



LCA

| Strand | Subject | Aims and Purpose / Intent | Content Summary |
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| English | English | <p>Reading</p> <ul style="list-style-type: none"> • To experience and understand texts from a range of genres and forms • To experience and understand texts from different historical periods and cultures • To develop a technical appreciation of the craft of writing by identifying how language is being used and exploring why • To develop critical responses to texts informed by social and literary contexts • To experience reading independently for purpose, challenge and pleasure <p>Writing</p> <ul style="list-style-type: none"> • To understand how to adapt writing to different forms, purposes and audiences • To develop accuracy in writing, communicating fluently and with clarity • To develop extended writing across a range of genres • To develop crafting of language, seeing writing as a series of deliberate choices <p>Spoken Language</p> <ul style="list-style-type: none"> • To experience speaking in a range of contexts and for different purposes • To develop speaking in a range of contexts and for different purposes • To develop being an active listener | <p>Topics:</p> <ul style="list-style-type: none"> • The Language of Conflict • Romeo and Juliet • Victorian Voices <p>Topics will include formal assessment of reading, writing and spoken language.</p> <p>Reading</p> <ul style="list-style-type: none"> • Independent reading • Range of texts - prose, poetry, plays, fiction and non-fiction. • Critical Reading – analysis of texts using linguistic terminology, understand links between text and context, comparison of texts <p>Writing</p> <ul style="list-style-type: none"> • Writing for different audiences and purposes • Structuring and organising writing • Use vocabulary and linguistic devices for effect • Planning, drafting editing and proofreading • Technical accuracy – spelling, punctuation and grammar <p>Spoken English</p> <ul style="list-style-type: none"> • Individual, paired and group tasks: formal presentations, debates, group/class discussion, speeches, role-play. |



Curriculum Summary 2018-19
Year 9



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| Technology, Enterprise & Sport | Computing | <ul style="list-style-type: none"> • To understand digital literacy and how to obtain and improve it • To experience ICT and computing tasks and challenges • To develop ICT and computing skills necessary for further study and for the jobs market | <ul style="list-style-type: none"> • Developing a multimedia product • Advanced spreadsheet project • Python programming project |
| | DT | <ul style="list-style-type: none"> • To understand how to use the iterative design process with technical knowledge of materials and processes, to design and develop innovative products. • To experience a wide range of practical activities using hand tools, materials, machines, CAD and CAM. • To develop design and practical skills to enable students to produce workable solutions to design ideas. | <p>Pupils are given a taste of GCSE DT by following an iterative design process. They are initially equipped with knowledge and skills to enable them to develop more ambitious products using electronic feedback circuits which are tested with their intended users. Building on the foundation of Y7 and 8, they learn more advanced techniques of CAD/CAM, methods of fixing, forming materials, manufacturing processes, electronics and designing for a mass market.</p> <p>Examples are:</p> <ul style="list-style-type: none"> • A variety of short resource-based tasks • Electronic systems-based product • IKEA inspired flat pack product |
| | PE | <ul style="list-style-type: none"> • To understand the benefits of an active and healthy lifestyle • To experience health related fitness exercises, teamwork, and a variety of physical activity • To develop confidence and competence in a range of skills used in sport | <p>Games: Rugby, Hockey, Netball, Football, Fitness, Cricket, Rounders, Athletics, Tennis</p> |
| Science | Biology | <ul style="list-style-type: none"> • To understand the value of inquiry over simple information and facts • To experience observational, practical, enquiry and problem-solving opportunities • To develop self-belief and self-confidence, and encourage critical and creative thinking | <ul style="list-style-type: none"> • Cell structure and transport • Communicable diseases • The human nervous system • Genetics and evolution • Adaptations, interdependence and competition |



Curriculum Summary 2018-19
Year 9



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| | | | <ul style="list-style-type: none"> • Biodiversity and ecosystems |
| | Chemistry | <ul style="list-style-type: none"> • To understand how chemistry can be of benefit or harm to the environment and humanity. Allow students to investigate and understand the world around them • To experience a supportive environment which encourages a desire to learn, enjoyment and a need to challenge self • To develop and stimulate curiosity and cultivate a life-long interest in chemistry | <ul style="list-style-type: none"> • Atomic structure • The periodic table • Structures and bonding |
| | Physics | <ul style="list-style-type: none"> • To understand how to use experimentation and modelling to develop explanations • To experience a positive atmosphere in which to hypothesise and question the reliability and validity of the evidence presented • To develop pupils' scientific literacy and stimulate curiosity | <ul style="list-style-type: none"> • Conservation and dissipation of energy • Energy transfer by heating • Energy resources • Electric circuits • Electricity in the home |
| Expressive Arts | Art | <ul style="list-style-type: none"> • To understand how art informs our everyday lives and the wide variety of careers in which we can progress to as artists and its importance in all societies to tell the story of an individual or group of people. • To experience the work of a variety of artists through analysing their work and the work of other students in order to develop their own ideas and responses. • To develop independent and team skills whilst working with a variety of media such as mark making, print, textiles, mixed media, sculpture ,graphics, architecture, surface pattern and fashion. | <ul style="list-style-type: none"> • Cubist Mask making – team and individual work building cubist masks • Mersey Side Arts Scene - Print and portraits , mixed media • Our Future – Surrealism and collage |
| | Drama | <ul style="list-style-type: none"> • To understand developing a character and blocking and staging a scene • To experience building a team through collaborative exercises | <ul style="list-style-type: none"> • 'Dear Mum' devising drama from a stimulus. Learning subtext and stylized theatre forms • Practical approaches to the play 'DNA' by Dennis Kelly – duologue performance of two contrasting scenes for |



Curriculum Summary 2018-19
Year 9



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| | | <ul style="list-style-type: none"> • To develop role play through prepared and spontaneous improvisation | assessment <ul style="list-style-type: none"> • Anne Frank topic – devising from a historical source |
| | Music | <ul style="list-style-type: none"> • To understand what music is and approaches to its study • To experience making and analysing music • To develop singing, keyboard, music theory and music technology skills | <ul style="list-style-type: none"> • Music & Media – Creating an Original Advert, Filming, Composing the Soundtrack • GCSE Skills Prep – Advanced Appraising & Analysis • Reggae – Origins, Performance & Composition • GCSE Unit – Music for Stage & Screen • Extended Music Project, culminating in a performance/composition/presentation. The opportunities are endless! |
| Maths | Maths | <ul style="list-style-type: none"> • To understand acquire, select and apply mathematical techniques to solve problems. • To experience, comprehend, interpret and communicate mathematical information in a variety of forms appropriate to the information and context. • To develop fluent knowledge, skills and understanding of mathematical methods and concepts. | Foundation <ul style="list-style-type: none"> • Number • Algebra • Graphs, tables and charts • Fractions and percentages • Equations, inequalities and sequences • Angles Higher <ul style="list-style-type: none"> • Number • Algebra • Interpreting and representing data • Fractions, ratio and proportion • Angles and trigonometry • Graphs |
| Languages | Spanish | <ul style="list-style-type: none"> • To understand personal and factual information in Spanish • To experience the value of Spanish beyond the pupil's immediate needs and interests | <ul style="list-style-type: none"> • Food and drink • Healthy Living • Types of films |



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| | | <ul style="list-style-type: none"> • To develop the breadth and depth of pupil' s competence in listening, speaking, reading and writing with increased spontaneity, independence and accuracy | <ul style="list-style-type: none"> • Technology • Pocket money • Clothes and shopping- imperfect tense/ future tense • Holiday activities |
| | Latin | <ul style="list-style-type: none"> • To understand the differences between the languages, societies, and cultures of the ancient and modern world. • To experience the buzz of discovering where Western culture got many of its words and ideas from. • To develop analytical skills by decoding grammar and thoroughly questioning the behaviour exhibited in ancient societies. | <ul style="list-style-type: none"> • Pupils studying Latin continue to learn the language, discovering the delightful possibilities of the subjunctive. The Cambridge Latin Course is an excellent preparation for those who choose to study the language at GCSE. To prepare pupils for this, we begin to introduce them to short passages of Latin literature, so that they can begin to analyse the way skilled authors can use the language; this further develops their analytical skills. • In terms of historical context, we move from Egypt and the beginnings of Western medicine back to Roman Britain and the development of the city of Bath. |
| | Classics | <ul style="list-style-type: none"> • To understand the differences between the languages, societies, and cultures of the ancient and modern world. • To experience the buzz of discovering where Western culture got many of its words and ideas from. • To develop analytical skills by decoding grammar and thoroughly questioning the behaviour exhibited in ancient societies. | <p>Pupils study the history of Rome, discovering how a fairly ordinary Italian city came to lead the largest empire in history. We learn about different systems of government and their benefits and drawbacks, and we meet key figures from ancient history. To develop skills of literary analysis and prepare pupils for GCSE, pupils also read Book 4 of Virgil's Aeneid.</p> <ul style="list-style-type: none"> • Monarchy – the foundation of Rome, Romulus and Remus and the Seven Kings of Rome. • Republic – the expulsion of the kings and the foundation of the Republic, the rise and assassination of Julius Caesar, the influence of Cleopatra. • Empire – Augustus and his propaganda • Virgil's Aeneid – his presentation of the Battle of Actium and the story of Dido and Aeneas • Everyday life in Rome |



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| Humanities | Geography | <ul style="list-style-type: none"> • To understand the processes which give rise to the key physical and human geographical features of the world • To experience collection, analysis and communication of a range of data, interpretation of sources such as maps, and communication of geographical information • To develop skills such as collection, analysis and communication of a range of data, interpretation of sources such as maps, and communication of geographical information | <p>Why are some places more dangerous than others?</p> <ul style="list-style-type: none"> • Volcanoes, earthquakes and tsunamis <p>The Middle East: Centre of the world?</p> <ul style="list-style-type: none"> • Sustainability, climate, development and conflict. <p>Does money really make the world go round?</p> <ul style="list-style-type: none"> • Globalisation and development focussing on Africa for the second part. <p>Geographical issues</p> <ul style="list-style-type: none"> • Discussion and research topic around current geographical issues in the news. <p>Fieldwork: Salford Quays</p> |
| | History | <ul style="list-style-type: none"> • To understand the causal relationship between events in the past through concepts such as change, continuity, and causation • To experience the sources and interpretations for our knowledge of the past • To develop the analytical, writing and critical skills to present arguments about the causality of events in the past | <ul style="list-style-type: none"> • The American Civil War • Study of WWI and WWII • The Holocaust • American Civil Rights |
| | RE | <ul style="list-style-type: none"> • To understand the universal and historical religious and spiritual impulse • To experience reflection and study about fundamental questions which different religions seek to answer • To develop the ability to reflect about spiritual and religious matters | <ul style="list-style-type: none"> • The Archbishop of York Youth Trust <i>Young Leaders Award</i> - an active citizenship programme, which equips pupils with leadership skills and gives them the practical opportunities to make a difference in their local community and beyond. |

LC+

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| | <ul style="list-style-type: none"> • To understand how teamwork and competition in a variety of settings and fields develops character and skills and how | <ul style="list-style-type: none"> • House Competitions – these will take place throughout the academic year during lunch periods. Those competitions will |



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| <p>Games & Competitions</p> | <p>competitions can lead to improvement and excellence.</p> <ul style="list-style-type: none">• To experience competing individually and as a team and winning and losing gracefully.• To develop resilience, teamwork skills, good sportsmanship and appreciation for the dedication required to win. | <p>include: House Football, House Dodgeball, House Basketball, House Netball, House Diamond Cricket</p> <ul style="list-style-type: none">• Fun Run• During the games period there will be a House Hockey and House Rugby Competition <p>Activity Programme</p> <ul style="list-style-type: none">• Badminton• Board Games• Gym• Hockey• Netball• Rugby |
| <p>Artistic Expression</p> | <ul style="list-style-type: none">• To understand how creativity and the arts enrich their lives and our works.• To experience a variety of creative and artistic expression both as a participant and audience.• To develop the confidence and skills to create and engage in creative expression both individually and as a part of a group. | <ul style="list-style-type: none">• Expressive Arts Awards Evening - includes an Art Exhibition with artwork from Y6-13, Drama performances and Music pieces and recognition of pupils' achievements <p>Music</p> <ul style="list-style-type: none">• Pupils are invited to try an instrument day and attend weekly peripatetic lessons.• Weekly choirs include: Voices (mixed choir Y7-13)• BPM (orchestra for Y7- 13) and a Guitar Club (Y7-13)• Performance at events such as Founders' Day, Carol Service, Speech Night in the Anglican Cathedral and Remembrance Sunday and Lent services in Mossley Hill Church.• Springtime event in the Palm House which celebrates the achievements of students across the Music Department and a High Achievers Concert.• Opportunity to travel with the Music Department on an annual Concert Tour in Europe (eg. in summer 2018 performing in cathedrals and music venues across Austria and Germany). <p>Art</p> <ul style="list-style-type: none">• Art club daily at lunchtime, and specialist workshops delivered |



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| | | <p>by visiting artists who are professionals in the international field such as Rachel Taylor, One Man Art, Patrick Mc Dowell, Erin Marsh and Andy Dunlop from Travis.</p> <ul style="list-style-type: none"> • Art on Canvas art club - pupils can develop their own paintings • Pupils take part in the Dot Art competition and have work displayed in St Georges Hall and Liverpool John Moores Arts Building • We encourage pupils to regularly take part in National Competitions (last year one of our pupils became the youngest illustrator to have a book published nationally). <p>Drama</p> <ul style="list-style-type: none"> • Two performances a year: one which sees pupils from Y7 – 13 produce a musical together and one which tends to be a smaller group of pupils who performed for example a Greek Tragedy (Summer Term 2018). • YULA Drama sessions also run on Saturdays and pupils can take part in the Liverpool Festival of Drama as well as taking LAMDA exams. <p>Activity Programme</p> <ul style="list-style-type: none"> • Corps of Drums • LC Radio/TV Station • Make Up for TV and Film • Photography |
| <p>Spiritual Formation</p> | <ul style="list-style-type: none"> • To understand more about their own spiritual tradition and that of others, to understand the spiritual roots of the College and its founders. • To experience Christian worship, in line with the founding aims of the College. • To develop as critical thinkers as they reflect on their place in the world, philosophical questions of human existence, and Christian answers to those questions. | <ul style="list-style-type: none"> • Chapel – once per week (and provision for reflection for pupils who do not wish to attend a Christian Chapel service) • Thought for the day • Opportunity to serve as chapel stewards • Founders Day service & Christmas Carol service in Cathedral • Lent Term Service at Mossley Hill Parish Church • Voluntary Christian Union |

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| PSHE | <ul style="list-style-type: none"> • To understand the critical opportunities and challenges which will keep them safe and healthy and prepare them for fulfilling lives. • To experience interactions, meetings, discussions, and events which will prepare them to identify and manage opportunities and challenges that lead to healthy, safe and fulfilling lives. • To develop skills to author their own lives as citizens and members of a community and to make good decisions about their safety, mental and physical health and wellbeing. | <ul style="list-style-type: none"> • Archbishop of York YLA Qualification • Anti-Bullying • Tolerance • Keeping safe • Esafety • Drugs and Alcohol Awareness • Personal Finance • Sexual health |
| Careers & STEM | <ul style="list-style-type: none"> • To understand the world of work and the skills needed to succeed in it and the way in which entrepreneurs generate wealth and opportunities. • To understand their own aptitudes and interests and how they can be developed and how they might be used in the world of work and the specific contribution STEM makes to our society and its economic flourishing. • To experience individual and independent careers advice and guidance and self-assessment and reflection about aptitude and interests. • To experience interactions with a wide variety of people and institutions from the world of work and making a clear plan which relates current efforts in school to possible future outcomes. • To develop ambitions and high expectations for their future, a positive attitude to the relevance of their current studies and a range of career management, enterprise and employability skills. | <ul style="list-style-type: none"> • Morrisby Online- Careers Website- testing- Option package • Morrisby Research- Labour Market Information • Employer Masterclasses • Skills and Qualities and Skills checker • Employability skills • Getting ahead as a young person • Bullying in the work place • Good Career Planning • What do Employers expect • Career Cloud- linked to Apprenticeships • Build a Career Journey • Discerning use of Career Information • Helping Young People make choices • Influences • Finance – Barclays course • Introduction to Interview Skills • Understanding Businesses- organisation. Contractors and supplies linked to College <p>Other Events</p> <ul style="list-style-type: none"> • Careers Fair 7th June |



Curriculum Summary 2018-19
Year 9



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| | | <p>Employer Day</p> <ul style="list-style-type: none"> • Learn to earn Workshop • Young Enterprise • Providers Event 22nd January • Option Evening – 30th January • Archbishop of York Leadership Award • Duke of Edinburgh Bronze Award <p>Activity Programme</p> <ul style="list-style-type: none"> • CCF • In Search of Solutions • Maths Leaders/Ambassadors |
| <p>Charity & Service</p> | <ul style="list-style-type: none"> • To understand servant leadership and the moral imperative to serve and share. • To experience serving others in settings in and outside the school and promoting a better and more just society through service and charity. • To experience sharing what we have and what we can do with those who are in need. • To develop an attitude of gratitude and a commitment to service and charity. | <ul style="list-style-type: none"> • Charity events – including stalls at the Christmas market • Visits to local Care Home – including musical performances / art presentations • Grandparents day – when the school invite grandparents to a coffee morning and a mini tour of the school • Collections for the foodbank at Whitechapel • Assemblies and workshops for Shelter (a homeless charity) • Each House collects for a nominated local charity eg Claire House • Jeans for Genes day – a charity close to the College’s heart as one of the original founders of the charity is a former pupil of the College |
| <p>Leadership Education</p> | <ul style="list-style-type: none"> • To understand what leadership is and what it requires and how leaders develop. • To experience challenges and activities which require leadership and in which they build resilience and accept responsibility for themselves and for others. • To develop resilience and the confidence and skills to lead | <ul style="list-style-type: none"> • Command and leadership education • First aid training and qualification • Duke of Edinburgh Bronze Award • School Council representative |



Curriculum Summary 2018-19
Year 9



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