

St Andrew's Senior School Turi, Kenya



Year 9 Curriculum Booklet 2016-2017

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Welcome to Year 9

This booklet has been written by the Heads of Department at St. Andrew's Senior School, Turi with the primary aim of informing the Year 9 students and parents about what the students will be learning during the first year in the Senior School. We hope that you find it both a useful and informative guide which helps you navigate through the year. Whilst every effort has been made to ensure that all information is accurate, there may be, on occasions, circumstances that dictate minor deviations from the curriculum plans published here. We trust such deviations will be rare and if, for any reason, a major deviation was required parents would be informed in writing. The final editing and checking was the responsibility of Mr Draper, Deputy Head Academic. Any feedback, both positive and suggestions for future improvement would be most welcome and should be addressed to Mr. Draper.

The Year 9 Curriculum

There are 7 one hour periods per day. One of these periods is for physical activity – either PE, games or squad training. All students study a broad curriculum in Year 9 before choosing IGCSE subjects in Year 10. Individual subjects have the following numbers of period per week.

English	4	PSHE	1
Maths	3	Design Technology	1.5
Biology	2	Art	1.5
Chemistry	2	Drama	1
Physics	2	Music	1
History	2	ICT	1
Geography	2	Physical Education	1
Religious Studies	2	Games	1
French	2	Squad training/games	3
German or Spanish	2		

Punctuality

Students need to be punctual to lessons. There is a five minute warning bell at the end of each break and a five minute break between lessons to allow time to move between classes. Lateness will be sanctioned by the teacher and persistent lateness will be sanctioned by a school detention.

Prep

There are two prep sessions per day – one before supper and one after supper. Students complete prep in supervised classrooms. Students gain Independent Learning Status (ILS) through achieving consistently good effort grades on their report and these students earn the right to complete prep in their study rooms. ILS will be reviewed on a half-termly basis. Lesson attendance and punctuality will be monitored and the expectations are the same as for a standard taught lesson. Students may take their laptops to prep only if they have the ICT Prep column of their planner signed by their relevant subject teacher, who sign to say the a computer is required for this Prep. Students without their own laptops may carry out any ICT Prep using the Boarding House computers. A failure to complete Prep or late submission of prep will be sanctioned by the class teacher and will lead to a lower effort grade at the next report.

Catching up after absence

If a student is away from lessons, he/she is expected to catch up with any class notes and prep activities. If it is a planned absence (authorised in advance by the Headmaster) he/she should collect a "catch up sheet" a week before the absence from a Houseparent, hand it to his/her teacher at the beginning of the next lesson and ask for it to be completed.

If it is an unexpected absence or due to a sports fixture, then the student should see each teacher on return to find out what classwork and Prep has been missed and to collect any handouts from the lesson. Students who miss part of a lesson due to a music or LAMDA lesson must catch up in the same way as any other missed lesson. Students should have caught up with any missed work within a week of their absence.

For extended absence, parents should contact their son/daughter's tutor who will provide help in liaising with teachers and in finding out how best to catch up.

Equipment for lessons

The following equipment is expected in all lessons. Not having the correct equipment disturbs the lesson and hinders learning.

- Planner
- Exercise book
- Text book
- Black or blue pen
- HB Pencil
- Pencil sharpener, eraser and ruler
- Pair of compasses, protractor
- Calculator

Using the student planner

Students should use their planner to record all prep – including the date when it is due. Tutors will check the planner on a weekly basis. Students who are taking an instrumental music lesson will also record their practice in the music pages of the planner.

Reporting to parents

The school sends a grade report on each student at the end of each half-term. These are uploaded onto the parent portal on the final day of the half-term. Full written reports are issued for Year 9 at the end of the Christmas and Trinity Terms. There will be an opportunity to meet with your child's tutor at the first VISO of the Christmas Term and formal parent-teacher consultations at the second VISO of the Easter Term. There is, of course, the opportunity to informally consult with any teacher at all VISOs. You are also welcome to contact your child's teacher or tutor directly although the School asks that you copy your child's Houseparent into all correspondence.

Target setting and academic mentoring

All students will take a computer adaptive test (called the CATS test) during their first month in Year 9. These tests require no special preparation and are generally enjoyed by the students. The test measures academic potential and helps the school to set individual targets for each student in every subject. Target grades are reported routinely on reports from the end of the Christmas Term in Year 9.

Who do I contact if I have an academic concern?

Whilst we hope that all students make good progress at the school, we do understand that from time to time parents may have concerns about their son/daughter's academic progress. Houseparents should be copied into all correspondence with the school.

For a concern in a particular subject:

- In the first instance, contact the teacher directly.
- If the concern is not resolved following discussion with the subject teacher, please contact, in the following order, the Head of Department, the Head of Faculty, or your child's Houseparent.

For concerns in a number of subjects:

- In the first instance, please inform your son/daughter's form tutor.
- If the concern is not resolved following discussion with the tutor, please contact, in the following order, Ms. Hobkinson (Head of Main School), or your child's Houseparent.

Examinations

End of year exams take place in the week after the half-term break in the Trinity Term. Students' grades will be sent out to parents with a full written report at the end of the Trinity term.

Progression to Year 10

Progression to Year 10 and IGCSE courses is dependent on satisfactory progress in Year 9. Students who fail Year 9 exams may be asked to re-sit papers at the end of the summer holidays and progression to Year 10 would be dependent on the outcome of these exams.

Mr. Draper (Deputy Head Academic) deputysenioracademic@turimail.co.ke

Miss. Hobkinson (Head of Main School) susan.hobkinson@turimail.co.ke

Art & Design	Head of Subject: Mrs S. Clarke
Head of Subject e-mail address	sally.clarke@turimail.co.ke
Curriculum Map 2016/2017	Year 9
Textbook	N/A

Topic 1	Graffiti Style Portraits
Approximate length of topic	14 weeks
Main learning objectives	
<p>The students will learn about the work of Shepherd Fairy, C215 and other artists. They will learn Photoshop skills and create a stencil portrait to develop into a piece of individual artwork. They will gain skills drawing in layers of tone using different gradient of pencil. They will learn the emulsion printing technique and how to layer stencil printing and collage in the style of the artists studied.</p>	
How learning will be assessed	
<p>The students will be assessed on their ability to use the Photoshop programme. Their knowledge of the artists' work should be apparent in the decisions they make with their own work and through discussions and annotations in their sketchbooks. The students will show understanding of composition, use of texture and pattern in their work.</p>	

Topic 2	Surreal Landscapes
Approximate length of topic	14 weeks
Main learning objectives	
<p>The students will learn how to create a surreal landscape, using the techniques of the surreal artists. They will learn about the contemporary illustrator Redmer Hoekstra, photographer Jerry Uelsmann and 16th Century painter Hieronymus Bosch. They will build a combination of drawings from observation, animals and man-made objects to juxtapose their ideas and help generate their ideas. They will learn how to create a painting in the style of the Surrealist artists and will have the opportunity to add 3-D elements.</p>	
How learning will be assessed	
<p>The students will be assessed on their ability to draw accurately from observation to portray the illusion of a surrealist landscape. Their knowledge of the artists' work should be apparent in the decisions they make with their own work and through discussions and annotations in their sketchbooks. Their final piece should show skill and will be rewarded for its ambitious compositional layout and use of materials.</p>	

Topic 3	Natural Forms
Approximate length of topic	10 weeks
Main learning objectives	
<p>The students will learn how to create diverse ideas from observational drawings created by walking, collecting and selecting natural forms from the woodlands. Students will study the work of contemporary artists Anish Kapoor, Peter Chang and Andy Goldsworthy to inform their ideas. They will explore the purpose of environmental and public sculpture and its many forms, functions and impact on society. They will learn the technique of making a wire frame work to support papier mache, mod roc and mixed media material for their own sculptures.</p>	
How learning will be assessed	
<p>The students will be assessed on how they have combined natural forms and how they have used the inspiration of the contemporary sculptors in their own designs. The students should have created contrasting surfaces and textures on their forms and should show control and skill in the moulding of materials. The students' sculpture will be rewarded for creativity, inventiveness and its function within a chosen environment.</p>	

Assessment Summary	
Assessment period 1 Weeks 1-5	Graffiti Portraits – drawing skills
Assessment period 2 Weeks 6 -12	Graffiti Portraits – developing and combining collage
Assessment period 3 Weeks 13 - 17	Surreal Landscapes – observational drawings
Assessment period 4 Weeks 18 - 23	Surreal Landscapes – painting techniques
Assessment period 5 Weeks 24 - 28	Natural Forms – creative designs and skillful combinations
Assessment period 6 Weeks 29 -34	Natural Forms – final piece sculpture.

Computing	Head of Subject: Mr M. Munene
Head of Subject e-mail address:	mmunene@turimail.co.ke
Curriculum Map 2016/2017	Year 9
Textbook	Coding Club Python: Level 1 & 2 IGCSE Computer Science, D Watson

Topic 1	Input devices
Approximate length of topic	3 weeks
Main learning objectives	
To explore the input devices of a computer system (manual input & sensors) To describe how input devices are applied to real-life scenarios	
How learning will be assessed	
Prep and class tasks will be used to assess learning	

Topic 2	Output devices
Approximate length of topic	3 weeks
Main learning objectives	
To explore different types of output devices in a computer system To describe how output devices are applied to real-life scenarios	
How learning will be assessed	
Prep and class tasks will be used to assess learning	

Topic 3	Data Analysis
Approximate length of topic	4 weeks
Main learning objectives	
Use a spreadsheet application to analyse data To create data models using formulae & functions To create different types of graphs and charts	
How learning will be assessed	
Prep and class tasks will be used to assess learning	

Topic 4	Memory and storage devices
Approximate length of topic	3 weeks
Main learning objectives	
To describe how data is stored in a computer system Describe different types of storage devices in a computer	
How learning will be assessed	
Prep and class tasks will be used to assess learning	

Topic 5	Data security
Approximate length of topic	2 weeks
Main learning objectives	
To show understanding of the need to keep data safe from malicious actions To show understanding of the security aspects of using the Internet To describe different measures used to protect data in a computing environment	
How learning will be assessed	
Prep and class tasks will be used to assess learning	

Topic 6	Data representation
Approximate length of topic	3 weeks
Main learning objectives	
To recognise the use of binary numbers in computer system To convert denary numbers into binary numbers & vice versa To show understanding of measuring memory size using bytes To use logic gates to create electronic circuits	
Prep and class tasks will be used to assess learning	

Topic 7	Introduction to programming (Python)
Approximate length of topic	6 weeks
Main learning objectives	
To describe top down problem-solving techniques To create a structured diagram/flowchart/ To use pseudocodes to represent a solution Introduction to Python: IDE, user input, output, syntax and operators, Create a program using texts, maths, loop & operators Creating readable code Learn about how to get user input. Learn about if and else clauses.	
How learning will be assessed	
Prep and class tasks will be used to assess learning: My8Ball Game	

Topic 8	Programming skills continued
Approximate length of topic	3 weeks
Main learning objectives	
Learners to refresh skills covered in topic 7 Using functions in Python Creating a guessing game Using the tkinter library To put an application in its own window To attach functions to keyboard presses	
Prep and class tasks will be used to assess learning	
Programming (Project)	

Topic 9	Computer networks
Approximate length of topic	2 weeks
Main learning objectives	
Describe the use of other common network devices Describe how computers can use WiFi to connect to a network Describe how networks and individual computers connect to the internet using a router	
How learning will be assessed	
Prep and class tasks will be used to assess learning	

Topic 10	Web design
Approximate length of topic	4 weeks
Main learning objectives	
Identify html tags used in a webpage, FrontPage interface, editing, formatting, inserting elements on a page Create a website with 3 pages having the following elements: images, hyperlinks, anchors, table, email link	
How learning will be assessed	
Prep and class tasks will be used to assess learning	

Assessment Summary	
Assessment period 1 Weeks 1-6	Prep & Class tasks: Topic 1 & 2 (Theory)
Assessment period 2 Weeks 7 -13	Prep & Class tasks: Topic 3 & 4 (Practical & Theory)
Assessment period 3 Weeks 14 - 18	Prep & Class tasks: Topic 5 & 6 (Theory)
Assessment period 4 Weeks 19 - 24	Prep & Class tasks: Topic 7 (Programming)
Assessment period 5 Weeks 25 - 27	Programming task: Topic 7 & 8 (Programming)
Assessment period 6 Weeks 28 -34	Prep & Class tasks Topic 9 &10 (Theory & Practical)

Design Technology	Head of Subject: Mr. A. Conlon
Head of subject e-mail address	anthony.conlon@turimail.co.ke
Curriculum Map 2016/2017	Year 9
Textbook	N/A

Topic 1	Introduction to the DT Lab
Approximate length of topic	1 week
Main learning objectives	
<ul style="list-style-type: none"> To develop an understanding of the expectations and H&S requirements for working in the DT Lab. To be able to identify common hazards associated with equipment, materials and processes, in order to minimize risk. 	
How learning will be assessed	
Prep assignment - Health and Safety poster.	

Topic 2	Plastic Fantastic
Approximate length of topic	2 weeks
Main learning objectives	
<ul style="list-style-type: none"> To explore physical and aesthetic properties of common thermoplastics. To use wasting techniques to shape and polish a twisty keyfob from a thermoplastic blank. To understand the main classifications, types and uses of polymers. To develop knowledge, skills and experience of working with polymers. 	
How learning will be assessed	
Formative weekly verbal feedback. Prep assignment - Types and uses of polymers. Graded finished artefact.	

Topic 3	Sign Language
Approximate length of topic	8 weeks
Main learning objectives	
<ul style="list-style-type: none"> To explore physical and aesthetic properties when using wood based materials. To use wasting and joining techniques to create a 3D wall plaque. To develop sketching techniques to illustrate design thinking. To produce a 3D scale model to check proportion and feasibility of design ideas. To use CAD to create accurate working drawings. To develop skills and knowledge when working with wood based materials. To work with a range of appropriate finishing techniques and critically evaluate their suitability. 	
How learning will be assessed	
Formative weekly verbal teacher and peer assessment. Prep assignments Summative graded assessment of final artefact and design portfolio.	

Topic 4	Box creature
Approximate length of topic	15 weeks
Main learning objectives	
<p>To develop design skills and the use of CAD. To use sheet materials to create 3D model. To compile a portfolio of independent research. To create a creature themed box. To be able to critically evaluate existing products with regard to form and function.</p>	
How learning will be assessed	
Formative weekly verbal teacher and peer assessment. Written feedback on research portfolio. Prep assignments. Summative graded assessment of final artefact.	

Assessment Summary	
Assessment period 1 Weeks 1-5	Theory test- Materials, H&S.
Assessment period 2 Weeks 6 -12	Written test- Tools and processes.
Assessment period 3 Weeks 13 - 17	Sign Language project assessment.
Assessment period 4 Weeks 18 - 23	CAD test.
Assessment period 5 Weeks 24 - 28	Box Creature project assessment.
Assessment period 6 Weeks 29 -34	Written Exam.

Drama	Head of Subject: Miss F. Burt
	frances.burt@turimail.co.ke
Curriculum Map 2016/2017	Year 9
Textbook	N/A

Topic 1	Introduction to Drama skills
Approximate length of topic	5 weeks
Main learning objectives	
To develop physical and verbal skills in collaboration, leadership and performance To devise a piece of drama in a group To develop confidence in public speaking To demonstrate excellent audience and evaluative skills	
How learning will be assessed	
Formative weekly verbal teacher and peer assessment Written feedback on documentary and research prep Summative graded assessment of final practical performance	

Topic 2	Commedia dell'arte and masks
Approximate length of topic	7 weeks
Main learning objectives	
To explore physicality and mime in performance To create and sustain a character To explore slapstick comedy To develop skills in effective mask use	
How learning will be assessed	
Formative weekly verbal teacher and peer assessment Feedback on written research Graded annotated design Summative graded assessment of final 'Commedia lazzi' performance	

Topic 3	Titanic/monologues (naturalism)
Approximate length of topic	6 weeks
Main learning objectives	
To develop skills in naturalistic acting To explore 'process drama' and improvisation To compile a portfolio of independent research To create a believable character To write and perform a monologue	
How learning will be assessed	
Formative weekly verbal teacher and peer assessment Written feedback on research portfolio Feedback on final written monologue Summative graded assessment of final filmed monologue performance	

Topic 4	Performance strategies
Approximate length of topic	5 weeks
Main learning objectives	
To explore the use of still image, slow motion, cross-cutting, marking the moment, narration, sound-scape and music in performance To create a piece of performance using a range of strategies	
How learning will be assessed	
Formative weekly verbal teacher and peer assessment Written feedback on documentation diary Summative graded assessment of final practical performance	

Topic 5	Working with scripts
Approximate length of topic	5 weeks
Main learning objectives	
To analyse and annotate information on a published script To explore actor and director interpretation to bring words to life To perform or direct a polished scripted duologue	
How learning will be assessed	
Formative weekly verbal teacher and peer assessment Written feedback on annotations Summative graded assessment of final duologue performance	

Topic 6	GCSE devising and documenting
Approximate length of topic	6 weeks including intensive supervised rehearsal time during exam week
Main learning objectives	
To collaborate in a group to create a piece of performance To demonstrate use of medium to enhance a performance To polish the performance to the standard of GCSE practical assessment criteria To document the devising process To demonstrate a range of practical and written skills developed over the year 9 course	
How learning will be assessed	
Graded portfolio Graded GCSE style practical exam Graded GCSE style written paper	

Assessment Summary	
Assessment period 1 Weeks 1-5	Small group practical assessment
Assessment period 2 Weeks 6 -12	Commedia lazzi performance
Assessment period 3 Weeks 13 - 17	Filmed individual monologue and portfolio
Assessment period 4 Weeks 18 - 23	Practical assessment and written documentation
Assessment period 5 Weeks 24 - 28	Scripted duologue assessment
Assessment period 6 Weeks 29 -34	Practical exam and written exam

English	Acting Head of Subject: Mrs. E. Nyariki
Head of Subject e-mail address	liz.nyariki@turimail.co.ke
Curriculum Map 2016/2017	Year 9
Textbook	n/a

Topic 1	Writing for different audiences
Approximate length of topic	3 weeks
Main learning objectives	
<ul style="list-style-type: none"> To create a piece of writing appropriate to purpose, form, and audience 	
How learning will be assessed	
The students will have to write a creative piece to imagine, explore and entertain	

Topic 2	Anthology: Journeys
Approximate length of topic	7 weeks
Main learning objectives	
<ul style="list-style-type: none"> To understand, and recognise, poetic devices in a poem To understand and analyse the descriptive language used in a poem To understand and analyse imagery used in a poem To understand the importance of structure and its effect on the poem 	
How learning will be assessed	
The students will be given an anthology extract to analyse in an essay	

Topic 3	Introduction to Dickens
Approximate length of topic	7 weeks
Main learning objectives	
<ul style="list-style-type: none"> • To understand, and appreciate, the social historical context of Dickens' writing and how it affected his works • To explore the use, and effect, of character names • To explore the use of language in Dickens' writing and its effect • To explore the presentation of Dickensian characters • To analyse language used to create, and describe, characters • To explore writer's craft 	
How learning will be assessed	
The students will be given a theme or character from Dickens' novels to analyse in an essay	

Topic 4	Titanic
Approximate length of topic	4 weeks
Main learning objectives	
<ul style="list-style-type: none"> • To explore the social, historical and cultural context of 'The Titanic' • To improve descriptive writing skills. • To understand how to write for different PFA • To explore forms of writing including diaries, scripts, brochure, advertising. • To develop research skills • To develop Independent Learning skills 	
How learning will be assessed	
The students will be given a creative writing task related to their project on 'The Titanic'	

Topic 5	Shakespeare play
Approximate length of topic	10 weeks
Main learning objectives	
<ul style="list-style-type: none"> • To understand the social historical context of Shakespeare's London • To explore the effect of the social historical context on Shakespeare's plays • To compare the reception of Shakespeare's plays in Elizabethan times versus modern day • To understand and explore Shakespeare's language • To explore characters and how they are presented • To understand and explore dramatic techniques used in the play 	
How learning will be assessed	
One written and one Reading Task based on Shakespeare (specific to each class text studied)	

Assessment Summary	
Assessment period 1 Weeks 1-5	A creative writing piece for a given purpose, form and audience
Assessment period 2 Weeks 6 -12	An analytical essay on an anthology entitled 'Journeys'
Assessment period 3 Weeks 13 - 17	An analytical essay on a theme or character from Dickens' novels.
Assessment period 4 Weeks 18 - 23	A creative writing piece based on their theme of 'The Titanic
Assessment period 5 Weeks 24 - 28	A creative writing piece based on Shakespeare's England
Assessment period 6 Weeks 29 -34	An analytical essay on a theme or character from a Shakespeare play

Geography	Head of Subject: Mr J. Aston
Head of Subject e-mail address:	jonathan.aston@turimail
Curriculum Map 2016/2017	Year 9
Textbooks	The New Wider World ISBN:978-1-4085-0511-3
	Edexcel International GCSE Geography ISBN:978-0-435016-95-1

Topic 1	Glaciation
Approximate length of topic	12 weeks
Main learning objectives	
To understand what is meant by an ice age with respect to geologic time frames and the landscapes produced by glaciation. The significance of different types of glacial deposit producing soils of varying quality. The impact of glaciated landscapes on human activity. Glaciation in Africa on Mt Kenya and Kilimanjaro.	
How learning will be assessed	
IGCSE style questions	

Topic 2	Globalisation, tourism and migration
Approximate length of topic	12 weeks
Main learning objectives	
To understand the reasons for the growth of production and commodity chains and the significance of Trans National Corporations. To understand the reasons for the increase in global tourism and attempts to make this sustainable. To understand the impact of globalization on migration and the issues raised by increasing migration.	
How learning will be assessed	
IGCSE questions	

Topic 3	Coastal environments
Approximate length of topic	12 weeks
Main learning objectives	
To understand the processes producing coastal landforms. To appreciate different types of coastal ecosystems and the significance of each on human activity. To understand coastal conflicts and management strategies.	
How learning will be assessed	
IGCSE questions	

Assessment Summary	
Assessment period 1 Weeks 1-5	IGCSE style questions
Assessment period 2 Weeks 6 -12	IGCSE style questions
Assessment period 3 Weeks 13 - 17	Past IGCSE questions
Assessment period 4 Weeks 18 - 23	Past IGCSE questions
Assessment period 5 Weeks 24 - 28	Past IGCSE questions
Assessment period 6 Weeks 29 -34	Past IGCSE questions

History	Head of Subject: Mrs H. Onyango
Head of Subject e-mail address	hilda.onyango@turimail.co.ke
Curriculum Map 2016/2017	Year 9
Textbook	

Topic 1	Medicine and Health in the Ancient World
Approximate length of topic	10 weeks
Main learning objectives	
<ul style="list-style-type: none"> • To explore approaches to causes and cures of illness in the Ancient World • To identify and justify turning points • To develop sense of chronology • To analyse and interpret sources • To know and understand lifestyles in ancient times • To explain how and why approaches towards medicine change over time • Identify factors that cause and effect change over time. 	
How learning will be assessed	
GCSE style assessment using sources Essay Quiz	

Topic 2	Theme: USA Civil Rights Movements – 1945 – 70
Approximate length of topic	12 weeks
Main learning objectives	
<ul style="list-style-type: none"> • Explain the methods of campaign for civil rights in the USA • Demonstrate an understanding of the chronology of events • Compare protest methods amongst different groups • Judge how far equality had been achieved by the 1970s • Analyse interpretations of the past 	
How learning will be assessed	
Baseline test – skill based essay	

Topic 3	Rise of the Nazis and the Holocaust 'Role of the individual in History'- Independent research project
Approximate length of topic	7 weeks
Main learning objectives	
<ul style="list-style-type: none"> • To explain the rise of the Nazis and the role of Hitler • To understand the policies of the Nazis and changes in Germany in 1930s-40s • To explain how and why the Holocaust occurred • To develop independent research skills • To identify and explain the role of inspirational personalities and leaders from history 	
How learning will be assessed	
End of Year exam Project is assessed	

Assessment Summary	
Assessment period 1 Weeks 1-5	Baseline test
Assessment period 2 Weeks 6 -12	Essay
Assessment period 3 Weeks 13 - 17	Source-based GCSE style question
Assessment period 4 Weeks 18 - 23	Essay
Assessment period 5 Weeks 24 - 28	End of Year exam
Assessment period 6 Weeks 29 -34	Research project

Mathematics	Head of Faculty: Mr. D. Mathias
Head of Subject e-mail address	dylan.mathias@turimail.co.ke
Curriculum Map 2016/2017	Year 9
Textbook	

Topic 1	Applying number and using a calculator
Approximate length of topic	1 week
Main learning objectives	
<ul style="list-style-type: none"> • use and apply number in everyday personal, domestic or community life • carry out calculations using standard units of mass, length, area, volume and capacity • understand and carry out calculations using time • carry out calculations using money, including converting between currencies • use a scientific electronic calculator to determine numerical results 	
How learning will be assessed	
Written assessment	

Topic 2	Integers
Approximate length of topic	1 week
Main learning objectives	
<ul style="list-style-type: none"> • "use the four rules of addition, subtraction, multiplication and division • use brackets and the hierarchy of operations • use the terms odd, even and prime numbers, factors and multiples • identify prime factors, common factors and common multiples 	
How learning will be assessed	
Written assessment	

Topic 3	Fractions
Approximate length of topic	1 week
Main learning objectives	
<ul style="list-style-type: none"> • understand and use equivalent fractions • simplifying a fraction by cancelling common factors • understand and use mixed numbers and vulgar fractions • identify common denominators • apply common denominators to order fractions • express a given number as a fraction of another number • use common denominators to add and subtract fractions • convert a fraction to a decimal or a percentage • understand and use unit fractions as multiplicative inverses • multiply and divide a given fraction by an integer, by a unit fraction and by a general fraction 	
How learning will be assessed	
Written assessment	

Topic 4	Decimals
Approximate length of topic	1 week
Main learning objectives	
<ul style="list-style-type: none"> • order decimals • convert a decimal to a fraction or a percentage • recognise that a terminating decimal is a fraction 	
How learning will be assessed	
Written assessment	

Topic 5	Algebraic manipulation
Approximate length of topic	3 week
Main learning objectives	
<ul style="list-style-type: none"> • understand that algebraic expressions follow the generalised rules of arithmetic use index notation for positive integer powers use index laws in simple cases • collect like terms • multiply a single term over a bracket • take out single common factors • expand the product of two simple linear expressions • expand the product of two linear expressions • understand the concept of a quadratic expression and be able to factorise such expressions 	
How learning will be assessed	
Written assessment	

Topic 6	Geometrical reasoning and Polygons
Approximate length of topic	3 week
Main learning objectives	
<ul style="list-style-type: none"> • Provide reasons, using standard geometrical statements, to support numerical values for angles obtained in any geometrical context • recognise and give the names of polygons • understand and use the term quadrilateral and the angle sum property of quadrilaterals • understand and use the properties of the parallelogram, rectangle, square, rhombus, trapezium and kite • understand the term regular polygon and calculate interior and exterior angles of regular polygons • understand and use the angle sum of polygons • understand congruence as meaning the same shape and size • understand that two or more polygons with the same shape and size are said to be congruent to each other 	
How learning will be assessed	
Written assessment	

Topic 7	Powers and Roots
Approximate length of topic	1 week
Main learning objectives	
<ul style="list-style-type: none"> • express integers as the product of powers of prime factors • use index notation and index laws for multiplication and division of positive integer powers • evaluate Highest Common Factors (HCF) and Lowest Common Multiples (LCM) 	
How learning will be assessed	
Written assessment	

Topic 8	Symmetry
Approximate length of topic	1 week
Main learning objectives	
<ul style="list-style-type: none"> • recognise line and rotational symmetry • identify any lines of symmetry and the order of rotational symmetry of a given two-dimensional figure 	
How learning will be assessed	
Written assessment	

Topic 9	Measures
Approximate length of topic	2 week
Main learning objectives	
<ul style="list-style-type: none"> • interpret scales on a range of measuring instruments • calculate time intervals in terms of the 24-hour and 12-hour clock • make sensible estimates of a range of measures • understand angle measure including 3-figure bearings • measure an angle to the nearest degree • understand and use the relationship between average speed, distance and time 	
How learning will be assessed	
Written assessment	

Topic 10	Constructions
Approximate length of topic	2 week
Main learning objectives	
<ul style="list-style-type: none"> • measure and draw lines to the nearest millimetre • construct triangles and other 2-dimensional shapes using a combination of a ruler, a protractor and compasses • solve problems using scale drawings • use straight edge and compasses to <ul style="list-style-type: none"> - construct the perpendicular bisector of a line segment - construct the bisector of an angle 	
How learning will be assessed	
Written assessment	

Topic 11	Percentages
Approximate length of topic	2 week
Main learning objectives	
<ul style="list-style-type: none"> • express a given number as a percentage of another number • solve simple percentage problems, including percentage increase and decrease • use reverse percentages • repeated percentage change • solve compound interest problems 	
How learning will be assessed	
Written assessment	

Topic 12	Sequences
Approximate length of topic	2 week
Main learning objectives	
<ul style="list-style-type: none"> • use linear expressions to describe the nth term of an arithmetic sequence 	
How learning will be assessed	
Written assessment	

Topic 13	Ratio and proportion
Approximate length of topic	2 week
Main learning objectives	
<ul style="list-style-type: none"> • use ratio notation, including reduction to its simplest form and its various links to fraction notation • divide a quantity in a given ratio or ratios • use the process of proportionality to evaluate unknown quantities • calculate an unknown quantity from quantities that vary in direct proportion • solve word problems about ratio and proportion 	
How learning will be assessed	
Written assessment	

Topic 14	Linear Equations
Approximate length of topic	1 week
Main learning objectives	
<ul style="list-style-type: none"> • solve linear equations, with integer or fractional coefficients, in one unknown in which the unknown appears on either side or both sides of the equation • set up simple linear equations from given data 	
How learning will be assessed	
Written assessment	

Topic 15	Lines and triangles
Approximate length of topic	2 week
Main learning objectives	
<ul style="list-style-type: none"> • distinguish between acute, obtuse, reflex and right angles • use angle properties of intersecting lines, parallel lines and angles on a straight line • understand the exterior angle of a triangle property and the angle sum of a triangle property" • understand the terms isosceles, equilateral and right-angled triangles and the angle properties of these triangles 	
How learning will be assessed	
Written assessment	

Topic 16	Transformations
Approximate length of topic	2 week
Main learning objectives	
<ul style="list-style-type: none"> • understand that rotations are specified by a center and an angle • rotate a shape about a point through a given angle" • recognize that an anti-clockwise rotation is a positive angle of rotation and a clockwise rotation is a negative angle of rotation • understand that reflections are specified by a mirror line • construct a mirror line given an object • reflect a shape given a mirror line • understand that translations are specified by a distance and direction • translate a shape • understand that rotations, reflections and translations preserve length and angle so that a transformed shape under any of these transformations remains congruent to the original shape • understand that enlargements are specified by a center and a scale factor • understand that enlargements preserve angles and not lengths • enlarge a shape given the scale factor • identify and give complete descriptions of transformations 	
How learning will be assessed	
Written assessment	

Assessment Summary	
Assessment period 1 Weeks 1-5	Topic 1 to 3
Assessment period 2 Weeks 6 -12	Topic 4 and 5
Assessment period 3 Weeks 13 - 17	Topic 1 to 9
Assessment period 4 Weeks 18 - 23	Topic 6 to 10
Assessment period 5 Weeks 24 - 28	Topic 1 to 14
Assessment period 6 Weeks 29 -34	Topic 11 and 16

MFL: French	Head of Subject: Miss. C Consul
Head of Subject e-mail address	christine.consul@turimail.co.ke
Curriculum Map 2016/2017	Year 9
Textbook	Edexcel GCSE French (Higher)

Topic 1	Moi = Myself
Approximate length of topic	9 weeks
Main learning objectives	
<ol style="list-style-type: none"> 1. To talk about yourself and other people – Key present tense 2. To say what you like and don't like doing – aimer + infinitive 3. More about yourself – Reflexive verbs 4. To talk about your parents and what they do – Using masculine and feminine nouns 5. To talk about your friends – Adjective agreement 6. To say what you have done – The perfect tense 7. To describe famous people – Using the infinitive to express -ing 8. To talk about your main hobby – The near future tense 	
How learning will be assessed	
Regular class tests End of module assessment: choice of listening / reading / writing skills + a grammar component.	

Topic 2	Mon temps libre = My free time
Approximate length of topic	9 weeks
Main learning objectives	
<ol style="list-style-type: none"> 1. Discussing TV and cinema – Using articles and object pronouns 2. Arranging to go out – Using pronouns and prepositions 3. Explaining why you can't do something – Use modal verbs 4. Describing what you did – Using perfect and imperfect tenses 5. Describing what you saw and read – Expressing complex ideas in a simple way 6. Describing a sporting event – The perfect tense with ETRE 7. Talking about new technology – Using POUR + infinitive 	
How learning will be assessed	
Regular class tests End of module assessment: choice of listening / reading / writing skills + a grammar component.	

Topic 3	Là où j'habite – Where I live
Approximate length of topic	7 weeks
Main learning objectives	
<ol style="list-style-type: none"> 1. Finding the way – Using the preposition <i>à</i> 2. Describing the location of a place – Using prepositions and imperatives 3. Talking about the advantages and disadvantages of where you live – Using <i>beau, nouveau</i> and <i>vieux</i> 4. Comparing where you used to live and where you live now – Using the imperfect tense 5. Talking about life in a French-speaking country – Using superlatives 6. Talking about a town – <i>On peut / On pourrait</i> + infinitive 	
How learning will be assessed	
Regular class tests End of module assessment: choice of listening / reading / writing skills + a grammar component.	

Assessment Summary	
Assessment period 1 Weeks 1-5	Average of class tests
Assessment period 2 Weeks 6 -12	End of module test
Assessment period 3 Weeks 13 - 17	Average of class tests
Assessment period 4 Weeks 18 - 23	End of module test
Assessment period 5 Weeks 24 - 28	Average of class test
Assessment period 6 Weeks 29 -34	End of Year Exam

MFL: Spanish	Head of Subject: Miss P. Kuria
Head of Subject e-mail address	patricia.kuria@turimail.co.ke
Curriculum Map 2016/2017	Year 9
Textbook	

Topic 1	Introduction and basics
Approximate length of topic	4 weeks
Main learning objectives - on completion of this topic, students should know:	
<ul style="list-style-type: none"> • How to greet and respond to basic greetings in Spanish. • How to read in Spanish with the correct pronunciation • The countries where Spanish is spoken and their capital cities and culture. • To use and respond to courtesy expressions. • How to say the day, date, month and year in Spanish. 	
How learning will be assessed	
<ul style="list-style-type: none"> • Through half term assessments and class quizzes. 	

Topic 2	My family and I
Approximate length of topic	4 weeks
Main learning objectives - on completion of this topic, students should know:	
<ul style="list-style-type: none"> • How to talk about themselves, family and friends. • How to say their age and their birthday. • How to describe their physical attributes and personality. • How to talk about their pets/domestic animals. • How to use possessive adjectives i.e mi(my), tu(your) etc. 	
How learning will be assessed	
<ul style="list-style-type: none"> • Through half term assessments and class quizzes. 	

Topic 3	School
Approximate length of topic	8 weeks
Main learning objectives - on completion of this topic, students should know:	
<ul style="list-style-type: none"> • How to talk about their subjects • How to describe their school. • How to express opinion about their subjects, school, teachers and peers. • How to tell and also report on time. 	
How learning will be assessed	
<ul style="list-style-type: none"> • Through half-term assessments and class quizzes. 	

Topic 4	Home
Approximate length of topic	6 weeks
Main learning objectives - on completion of this topic, students should know:	
<ul style="list-style-type: none"> • How to describe their home. • How to give opinion about their home. 	
How learning will be assessed	
<ul style="list-style-type: none"> • Through half-term assessments and class quizzes. 	

Assessment Summary	
Assessment period 1 Weeks 1-5	Average of class tests
Assessment period 2 Weeks 6 -12	End of module tests
Assessment period 3 Weeks 13 - 17	Average of class tests
Assessment period 4 Weeks 18 - 23	End of module tests
Assessment period 5 Weeks 24 - 28	Average of class tests
Assessment period 6 Weeks 29 -34	End of Year Exam

MFL: German	Head of Subject: Mrs K. Mubiru-Lwanga
Head of Subject e-mail address	katherine.lwanga@turimail.co.ke
Curriculum Map 2016/2017	Year 9
Textbook	

Topic 1	Hallo Freunde
Approximate length of topic	5 weeks
Main learning objectives	
<ul style="list-style-type: none"> to use set phrases to greet and say where one comes from and where they live to use names of different countries represented in class to use numbers up to 100, describe people's physical aspects as well as their character to be able to use personal pronouns e.g. the first person singular and first person plural to use simple conjunctives such as und and aber to contrast descriptions to use the verb 'sein' 	
How learning will be assessed	
Written, Reading and Speaking assessment at the end of the unit.	

Topic 2	Kennst du meine Familie?
Approximate length of topic	6 weeks
Main learning objectives	
<ul style="list-style-type: none"> to name and talk about members of the family to talk about pets to use possessive pronouns like mein to talk about musical instruments they play to talk about sports to use verbs with their correct endings. 	
How learning will be assessed	
End of term assessment involving topics 1 and 2.	

Topic 3	Schule, Arbeit
Approximate length of topic	5 weeks
Main learning objectives	
<ul style="list-style-type: none"> • to talk about school subjects and about school routines • to express opinions • to use compound nouns • to tell the time • to use the accusative case • to form and use plurals 	
How learning will be assessed	
End of unit assessment.	

Topic 4	Freizeit
Approximate length of topic	5 weeks
Main learning objectives	
<ul style="list-style-type: none"> • to talk about hobbies and activities • to use strong verbs • to use ordinal numbers • to use separable verbs • to write and say dates • to use indefinite pronouns • to form questions • to use adverbs • to arrange to meet someone. 	
How learning will be assessed	
End of term assessment of Reading, Writing, Speaking and Listening skills of units 1,2,3 and 4.	

Topic 5	Kommst du mit uns ins Café?
Approximate length of topic	6 weeks
Main learning objectives	
<ul style="list-style-type: none"> • to say what you would like in a café or a coffee shop • to talk about pocket money and savings • to use possessive adjectives like mein, dein, sein, ihr and • to be able to talk about different foods and drinks 	
How learning will be assessed	
End of unit assessing Reading, Writing, Speaking and Listening skills.	

Topic 6	Fitness training.
Approximate length of topic	4 weeks
Main learning objectives	
<ul style="list-style-type: none"> • to talk about parts of the body • to say where you are in pain • to talk about various ailments • to buy things from a chemist • to talk about what you do to get fit • to use reflexive verbs 	
How learning will be assessed	
Assessment of all units covered this year using all four skills.	

Assessment Summary	
Assessment period 1 Weeks 1-5	Average of class tests
Assessment period 2 Weeks 6 -12	End of module tests
Assessment period 3 Weeks 13 - 17	Average of class tests
Assessment period 4 Weeks 18 - 23	End of module tests
Assessment period 5 Weeks 24 - 28	Average of class tests
Assessment period 6 Weeks 29 -34	End of Year Exam

Music	Head of Subject: Mr N. Mwashimba
Head of subject e-mail address	nick.mwashima@turimail.co.ke
Curriculum Map 2016/2017	Year 9
Textbook	N/A

Topic 1	Chords into Jazz
Approximate length of topic	6 weeks
Main learning objectives	
<ul style="list-style-type: none"> • Play 12 bar blues progression • Perform walking bass line • Boogie woogie playing style • Learn and perform swing style • Contemporary composers and features of jazz music • Stage and modern jazz song 	
How learning will be assessed	
<ul style="list-style-type: none"> • Refine, rehearse, record, perform and evaluate own and others work • Continuous assessment every lesson • Verbal feedback 	

Topic 2	Transylvania to Balkans
Approximate length of topic	6 weeks
Main learning objectives	
<ul style="list-style-type: none"> • Bela Bartok and his use of folk music in compositions • Identify the use of heterometres in Balkan music • Conventions of traditional kolo dance music • Identify the expressive use of ornaments in music • How major and minor scales are used in Balkan music • Arranging an ensemble piece of Serbian kolo music • Microtones and Balkan music • Conventions of Croatian song, developing vocal techniques and musical expression • Combine features of Balkan music in a composition 	
How learning will be assessed	
<ul style="list-style-type: none"> • Classroom assessment • Peer and self-evaluation 	

Topic 3	Polyrhythm into minimalism
Approximate length of topic	5 weeks
Main learning objectives	
<ul style="list-style-type: none"> • To learn about the different techniques used in African drumming to create different tones and sounds • Explore the features of rhythms used in African drumming • Use rhythm notation to record their ideas • Compose and perform a group rhythmic piece • Development and conventions of minimalism • Explore how minimalist composers use short rhythmic motifs to build a bigger piece • How to select and combine melodic motifs to create a piece of minimalistic music • Explore the effect of combining and manipulating different melodic motifs 	
How learning will be assessed	
<ul style="list-style-type: none"> • Refine, rehearse, record, perform and evaluate own and others work • Continuous assessment every lesson • Verbal feedback 	

Topic 4	Improvisation and Musical Structure
Approximate length of topic	5 weeks
Main learning objectives	
<ul style="list-style-type: none"> • Learn about Baroque organ toccatas and how they sound when improvised • Explore how baroque composers decorated their melodies • Learn about Baroque organ toccatas and how they sound improvised • Explore how baroque composers decorated their melodies • How improvisation and organisation create musical contrast in a toccata • Use D minor scale to perform improvised sections within a group performance of a toccata • Refine, rehearse and perform toccata in D minor with improvisations • Learn about the features and workings of a pipe organ • Learn about the raga • Learn the different moods of raga • How improvisations are based on the notes of raga 	
How learning will be assessed	
<ul style="list-style-type: none"> • Rehearse, refine and evaluate own and others work • Teacher assessment during lesson 	

Topic 5	Making arrangements
Approximate length of topic	5 weeks
Main learning objectives	
<ul style="list-style-type: none"> • How a theme can be arranged in different ways using variation form • Use variation techniques in own musical arrangements • Construct a set of musical variations on a given theme • Evaluate the effectiveness of variation techniques used • How songs can be performed in different styles to create different effects • How instrumentation, textural layers and structure can create an effective arrangement of a popular song • Create an arrangement of a popular song in a different style based on the resources available in group 	
How learning will be assessed	
<ul style="list-style-type: none"> • Rehearse, refine and evaluate own and others work • Teacher assessment during lesson • Verbal feedback 	

Topic 6	Music for special occasions
Approximate length of topic	4 weeks
Main learning objectives	
<ul style="list-style-type: none"> • How music is associated with different special occasions, events and ceremonies • Learn to recognise musical features in different pieces of music for special occasions • Key features of a fanfare • Demands on composers commissioned to write music for special occasions • How to compose own fanfare for a special occasion • How Baroque composer was commissioned to write music for the funeral of queen Mary • Features used in funeral music to create a sad mood suited to the occasion • How composers have used musical elements and devices in pieces of music used at weddings • How different parts fit together to form a piece of wedding music • Use gained knowledge to compose own piece for special occasion of choice 	
How learning will be assessed	
<ul style="list-style-type: none"> • Rehearse, refine and evaluate own and others work • Teacher assessment during lesson • Verbal feedback • Formal end of key stage assessment 	

Physical Education	Head of Subject: Miss R Greenhalgh
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Curriculum Map 2016/2017	Year 9
Textbook	

Topic 1	Athletics / Athletics officiating
Approximate length of topic – 12 lessons	6 weeks
Main learning objectives	
<p>Demonstrate the following in a <i>competitive</i> situation:</p> <p>Sprints – starts, transitions, maintenance phases, use of legs, arms, hips and head for speed.</p> <p>Long distance – use of legs, arms, and body position for efficiency, pacing strategies</p> <p>Throws – correct body position, generating power through movement and use of legs</p> <p>Jumps – Correct technique in run-up, take-off, flight and recovery</p> <p>Officiating – knowledge of main rules of each event</p> <p>Communication and leadership – be able to evaluate peer's performances and coach their strengths and weaknesses</p>	
How learning will be assessed	
<ul style="list-style-type: none"> • Teacher assessment of student's performance in practical situations • Formative assessment throughout the unit goes towards the student's final grade • Student self-assessment of grade • Student peer-assessment of grade <p>In addition, summative assessment of student's distances and times achieved.</p>	

Topic 2	Rounders
Approximate length of topic – 8 lessons	4 weeks
Main learning objectives	
<p>Demonstrate the following in a <i>competitive</i> situation:</p> <p>Fielding – Long barrier, consistent catching with Australian and English techniques, accurate throwing over short and long distances (under/over-arm), fielding 'ready position', backing up bases</p> <p>Batting – stance, some control over direction and height of ball</p> <p>Tactical awareness – ability to set and adapt the field, understand where to move the ball when fielding, understand when to run when batting, understand where to hit the ball to exploit the field when batting</p> <p>Officiating – knowledge of main rules of the game, be able to officiate a game in lesson</p> <p>Communication and leadership – have the confidence to communicate with team-mates to discuss tactics, be able to lead sections of the lesson such as drills and warm-ups</p>	
How learning will be assessed	
<ul style="list-style-type: none"> • Teacher assessment of student's performance in practical situations • Formative assessment throughout the unit goes towards the student's final grade • Student self-assessment of grade • Student peer-assessment of grade 	

Topic 3	Training methods
Approximate length of topic – 6 lessons	3 weeks
Main learning objectives	
<p>Circuit Training – Developing knowledge of what is involved in circuit training and how to monitor and develop a training programme. Has a clear understanding of contra-indicated exercises.</p> <p>Interval Training – Changing level of intensities, understanding of planning and using appropriate distance or time of each repetition and the number of sets and appropriate rests/recovery periods between repetitions and sets.</p> <p>Weight Training - Clear understanding of, and applies correct repetitions and sets. Knows how to perform each exercise in their programme correctly using sound and safe technique</p> <p>Communication and leadership – be able to evaluate peer's performances and coach their strengths and weaknesses. Lead the group in a fitness activity.</p>	
How learning will be assessed	
<ul style="list-style-type: none"> • Teacher assessment of student's performance in practical situations • Formative assessment throughout the unit goes towards the student's final grade • Student self-assessment of grade • Student peer-assessment of grade <p>In addition, summative assessment of student's distances and times achieved.</p>	

Topic 4	Hockey
Approximate length of topic – 6 lessons	3 weeks
Main learning objectives	
<p>Demonstrate the following in a <i>competitive</i> situation:</p> <p>Dribbling – Control of the ball, Indian dribble at speed, head up when moving with the ball.</p> <p>Passing – push pass whilst moving, hitting.</p> <p>Shooting – generate some accuracy and power using a hit.</p> <p>Tactical awareness – to understand how to create space on the pitch, knowledge of defensive positioning.</p> <p>Officiating – knowledge of the main rules of the game.</p> <p>Leadership and communication – Evaluation of peers performance for certain skills, have the confidence to communicate with team-mates to discuss tactics, be able to lead sections of the lesson such as drills and warm-ups.</p>	
How learning will be assessed	
<ul style="list-style-type: none"> • Teacher assessment of student's performance in practical situations • Formative assessment throughout the unit goes towards the student's final grade • Student self-assessment of grade • Student peer-assessment of grade 	

Topic 5	Basketball
Approximate length of topic – 4 lessons	2 weeks
Main learning objectives	
<p>Demonstrate the following in a <i>competitive</i> situation:</p> <p>Dribbling – control of ball with head up.</p> <p>Passing – pass the ball accurately while under pressure in both practice and game situations.</p> <p>Shooting – using the correct technique with consistency.</p> <p>Tactical awareness - to understand how to create space and understand the role they play within a game.</p> <p>Officiating – knowledge of the main rules of the game.</p> <p>Leadership and communication – Evaluation of peers performance for certain skills, have the confidence to communicate with team-mates to discuss tactics, be able to lead sections of the lesson such as drills and warm-ups</p>	
How learning will be assessed	
<ul style="list-style-type: none"> • Teacher assessment of student's performance in practical situations • Formative assessment throughout the unit goes towards the student's final grade • Student self-assessment of grade • Student peer-assessment of grade 	

Topic 6	Football
Approximate length of topic – 6 lessons	3 weeks
Main learning objectives	
<p>Demonstrate the following in a <i>competitive</i> situation:</p> <p>Dribbling – control of ball using both feet at pace with head up</p> <p>Passing – using inside of foot and laces. Short and long passes, along floor and lofted with accuracy</p> <p>Shooting – using inside of foot and laces. With accuracy and power</p> <p>Tactical awareness - to understand how to create space on the pitch, knowledge of defensive positioning</p> <p>Officiating – knowledge of the main rules of the game</p> <p>Leadership and communication – Evaluation of peers performance for certain skills, have the confidence to communicate with team-mates to discuss tactics, be able to lead sections of the lesson such as drills and warm-ups</p>	
How learning will be assessed	
<ul style="list-style-type: none"> • Teacher assessment of student's performance in practical situations • Formative assessment throughout the unit goes towards the student's final grade • Student self-assessment of grade • Student peer-assessment of grade 	

Topic 7	Dance / Gymnastics
Approximate length of topic – 6 lessons	3 weeks
Main learning objectives	
<p>Timing – Moving in time to music and with others in the group.</p> <p>Balances - To demonstrate body tension throughout performances.</p> <p>Choreography - plan routines of differing complexities for others to perform.</p> <p>Performance - showing clarity and complexity in movement working on different levels.</p> <p>Leadership and communication – To evaluate strengths and weaknesses using a wide variety of correct terminology, and I can help to correct faults in a performance. To be able to design and lead warm-ups and cool-downs suitable for dance for a group.</p>	
How learning will be assessed	
<ul style="list-style-type: none"> • Teacher assessment of student's performance in practical situations • Formative assessment throughout the unit goes towards the student's final grade • Student self-assessment of grade • Student peer-assessment of grade 	

Topic 8	Rugby
Approximate length of topic – 6 lessons	3 weeks
Main learning objectives	
<p>Demonstrate the following in a competitive situation:</p> <p>Passing – Pass with accuracy off both hands, pop pass, switch and loop</p> <p>Tackling – Tackle with confidence at jogging pace with correct body position</p> <p>Rucking – Demonstrate all of the roles surrounding a ruck with correct body positions and timing</p> <p>Tactical awareness – Ability to create and exploit space in a game</p> <p>Officiating – Knowledge of the basic rules</p> <p>Leadership and communication - Evaluation of peers performance for certain skills, have the confidence to communicate with team-mates to discuss tactics, be able to lead sections of the lesson such as drills and warm-ups</p>	
How learning will be assessed	
<ul style="list-style-type: none"> • Teacher assessment of student's performance in practical situations • Formative assessment throughout the unit goes towards the student's final grade • Student self-assessment of grade • Student peer-assessment of grade 	

Topic 9	Badminton
Approximate length of topic – 4 lessons	2 weeks
Main learning objectives	
<p>Demonstrate the following in a competitive situation:</p> <p>Serving – To perform high and low serves to outwit opponent.</p> <p>Overhead clear/ drop shot – perform a variety of shots, both forehand and backhand, with success.</p> <p>Tactical Awareness – Ability to read the game and choose the correct shot to outwit opponents.</p> <p>Officiating – knowledge of the basic rules for both singles and doubles.</p> <p>Leadership and communication - Evaluation of peers performance for certain skills, have the confidence to communicate with team-mates to discuss tactics, be able to lead sections of the lesson such as drills and warm-ups</p>	
How learning will be assessed	
<ul style="list-style-type: none"> • Teacher assessment of student's performance in practical situations • Formative assessment throughout the unit goes towards the student's final grade • Student self-assessment of grade • Student peer-assessment of grade 	

Topic 10	Netball
Approximate length of topic – 6 lessons	3 weeks
Main learning objectives	
<p>Demonstrate the following in a competitive situation:</p> <p>Passing – Demonstrate the chest, bounce, shoulder, overhead pass</p> <p>Shooting – Demonstrate the correct technique with accuracy.</p> <p>Tactical Awareness – Ability to create space on the court, demonstrate different defensive strategies, man to man, face to face.</p> <p>Officiating – knowledge of the basic rules.</p> <p>Leadership and communication - Evaluation of peers performance for certain skills, have the confidence to communicate with team-mates to discuss tactics, be able to lead sections of the lesson such as drills and warm-ups</p>	
How learning will be assessed	
<ul style="list-style-type: none"> • Teacher assessment of student's performance in practical situations • Formative assessment throughout the unit goes towards the student's final grade • Student self-assessment of grade • Student peer-assessment of grade 	

Assessment Summary	
Assessment period 1 Weeks 1-5	Continuous assessment in lessons
Assessment period 2 Weeks 6 -12	Continuous assessment in lessons
Assessment period 3 Weeks 13 - 17	Continuous assessment in lessons
Assessment period 4 Weeks 18 - 23	Continuous assessment in lessons
Assessment period 5 Weeks 24 - 28	Continuous assessment in lessons
Assessment period 6 Weeks 29 -34	Continuous assessment in lessons

PSHE	Head of Subject: Mrs S Mathias
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Curriculum Map 2016/2017	Year 9
Textbook	

Topic 1	Transition
Approximate length of topic	3 weeks
Main learning objectives	
<ul style="list-style-type: none"> • about life in their new school • about the differences between being a primary school student and a secondary school student • how to explore feelings about being somewhere new • how to set <u>personal</u> targets through self-review 	
How learning will be assessed	
Discussion, observation, question and answer, self-reflection	

Topic 2	Healthy lifestyles
Approximate length of topic	4 weeks
Main learning objectives	
<ul style="list-style-type: none"> • to understand the nature of self-esteem and assertiveness and to develop strategies for building self-esteem and behaving assertively • to expand the learners' concept of a healthy lifestyle, including achieving a balance between work, leisure and exercise, reducing their risk of infections, and healthy eating • to understand the nature of eating disorders and the help available • how media images can influence us • the importance of identifying reliable sources of advice and information about health • about the concept of 'fitness' and different ways of getting or keeping fit, physically and emotionally 	
How learning will be assessed	
Discussion, observation, question and answer, self-reflection	

Topic 3	Career and GCSE choices
Approximate length of topic 3 lessons	3 weeks
Main learning objectives	
<ul style="list-style-type: none"> identifying learners' strengths, interests, qualities and ambitions and making the links between these and career choice. the 'personal review process' - exploring their changing aspirations and whether they are on track to achieve them to develop learners' understanding of the causes of change in the labour market and the availability of jobs locally to support and equip learners to make the best choices for them in 14+ education. 	
How learning will be assessed	
Discussion, observation, question and answer, self-reflection	

Topic 4	Sex and relationships
Approximate length of topic	5 weeks
Main learning objectives	
<ul style="list-style-type: none"> the role of and importance of maintaining ground rules in SRE sessions norms and expectations regarding sexual development and activity about the need to ask questions, challenge common assumptions and find reliable sources of information, advice and guidance about different levels of intimacy in relationships including the factors involved and their consequences as well as the associated feelings; about forming new boy/girlfriend relationships 	
How learning will be assessed	
Discussion, observation, question and answer, self-reflection	

Topic 4	Puberty
Approximate length of topic	2 weeks
Main learning objectives	
To understand the physical and emotional changes young people experience and the importance of personal hygiene.	
How learning will be assessed	
Discussion, observation, question and answer, self-reflection	

Topic 5	Diversity and discrimination
Approximate length of topic 2 lessons	2 weeks
Main learning objectives	
<ul style="list-style-type: none"> • to develop the concept of diversity through exploring rights and responsibilities • the nature of prejudice and bullying • to develop strategies for responding to situations where bullying is, or is perceived to be taking place. • about prejudice - how it originates and how it can be challenged • to learn about the positive aspects of living in a diverse society • about bullying and strategies to use if they experience it • about the responsibilities people have if they are aware that (or think that) someone is being bullied 	
How learning will be assessed	
Discussion, observation, question and answer, self-reflection	

Topic 6	Study and research skills
Approximate length of topic	1 week
Main learning objectives	
To improve learners' study and research skills through an awareness of how they learn best. about the importance of organisation for effective studying; about different learning styles; how to set <u>learning</u> targets through self-review	
How learning will be assessed	
Discussion, observation, question and answer, self-reflection	

Topic 7	First Aid
Approximate length of topic	2 weeks
Main learning objectives	
<ul style="list-style-type: none"> • ways of recognizing and reducing risk • minimizing harm and getting help in emergency and risky situations • a knowledge of basic first aid and life-saving skills 	
How learning will be assessed	

Topic 8	Philosophy for Children
Approximate length of topic	4 weeks
Main learning objectives	
To promote and develop questioning, listening, reflection thinking skills	
How learning will be assessed	
Discussion, observation, question and answer, self-reflection	

Religious Studies	Head of Subject: Mr. J Leverton
Head of Subject e-mail address	james.leverton@turimail.co.ke
Curriculum Map 2016/2017	Year 9
Textbook	

Topic 1	World Religions
Approximate length of topic	13 weeks
Main learning objectives	
<p>The aim of this unit is to give students an understanding of the key features of the main world religions. The unit will end with a comparison of the major world religions, focusing on their understanding of the person of Jesus Christ. Key topics considered will be:</p> <ul style="list-style-type: none"> • Hinduism (Hindu Gods; Reincarnation; The Caste System; Arranged Marriage) • Sikhism (The Ten Gurus; The Khalsa; The 5 Ks; The Golden Temple) • Buddhism (The Life of Buddha; Four Noble Truths; Dharma) • Judaism (Old Testament History; The Temple; Modern Judaism) • Islam (Muhammad; The Five Pillars; Jihad) 	
How learning will be assessed	
<p>Learning will be assessed in three key ways:</p> <ul style="list-style-type: none"> • Five GCSE Examination style questions completed for Prep. • One extended essay answering the question: "Who was Jesus?" • A mid unit test and an end of unit test, following GCSE style questions. 	

Topic 2	Philosophy – Does God exist?
Approximate length of topic	5 weeks
Main learning objectives	
<p>The aim of this unit is to give students an idea of the classical arguments made for God's existence, along with an understanding of significant challenges to belief in God. Key topics studied include:</p> <ul style="list-style-type: none"> • The Design Argument • The Cosmological Argument • The Ontological Argument • The Moral Argument • The Problem of Evil and Suffering • The Problem of Miracles 	
How learning will be assessed	
<p>Learning will be assessed in three key ways:</p> <ul style="list-style-type: none"> • One GCSE Examination style question completed for Prep. • One extended essay answering the question: "Does God Exist?" • An end of unit test, following GCSE style questions. 	

Topic 3	The Greatest Story Ever Told - Easter
Approximate length of topic	3 weeks
Main learning objectives	
<p>In this unit students will study an overview of the Easter Story, answering three key questions:</p> <ul style="list-style-type: none"> • Who was responsible for Jesus' death? • Why did Jesus die? • Is the Resurrection historical truth or legend? 	
How learning will be assessed	
Learning will be assessed by exam style questions completed within lessons.	

Topic 4	Ethics – How should we live?
Approximate length of topic	6 weeks
Main learning objectives	
<p>In this unit students will study how ethicists make decisions and then seek to apply different theories to modern day ethical dilemmas. Topics studied include:</p> <ul style="list-style-type: none"> • Ethical language (deontology and teleology) • Ethical theories (virtue ethics; situation ethics; natural moral law; utilitarianism) • The Just War Theory • Abortion • Euthanasia • Discrimination • Lying • Social Media 	
How learning will be assessed	
<p>Learning will be assessed in three key ways:</p> <ul style="list-style-type: none"> • One GCSE Examination style question completed for Prep. • One extended essay answering a question on a choice of ethical dilemmas. • The end of year exam, which will assess all learning to date. 	

Topic 5	The Holocaust
Approximate length of topic	2 weeks
Main learning objectives	
<p>In this unit students will study the ethical and moral questions behind the Holocaust. Topics studied include:</p> <ul style="list-style-type: none"> • Why were the Jews persecuted in the Holocaust? • Who was responsible for the Holocaust? • What is the appropriate response to the Holocaust? 	
How learning will be assessed	
Learning will be assessed by exam style questions completed within lessons.	

Assessment Summary	
Assessment period 1 Weeks 1-5	Mid Unit Assessment on Hinduism and Sikhism.
Assessment period 2 Weeks 6 -12	Extended Essay: "Who is Jesus?"
Assessment period 3 Weeks 13 - 17	End of Unit Assessment on World Religions
Assessment period 4 Weeks 18 - 23	Extended Essay: "Does God Exist?" End of Unit Assessment on Philosophy
Assessment period 5 Weeks 24 - 28	Extended Essay on an Ethical Dilemma
Assessment period 6 Weeks 29 -34	End of Year Exam

Science: Biology	Head of Subject: Mr G. Lynton
Head of Subject e-mail address	guy.lynton@turimail.co.ke
Curriculum Map 2016/2017	Year 9
Textbook	Cambridge IGCSE Biology

Topic 1	Lab Skills & Organisms
Approximate length of topic	6 weeks (12 lessons)
Main learning objectives	
Lab skills, characteristics of living organisms, classification.	
How learning will be assessed	
Summative assessment consisting of past IGCSE paper questions at the end of each half term.	

Topic 2	Keys & Cells
Approximate length of topic	7 weeks (14 lessons)
Main learning objectives	
Features of organisms, dichotomous keys, cell structure and organization, levels of organization, size of specimens.	
How learning will be assessed	
Summative assessment consisting of past IGCSE paper questions at the end of each half term.	

Topic 3	Cell Processes
Approximate length of topic	5 weeks (10 lessons)
Main learning objectives	
Diffusion, osmosis and active transport.	
How learning will be assessed	
Summative assessment consisting of past IGCSE paper questions at the end of each half term.	

Topic 4	Enzymes, Diet and Biological Molecules.
Approximate length of topic	5 weeks (10 lessons)
Main learning objectives	
Enzymes, biological molecules (DNA and water), diet.	
How learning will be assessed	
Summative assessment consisting of past IGCSE paper questions at the end of each half term.	

Topic 5	Digestion and Absorption
Approximate length of topic	5 weeks (10 lessons)
Main learning objectives	
Biological molecules (nutrient composition and food tests), alimentary canal, mechanical digestion, chemical digestion, absorption.	
How learning will be assessed	
Summative assessment consisting of past IGCSE paper questions at the end of each half term.	

Topic 6	End of Year Exam & Practical Skills
Approximate length of topic	3 weeks (6 lessons)
Main learning objectives	
Review of end of year exam and practical skills preparation for IGCE paper 3 practical exam	
How learning will be assessed	
End of Year Exam consisting of past IGCSE paper questions on topics from the whole of year 9 – multiple choice and structured answers questions.	

Assessment Summary	
Assessment period 1 Weeks 1-5	Christmas half term assessment on Unit 1 - lab skills and organisms
Assessment period 2 Weeks 6 -12	Christmas end of term assessment on Unit 1 – Keys and Cells
Assessment period 3 Weeks 13 - 17	Easter half term assessment on Unit 1 – Cell Processes
Assessment period 4 Weeks 18 - 23	Easter end of term assessment on Unit 2 – Enzymes, Diet and Biological Molecules.
Assessment period 5 Weeks 24 - 28	Trinity half term assessment on Unit 2 – Digestion & Absorption
Assessment period 6 Weeks 29 -34	Year 9 end of year exam

Science: Chemistry	Head of Subject: Mr D. Lipscomb
Head of Subject e-mail address	david.lipscomb@turimail.co.ke
Curriculum Map 2016/2017	Year 9
Textbook	Cambridge IGCSE Chemistry – Harwood & Lodge

Topic 1	Lab Skills & Experimental Techniques
Approximate length of topic	4 weeks (8 lessons)
Main learning objectives	
Introduction to lab skills. Introduction to a variety of practical techniques that will be built on in future units. The unit starts by focusing on the variety of purification techniques available to chemists.	
How learning will be assessed	
Summative assessment consisting of past IGCSE paper questions at the end of each half term.	

Topic 2	Particles, atomic structure, ionic bonding and the Periodic table
Approximate length of topic	7 weeks (14 lessons)
Main learning objectives	
This unit begins by looking at the particle model of matter and leads onto the structure of the atom. These are fundamental topics, which will be revisited in later units (and in Cambridge IGCSE Physics 0625). This is then extended to include ions, leading onto ionic bonding (to link up with Group I). The layout of the Periodic Table will be and the chemistry and properties of the Group I metals.	
How learning will be assessed	
Summative assessment consisting of past IGCSE paper questions at the end of each half term.	

Topic 3	Covalent Bonding
Approximate length of topic	2 weeks (4 lessons)
Main learning objectives	
This unit starts by looking at covalent bonding in simple molecules and comparing their properties to those of ionic compounds. Giant covalent structures are introduced and their key features explored	
How learning will be assessed	
Summative assessment consisting of past IGCSE paper questions at the end of each half term.	

Topic 4	Air and Water
Approximate length of topic	3 weeks (6 lessons)
Main learning objectives	
<p>This unit begins by looking at the ways in which we can test for water and its treatment. Learners could compare methods of treatment in their country and the UK. Discussion of why some governments recommend boiling tap water or to drink bottled water together with the environmental consequences. The composition of the air and its common pollutants. Learners can research how air quality is monitored and managed in their own country. This unit is cross-referenced to assessment objectives AO1:1–4; AO2: 1–7; AO3:1–5 and Unit 2</p>	
How learning will be assessed	
Summative assessment consisting of past IGCSE paper questions at the end of each half term.	

Topic 5	Acids, Bases and Salts
Approximate length of topic	7 weeks (14 lessons)
Main learning objectives	
<p>Unit starts with an introduction to writing and balancing equations. Equations can then be written for the reactions of acids and bases. There is a considerable range of practical work that is carried out.</p> <p>Opportunity for learners to research the common products used in the home that are acidic/alkaline in nature and apply this knowledge to some everyday examples of neutralisation reactions, e.g. indigestion tablets, insect bites or stings.</p> <p>In addition, learners can make and test their predictions in respect to salt preparation.</p>	
How learning will be assessed	
Summative assessment consisting of past IGCSE paper questions at the end of each half term.	

Topic 6	End of Year Exam & Practical Skills
Approximate length of topic	3 weeks (9 lessons)
Main learning objectives	
Practical skills preparation for IGCE paper 3 practical exam.	
How learning will be assessed	
End of Year Exam consisting of past IGCSE paper questions on topics from the whole of year 9 – multiple choice and structured answers questions.	

Assessment Summary	
Assessment period 1 Weeks 1-5	Assessment on Topic 1 -lab skills
Assessment period 2 Weeks 6 -12	Assessment on Topic 2 Particles, atomic structure, ionic bonding and the Periodic table
Assessment period 3 Weeks 13 - 17	Assessment on Topic 3: Covalent Bonding
Assessment period 4 Weeks 18 - 23	Assessment on Topic 4 Air and Water
Assessment period 5 Weeks 24 - 28	Assessment on Topic 5: Acids, Bases and Salts
Assessment period 6 Weeks 29 -34	Year 9 end of year exam

Science: Physics	Head of Subject: Mr J. Scammells
Head of Subject e-mail address	jamie.scammells@turimail.co.ke
Curriculum Map 2016/2017	Year 9
Textbook	Cambridge IGCSE Physics – David Sang

Topic 1	Light & Lab Skills
Approximate length of topic	5 weeks
Main learning objectives	
<ul style="list-style-type: none"> • Describe reflection using correct Physics terms for the images and angles involved. • <i>Perform experiments with optical pins.</i> • Perform simple ray diagrams and calculations for reflections with plane mirrors. • Describe an experimental demonstration of refraction of light including the correct terminology for the angles involved, particularly through a parallel sided transparent material like glass or Perspex. • Describe total internal reflection. • Define critical angle for a material. • Use the term refractive index as well as its calculation using the relevant angles and the calculation of the critical angle. • Apply total internal reflection to real life situations such as endoscopes in medicine and optical fibres. • Describe the action of converging lenses. • Drawing ray diagrams for both real and virtual images as well as using the correct terms to describe them. • Describe the dispersion of white light through prisms. • Use the term monochromatic light. 	
How learning will be assessed	
Summative assessment using past paper questions Opportunity to assess practical skills using paper 5 questions particularly in the area of optical pin experiments and lenses. Homework tasks set based on learning from lessons.	

Topic 2	Electricity 1
Approximate length of topic	6 weeks
Main Learning Objectives	
<ul style="list-style-type: none"> • State that current is the rate of flow of charge and be able to describe how to measure it with an ammeter. • State that current in metals is due to the flow of electrons and be aware of the direction of flow of both the particles and conventional current. • To be able to recall and use the equation $I=Q/t$. • To be able to use the terms e.m.f. and potential difference across components and be able to distinguish the two. • To be able to describe how the use of a voltmeter. • To be able to describe the relationship of resistance, potential difference and current qualitatively. • To be able to use the equation $R=V/I$. • Describe how to find resistance experimentally. • Relate the resistance of a wire to its dimensions. • Sketch current-voltage graphs for resistors and filament lamps. • Describe electrical circuits in terms of transfer of energy and use the equations $P=IV$ and $E=IVt$ 	
How learning will be assessed	
Summative assessment using past paper questions. Opportunity to assess practical skills using paper 5 questions. Homework tasks set based on learning from lessons.	

Topic 3	Energy
Approximate length of topic	5 weeks
Main learning objectives	
<ul style="list-style-type: none"> • Recognise that energy is transferred from one form to another and describe those changes in specific examples. • Apply the principle of conservation of energy. • Recall and use the expressions for kinetic and gravitational potential energy. • Explain that energy tends to get transferred to the surroundings over time. • Describe energy resources as well as consider their advantages and disadvantages when used to produce electricity. • Recognise that the sun is the source of most of the energy in our resources for producing electricity and that this energy has come from nuclear fusion. • To be able to recall and use the equations for efficiency. • Describe heat transfer in terms of conduction, convection and radiation with explanations for these processes. • Describe experiments for all three of these processes. • Describe the effects of colour, surface temperature and surface area on the amount of heat radiation. • Describe experiments investigating good and bad absorbers and emitters of infra-red radiation. • Apply the heat transfer principles to every day applications. 	
How learning will be assessed	
<p>Summative assessment using past paper questions Opportunity to assess practical skills using paper 5 question – in fact essential. Homework tasks set based on learning from lessons.</p>	

Topic 4	Mechanics 1
Approximate length of topic	4 weeks
Main learning objectives	
<p>To be able to:-</p> <ul style="list-style-type: none"> • Use rules and measuring cylinders and digital and analogue measuring devices. • Find average values for small measurements of both time and length. • Use a micrometer and Vernier calipers to measure small distances. • Recall and use the formula for average speed. • Draw and interpret distance-time and speed time graphs including gradients and the area under graphs. • Describe and calculate both positive and negative acceleration. • Distinguish between speed and velocity. • Describe qualitatively the motion of falling objects with and without air resistance. • Distinguish between mass and weight. • Recall and use the equation for density. • Describe experiments to calculate the density of regular solids and liquids and irregular solids using displacement. • Predict whether an object will float using density data. 	
How learning will be assessed	
<p>Summative assessment using past paper questions Opportunity to assess practical skills using paper 5 questions. Homework tasks set based on learning from lessons.</p>	

Topic 5	Waves
Approximate length of topic	6 weeks
Main learning objectives	
<ul style="list-style-type: none"> • Describe wave motion as the transfer of energy without matter using examples in ropes, springs and water. • Describe a wave by using and defining the terms transverse, longitudinal, speed, frequency, wavelength and amplitude. • Describe wave behaviors i.e. reflection, refraction and diffraction through gaps. • Describe the demonstration of the concepts using water waves. • Recall and use the wave speed equations. • Describe the variation of diffraction with varying wavelength and gap size. • Describe the common features of the electromagnetic spectrum. • State the spectrum in order. • Describe the properties and dangers of the different parts of the spectrum. • Describe the production of sound. • Describe the nature of its waves and how the wave properties affect pitch and volume. • State the range of human hearing. • Describe sound reflection. • Describe how to measure the speed of sound in air. 	
How learning will be assessed	
Summative assessment using past paper questions Opportunity to assess practical skills using paper 5 questions. Homework tasks set based on learning from lessons.	

Assessment Summary	
Assessment period 1 Weeks 1-5	Practical assessment and written test on light
Assessment period 2 Weeks 6 -12	Practical assessment and written test on electricity
Assessment period 3 Weeks 13 - 17	Test on energy resources
Assessment period 4 Weeks 18 - 23	Test on heat transfer and taking measurements
Assessment period 5 Weeks 24 - 28	Test on mechanics 1
Assessment period 6 Weeks 29 -34	End of Year Exam

