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Byrchall High School

A GUIDE TO YEAR 9

LIVE TO LEARN, LEARN TO LIVE

Contents: Y9

Welcome to Year 9

DEVELOPMENT: The Key to Long-term Success

We hope you will find this information useful and will keep this booklet for reference throughout the year. Please contact us to discuss any concerns or issues you may have with regard to the information and guidance we have set out in the following pages.

Pastoral Information

The Form Tutor is usually the first port of call for day to day issues in school. The Year 9 Form Tutors are listed below, with school email addresses that you can contact them on:

R1	Mr A Clare	aclare@byrchall.wigan.sch.uk
R2	Mrs S Daniel	sdaniel@byrchall.wigan.sch.uk
	Mrs M Mehnert	mmehnert@byrchall.wigan.sch.uk
S1	Miss A Moore	amoore@byrchall.wigan.sch.uk
S2	Ms B Stewart	bstewart@byrchall.wigan.sch.uk
T1	Ms E Lloyd	elloyd@byrchall.wigan.sch.uk
T2	Ms M Wood	mwood@bychall.wigan.sch.uk
V1	Mrs A Clancey	aclancey@byrchall.wigan.sch.uk
	Miss E Hoey	ehoey@byrchall.wigan.sch.uk
V2	Mrs K Bradshaw	kbradshaw@byrchall.wigan.sch.uk
HOY	Miss R Radcliffe	rradcliffe@byrchall.wigan.sch.uk
PSO	Mrs J Dean	jdean@byrchall.wigan.sch.uk

PASTORAL SUPPORT TELEPHONE NUMBER (01942) 728221 Extension 224

The Head of Year (HoY) for Year 9 is Miss Radcliffe (rradcliffe@byrchall.wigan.sch.uk). The Assistant Headteacher in charge of the upper school is Mrs Wilkinson (twilkinson@byrchall.wigan.sch.uk). The Assistant Headteacher in charge of safeguarding and inclusion is Mrs Hudson (ahudson@byrchall.wigan.sch.uk). The pastoral team are supported by the SENCO, Mrs Brown.

There are a number of staff in school who are designated staff in charge of child protection. The named designated person for Safeguarding is Mrs Hudson. The deputy designated lead is Miss H Rutter. The Pastoral Support Officer is Mrs J Dean.

The attendance team is run by our Attendance Manager, Mrs L Johnson, and she or a member of her team may contact you in relation to your child's attendance. We are committed to full attendance in school and believe that outstanding attendance is crucial for a child to make good academic and social progress.

We also have a First Aider in school - Miss D Worrall. She is not a school nurse, but can deal with minor accidents that happen in school and she oversees Health Care Plans for children with medical conditions such as diabetes.

Holiday Dates

AUTUMN TERM 2023	
Staff Training Day	Monday 4th September 2023
Term Starts	Tuesday 5th September 2023
Half Term Holiday	Monday 23rd October 2023 – Friday 27th October 2023
Term Ends	Friday 22nd December 2023

SPRING TERM 2024	
Staff Training Day	Monday 8th January 2024
Term Starts	Tuesday 9th January 2024
Half Term Holiday	Monday 19th February 2024 – Friday 23rd February 2024
Term Ends	Thursday 28th March 2024

SUMMER TERM 2024	
Term Starts	Monday 15th April 2024
Bank Holiday	Monday 6th May 2024
Half Term Holiday	Monday 27th May 2024 – Friday 31st May 2024
Staff Training Day	Friday 28th June 2024
Term Ends	Friday 19th July 2024

The School Day

Your child should arrive in school by 8.25 am at the latest to allow time to get to their form room by 8.30 am.

Students can arrive in school from 7.45 am to get breakfast in the Dining Room, supervised by a member of staff, or they can go to the LRC and use the facilities in there for some additional learning.

Registration is from 8.30 - 8.55 am each morning. In registration your child will receive their morning mark and their form teacher will check that they are ready for the school day by ensuring that they are wearing their uniform correctly and have a planner and all the necessary equipment (pen, pencil, ruler, etc.) for the day.

Twice a week there will be a formal assembly for each year group during registration. If you child arrives in school after registration (8.55 am) they must sign in at Student Enquiries.

Period	Time	Length
Warning Bell	8.25 am	
Registration	8.30 - 8.55 am	25 mins
Period 1	8.55 - 9.55 am	60 mins
Period 2	9.55 - 10.55 am	60 mins
Break	10.55 - 11.15 am	20 mins
Warning Bell	11.10 am	
Period 3	11.15 am - 12.15 pm	60 mins
Period 4	12.15 - 1.15 pm	60 mins
Lunch	1.15 - 2.00 pm	45 mins
Warning Bell	1.55 pm	
Period 5	2.00 – 3.00 pm	60 mins
Finish of day	3.00 pm	
Total =		32.5 hours

Strong Recommendations

We highly recommend that your child gets the most out of what Byrchall has to offer to support their personal and educational development. Your child can access our LRC or one of our many after school clubs for sports, performing arts, community activities, enterprise events, subject clubs or for homework and intervention to support learning. An example of the range of opportunities on offer can be seen on the Activities Page.

Days and timings for these may change throughout the year according to events; you and your child will be informed through the school website, social media or via School Synergy, our communications system. We will email information to parents, as the school has adopted a paperless communication policy, so please ensure your contact details are routinely checked and updated. This can be done via the school office or via a general enquiries submission using School Synergy.

Byrchall Positive Behaviour Systems

Celebrations and Consequences

We expect all our students to be part of our school community, show respect and behave responsibly so that everyone can safely fulfil our school mission statement

Live to Learn: enjoy and achieve, Learn to Live: now and in the future

We reinforce our expectations with a range of celebrations and consequences. We seek to create an environment which encourages and reinforces positive behaviour and fosters positive attitudes. We do this with a variety of immediate and longer-term awards for students who do, and continue to do, the right thing. However, we recognise that young people do make poor choices at times and we have a tiered system of consequences for managing such situations. Your child will be given a number of opportunities in a lesson to correct any unhelpful behaviour. However, if they continue to behave inappropriately this will be recorded on our system and they will face a consequence, which will depend on what they have done.

Sanctions range from a short break time detention, contact home to a longer lunchtime or after school detention, to time in our Reflection room and some element of restorative justice. Our behaviour system is divided into two levels; Stage 1 for low level classroom behaviours or uniform infringements up to lesson truancy and failure to follow a reasonable instruction and Stage 2 for more serious issues, such as hurting another student, or being rude to staff. Our expectations for positive behaviour are shared regularly with the students and both behaviour and achievement records can be seen on the Synergy app. Please do not hesitate to contact your child's Form Tutor, in the first instance, or Head of Year should you wish to discuss their behaviour

Uniform and Resources

School uniform is checked by form tutors every morning to ensure that students uphold our high standards with regard to dress code, and to check on essential items for a successful day. Students are expected to wear their uniform correctly at all times, and this includes the journey to and from school. If there is a breach of the uniform code, home will be contacted to try to remedy the situation. It may mean that the student concerned will have to work off timetable until the issue is resolved. For the complete list of uniform for Byrchall High School, please contact the main school office. Below is a summary:

Normal Uniform

- Blazer – regulation claret with badge
- Trousers – boys regulation charcoal grey, girls' regulation grey school trousers
- Skirt – regulation grey stitched down pleated skirt of a reasonable length
- Shirts/blouses:
  - -Boys Years 7-10: plain white school shirt no badges
  - -Boys Year 11: plain blue school shirt no badges
  - -Girls Years 7-10: plain white revere collar shirt (short sleeves an option)
  - -Girls Year 11: plain blue revere collar shirt (short sleeves an option)
- V-neck plain claret slip over jumper (optional)
- Regulation school tie for boys, optional grey/claret scrunchie for girls
- Socks/tights – boys plain black socks, girls plain black socks or opaque black tights
- Shoes – plain black shoes, low heels for girls
- Coat – single colour waterproof coat/jacket NOT a 'hoodie'
- Jewellery – the school operates a no jewellery policy, only a watch may be worn
- Hair – no extreme hair styles; hair should be of a natural uniform colour
- Makeup – no makeup to be worn, no false eyelashes and no false nails.
- Students wearing incorrect uniform will be asked to change into the correct item of uniform as required

Physical Education

All items should be clearly marked with the owner's initials.

- White/black trainers – no Velcro
- Football boots – advice can be given by PE staff
- Regulation claret/navy polo shirt reaching below the hips for girls and boys
- Regulation claret/navy shorts for boys, "skort" for girls
- Regulation reversible claret/navy rugby shirt for boys
- Regulation claret socks for boys and girls
- Navy regulation hooded sweat shirt and navy jogging bottoms for girls and boys

Protective Clothing

Art: Old shirt or apron.
Product Design: Apron. Personalised embroidered aprons for Food are available from Sportsline. Students with hair of a length that could potentially be of a hazard are expected to tie it back.

Equipment

Students are expected to come to school each day with the necessary basic equipment that they will need for their lessons. As a minimum it is expected that students will have a pen, pencil and ruler along with their jotter and reward card. These will be checked each morning by form tutors. Students need to have a scientific calculator for Maths and Science lessons. Your child's Maths teacher will recommend the most appropriate model to buy.

Mobile Phones/Headphones/Airpods

We appreciate that, as parents, you may wish your child to have a mobile phone so that you can contact them after school. In school, however, phones can be a distraction from learning and are not always conducive to a positive learning environment. The use of social media, messaging and texting can also be an issue that our pastoral team are having to deal with too often. We therefore have a policy that phones should be **switched off** in school (not just on silent) and be put away in bags or blazer pockets. If a phone, headphones or airpods are seen or heard in school during the school day they will be confiscated. The mobile phone protocol gives more detailed information on the sanctions for not following our rules on mobile phones.

Shoes

Along with the uniform mentioned on the previous page, special mention needs to be made about shoes. Only black shoes are allowed to be worn in school; **not boots or trainers**. Please beware of shops or your children telling you that certain footwear is acceptable. Trainers have trainer soles, shoes do not. Please speak to a member of the pastoral team if you are unsure if certain footwear is acceptable for school. Students not wearing the correct footwear will be required to change them for a pair of appropriate shoes provided by school.

Hair

Hair should be of a reasonable style. Extreme hairstyles are not acceptable. We do not allow shaved heads, tramlines or extreme graduations of hair length. Only natural hair colours are permitted.

Celebrations

We believe in focusing on the positive at Byrchall. To fit in with this there are a range of positive awards for your child to earn that cover all aspects of school life.

Celebrating and promoting our core values is a key part of developing the potential of our students, as this:

- promotes a sense of belonging to our school community
- builds and maintains relationships between staff and students
- makes school an enjoyable experience
- encourages students to repeat desired behaviours
- contributes to students' self-esteem and confidence

House Points - 'Spend, Save or Donate'

All students will have a house point card which teachers will stamp for a range of positive reasons, such as good work, good manners, being helpful, etc. When your child has a full house point card they can exchange this for a voucher that they can 'spend' in the Fair Trade Tuck Shop or 'save' it to buy something more expensive. Alternatively, your child can 'donate' their card to allow school to purchase 'Oxfam Unwrapped Charity Gifts' for less fortunate communities in our world. House points are also given electronically for 100% attendance, participation, and contributing to the school community.

Attendance

Attendance is monitored throughout the week and the highest form group in each year is awarded the Attendance Trophy. Members of the form group also receive a small treat. Achievement points are awarded each week for 100% attendance. 97%+ attendance for the half term and most improved attendance are celebrated in assemblies and pupils receive a small prize.

Subject Awards

Many subjects run their own additional reward schemes to supplement the House Point system. These include raffles, praise cards, 'stars of the week' and treats.

Recording Celebrations

All awards are recorded electronically on your child's records and this will accumulate House Points for themselves and their house.

You can keep track of your child's personal House Points through the Synergy app. House Point totals will be published at the end of the year and celebrated at our annual Founder's Evening. The winner of the House Points competition for each year group and House are celebrated weekly.

Founder's Evening

We also celebrate subject and school achievements at our annual Founder's Evening at Haydock Park Racecourse.

End of Year Celebration

Each year group will have a specific reward event in the Summer term. Students will qualify for this reward e.g. a trip or a party by earning achievement points and not accruing behavior points. The criteria for qualification will be published in September.

2023
FRIENDS OF BYRCHALL
OUTSTANDING COMMUNITY SERVICE AWARD

Support with Learning

School Synergy

School Synergy is our system that helps parents and pupils to keep track of many aspects of school life, such as homework, extracurricular clubs, events, attendance, remote learning, behavior (including consequences) and achievements. This can be accessed via a parent/student App or direct via the byrchall.schoolsynergy.co.uk website. The school will share all information and updates with parents via this system.

Homework

Regular homework is an integral part of learning. The tasks set will help students to consolidate develop and broaden their learning. It also helps students to become confident and independent learners, which will help them throughout their time at school and in adult life. Students in Year 9 should have between 6-10 hours of homework per week. All homework will be posted on the School Synergy App and website, and students will record it in their jotters along with the date for completion.

Homework activities can take many forms. Some examples of the types of homework students could be given are:

- Extended writing pieces
- Reading
- Preparation for assessments
- Research and note-making
- Learning key vocabulary/formulae etc.
- Designing and creating a visual piece of work
- Past exam paper practice

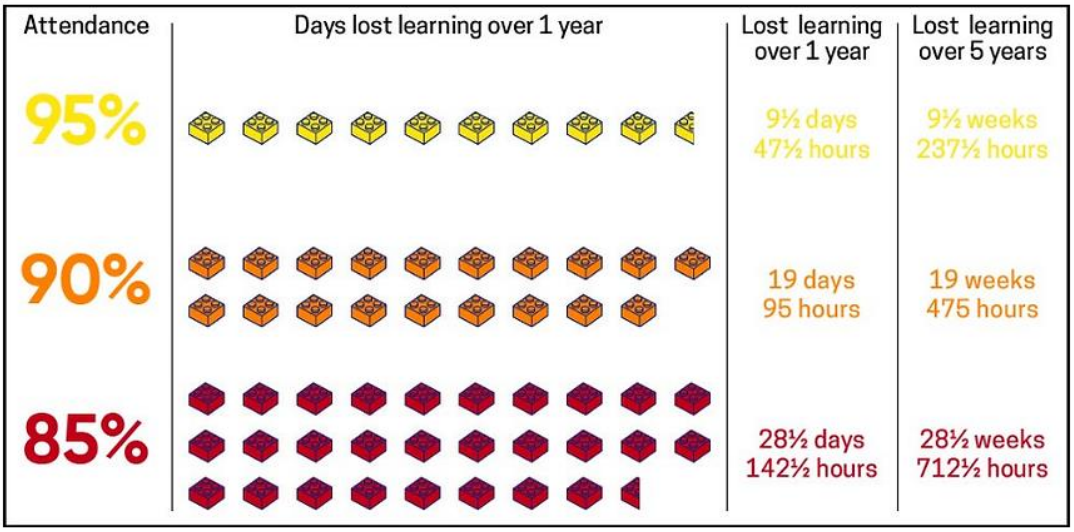
Intervention

Students who are identified as benefitting from additional support will be supported in a range of ways. For example, in lessons increased questioning from their teacher, additional scaffolding in lessons for tasks or additional homework. Some pupils may work one-to-one or in a small group with a Specialist Intervention Tutor. This support is available to all. School will communicate details with you, as appropriate.

Attendance and Absences

At Byrchall High School outstanding attendance and punctuality is our aim for every student. Full attendance maximises learning opportunities and parents/carers have a vital role in promoting good attitudes towards attendance. We ask for support from parents/carers to ensure that their children are present at every opportunity, to arrive on time and to avoid allowing children to stay at home unnecessarily, or taking them out of school without authorisation. Evidence shows that students who attend school regularly make better progress both academically and socially. Therefore, we monitor and review the attendance of all pupils constantly.

Research shows there is a link between the amount of time a student takes off school, and how well they do in their exams. This is why we have a minimum attendance target of 97%+ for each student. Every lesson counts and it is this commitment to learning that will have a positive effect on student's examinations and their futures. We are proud of our attendance figures that are above both the Local Authority and National Average.



If you know that your child will be absent from school for any reason, please telephone the school and follow the menu to report a student absence. This must be done on the **first day of absence**, and **every day thereafter**. Please inform the attendance team of the reasons and circumstances relating to the absence. For extended absences due to illness, we may request that medical evidence be provided. You can also report a child's absence through the School Synergy App or website; again this must be done on **each** day of a student's absence to keep school up-to-date. We would ask parents to avoid, as far as possible, arranging medical and/or dental appointments during school hours.

We operate an automated system called Truancy Call which will initiate a text/phone call to parents if a child does not have a registration mark and where we have not received notification of an absence. If parents receive this, we ask that they respond as soon as possible so that we can confirm the wellbeing and safety of their children. This can be done by responding to the text directly or by following the prompts in the voice message to return the call directly without incurring call charges.

Schools have a legal responsibility to record all authorised and unauthorised absences. Periods of absence not supported by a reason for the absence will be considered as unauthorised.

Parents have a legal responsibility under section 444 of the Education Act 1996 to ensure their children regularly attend the school at which they are registered. School works proactively with families to support them and reduce absence. Unauthorised absence is a serious matter and, where it becomes persistent (less than 90%), school may refer families to the Local Authority for further action.

Punctuality

The school day begins at 8:30am. All students are expected to be in school and ready to learn at this time. Punctuality is very important for several reasons:

- The school day begins with form time or assembly. This is a very important part of the school day as students follow a personal development curriculum and prepare for the day or week ahead. Important information and announcements are shared with students during this time. Being late means that students are unprepared to learn.
- Punctuality is always stated on any reference given by school. Should the problem be persistent this will lead to an adverse comment about punctuality being recorded on school records and any future references.
- No student can afford to miss any part of lessons without good reason.

Minutes late per day	Learning time lost in a year
5 minutes	3½ days
10 minutes	7 days
15 minutes	10 ½ days
20 minutes	14 days
30 minutes	21 days

School sends an automated text/phone call to parents when a student is late to school. If students arrive after form time, 9am, a U mark will be recorded in the register and this counts as a missing morning mark.

Where punctuality to school becomes an issue, school will work with students and their families to make rapid improvement.

This will include letters, phone calls home, meetings with parents and/or students and detentions for students that are persistently late.

Holidays

Guidance from the Department of Education states that headteachers should not grant leave of absence for holidays in term time unless there are exceptional circumstances. Applications must be made at least 6 weeks in advance.

Where a leave of absence is granted, the headteacher will determine the number of days granted. A leave of absence is granted entirely at the headteacher's discretion. Please see the school website for a leave of absence request form, alternatively these are available from reception or student enquiries.

Parents should note that where holidays are taken and have not been authorised by school, the school will consider the use of Education Penalty Notices. This could result in parents receiving a fine. Further details can be found on our school website.

Assessment and Reporting

The school sets challenging targets for all students, and their progress towards these targets is closely monitored across their five years in school. Further details can be found in the Curriculum and Assessment Booklet.

You will receive a progress report three times per year. You will receive reports containing information about progress towards targets, your child's attitude to learning and their approach to homework. All progress reports will be available to download through the Edulink One app after they have been issued.

The reports will use the following codes and measures:

Progress	Making exceptional progress
	Making good progress
	Making expected progress
	Making less than expected progress
Attitude	A+ Always participates in lessons, behaves well and tries hard with the tasks set A Usually participates in lessons, behaves and tries with tasks set A- Participation in lessons and behaviour are too often below acceptable standards
Homework	H+ Homework always on time and of a high standard H Homework completed to an average standard H- Homework frequently not completed or completed to a poor standard

In addition to the reports, there will be two opportunities for parents to meet staff to discuss progress during the year. In Year 9, there will be an evening with the Form Tutor in December and a Parents' Consultation Evening with individual staff in the Spring Term.

Further details can be found in the Curriculum and Assessment booklet.

Key Dates

December	Progress Report **1st December 2023** Form Tutor Evening **7th December 2023**
January	Internal Exams **15th – 19th January 2024** Options Evening **24th January 2024**
February	Progress Report **16th February 2024** Parents' Consultation Evening **28th February 2024**
July	Progress and Personal Development Report **5th July 2024**

Personal Development

As well as supporting our students to achieve their academic potential, we also believe in developing their personal, social and thinking skills so they become independent, caring and healthy global 21st Century citizens. Most of the personal development work is linked to our ethos:

LIVE TO LEARN: enjoy and achieve
LEARN TO LIVE: now and in the future

Some of the ways our school life is organised to achieve these aims are:

Personal Development Lessons

Students study a well-rounded programme which includes Citizenship, personal, social and health education (PSHE), RSE, careers, enterprise and personal learning skills (one hour per week). They are taught by their tutors in their form groups. In addition to this there is a form-time programme in which students develop their leadership, organisation, resilience, initiative and communication skills.

Form and House time

Students spend 25 minutes a day with their form group and tutor. Each student is a member of one of our 4 historic houses:

-Romans (green)
-Spartans (purple)
-Trojans (blue)
-Vikings (red)

They contribute to the success of their House by taking part in competitions, events and regular student council meetings. They also contribute to their House with personal achievements such as house points.

Enrichment and Ethos Days

These are full days within the school year, during which students will focus on an element of their personal development.

Health and Wellbeing

Health and wellbeing is integrated into all of our personal development opportunities and is linked to the Wheel of Wellbeing.

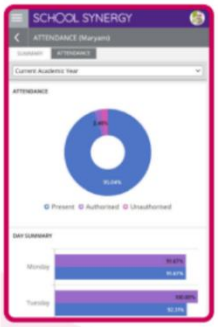
The school Chaplain supports individual students. There is a dedicated team of student Mental Health Ambassadors who also support individuals, when needed.

School Synergy Website/App

We use a system called School Synergy. This can be downloaded free of charge from the Google Play Store or Apple App Store. Alternatively, it can be accessed through a website at byrchall.schoolsynergy.co.uk

This system will let you receive notifications from school, including details of any achievements or consequences that have been given to your child. You can also report absences, check homework, get up-to-date information on attendance and punctuality, and update your contact details without needing to contact the school office. This will be the main way of communicating with parents so it is important to download the app. School has a paperless communication policy.

SCHOOL SYNERGY



Timetable
View your child's school timetable

School Calendar
Keep up to date with school events

Parent Letters
View electronic versions of school letters

Communication
A record of all communication with school – all texts and emails, including replies

Attendance
See your child's recent and historical attendance

Behaviour & Achievements
View information on achievements and success along with areas for improvement

Class Work
View materials and resources shared with students in lessons

Homework & Assignments
Clearly see what is due and when. View details, instructions and files. Check grades of homework submitted

Parents' Evening
Book appointments for parents' evenings and other school events

Documents
View and download documents such as progress reports or results

Assessment
Achievements recorded in school are shared so you know how your child is progressing

NB: WE USE SCHOOL CLOUD FOR PARENTS EVENING APPOINTMENTS

DOWNLOAD THE APP NOW!

SCAN ME

Activities

There are a wide selection of clubs and activities for pupils to take part in. We highly recommend that every child tries at least one extra-curricular activity, to broaden their skills and experiences.

The clubs listed below are just an example of the types of opportunities available and all pupils will be issued with a timetable, to help them decide what to try. Club information will be available on School Synergy.

Astronomy Club
Badminton
Basketball
Book Club
Brass Group
Breakfast Club
Creative Writing
Dance Club
Dodgeball
Drama Performers Club
Eco Club
Enterprise Club
Football
Futsal
Hockey
Junior Choir
Lego Robotics Club
Lunch Club
Maths Club
Maths STEM Club
Minecraft Club
Netball
Pais Team
Christian Workshop
Product Design Club
Retro Games Club
Rugby
Science Club
Steel Pans
Table Tennis
Ukulele Orchestra
Word Wizard

YEAR 9

CURRICULUM

Art

"Art is not what you see but what you make others see" - Edgar Degas

In art we create a working atmosphere where students love to learn, are confident to take risks and have the skills to adapt and develop independently or as a team. As staff we aim to nurture students' passion for the subject through exciting and creative lessons. We embrace and celebrate the uniqueness and individuality of all our students.

Autumn	Spring	Summer
Cubism	Clay Monsters	Sweet Art

Homework will be set weekly on the following format

- Drawing techniques
- Extended class work
- Colour pencil skills
- Art/cultural theory
- Written analysis of own and others work
- Research PowerPoint
- Clay
- Responding to feedback
- Painting

Unit	Duration (lessons)	Learning Objectives/Outcomes
Cubism	7	• Develop an understanding of the art movement 'Cubism' • Develop Contextual references of the artists Mary Swanzy, George Braque and Pablo Picasso • Develop drawing techniques when working from natural forms • Further develop an understanding of colour theory and composition • Develop skills when using oil pastel techniques • Create a personal final outcome inspired by the Cubist movement

Clay Monsters	12	• Develop contextual references when looking at the artists James De Rosso • Develop skills when designing a personal monster in the style of James De Rosso • Develop colour pencil skills and techniques when designing • Explore Clay as a material to create 3D artwork • Use paining techniques to enhance a final outcome
Sweets	7	• Develop an understanding of the Artist Sarah Graham • Explore what Photorealism is within art • Gain skills when using a variety of drawing styles and techniques • Develop photography skills and techniques • Gain technical skills when working with colour pencils

Computing

Preparing students for tomorrow, bit by bit

The Computing department will help to create, share, and apply knowledge in all branches of Computer Science and ICT. We will educate students to be successful, ethical, and effective problem-solvers with a passion to innovate and create, rather than just passive consumers and users of technology. We will develop an understanding and appreciation of all aspects of digital products, from how they work to how they look. We will foster curiosity and encourage exploration to create students who can contribute positively to the well-being of our society and who are prepared to tackle the complex 21st Century challenges facing the world.

Summary focus areas:

- Innovate, create, develop
- Solving 21st Century problems
- Active developers, not passive consumers

Autumn		Spring	Summer	
Data Handling	Animation	Programming	Databases	Pre-Production and Digital Graphics – Making a Comic

Homework for Computing is designed to cover a range of concepts and topics to extend and supplement the curriculum delivered in lessons. Students can hand in homework either digitally or on paper, and will be expected to exercise their creative as well as academic skills. Homework helps to develop independence, resilience and time-management skills. Activities could include tasks such as:

- Research and presentation of findings
- Creative use of graphics and design to present understanding
- Visual representations of concepts and theories
- Literacy-based activities, such as poetry or song lyrics for a topic
- Comprehension-based quizzes

Completed activities will be collected and marked, and failure to submit homework on time will require students to attend interventions to ensure this is not left unsubmitted for too long.

Unit	Duration (lessons)	Learning Objectives/Outcomes
Data Handling	8	• What makes a successful or 'good' spreadsheet? • Interpreting a client brief for client requirements • Identifying audience and purpose • Creating a spreadsheet to meet requirements • Using advanced spreadsheet functions and formulas • Using advanced spreadsheet tools and techniques • How to evaluate a successful spreadsheet project
Animation	8	• Researching types & history of animation • What makes a successful animation? • Interpreting a client brief for client requirements • Creating an animated image for a client • How to evaluate a successful animation project
Programming	8	• How to write computer code • How to handle numbers and text interchangeably • How to use variables & arrays/lists • How to use iteration/loops • How to use random numbers and IF/ELSE statements • How to test programs thoroughly and find bugs • How to evaluate a successful programming project
Databases	7	• Uses of data and databases • Database terminology • Creating databases using Microsoft Access • Using Queries to search for information • Using Forms and Reports to present information • Using Mail merge to automate operations
Pre-Production and Digital Graphics	8	• Interpreting a client brief, identifying audience and purpose • Developing Pre-Production Documents to plan a character • Creating a comic character • Creating a comic strip using specialist software • How to evaluate a successful comic strip project

Drama

Arts for All

The Performing Arts Faculty aims to encourage and develop creativity, sensitivity and confidence in all students. We actively seek to promote an understanding of personal and social values, culture and the world around us. Together with our students we explore the ways in which ideas can be communicated and shared through performance mediums.

The Faculty provides a wide variety of learning opportunities that enable all pupils to establish a knowledge and understanding of Dramatic and Performance Art forms. As well as academic and practical study we promote expression and performance as a learning tool through which pupils are encouraged to explore ideas, wider cultures and the world around them.

In providing students with many performance experiences we value and celebrate their talent and hard work as they grow and develop into skilled, creative and confident students, who enjoy learning and value their culture and the Arts.

Autumn	Spring	Summer
Introduction to Practitioners- John Godber (Teechers)	Responding to stimulus/ brief: Cookies	Practitioner study- Brecht: BLM

Students have two timetabled homeworks for Drama each week. This predominantly takes the form of extended pieces of work, drafted and executed over time to prepare for written exams, portfolios or in some cases controlled tests. The students are under close supervision from teaching staff who support drafts in their preliminary stages, monitor progress and provide targets for improvement re: curricular target criteria.

Possible homework/coursework tasks for Y9:

- Script writing
- Character charts and research
- Writing (extensively) in role
- Practical coursework and performance evaluation
- Theatre visits
- The learning of set scripts
- Written response to character
- Theatre review
- Learning Log entry
- Portfolio lesson updates and reports

Unit	Learning Objectives/Outcomes
Teechers	• Artistic intentions • Context and structure • Historical/social context • Understanding stage directions • Multi-role play • The complexity of character relationships
Brief- Cookies	• Responding to themes of text • Analysing and interpret themes for target audience/ censorship • Devise as an actor and make key directorial decisions in creating work inspired by this text
Brecht/BLM	• Explore and perform work of Bertold Brecht • Explore effective use of techniques in context of BLM • Explore and perform features of courtroom Drama- To Kill a Mockingbird stimulus • Devise, Learn and adapt script.

English

A mastery of English is the key to opening the doors of success

Creating opportunities for students to develop a love of the English language lies at the heart of the English department. With a team of subject specialists, we work tirelessly to provide students with a range of exciting and challenging classroom activities and precisely selected texts linked to the expansion and consolidation of their reading, writing and speaking and listening skills and ultimately, the creation of critical and creative thinkers who collaborate and communicate effectively. We encourage students to reflect on the texts we read, make their own judgements and draw their own conclusions.

We are passionate about storytelling in all its forms and want our students to develop and share a similar passion and enthusiasm.

Our aim is to empower students to read critically, write fluently, analytically and creatively and speak effectively so they will have the necessary skills and abilities to succeed in an increasingly complex, ever-changing and competitive world.

Autumn		Spring		Summer	
Baseline assessments The Short Story: pre-20th century vs. modern	Reality Bites! Exploring non-fiction texts mini-scheme	Year 9 Examination (Exploring non-fiction texts) Exploring the Canon (novel)	Cries of the Soul	Modern Drama – Willy Russell	Outstanding Orators Shakespeare's *Richard III.*

The Year 9 curriculum has been designed as a transition year between lower school and the study of more challenging GCSE texts in upper school. Students consolidate all of the English knowledge and skills they have acquired since starting their educational journey, in preparation for Years 10 and 11.

The curriculum is devised to further strengthen this core knowledge whilst introducing students to a broad range of fiction and non-fiction texts: many with similar features, structures and forms to those they will study at GCSE.

Homework is a tool used to build, develop and consolidate students' English skills as well as teaching them about organisation, responsibility and independent learning. It is set once weekly. Individual homework will be set by the class teacher and linked to the topic being covered. Spelling will form one aspect of the weekly homework will prepare students for the level of vocabulary required at GCSE level.

Homework is recorded in students' homework diaries; they are afforded time to record this during lessons. It can also be viewed on the Synergy mobile app and website.

Unit	Duration (lessons)	Learning Objectives/Outcomes
Baseline Assessments	2	Assessing students in reading (comprehension, understanding of vocabulary, inference skills), writing and general literacy skills to ascertain strengths and limitations at the beginning of the academic year.
The Short Story: pre-20th century vs. modern	21	Objectives: • read a wide range of short stories, including classic literature, fluently and with good understanding, and make connections across their reading • read in depth, critically and evaluative, so that they are able to discuss and explain their understanding and ideas • develop the habit of reading widely and often • appreciate the depth and power of the English literary heritage • write accurately, effectively and analytically about their reading, using Standard English

		acquire and use a wide vocabulary, including the grammatical terminology and other literary and linguistic terms they need to criticise and analyse what they read
Reality Bites!	16	Objectives: Write accurately, fluently, effectively and at length for pleasure and information through: writing for a wide range of purposes and audiences, including: • researching, processing and selecting appropriate information • applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form • drawing on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing planning, drafting, editing and proof-reading through: • considering how their writing reflects the audiences and purposes for which it was intended • amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness
Exploring non-fiction texts	6	Objectives: • read a wide range of texts, fluently and with good understanding • read critically, and use knowledge gained from wide reading to inform and improve their own writing • write effectively and coherently using Standard English appropriately • use grammar correctly, punctuate and spell accurately • acquire and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology, and linguistic conventions for reading, writing and spoken language
Exploring the Canon	21	Objectives: • read a wide range of classic literature fluently and with good understanding, and make connections across their reading • read in depth, critically and evaluatively, so that they are able to discuss and explain their understanding and ideas

		• develop the habit of reading widely and often • appreciate the depth and power of the English literary heritage • write accurately, effectively and analytically about their reading, using Standard English • acquire and use a wide vocabulary, including the grammatical terminology and other literary and linguistic terms they need to criticise and analyse what they read
Cries from the Soul (Poetry)	16	Objectives: • read a wide range of classic literature fluently and with good understanding, and make connections across their reading • read in depth, critically and evaluatively, so that they are able to discuss and explain their understanding and ideas • develop the habit of reading widely and often • appreciate the depth and power of the English literary heritage • write accurately, effectively and analytically about their reading, using Standard English • acquire and use a wide vocabulary, including the grammatical terminology and other literary and linguistic terms they need to criticise and analyse what they read
Modern Drama – Through the Eyes of Willy Russell	22	Objectives: • read a wide of texts fluently and with good understanding • read critically, and use knowledge gained from wide reading to inform and improve their own writing • write effectively and coherently using Standard English appropriately • use grammar correctly, punctuate and spell accurately • acquire and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology, and linguistic conventions for reading, writing and spoken language
Outstanding Orators	6	Objectives: • speak clearly and convey ideas confidently using Standard English. • justify ideas with reasons • ask questions to check understanding • develop vocabulary and build knowledge • negotiate • evaluate and build on the ideas of others • select the appropriate register for effective

		communication. • give well-structured descriptions and explanations and develop understanding through speculating, hypothesising and exploring ideas • clarify their thinking as well as organise their ideas for writing • analyse how writers craft perspectives and explore the methods used in the writing of rhetoric.
Shakespeare's *Richard III*	18	Objectives: • read a wide range of classic literature fluently and with good understanding, and make connections across their reading • read in depth, critically and evaluatively, so that they are able to discuss and explain their understanding and ideas • develop the habit of reading widely and often • explore plays as a form of writing • appreciate the depth and power of the English literary heritage • write accurately, effectively and analytically about their reading, using Standard English • acquire and use a wide vocabulary, including the grammatical terminology and other literary and linguistic terms they need to criticise and analyse what they read.
The Literacy Hour/Accelerated Reading	39	Objectives: Consolidate and build on their knowledge of grammar and vocabulary through – • extending and applying grammatical knowledge • studying the effectiveness and impact of the grammatical features of the texts they read • drawing on new vocabulary and grammatical constructions from their reading and listening, and using these consciously in their writing and speech to achieve particular effects • using Standard English confidently in their own writing and speech Develop an appreciation and love of reading, and read increasingly challenging material independently through: • choosing and reading books independently for challenge, interest and enjoyment • re-reading books encountered earlier to increase familiarity with them and provide a basis for making comparisons


HARRY POTTER
Dragonnn Riderrr
Cornelia Funke
Our Non-Negotiables
If you are asked a question, you have a duty to answer.
Time will pass...but will you?
24th May, 2023
Write a description as suggested by the image.
What do you need to do next ?
BYRCHALL HIGH SCHOOL

Food Preparation and Nutrition

Nutrition isn't about eating it's about learning to live

Food is a vital part of our daily lives and is essential for life. As our students become adults and have busy lives, it is easy to choose food which has been ready prepared. However, it is more nutritious and often cheaper to cook simple, delicious food. Our students need to develop their knowledge and understanding of Nutrition, healthy eating, food preparation, hygiene, cooking techniques, and sensory characteristics.

Our lower school curriculum covers a broad range of topics that will set students up with a range of practical skills and a breadth of knowledge to enable them to become successful learners. We encourage the development of practical and research skills and resilience in a safe environment, allowing students to demonstrate commitment and act on feedback.

We also encourage students not only to follow a recipe but also to substitute ingredients and cooking methods as appropriate, demonstrating an understanding of food choices e.g. veganism, allergies and healthy eating as well as likes and dislikes and cultural/religious considerations At the same time, we want to help our students become discriminating consumers of food products, enabling them to participate in society in an active and informed manner, to this end we encourage students to understand the environmental factors which affect the inequalities in food distribution on a global scale and give them an understanding of the need to minimise 'food waste' starting with their own practise. Recipes/ingredients will be set weekly.

In addition to this the following types of homework will be set occasionally:

- Reading recipes
- Responding to feedback
- Gathering sensory feedback from home
- Watching food programmes
- Researching ingredients, commodities

Year 9 Food Overview		
Practical	**Practical Skills**	**Knowledge and Understanding**
		Food Provenance – grown, reared and Caught Seasonal Food – organic v intensive farming Sustainability
Decorated Apple Pie – making pastry	Rubbing in Addition of liquid to make a dough	Pastry Making – Science Sensory Analysis – types of pastry
Decorated apple Pie	Rolling and lining tin Preparation of apples Decoration and glazing	Enzymic Browning
Sausage Plait - Flaky pastry	Flaky pastry Rolling and Folding	Food Logos – Fairtrade and Red Tractor
Sausage Plait –Filling and assembly	Knife skills Rolling and Plaiting Glazing	Food Styling and presentation
Mini Meringues	Whisking egg white – Foam Meting chocolate Preparing Fruit	Function of eggs
Swiss Roll	Whisking method	Special Diets – Age
Naan Bread	Making a bread dough Dry Frying	Special Diets – Food and Religion
Spring Rolls	Use of filo pastry Rolling and assembly	Special Diets – Vegetarian and Vegan
	Research, making reasons for choice, time planning	Types. Characteristics, examples and popularity of street food
Street Food Practical	Following a plan Food styling	Evaluation of work – assessment of practical skills

French

We aim to create lifelong linguists who thrive in the 21st century

We provoke students' curiosity and appreciation of wider cultures and develop aspirational and independent linguists who achieve their full potential. We create a learning environment that nurtures the enjoyment of language learning, engenders pride in successful linguistic acquisition and application while providing a diverse, challenging and inspirational menu of language skills for all learners.

Autumn		Spring		Summer	
Décrivez moi et les autres (festivals) Describing myself and others (festivals)	Décrivez moi et les autres (descriptions) Describing myself and others (descriptions)	Explorez le monde (les vacances, la nationalité et la religion) Exploring the world (holidays, nationality and religion)	Découvrez le monde (passé et futur) (Discovering the world, past and future)	Découvrez le monde (passé et futur) (Discovering the world, past and future)	Parlez de ma vie (éducation et temps libre) Talking about my life (education and free time)

In year 9, students will receive homework once a week. Homework will focus on deepening the students understanding of phonics, vocabulary and grammar and will include tasks such as vocabulary learning grammar activities, reading tasks and other exercises and tasks to support their learning.

There may also be translation and extended written tasks to complete.

If a student fails to hand in homework, a detention should be set and the class teacher should contact home.

Unit	Learning Objectives/Outcomes
Décrivez moi et les autres (festivals) Describing myself and others (festivals)	• Learning about cultural events [1]: Le festival de Dieppe • Motivations and goals • Following instructions at work • Talking about what, where, and who you know • Things that always, sometimes and never happen
Décrivez moi et les autres (descriptions) Describing myself and others (descriptions)	• Talking about identity [1]: describing self and others • Motivations and goals • Following instructions at work • Talking about what, where, and who you know • Things that always, sometimes and never happen
Explorez le monde (les vacances, la nationalité et la religion) Exploring the world (holidays, nationality and religion)	• Talking about identity [2]: nationality and religion • Staying in a hotel • Discussing the french speaking country Senegal • Talking about your day • Talking about Noël
Découvrez le monde (passé et futur) (Discovering the world, past and future)	• La Révolution française • Where you went and what you did • What has happened (1): Accidents and emergencies • Text exploitation: J'ai cherché • What you do in your free time • What has happened (2): Crime
Parlez de ma vie (éducation et temps libre) Talking about my life (education and free time)	• Describing how things are and now and how they used to be [1]: French school system • Describing how things are and now and how they used to be [2]: Childhood memories • Gender identity and expression: Drag montréalaise

	• What happened once vs all the time • What people did and what they used to do

Geography

Geography - the future of the world within our hands

Geography helps students to make sense of their surroundings and to understand the variety of physical and human conditions found on the earth's surface. Geography prepares students with the knowledge, skills and understanding to make sense of their world and to face the challenges that will shape our societies and environments at the local, national and global scales. We strive to ensure geography stimulates an interest and a sense of wonder about places. Personal experiences are used to investigate places from the personal to the global.

Autumn		Spring		Summer	
Is the increasing frequency of tropical storms a significant threat to development in subtropical locations?	Is sustainable urban living the only solution to our most significant global issues?	How significant are the processes are threatening our coastline?	How can we address the human and physical factors resulting in food shortages?	Is money the solution to global water shortages?	End of Year Exams

- Students will be required to complete one 30 minute piece of homework every week.
- Homework will consist of a variety of different tasks, for example: revision, spelling/definitions, research tasks, exam questions.
- Homework set must be recorded by the teacher on the school's Virtual Learning Environment (VLE) and also in their own records and/or departmental records.

Unit	Duration (lessons)	Learning Objectives/Outcomes
Is the increasing frequency of tropical storms a significant threat to development in subtropical locations?	7	• The Rules of Weather • Global Atmospheric Circulation • How do tropical storms form? • Cyclone Amphan Case Study • Extreme Weather in the UK • Extreme Weather in the UK Case Study • Assessment
Is sustainable urban living the only solution to our most significant global issues?	7	• What is sustainability? • Why are cities growing? • Why are cities unsustainable? • Freiburg Case Study • Sustainable Transport Case Study • Creating a Green City • Assessment
How significant are the processes are threatening our coastline?	7	• How waves shape the coastline. • Coastal Erosion, Transportation and Deposition. • Erosional Landforms • Depositional Landforms • Protecting the Coast – Hard Engineering • Protecting the Coast- Soft Engineering • Assessment
How can we address the human and physical factors resulting in food shortages?	6	• Supply and Demand of Food Globally • Causes of Food Insecurity • Consequences of Food Insecurity • How to increase food production? • Large Scale Agriculture- Almeria • Assessment
Is money the solution to global water shortages?	7	• Where do we get water from? • Why do we need water? • How can we increase water supply? • What are the impacts of water scarcity? • Lesotho Highland Water Project • How can we increase water supply sustainably? • Assessment

History

To make a success of our future we must have an understanding of our past

The Greek word historia translates as "inquiry" and this is fundamental to our department. We seek to challenge and excite, to provoke and to enlighten, to make History fun and fascinating. We want to foster learning that poses more questions than answers, that leaves children asking what happened next, why did she do that, what will happen to him and how does this affect me.

We want to nurture that inquisitive mind that fosters a thirst for learning, a growing independence, a desire to take risks and reach their own conclusions. Students should be proud to be historians; to gain knowledge of their identity, their belonging and to learn tolerance in an intolerant world.

Students will receive one piece of homework every week.

Homework will consist of a variety of different tasks including revision for assessments, deepening learning, exam questions, research, extension of class work.

Unit	Duration (lessons)	Learning Objectives/Outcomes
"Lions led by donkeys." How far do you agree with this statement?	8	• To evaluate the most important causes of World War 1 and justify pinions • To critically evaluate different interpretations based on utility and reliability • To create a chronological progression of weapons from war and explain changes and significance • To select own evidence to evaluate whether "lions were led by donkeys" in World War 1 and justify their choice of evidence • To create an argument to evaluate the idea that "lions were led by donkeys in WW1" and evaluate the reliability of the evidence used • To find patterns between the ex-Byrchall World War1 fatalities and make suggestions and hypotheses based on these patterns

Why did war return again in 1939?	6	• To identify three causes of World War 2 and prioritise their significance • To create a reasoned conclusion that identifies the most significant reason for World War 2 • To identify and explain changes and continuity in fighting between the two great twentieth century wars • To analyse the impact of total war on civilians
An investigation into The Holocaust and Other Genocides	6	• To describe the progression of terror against the Jews by the Nazi party • To investigate the roots and ramifications of prejudice, racism and stereotyping in society • To explore the dangers of remaining silent, apathetic, and indifferent to the oppression of others remaining silent, apathetic, and indifferent to the oppression of others • To investigate other genocides that have occurred in History – for example in Rwanda

What impact did the Race Relations Movement have upon America?	14	• To describe the experience of Black African Americans at the start of the twentieth century • To debate the phrase 'separate but equal' • To analysis the impact of the growth of the Ku Klux Klan in 1920s America • To describe the impact that World War 2 had upon the experiences of Black African Americans • To evaluate the role of Martin Luther King in the civil rights movement. • To evaluate the impact of a variety of civil rights events in 1950s and 1960s USA • To evaluate the impact of the Black Power movement upon Race relations • To evaluate the impact that the Civil Rights Acts had upon the experience of Black African Americans • To evaluate the success of Johnson's Great Society

What was the impact of immigration into America in the twentieth century	5	• To explain the reasons that people emigrated to America at the start of the twentieth century and describe their experience • To describe the attitudes of the American population to immigrants • To explain the impact of The Red Scare on immigrants and the people of America • To describe and give reason for the American government's response to immigration • To assess the impact of the Cold War and McCarthyism on attitudes towards immigration

Mathematics

Mathematics: working hard together, achieving together, making every lesson count

The Mathematics Team will provide students with exciting, relevant and challenging Mathematics, delivered by dedicated staff. Students will understand the underlying principles of the mathematics they learn, making links and developing reasoning skills and logical thinking.

They will progress towards being independent mathematicians who take ownership of their learning and can identify correct and incorrect work for themselves. Students will have their confidence encouraged and their complacency challenged in order to maximise potential. To achieve this, staff will design and develop simple and effective systems and interesting and effective teaching ideas and resources to enable classroom delivery and promote mathematics across the school.

Autumn		Spring		Summer	
Data Handling, data collection, representing and analysing data. Formulae and Expressions	Factoring Expressions, Solving Equations, including Numerical Methods Fractions, Decimals and Percentages Index Laws	Inverse operations and Accuracy. Angles Triangles Polygons, Nets, plans and elevations Ratio	Factors, Multiples, Primes (HCF/LCM) Probability	Perimeter, Area and Volume, including parts of a circle Averages and measure of Spread	Changing the subject of a formula Linear Graphs

Students will receive one piece of homework per week that will be marked and returned to the student at the next available opportunity. The piece of work will be designed to last between 1 hour and 1½. Unless otherwise stated by the teacher students should complete homework in their book and show all working out. Homework could take a variety of formats including:

- Worksheet
- Research Project
- MathsWatch
- Revision
- Exam Practice

In Year 9 your child will continue their studies on either the Foundation or Higher pathway. Again, there is a flexible approach should the need arise for a change in pathway. In the year 9 programme of study, both pathways have been designed to complement each other should a change be required.

Higher		
Unit	**Duration (WEEKS)**	**Learning Objectives/Outcomes**
Data Handling	5	• Classifying data • Collecting Data • Analysing Data • Interpreting Data • Sampling
The four operations, cubes, cube roots and squares	1	• Calculations using the correct order of operations • Recall integer squares from 1x1 to 15x15 and their corresponding square roots. • Recall the Cubes of 2, 3 4, 5 and 10 and their corresponding cube roots. • Solve problems involving the four operations
Expressions, Equations and Formulae	4	• Forming Expressions • Simplifying Expressions • Expanding Brackets • Factorising Expressions • Solving Equations including Numerical Methods • Substitution into Formulae
Fractions, Decimals and Percentages	2	• FDP equivalence • Fours rules of fractions • Ordering rational numbers • Calculations involving Percentages • Percentage Change • Expressing one quantity as a percentage of another quantity.
Index Laws	2	• Simplifying Expressions using the rules of indices • Calculations involving the rules of indices
Percentages; Compound interest, Depreciation and Reverse problems	1	• Compound Interest • Depreciation • Reverse Percentages
Inverse Operations and Accuracy	1	• Understand 'reciprocal' as multiplicative inverse, knowing that any non-zero number multiplied by its reciprocal is 1 • Use given calculations to find the answers to other calculations. • Rounding values to a given number of decimals places and significant figures. • Estimate the answers to calculations by rounding to one significant figure.

Angles and Triangles	2	• Classify Triangles • Calculations of unknown angles in or around triangles • Calculations of angles on parallel lines • Angle reasoning • Problem solving involving angles
Polygons	1	• Classifying Polygons • Calculating interior angles with polygons • Calculating exterior angles with polygons • Calculating unknown angles within problems involving conjoined polygons • Understand why some polygons tessellate.
Net, Plans and Elevations	1	• Draw accurate nets of given solids • Recognise solids from given nets • Draw and interpret accurate diagrams involving plans and elevations • Understand and recognize 3D coordinates
Ratio	2	• Share quantities in a given ratio • Simplify ratio including 1:n and n:1 • Solve problems involving more than one ratio • Solve problems involving ratio and algebra • Solve problems involving ratio and geometry
Factors, multiples and Primes	1	• Express values as a product of their prime factors • Solve problems involving HCF and LCM • Use products of primes to calculate HCF and LCM
Probability	3	• Calculating probability • Experimental probability (Relative Frequency) • Sample space diagrams • Independent and dependent events • Probability Tree Diagrams
Perimeter, Area and Volume	3	• Area and Perimeter of 2D Shapes • Volume of solids • Calculating areas of sectors • Calculating Arc lengths
Handling Data	2	• Scatter Graphs • Cumulative Frequency • Box plots • Histograms • Problems involving averages.
Changing the subject of formulae	1	• Rearrange given formulae • Rearrange formulae by a given subject that appears more than once.
Linear Graphs	2	• Plotting linear graphs from tables of values • Recognise Gradient and y-intercept. • Plotting linear graphs using the gradient and intercept

		• Calculating the equations of parallel and perpendicular lines • Calculating the equations of lines given two points.

Foundation		
Unit	**Duration (WEEKS)**	**Learning Objectives/Outcomes**
Data Handling	5	• Classifying data • Collecting Data • Analysing Data • Interpreting Data • Sampling
The four operations, cubes, cube roots and squares	1	• Calculations using the correct order of operations • Recall integer squares from 1x1 to 15x15 and their corresponding square roots. • Recall the Cubes of 2, 3, 4, 5 and 10 and their corresponding cube roots. • Solve problems involving the four operations
Expressions, Equations and Formulae	4	• Forming Expressions • Simplifying Expressions • Expanding Brackets • Factorising Expressions • Solving Equations including Numerical Methods • Substitution into Formulae
Fractions, Decimals and Percentages	2	• FDP equivalence • Fours rules of fractions • Ordering rational numbers • Calculations involving Percentages • Percentage Change • Expressing one quantity as a percentage of another quantity.
Index Laws	2	• Simplifying Expressions using the rules of indices • Calculations involving the rules of indices
Percentages; Simple Interest and Compound Interest	1	• Simple Interest • Compound Interest
Inverse Operations & Accuracy	1	• Understand 'reciprocal' as multiplicative inverse, knowing that any non-zero number multiplied by its reciprocal is 1 • Use given calculations to find the answers to other calculations. • Rounding values to a given number of decimals places and significant figures.

		• Estimate the answers to calculations by rounding to one significant figure.
Angles and Triangles	2	• Classify Triangles • Calculations of unknown angles in or around triangles • Calculations of angles on parallel lines • Angle reasoning • Problem solving involving angles
Polygons	1	• Classifying Polygons • Calculating interior angles with polygons • Calculating exterior angles with polygons • Calculating unknown angles within problems involving conjoined polygons • Understand why some polygons tessellate.
Net, Plans and Elevations	1	• Draw accurate nets of given solids • Recognise solids from given nets • Draw and interpret accurate diagrams involving plans and elevations
Ratio	2	• Share quantities in a given ratio • Simplify ratio including 1:n and n:1 • Solve problems involving ratio and algebra • Solve problems involving ratio and geometry
Factors, multiples and Primes	1	• Express values as a product of their prime factors • Solve problems involving HCF and LCM • Use products of primes to calculate HCF and LCM
Probability	3	• Calculating probability • Experimental probability (Relative Frequency) • Sample space diagrams • Independent and dependent events • Probability Tree Diagrams
Perimeter, Area and Volume	3	• Area and Perimeter of 2D Shapes • Volume of Prisms • Calculating areas of sectors • Calculating Arc lengths
Handling Data	2	• Scatter Graphs • Pie Charts • Pictograms • Stem and Leaf Diagrams • Problems involving averages.
Changing the subject of formulae	1	• Rearrange given formulae

Linear Graphs	2	• Plotting linear graphs from tables of values • Recognise Gradient and y-intercept. • Plotting linear graphs using the gradient and intercept • Recognising the equations of parallel lines

Music

Music for All

Central to the vision of the Music Department is the belief that Music is an essential part of life and integral to the development of the whole person. Our aim is to encourage and develop creativity, sensitivity and confidence in all students.

The Music Department provides a wide variety of learning opportunities that enable all students to engage with Music and Music Technology Art forms. As well as academic and practical study we promote expression and performance as a learning tool through which students are encouraged to explore ideas, wider cultures and the world around them.

In providing students with many performance and composition experiences we value and celebrate their talent and hard work as they grow and develop into skilled, creative and confident students, who enjoy learning and value their culture and the Arts.

Year 9 Units	
Blues	Popular Music Using Music Technology

Students will receive one piece of homework every week. This maybe extensions of topics we have been learning about in class to extend their knowledge, it could be to research information on artists or genres that we are starting to look at in order to familiarise students with information before they enter the classroom, or it could be extra information that we would not cover in classroom sessions that the music department would feel would be useful for the students.

Possible homework/coursework tasks for GCSE:

- Composition
- Listening activities
- Researching styles or genres of music
- Researching musical features of songs or pieces of music
- Extra reading on a subject, to be summarised
- Practise on their chosen instrument/voice
- Completing tasks that we not finished in the lesson
- Coursework clubs & sessions
- Extra-curricular clubs that will enhance their music understanding

Unit	Duration (Weeks)	Learning Objectives/Outcomes
Blues	6	Learning about Blues music and compositional techniques for Blues Composing blues compositions
Popular Music Using Music Technology	6	Using Music Technology in depth. Looking at popular music and composing & re-creating music.

Personal Development

Learn to live

The Personal Development programme will enable all of our students to feel positive about who they are and to enjoy a healthy, safe, responsible lives. We want to prepare students for life outside of school; for students to be inspired by the issues of the community and world around them, to increasingly aware and knowledgeable of those issues and to develop a passion to affect those issues positively. Students will have opportunities to learn about the possibilities for their future, to aspire to higher goals and to understand the pathways to get there.

Furthermore, students will have opportunities to develop themselves; to develop social skills, personal skills and learn how to get the best out of the opportunities that they can create.

Autumn		Spring		Summer	
Health and Wellbeing	**Living in the wider world**	**Relationships**	**Health and Wellbeing**	**Living in the wider world**	**Relationships**
Safety and risk management: Healthy and unhealthy relationships, assertiveness, substance abuse and gang exploitation	Careers and aspirations: Dreams and aspirations	Relationships, self-esteem, confidence and sexual development Spectrum Health	Mental health, wellbeing and global health issues	Body image, peer pressure and issues facing young people	Parenting, pregnancy and dealing with conflict in relationships

Unit	Learning Objectives/Outcomes
Safety and risk management: Healthy and unhealthy relationships, assertiveness, substance abuse and gang exploitation	• Personal identity • How can we deal with prejudice and consider the importance of the Equalities Act 2010 • How the media influences our views • Overt and covert racism • Homophobia and discrimination around the world • Discrimination and how to combat it • How does the justice system deal with young offenders • Why do young people get involved in knife crime?
Careers and aspirations: Dreams and aspirations	• Personal Development planning • How enterprising are we? • How to develop relevant work skills as we prepare for GCSE • Option choices, what are the right subjects for me? • How to make the right choices at GCSE
Relationships: Self-esteem and Self-confidence and sexual development	• The law concerning consent • Sexting and the law • Why pornography can be harmful for young people • To discuss contraception; what it is, why it is used • To discuss sexual health and have an awareness of different STIs • To investigate the links between sexual health and alcohol
Health and Wellbeing	• Why can't some people access education? • How does the UK support poorer countries? • How does UNICEF support young people globally? • How can we create a more sustainable world?
Living in the wider world	• Why do young people end up in county lines gangs? • How can we combat gangs? • How does the Criminal Justice System work? • How can we spot fake news? • How can we make sure our news sources are reliable?

Relationships	• Domestic violence and unhealthy relationships • How are young people lured into inappropriate relationships? • To identify and define different types of relationships, including marriage • To discuss ways in which tensions can be eased and arguments resolved • The law regarding forced marriage • Cultural norms around relationships and marriage

Physical Education and Dance

Team Byrchall – Sport for Life

- Promoting and celebrating success
- Encouraging all to lead a healthy, active lifestyle
- Giving any ability the chance to participate and engage
- Motivating all members of the school community
- Helping talented performers further develop
- Developing fair play and sportsmanship in students

'Team Byrchall – Sport for Life' encourages lifelong participation in sporting activity. The Team Byrchall ethos helps students to build confidence and security in PE, which in turn impacts on the high volume of students who are involved in extra-curricular activities both in and out of school. Students not taking exam level PE will receive 2 hours of PE in the curriculum per week. The offer outside of the curriculum (school sports clubs) allows them to take part in out of hours learning and development in addition to lesson time.

Physical

- To promote an appreciation of physical movement through observation and analysis.
- To develop the student's ability to plan and compose movement sequences in a wide variety of activities.
- To develop the capacity to create and express ideas through the media of planning, performing and evaluating movement.
- To utilise modern technology to analyse physical performance and movement.
- To encourage the appreciation of and the ability to monitor physical fitness.
- To encourage students to remember, adapt and apply knowledge, skills and concepts in a variety of movement related activities.
- To promote the development of movement coordination, confidence and the acquisition of a range of motor skills.

Personal

- To allow for students to work cooperatively and develop interpersonal and communication skills.
- To encourage responsible attitudes towards safety and develop a working knowledge of safe practice in all activities.
- To educate students with regard to health, hygiene and fitness.
- To give students the opportunity to discover and to use appropriately the facilities available locally.
- To develop a healthy attitude towards competition.
- To provide through all activities the highest form of enjoyment.

Physical Education and Dance

Students could study the units in any order depending on facilities, time of year and personalisation for the group.

Unit	Duration (lessons)	Learning Objectives/Outcomes
Hockey	8	• To explain the hit-out rule (S2) • To explain the importance of different roles in hockey (S4, A2) • To understand a range of tactics including man to man or zonal marking (S4, A2) • To explain the full rules of hockey and be able to officiate (S5) • To be able to highlight strengths and areas for improvement (A4) • To understand how to use the advanced skills in a game situation (A3)

Netball	8	• What is running footwork and the advantages of this technique. • How to use a roll dodge to create space when being man to man marked. • Be able to identify areas of strength and weakness in performance – making suggestions for improvement. • Know the advantages of set play and when to use it during a game. • Know the roles and responsibility of the umpire and associated signals. • Know how to channel the ball.
Dance	8	• How to use everyday actions to create movement (F1, D1, S1, A2) • Using a stimulus to create movement (F3, D1, D2, S1, A2) • Structure (F3, D3, S4, A1) • Motif and development using Action, Space and Dynamics (F3, F4, D1, D2, D4, S1, S2, S4, S6) • Style (F4, D1, S1, S3, S5) • Mirroring (Relationship) (D4, S4, S6, A1) • Rhythm and timing (F2, D1, D2, S3, S5, A4) • How to correctly place and use arms and hands (F4, D1, S1, S3, S5) • Be able to use feedback as a way to improve (A3) • How to safely use contact as a relationship (D4, S4, S6, A1)

Fitness (Girls)	8	• How to calculate Maximum Heart Rate • Identify different training zones • Long term effects of exercise on the heart • How aerobic and anaerobic exercise links to different training zones • Explain the difference between anaerobic and aerobic training methods • How to test fitness levels across a range of components of fitness
Fitness (Boys)	8	• How to use the cooper 12-minute run test to measure cardiovascular endurance? • How to use a number of fitness tests to assess different fitness components. • Comparing fitness scores to normative data to assess current fitness • How to ensure data from fitness test is valid and reliable • How a fartlek session a works both the aerobic and

		anaerobic energy system • How to design a skills circuit for certain sports • Use of goal setting to set targets based on previous scores/experiences and how • this can increase motivation • The long -term effects exercise has on the body systems
Volleyball	8	• Know how to 'set' the ball. • Know how to force errors by opponent using placement of the ball. • Be able to perform the overhead or underarm serve. • Understand scoring systems and rotation on court. • Know basic rules of play. • Be able to combine shots to keep the ball high and into an attacking/defensive position.
Trampolining	8	• Know how safely set up and put away the equipment. • Know how to use controlled bouncing and controlled stops correctly. • Be able to perform basic shapes – tuck, pike and straddle. • Be able to perform a seat drop and front drop from a 'push and go' • Know how to perform a hands / knees turnover, progressing towards front somersault. • Be able to begin to link simple movements together to create a short sequence.
Athletics	8	• The drive phase of sprinting and how to get to maximum speed? • How to pace a longer sprint still showing sprint technique? • Set own pace to calculate time for 800m race? • How to pass the baton using the down sweep technique. • The importance of generating power to increasing distance in the shot putt • The optimal angle of release for the howler? • How to develop the 2nd drive phase of the triple jump to increase that distance. • How to drive at take off in the long jump?

Table Tennis	8	• Safely and correct set up of equipment for table tennis • To be able to demonstrate and articulate importance of ready position (D1 D2, D3, A1, S3) • Add spin to some forehand and backhand shots (F1, D1, D2, D3, S4, S5, S2, A1, A2, A4) • To know different ways methods to alter service technique to make harder for opponent (F3, S1) • Basic technique for backhand service (D2 D3 D4 S1 S3 A1) • Can articulate rules for related to service technique (F3, F4) • To be able to apply tactics in a game to make it harder for opponents (playing to weaker side etc) (D2 D3 S1 S2 A2 A3 A1)
Football	8	• Risk vs Reward when dribbling – when and where • Use of different formations for different situations in a game – ability to adapt in the game • Playing through the 3rds – maintaining possession creating passing options for the player on the ball. • Crossing and finishing – timing and movement of runs • Tactics when out of possession – Low block or a high press • Developing free kick routines to create goal scoring opportunities • Roles and responsibilities in a 9 v 9

Rugby	8	• Tackling to slow down the play the ball and win the floor • Organising the defensive line – sliding left and rights and importance of A, B, C defenders • Ruck activities – moving the ball away from the ruck and being able to run off a second receiver • Creating overloads – Dummy runners, drop offs and dummy drop offs • Players pushing though on the shoulder to provide options for the ball carrier • Playing to a pattern and a structure to allow kicks on the last tackle to maximise their effectiveness • The main core rules of rugby to officiate a SSG with group
Basketball B	8	• Basic rules within skills and gameplay (DD, foot, travel, contact) F2 D4 A4 • To be able to use the pivot and articulate its use F2 D2 S4 • Technique and main teaching points for effective dribbling under pressure F2 F3 D2 S2 A1 • Know when to use different passes in different situations D1 S1 A1 S4 • How to show effective technique for shooting lay-up F4 D3 A3 • Can warm up effectively in a team and independently • How to shield the ball from other legally and effectively F2 A1 S6
Basketball C	8	• To be able to effectively and independently utilise rules with practises and games F2 D4 A4 • Technique and main teaching points for effective dribbling under pressure F2 F3 D2 S2 A1 • Be able to rebound and use the ball fast to create offensive opportunities S6 A1 S2 • How to show effective technique for shooting lay-up F4 D3 A3 • Can play and explain different defence systems inc man to man / zone defence. S6 A2 S3 • How to shield the ball from other legally and effectively F2 A1 S6

Ultimate Frisbee	8	• Understand the importance of retaining possession • How to catch the disc using more than one technique. • Develop technique for forehand pass – when and why? • Changing the direction of the disc – creating fade/draw • Basic rules for gameplay of ultimate (or conditioned version of the game that we play). • Utilise the pivot to change the direction of play • Introduce the concept of cutting to create attacking option • Importance of movement to make pace in ultimate frisbee • Man-to-man marking v zonal marking in ultimate
Short Tennis	8	• Equipment familiarisation and handling skills • Introduction of basic forehand technique • Development of forehand technique and intro of game rules • Introduce basic backhand technique • Development of backhand technique, analysis of technique • Tactics for moving opponents around court • Development of service technique (long and short) • Mini-tournament and summative assessments
Cricket	8	• Recap and development of pairs cricket • Development of batting technique – The Off Drive • Bowling Action • Development of Bowling Action – Introduction of Line and Length • Effective fielding and use in game situations • Wicket Keeping skills • Recap of skills covered in unit • Match play and summative assessments

Product Design

“Creativity is allowing yourself to make mistakes, Design is knowing which ones to keep” - Scott Adams

All Product Design staff will strive to enthuse, facilitate and shape our Byrchall students to be creative problem solvers who are confident, resilient and most importantly passionate about the products they design and make. Students will build on previous experiences and will develop key skills in each specialist area.

-Resistant Materials: Children’s Toy Train
-New technologies: Using Micro bits to create a robot
-More Resistant Materials: Glass fusing and pewter casting

Homework will be set in the following formats to support independent learning in our subject.

- Keywords followed by a spelling test in lesson.
- Watching a video to learn a specific skill or to support a research activity.
- Reading an article online with regards to product evolution – new materials/processes and products.

Practising a particular skill just as:

- Sketching (2D and 3D)
- Producing a working drawing with measurements
- Generating design ideas
- Developing ideas
- Simple card modelling
- CAD (Corel Draw/Google sketch up)
- Collecting research information.
- Measurements to ensure a product in ergonomic
- Imagery/inspiration to help with design ideas
- Customer interviews/feedback to help with evaluation.
- Visits to shops to look at existing products
- Product Analysis to see how a product works or is made.
- Exploring a design movement
- Looking at the work of famous designers
- Finding out about careers related to Product Design
- Investigating possible pathways with local colleges and universities
- Finding out local industries and jobs including apprenticeships

Unit	Duration (lessons)	Learning Objectives/Outcomes
3D Card Bauhaus Teapot	8	**Key Knowledge:** • Understand the purpose of modelling • Be able select and give examples of the different ways cardboard can be used • Be able to explain how designers have influenced their work • Be able to explain key elements about the Bauhaus Design Movement • Show knowledge and skills when creating a 3D outcome **Key Skills** • Be able to mark out, score, reinforce, join and produce curved surfaces using corrugated cardboard • Be able to work safely and accurately to produce a model in corrugated cardboard • Be able to select relevant research when analysing work of others • Be able to evaluate work to help them improve

Unit	Duration (lessons)	Learning Objectives/Outcomes
Glass fusing and pewter casting	8	• Use the work of others to inspire your design ideas • Create your own design briefs and design specifications • Understand what glass is made from and how it is fused together • Be able to produce simplified design ideas in the style of your chosen designer • Be able to evaluate and improve your work using feedback from others • Be able to work safely when using the equipment and explain what risks are involved • Learn where metals come from and how they are made • Be able to name different types of metals and

		know how they are catergorised, ferrous, non ferrous and alloys. • Understand the differences between one-off's, batch and mass production
Microbit robot	8	• Be able to build and create your own robot using a microbit • Be able to explain what a servo motor is and does • Learn how to set up a separate microbit so you can control your robot remotely • Learn how to program your robot to complete different tasks • Be able to test, evaluate and improve your robot's performance

Religious Education

Religious Education. It's more RElevant than you think

- What is the meaning of life?
- Why are we here?
- Is there a higher power?

Throughout the millennia of human experience, religion has expressed the deepest questions human beings can ask, and it holds a central place in the lives of all civilisations and cultures. Religious Studies at Byrchall aims to provide children with both a strong respect for faiths and cultures beyond Christianity and an understanding of the world around us. Posing challenging questions, we aim to encourage students to reflect their own values and the values of others. In an increasingly material and technological world, that creates barriers between human interaction, we seek to connect young people spiritually, morally and culturally to the world around them.

We seek to engender a righteous sense of respect and tolerance for others, questioning assumptions, challenging casual prejudice and seeking answers to the questions that will confront them as citizens
in modern Britain.

Autumn	Spring	Summer
What do Christians believe about the nature of God? How does the life of Siddhartha Gautama influence Buddhist beliefs?	What is the role of Jesus in salvation? How do the Buddha's teachings influence Buddhists today?	Religion and relationships Sex, marriage and divorce

Regular homework is an integral part of learning. Tasks set will help students to consolidate, develop or broaden their learning. It also helps students to become confident and independent learners, which will help them throughout their time at school and in adult life.

- Homework will be set fortnightly.
- Homework will focus on several key skills in preparation for examination. Deepening learning to improve subject knowledge, improve religious literacy though testing of key terms, GCSE question types and revision homework prior to assessment.

Unit	Duration (lessons)	Learning Objectives/Outcomes
What do Christians believe about the nature of God?	6	• To describe the different aspects of God • To explain the concept of the Trinity • To compare creation theory from John 1.1-3 and Genesis 1.1-3 • To consider the impact of belief in the afterlife on Christians • To use Christian teachings to justify the resurrection and ascension of Jesus • To explore the Christian concepts of judgement, heaven and hell
How does the life of Siddhartha Gautama influence Buddhist beliefs	6	• Examine some of the stories surrounding the birth and life of the Buddha • Explore the influence of the 4 Sights on Siddhartha • Understand why Siddhartha wanted to follow ascetic practices • Examine how the Buddha became enlightened • Examine the Buddhist concept of Dhamma • Explore the Tibetan wheel of life
Life of Jesus and Salvation	6	• To describe the life of Jesus • To explore the teachings of Jesus • To consider the importance of the resurrection and ascension of Jesus • To explain beliefs and teachings about law, grace and spirit • To consider the concept of sin and atonement and apply this in their own lives • To justify Christian beliefs about the afterlife

How do the Buddha's teachings influence Buddhists today?		• Define dukkha, anicca and anatta in relation to the three mark of existence • Examine the four noble truths and their importance to Buddhism • Explain the main features of Theravada Buddhism and compare with Mahayana Buddhism • Consider two different goals of human destiny in Buddhism • Understand the main features of pure land Buddhism in reaching Buddhahood
Relationships and Family		• Explain attitudes to sexuality • Consider different methods and suitability of contraception • Compare and contrast religious teachings about sexual matters • Consider the role of marriage within religion • Evaluate attitudes to family and same sex marriage • Explore and compare attitudes to divorce • Explore and critically appraise prejudice and attitudes to gender equality

Science

Inspiring young scientists of the futures, atom by atom

Science surrounds us. It is everywhere in our daily lives - all day, every day! We want Science to inspire students to explore the world around them and recognise and understand this. We aim to excite and enrich with the practical applications of the subject, teaching students that doing science develops our ability to ask questions, collect information, organise and test our ideas, problem-solve and apply what we learn.

Science is a platform for building confidence, developing communication skills, and making sense of the world around us.

	Autumn		Spring		Summer	
B	Inheritance and evolution	Big ideas in science	Cells (Cell structure)	Cells (Transport/ cell division)	Organisation (Animals)	Organisation (Plants/ enzymes)
C	Forces and their effects- speed / gravity / pressure	Big ideas in science	Fundamentals/ Changes of state /Separation techniques	Atomic structure/ Periodic table	Bonding	Structure and properties
P	Magnets and electromagnets	Big ideas in science	Energy	Electricity	Electricity	Particle model

Science homework is an integral part of each students learning journey. Therefore the Science department will issue regular homework.
The homework set is designed to:

- Consolidate learning
- Allow further research on subjects
- Develop and practise essential scientific skills
- Provide extra challenge and support for students

Students will be set two pieces of homework per week. One piece will be based on the current learning and the second homework will be a piece of recall work to consolidate previous topic and aid revision. Students studying separate sciences will receive three pieces of homework per week but of a shorter duration.

Homework is not expected to be completed in isolation and we actively encourage parents or any other person to help and support students while completing the tasks set. If a student is having difficulty completing homework they must bring this to the attention of their class teacher who will arrange a time suitable to go over any problem areas.


KS4
Literacy in Science
This week's article:
MOTIC SFC-100 SERIES

Unit	Learning Objectives/Outcomes
Inheritance and Evolution	• The variation between species and individuals of the same species means some organisms compete more successfully which can drive natural selection • Explain whether characteristics are inherited, • environmental or both. • Explain the advantages and disadvantaged of selective breeding / cloning / genetic engineering. • Heredity as the process by which genetic information is transmitted from one generation to the next. • A simple model of chromosomes, genes and DNA in heredity, including the part played by Watson, Crick, Wilkins and Franklin in the development of the DNA model. • Differences between species • The variation between species and individuals of the same species means some organisms compete more successfully which can drive natural selection • Changes in the environment may lead to individuals within a species and entire species less well adapted to compete successfully and reproduce which in turn leads to extinction • The variation between species and individuals of the same species means some organisms compete more successfully which can drive natural selection • Changes in the environment may lead to individuals within a species and entire species less well adapted to compete successfully and reproduce which in turn leads to extinction • The importance of maintaining biodiversity and the use of gene banks to preserve hereditary material
Forces and their effects- speed/ gravity/pressure	• Explain how forces affect the speed of an object • Use given equations to calculate speed • Analyse speed distance time graphs • Simple machines give bigger force but at the expense of smaller movement (and vice versa): product force and displacement unchanged • Moment as the turning effect of a force • Force-extension linear relation; Hooke's Law as a special case • Atmospheric pressure, decreases with increase of height as weight of air above decreases with height • Pressure in liquids, increasing with depth; upthrust effects, floating and sinking • Pressure measured by ratio of force over area – acting normal to any surface

Magnets and electromagnets	• Explain why distance between magnets changes the force • Investigate the field lines around attracting and repelling magnets • Explain how the earth's magnetic field aids navigation • Explain how an electromagnet works. (link to earth's magnetic field) • Investigate factors that affect the strength of an electromagnet • Explain the choice of electromagnet or permanent magnet for a devise • Explain the choice of electromagnets or permanent magnets for a device in terms of their Properties. • Suggest how bells, circuit breakers and loudspeakers work • Use a diagram to explain how an electromagnet can be made and how to change its strength.
Cells (structure)	• Plant and animal cells (parts and functions) • Bacterial cells • Specialised cells • Cell division (mitosis) • Microscopy and magnification • Culturing microorganisms (BIOL ONLY)
Cells (Transport/ cell division)	• Chromosomes • Cell division- mitosis and meiosis • Stem cells • Transport in plants • Diffusion • Osmosis • Active transport
Organisation (Animals)	• Digestive system • Process of digestion • Role of enzymes in digestion • Role of bile in digestion • Heart and blood vessels • The blood • Heart disease
Organisation (Plants/enzymes)	• plant organisation • Human digestive system • Role of enzymes in digestion • Heart/circulatory system • Blood vessels • Composition of blood • Non communicable disease- coronary heart disease • Health issues • Effect of lifestyle on some no communicable diseases. • Cancer

Fundamentals / Separation techniques	• Elements, mixtures & compounds • Word equations, chemical symbols and formula, balanced symbol equations • Mixtures • Techniques to include filtration, crystallisation, simple distillation, fractional distillation, chromatography • State symbols • States and particle models • State symbols • States and particle models • Changes of state in terms of energy and forces • Predict state of a substance from data
Atomic structure / Periodic table	• Subatomic particles, charges and mass • Calculating subatomic particles • Electron arrangements • Size of atoms • Development of atomic theory (Dalton, Thomson, Rutherford, Bohr, Chadwick) • Details of plum pudding model and alpha scattering experiment • The varying physical and chemical properties of different elements. • The Periodic Table periods and groups: metals and non-metals. • The properties of metals and non-metals. • The principles underpinning the Mendeleev Periodic Table. • How patterns in reactions can be predicted with reference to the Periodic Table.
Bonding and structures (Ionic, covalent, metals)	• Why bonding occurs, ion formation, ionic bonding, properties of ionic substances • Covalent bonding, dot and cross diagrams, properties of simple covalent molecules • Metallic bonding, properties of metals • Properties of diamond, graphite, silicon dioxide and graphene • Properties of metals and alloys • Properties of polymers

Energy	• Energy when systems change/Energy transfers • Work done by forces and when current flows • Calculating kinetic energy/elastic potential energy/gravitational potential energy/thermal energy changes • Specific heat capacity • Power • Reducing wasted energy • Thermal conductivity • Energy efficiency • Energy resources- Renewable and non-renewable energy
Electricity	• Current, potential difference and resistance • Electrical charge and current • Resistors • Series and parallel circuits • Domestic uses and electrical safely • Mains electricity • Standard circuit symbols • Electric current • Calculating charge flow • Relationship between current, voltage and resistance • Potential difference • Resistors, Thermistors and LDRs • Series and parallel circuits • Alternating current and direct current • Mains electricity • Plugs • Energy transfers and power • Energy transfers in appliances • National grid • Static electricity (Physics) • Electric fields (Physics)
Particle model	• Solids, liquids, gases • Changes of state

Spanish

We aim to create lifelong linguists who thrive in the 21st century

We provoke students' curiosity and appreciation of wider cultures and develop aspirational and independent linguists who achieve their full potential. We create a learning environment that nurtures the enjoyment of language learning, engenders pride in successful linguistic acquisition and application while providing a diverse, challenging and inspirational menu of language skills for all learners.

Autumn		Spring		Summer	
Descubre la cultura (pasado) Discovering culture (past)	Descubre la cultura (la gente) Discovering culture (people)	Habla de mi salud (ejercicio y sentidos) Talking about health (exercise and feelings)	Explora los eventos (los paises hispanicos) Exploring events (Spanish speaking countries)	Explora los eventos (los paises hispanicos) Exploring events (Spanish speaking countries)	Entende la tecnología (el pasado y el futuro) Understanding technology (past and future)

In year 9, students will receive homework once a week. Homework will focus on deepening the students understanding of phonics, vocabulary and grammar and will include tasks such as vocabulary learning grammar activities, reading tasks and other exercises and tasks to support their learning. There may also be translation and extended written tasks to complete.

If a student fails to hand in homework, a detention should be set and the class teacher should contact home.

Unit	Learning Objectives/Outcomes
Descubre la cultura (pasado) Discovering culture (past)	• Describing events in the past (holidays) • Asking questions about past holidays • Describing the location of things • Talking about routine events
Descubre la cultura (la gente) Discovering culture (people)	• Describing people, places and traditions in Mexico • Talking about food • Going on a school trip • Talking about looking after others
Habla de mi salud	• Talking about sport and exercise

(ejercicio y sentidos) Talking about health (exercise and feelings)	• Talking about health • Describing people and how they feel (a weekend in the countryside) • Describing people and what they do (an evening at home) • Describing where people go and went
Explora los eventos (los paises hispanicos) Exploring events (Spanish speaking countries)	• Describing what you did and what you do • Describing a charity event • The conquest of Peru • Migration and the lives of Spanish speakers in the US • Talking about climate change • Talking about a school event
Entende la tecnología (el pasado y el futuro) Understanding technology (past and future)	• Talking about what you have to do • Talking about making a film • Comparing how you feel and felt • Describing events in the past • Reporting the news

BYRCHALL
HIGH SCHOOL

(01942) 728221 www.byrchall.wigan.sch.uk
enquiries@admin.byrchall.wigan.sch.uk @byrchall /byrchall
Warrington Road, Ashton in Makerfield, Wigan WN4 9PQ