> Century when the USA was set to become the world's most dominant power. Students will need to understand how and why American territory expanded during these years and the relationship between this expansion and the cultures of indigenous Americans, African Americans and white Americans.

### **Living under Nazi Rule, 1933-1945**

This world depth study should enable learners to understand the impact of the Nazi dictatorship on people's lives both within Germany and across allied Europe. It explores the interplay of political, economic, social, racial and cultural forces at work in these societies.

## **History continued**

We encourage students to buy a Revision Guide we can stock for £3.50 in the school shop which covers all of the units.

**Enquiries to: Mr O Hoskins – Subject Leader - History**  
**Email: [o.hoskins@brookfield.hants.sch.uk](mailto:o.hoskins@brookfield.hants.sch.uk)**

# Computer Studies

## Computer Studies for all students

In Year 9 all students continue to study the Computing statutory requirements, but also begin to study aspects of the GCSE Courses and other qualifications offered in this area, such as Computer Science, IT and Business Studies.

From September students study the required theory covered by the Government's programme of study for Computer Science. This combines theory for IT as well as Computer Science.

Students will commence Year 9 with a unit in Computer Science. They will then sit an end of unit exam in this module, linked to the theory they have covered in class. Home Learning will be set during the unit.

Similarly, students will then take a mandatory unit linked to GCSE Business Studies, to help them decide whether this will be a suitable option for them in Years 10 and 11. Home Learning will again be set during the unit.

In January of Year 9 students will complete an iMedia/IT project, followed by a theory module which covers statutory requirements as well as GCSE theory. This is to ensure that students who consider this option are aware of what is involved in the course.

During the Spring Term in Year 9, students will start to consider options linked to the subject areas of iMedia, Computer Science, ICT and Business Studies.

Year 9 offers a real opportunity to allow the students to see which other subjects might be available in Years 10 and 11 within our department area. It is vital that students perform at their very best in these modules, as this could later impact on whether they can opt for the course in Year 10.

Please be aware that students who are interested in Computer Science will be required to attend some after school sessions if they are to be considered for the GCSE Computer Science course.

**Enquiries to: Mr G Mawers, Deputy Learning Leader - ICT**  
Email: [g.mawers@brookfield.hants.sch.uk](mailto:g.mawers@brookfield.hants.sch.uk)

## Religious Studies

### SYLLABI: AQA Religious Studies A

Religious Studies is a good foundation for any student keen on pursuing a career in teaching, charity work, community-based care roles, government and policy making, medical professions, management/human resources or a legal profession.

The GCSE syllabus we follow in Year 9 will encourage candidates to be ***inspired, moved and changed*** by following a broad, satisfying and worthwhile course of study. As they begin their study of philosophical and ethical issues as citizens of an ever changing world, it will challenge and equip students to lead constructive lives in society and encourage them to adopt an ***enquiring, critical and reflective*** approach to the study of ideas, religious perspectives and life itself.

As well as helping Year 9s to explore religions and beliefs, our Brookfield students will be reflecting on some of life's *fundamental questions* and should allow them to engage with stimulus intellectually and respond personally. In their moral and ethical studies students will ***reflect on and develop their own values, opinions and attitudes*** in light of their learning. The course can really enhance a student's spiritual and moral development, and contribute to their overall health and wellbeing. On top of this students will build their ***understanding of different cultures locally, nationally and in the wider world*** and contribute to social and community cohesion.

#### This course will enable candidates to:

- Adopt an enquiring, critical and reflective approach to the study of religion.
- Explore and reflect on fundamental questions, engage with them intellectually and respond personally.
- Enhance their spiritual and moral development, and contribute to their health and wellbeing.
- Enhance their personal, social and cultural development, their understanding of different cultures locally, nationally and in the wider world and to contribute to social and community cohesion.
- Develop their interest in and enthusiasm as a member of the community and relate it to the wider world.
- Reflect on and develop their own values, opinions and attitudes in light of their learning.

#### Assessment

We follow the AQA GCSE A syllabus which has two components; the study of different religions with particular reference to Christianity and Islam and 'Thematic Studies' which takes a different perspective on what can be learned about the holistic side of life. In this way,

## **Religious Studies continued**

Religious Studies encourages learners to develop the ability to construct well argued, well-informed, balanced and structured written arguments. The students engage with questions of belief, value, meaning, purpose, truth, and their influence on human life as well as reflect on and develop their own values, beliefs and attitudes as part of their preparation for adult life in a pluralistic society and global community. The Religious Studies Department traditionally achieves excellent results compared to national data and aims to continue this success with the new specification.

Assessments will take place in class for the duration of the year.

**Enquiries to: Mr R Charlesworth - Learning Leader: Humanities**  
**Email: [r.charlesworth@brookfield.hants.sch.uk](mailto:r.charlesworth@brookfield.hants.sch.uk)**

## **PSHE**

### **PERSONAL, SOCIAL, HEALTH and ECONOMIC EDUCATION**

All students will follow this non-examined course of one hour per fortnight until students start their option choices after May half term when.

A CAB score will be reported.

#### **Content:**

Students will study modules on:

- **SRE Sex and Relationships education including:**
  - Self esteem
  - Different types of relationships, healthy boundaries and assertiveness
  - Gender and sexuality
  - Healthy and unhealthy relationships (including DV)
  - Understanding consent and the law
  - Intimacy
  - Contraception
  - Unplanned pregnancy
  - Sexually transmitted infections
  
- **“Tough Topics” Safety and Risk Awareness rotation:**
  - Female Genital Mutilation
  - Sexting
  - Radicalisation
  - Self-Harm
  - Cyber Safety
  - Child Sexual exploitation
  
- **Options and choices to be made including:**
  - A look at Years 10 and 11
  - Option Talks

**Enquiries to: Mrs J Swan – Subject Leader: PSE**

**Email: [j.swan@brookfield.hants.sch.uk](mailto:j.swan@brookfield.hants.sch.uk)**

## PE

### PE - a non-examined subject, compulsory for ALL students

Within Physical Education students will continue to participate in a varied and inclusive curriculum designed to extend upon previous learning in year 7 and 8. Students will be assessed in:

- Evaluating and Improving Performance
- Ability as a performer
- Making and Applying Decisions
- Making Informed Choices about Healthy Lifestyles

### Content

A range of activities are offered at school, including:

- Athletics
- Badminton
- Basketball
- Cricket
- Cross Country
- Fitness Training
- Gymnastics
- Hockey
- Netball
- Volleyball
- Rounders
- Rugby
- Football
- Softball
- Tennis

It is a requirement of National Curriculum PE that students study a variety of activities in depth, including athletics, an aesthetic and games based activity. At the end of the activity, performance is assessed and marked in line with GCSE grades.

Within each of these activities, students' performance and understanding will be developed and extended. Students will have the opportunity to plan and evaluate their tactics and performance in competition, ultimately leading to improvement. Furthermore, they will be expected to take on roles of responsibility such as coach/captain/umpire through sport education.

Extra-curricular clubs will continue to enrich students' experience of Physical Education outside of lesson time. We will continue to provide a variety of different sporting activities and encourage all students to make the most of these opportunities and represent their school.

The PE Department has **two** challenging, yet diverse Key Stage 4 courses to offer Brookfield students. **Students considering studying in this area need to show a commitment to core and extra-curricular PE;** an excellent kit record, positive behaviour/attitude towards the subject and the ability to be an independent learner.

## PE continued

- GCSE is for the highly competent sports person with a strong interest in the physiology of the body, Psychology and Biomechanics.

The practical element of the course is worth 40% and students will need to submit marks from 3 different sports or activities. One of these must be a team sport, one must be an individual sport, and the third may be either a team or an individual sport. (These sports or activities must come from the agreed list published by AQA)

The theory element of the course is worth 60% and is assessed through two challenging theory examinations at the end of the course.

- BTEC PE is for the students with a lower practical competency who have an interest in the sports industry.

Students will develop a portfolio of evidence which will allow them to complete the course with a Pass, Merit or Distinction. Their portfolio will include coursework which will be completed throughout the two years. The course is designed to be as practical as possible and can therefore be assessed through a wide variety of assessment methods, such as giving students the opportunity to lead activities in different sports, deliver presentations and act as coaches trying to improve performance. It is likely that an exam will form part of the assessment for the course, but this has still to be confirmed.

Students who are considering choosing either GCSE PE or BTEC PE in Year 10 will need to indicate this on their options form. These students will then follow a foundation PE Course in Year 9 which will equip them with the theoretical knowledge and background to access either GCSE or BTEC PE in Years 10 and 11. During Year 9 they will have the opportunity to select one of these options for Year 10 or they may decide not to study for a PE qualification after all.

**Enquiries to: Mr Ablitt – Learning Leader : PE**  
**Email: [r.ablitt@brookfield.hants.sch.uk](mailto:r.ablitt@brookfield.hants.sch.uk)**

# Art

## Course Content and Skills:

Students will engage in numerous exciting and challenging projects over the year which will broaden and deepen their knowledge, skills and understanding in Art. They will produce images, artefacts and other creative outcomes that are both original and of personal value.

Through investigation and understanding of artwork from a wide range of cultures, times and contexts, students will respond creatively through exploration of a wide range of materials, tools and techniques.

Students will be given the opportunity to develop their skills on an individual and collaborative basis through a range of art disciplines, including:

- Drawing, painting, printmaking,
- 3D construction, ceramics,
- Digital media and mixed-media.

## Assessment:

Students will produce work that will be assessed similarly to GCSE standards. Marks are allocated for design work, development of ideas, practical skills and presentation. After a baseline skill and knowledge assessment, students will complete further drawing assessments throughout the academic year to equip them with the skills required for Art at GCSE level.

## Requirements:

- A high commitment to researching, practical work and designing at home, as well as in school.
- An A4 sketchbook for their projects. This can be bought from the school shop for £1.75.
- Basic stationery should be provided by the student. It is also advised that students consider buying a selection of sketching pencils and colouring pencils. These can be bought from good quality art suppliers, pencils range from £5-£15 per pack depending on amount and quality. The school shop also sells Art Packs including this equipment.

**Enquiries to: Mrs Taylor-Wood, Subject Leader: Art**  
**Email: [s.taylorwood@brookfield.hants.sch.uk](mailto:s.taylorwood@brookfield.hants.sch.uk)**

## Art Textiles

### Course Content and Skills:

Students studying this Course will gain an insight into how textiles are constructed and can be decorated.

They will have practical experience of a variety of processes such as silk painting, weaving, knitting, embellishing fabrics, fashion design, and be encouraged to demonstrate a high level of finish.

Students will research a variety of wide ranging topics that will act as sources of inspiration for creative design work, along with research into various textile designers.

In each project students will develop their ideas and produce a finished end product, using their creative and innovative skills, eg bag, wall hanging, soft sculpture.

Students will be taught how to use the sewing machine safely and correctly, and encouraged to use its decorative features to enhance their skills.

### Assessment:

Students will produce work that will be assessed similarly to GCSE standards. Marks are allocated for design work, development of ideas, practical skills and presentation.

### Requirements:

- A high commitment to researching, practical work and designing at home.
- An A4 sketchbook for their projects. These can be bought from the school shop for £0.80 – stapled or £1.75 – spiral bound.
- Provision of specialist fabrics/equipment where needed (estimated cost £5-£15).
- Basic stationery should be provided by the student. It is also advised that students consider buying a selection of threads and needles, sketching pencils and colouring pencils. These can be bought from good quality art suppliers, pencils range from £5-£15 per pack depending on amount and quality. The school shop also has Art Packs for sale.

**Enquiries to: Mrs S Taylor-Wood – Subject Leader - Art & Design**

**Email: [s.taylorwood@brookfield.hants.sch.uk](mailto:s.taylorwood@brookfield.hants.sch.uk)**

# Citizenship

## SYLLABUS: OCR Citizenship

The Citizenship option should particularly be given serious consideration next year for any student keen on pursuing a career in teaching, charity work, community-based care roles, government and policy making, medical professions, management/human resources or a legal profession.

The GCSE syllabus we follow in Year 9 will encourage candidates to be ***inspired, moved and changed*** by following a broad, satisfying and worthwhile course of study. It will challenge and equip students to lead constructive lives and encourage them to adopt an ***enquiring, critical and reflective*** approach which are essential to life in an ever-changing society. In their moral and ethical studies students will ***reflect on and develop their own values, opinions and attitudes*** in light of their learning. Students will build their ***understanding of different cultures locally, nationally and in the wider world*** and contribute to social and community cohesion.

### Taking this course will enable candidates to:

- Adopt an enquiring, critical and reflective approach to the world around them.
- Enhance their personal, social and cultural development, their understanding of different cultures locally, nationally and in the wider world and to contribute to social and community cohesion.
- Develop their interest in and enthusiasm as a member of the community and relate it to the wider world.
- Reflect on and develop their own values, opinions and attitudes in light of their learning.

### Assessment

The syllabus we follow in Citizenship Studies is OCR J270. This involves three units which explore the role of the individual from a local, national and wider world perspective. Students are also encouraged to take a more active part in society through The Citizenship in Action Unit that partly involves developing a campaign to achieve a better society through a particular cause. This is an increasingly popular course and we currently have five GCSE classes studying it at Key Stage 4.

Assessments will take place in class for the duration of the year.

**Enquiries to: Mr R Charlesworth - Learning Leader: Humanities**  
**Email: [r.charlesworth@brookfield.hants.sch.uk](mailto:r.charlesworth@brookfield.hants.sch.uk)**

# Dance

## Course Content

The Year 9 Dance Course will be an action packed foundation year in preparation for the full GCSE course in Years 10 and 11. It will continue to build on the skills students have developed in Years 7 and 8. Students will do this through the continued study of dance technique, professional dance works and a variety of creative and original choreographic tasks.

## Skills

- Dance technique
- Appreciation of professional works and student choreography
- Development of peer assessment
- Acquisition of dance vocabulary
- To further develop choreographic knowledge and understanding through motif development and variation skills in appreciation and practical tasks
- Development of performance skills

## Assessment

Students will be assessed on their contribution to:

- Solo composition
- Group choreography
- Performance in a group
- Appreciation and evaluation of performance and choreography orally and through writing.

### Enquiries to:

**Mrs E Fenner – Subject Teacher: Dance & Drama**

**Email: [e.fenner@brookfield.hants.sch.uk](mailto:e.fenner@brookfield.hants.sch.uk)**

or

**Mr D Moors – Subject Teacher: Dance**

**Email: [d.moors@brookfield.hants.sch.uk](mailto:d.moors@brookfield.hants.sch.uk)**

# Drama

## Course Content

The Year 9 Drama course will be an exciting foundation year in preparation for the full GCSE course in Years 10 and 11. It will develop the skills that the student has acquired when working with script and devised methods, to create more detailed and creative performance work, as well as a more able and confident performer. Through their studies the student will explore a full length play, create original theatre using naturalistic and non-naturalistic acting styles, and acquire an ever increasing appreciation of the demands of performing in front of an audience. Students should expect to participate in a range of exciting and dynamic performance pieces, as an individual, as part of a small group and as a whole class. Students will also gain a critical appreciation of theatrical performances through watching live or digital work.

## Skills

In this course you will develop the following skills:

- Knowledge and understanding of performance styles, themes, and skills
- Developing original performance work through scripted and devised methods
- Reflecting on your own work and the work of others
- Writing about performance work
- Social and communication skills

## Assessment

Students will be assessed on their contribution to:

- Develop and perform a role as part of a group and as an individual. This is for both script work and devised work.
- Contribute to the rehearsal process.
- Reflect orally, and in writing on performance work with an appreciation of the skills used.
- Use the vocabulary of the subject effectively.
- Be able to communicate in writing how acting skills are used to perform set scripts.

**Enquiries to: Mr J Drake or Mrs A Lisby – Co-ordinators of Drama & Dance**

**Email: [j.drake@brookfield.hants.sch.uk](mailto:j.drake@brookfield.hants.sch.uk) or [a.lisby@brookfield.hants.sch.uk](mailto:a.lisby@brookfield.hants.sch.uk)**

## Design and Technology - Graphics

### Content:

Students studying this course will gain a broad understanding of the whole design industry, taking into account how a wide variety of materials and processes can be used to make products. Students will be expected to know how electronics, mechanisms and modern materials can be used to further develop products. They will also gain an understanding of textiles technology.

Graphics students will be investigating a range of designing and making skills. This will involve using research into areas such as existing products, typography, colours, target audience needs and manufacturing processes. These skills will enable students to create specific design criteria that lead towards the completion of a quality end product. Materials used for the development of prototypes will mainly be card, board and other soft materials.

### Skills Covered:

- Critique and refine their own ideas whilst designing and making.
- Develop a broad knowledge of materials, components and technologies.
- Use practical skills to develop high quality, imaginative and functional prototypes.
- Demonstrate safe working practices in design and technology.
- Use key design and technology terminology.

### Assessment:

Students will produce work that will be assessed similarly to GCSE standards. Marks are allocated for research, development of design ideas, practical skills and evaluation. Students will be expected to work at home each week, learning their theory content and producing a folder of notes.

### Requirements:

- Drawing equipment to include pen, pencil, rubber, sharpener, quality colouring pencils and fine liners (estimated cost £10-20). In addition to this some students will need an A4 ring-binder folder with file dividers, these are available from the school shop for less than £2.
- An enthusiasm to learn theory content and produce high quality design folder in school and at home.

**Enquiries to: Mr D Coulson – Learning Leader: Technology**

**Email: [d.coulson@brookfield.hants.sch.uk](mailto:d.coulson@brookfield.hants.sch.uk)**

## Design and Technology - Resistant Materials

### Content:

Students studying this Course will gain a broad understanding of the whole design industry, taking into account how a wide variety of materials and processes can be used to make products. Students will be expected to know how electronics, mechanisms and modern materials can be used to further develop products. They will also gain an understanding of textiles technology.

Students studying this Course will be investigating a range of designing and making skills. They will be using their research skills to explore existing designs and products, analyse client needs and create specific design requirements to help them develop their own design ideas. They will develop their drawing and presentation skills using a range of media, including computer-aided design, to create innovative ideas that can be taken forward to the manufacturing stage.

Practical work will encourage skilful and safe use of hand and machine tools as well as computer-aided manufacture with the laser cutter. In general course materials are provided but students are welcome to bring suitable materials from home to help produce a quality end product.

### Assessment:

Students will produce work that will be assessed similarly to GCSE standards. Marks are allocated for research, development of design ideas, practical skills and evaluation. Students will be expected to work at home each week, learning their theory content and producing a folder of notes. They will be tested on this theory in class.

### Requirements:

- The ability to take responsibility for their own learning and work safely and sensibly in lessons.
- An enthusiasm to create high quality design drawings and practical work both in school and at home.
- Drawing equipment to include a pen, pencil, rubber, sharpener, quality colouring pencils and fine liners (estimated cost £10-20). Students will be expected to purchase an A4 ring-binder folder with file-dividers, these are available from the school shop for less than £2.

**Enquiries to: Mr D Coulson – Learning Leader: Technology**

**Email: [d.coulson@brookfield.hants.sch.uk](mailto:d.coulson@brookfield.hants.sch.uk)**

## Food Studies – Food Preparation and Nutrition

This course will prepare students for their Year 10 and 11 studies in this subject area. It will cover a range of basic preparation techniques and skills.

The focus for the year is broadly “Food and the Environment”.

Initially we study the provenance of food, sustainability of supply and traceability. A number of related practical dishes are included eg apple and blackberry pie, fish or chicken cakes.

We aim to include an element of practical investigation and also cover the basic cake making skills required for both the GCSE and Level 1/2 qualification in Hospitality and Catering which run in Years 10 and 11. This normally leads into “The Great Brookfield Bake Off” where students are able to make a range of sweet and savoury items focusing on methods of preparation such as rubbing in, creaming, whisking and melting.

We aim to cook approximately every two weeks which means that a commitment to provide ingredients is essential. **Students who have no interest in practical cookery should not opt for this subject.**

This course is of value, both to those who wish to pursue a catering career and to those who just wish to gain confidence and expertise in cooking as a life skill. However, it does require commitment and a high level of organisation and enthusiasm. Although it is a practical subject there is a significant element of written work. This is assessed by regular testing and the setting of home learning tasks to reinforce learning in the classroom. **It is not a suitable option for those who are not committed to this element of the subject.**

**Enquiries to: Mrs J Shackell, Learning Leader – Food Studies**  
**Email: [j.shackell@brookfield.hants.sch.uk](mailto:j.shackell@brookfield.hants.sch.uk)**

# Music

## Course Description

Throughout the course we will introduce the students to the range of skills needed for GCSE Music. We will focus primarily on the Composition and Performance skills which make up the majority of the GCSE Course (60%). We will also look at the listening skills required for identifying musical features and instruments within a piece of music. We will enable all students to become confident composers and performers through a range of class, small group and individual activities.

## Course Content

We will explore music from a wide range of genres and traditions including Popular Music, Jazz, World Music and Orchestral Music. Through a range of composition tasks we will introduce the students to the technology and music production software in the Department which will support them with composing their music. We will look at a range of ways of notating music, including staff notation, so that all students are confident in their ability to record musical ideas. Students will have the opportunity to compose music in small groups, pairs and individually (later in the year).

We will undertake a range of performance tasks which will allow students to develop their instrumental/vocal skills. We will also explore how a piece of music can be layered to create an effective composition. Students will also develop a thorough understanding of what makes a good performance both when playing as an individual and as part of a group.

## Assessment

The students will be assessed on their composition, listening and performance skills. They will be given critical feedback on:

- How to develop their performing skills, including building confidence.
- How to develop their composition ideas to create exciting, imaginative and successful music.
- Identifying different compositional techniques through listening.

By the end of the year we hope to ensure that all students are confident young musicians who are proficient in both composition and performing.

**Please note that while performing on an instrument/voice is not a requirement for Year 9, the GCSE Music syllabus in Year 10 and 11 includes performing which is worth 30% of the course, and students must be able to perform on an instrument. Therefore, all students taking the GCSE course would be strongly advised to receive regular instrumental/vocal lessons on their first instrument. There will be an additional charge for this if lessons are taken with a Hampshire Music Service teacher organised through the school.**

**Enquiries to: Mr B Cull – Learning Leader: Music**  
**Email: [b.cull@brookfield.hants.sch.uk](mailto:b.cull@brookfield.hants.sch.uk)**

# Music Technology

This is a one year course that will be completed during Year 9.

## Introduction

The Music Technology Course is designed to provide students with an excellent learning base in the use of sequencing software. The course aims to develop a range of skills and attributes related to music technology. It will provide a structure and opportunity for learners to use software and equipment to record, produce and edit music and develop creative skills.

## Aims

The course aims to enable learners to:

- Develop skills in music technology and the recording process
- Develop their technical skills using music technology
- Perform using music technology

## Set up and Operate Audio/MIDI Sequencing Software

This unit is about using modern sequencing software to realise musical ideas. It explores the differences between sequencing using audio samples and MIDI (or virtual instruments) sequencing, and how the two can be combined to create music. Students will explore the technology, and then use it to make music.

## Create music using audio/MIDI sequencing software

This unit is about using modern audio/MIDI sequencing software to realise musical ideas. Students will be able to set up and operate the software. This unit focuses on the creative and effective use of the software to create music.

## Assessment

The students will produce a portfolio of work that covers all learning outcomes for each of the units. This portfolio will comprise of a number of forms of evidence that will include; music compositions and arrangements (using Logic Pro software) and written evidence that supports their understanding.

This course is ideal for any student wishing to develop their understanding, creative and practical skills in Music Technology, and who may also be considering NCFE Music Technology as an Option in Years 10 and 11 as well as post 16 Music Technology qualification such as A Level Music Technology.

Enquiries to: Mr B Cull – Learning Leader: Music  
**Email:** [b.cull@brookfield.hants.sch.uk](mailto:b.cull@brookfield.hants.sch.uk)

