

Year 9 Curriculum Overview

| Subject | Winter term skills & knowledge | Spring term skills & knowledge | Summer term skills & knowledge | Enrichment opportunities |
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| English | Of Mice and Men: Finding information, analysing language, evaluating a writer's method and writing about context. 19 th Century Crime Fiction Sherlock Holmes and Narrative Writing: finding information, analysing language and structure, evaluating, organising your writing, writing imaginatively and writing with technical accuracy. | Much Ado About Nothing: learning the plot and characters of the play, analysing language, structure and stagecraft, understanding the context of the play. Power and Conflict (War and Conflict) and Unseen Poetry: developing knowledge of the content of each poem, analysing the use of language and structure, understanding the context of each poem. | English Language Paper 2: finding and summarising information, Comparing texts, analysing language and writing for audience and purpose. An Inspector Calls: Developing knowledge of the play, analysing language and structure, understanding the context of the play. | Theatre Trip – An Inspector Calls Debating club |
| Maths | Knowledge: Straight line graphs, equations, conjectures, 3D shapes, constructions, congruency, numbers, using percentages Skills: numeracy, calculator use, mathematical reasoning, problem solving | Knowledge: Financial maths*, deduction, rotation and translation, Pythagoras' Theorem, enlargement and similarity, ratio and proportion, rates Skills: numeracy, calculator use, mathematical reasoning, problem solving | Knowledge: Probability, algebraic representations, similarity, enlargement and congruence, trigonometry Skills: numeracy, calculator use, mathematical reasoning, problem solving | Intermediate Maths Challenge (Targeted) Times Tables Rock Stars (All) Maths Clinic (All) |
| Science | Knowledge: Cell, energy, atomic structure Skills: can participate safely in required practical, recall and apply formula, can identify independent, dependent and control variables | Knowledge: Creative collaborative, waves, chemistry of the atmosphere, waves Skills: Planning and designing and experiment, communication, participate safely in a required practical, draw evaluations from experiments | Knowledge: Bioenergetics, using resources Skills: Can create accurate graphs and formulate conclusions from data, Identify independent, dependent and control variables. | Creative collaborative |
| 3D Design | <ul style="list-style-type: none"> Formal elements of Art- research and skills based short projects to give students experience of working in a wide range of materials and techniques and exposure to a wide range of artists and art movements. Topic 1- Line- Calder Topic 2- Tone- Tim K Topic 3- Perspective- Hughes Topic 4- Oblique and isometric- Hepworth | <ul style="list-style-type: none"> Topic 5- Proportion/ figures- Giacometti Topic 6- Colour- Memphis Group Topic 7- Texture and pattern- Green Man | <ul style="list-style-type: none"> Topic 8- Jewellery and body adornment mini project- introduction to sustained study- Teacher led | |
| Art | Theme: Flora and Fauna Knowledge:- Expected content and desirable approaches to learning for AO3 of a GCSE project. Skills:- Observational, imagined and secondary source work produced in a range of materials, with the focus on technique. Linear perspective. Ellipses. Topic research. | Theme: Flora and Fauna continued. Knowledge:- Expected content and desirable approaches to learning for AO3 of a GCSE project. Expectations regarding Art coursework sketchbooks. Skills:- Observational, imagined and secondary source work produced in a range of materials, with the focus on technique. Presentation and annotation of coursework sketchbooks. | Theme: Flora and Fauna Knowledge:- - Expected content, approach and presentation for AO1 of a GCSE project. Skills:- Artist research and analysis. * Exploration of artists' techniques Response to the artists. | Curriculum Days, if applicable. Any clubs or extra sessions will be advertised to students in school. Use resources, such as YouTube, to expand knowledge of the subjects/artist covered e.g. virtual gallery tours. External competitions and college competitions will be advertised as applicable. Optional homework tasks. |
| Computer Science | <p>[Entry Level] Computer hardware</p> <ul style="list-style-type: none"> components of a computer internal components of a computer and their function peripherals and their function. <p>[Entry Level] Computer software</p> <ul style="list-style-type: none"> Operating System System Software types of utility software in different contexts types of application software in different contexts <p>[Entry Level] Computer memory and storage</p> <ul style="list-style-type: none"> Primary and Secondary Storage <p>[Entry Level] Moral, legal, and environmental concerns</p> <ul style="list-style-type: none"> moral issues legal issues environmental issues open source and proprietary software Computer Science legislation | <p>[Entry Level] Computational logic</p> <ul style="list-style-type: none"> Boolean logic Boolean operators arithmetic operations <p>[Entry Level] Algorithms</p> <ul style="list-style-type: none"> computational thinking binary/denary numbers flow charts <p>[Entry Level] Programming techniques</p> <ul style="list-style-type: none"> variables input, output and storage of data sequence selection iteration operators comments <p>[Entry Level] Data Representation</p> <ul style="list-style-type: none"> units of computer memory data structure and data compression data in the form of binary digits | <p>[GCSE] Ethical, legal, cultural and environmental impact</p> <p>Impacts of digital technology on wider society including:</p> <ul style="list-style-type: none"> Ethical issues Legal issues Cultural issues Environmental issues Privacy issues Legislation relevant to Computer Science: <ul style="list-style-type: none"> The Data Protection Act 2018 Computer Misuse Act 1990 Copyright Designs and Patents Act 1988 Software licences (i.e. open source and proprietary) | iDEA Award Typing.com Bebras Challenge eSports?? |
| Construction | Practical sessions- 3 lessons per fortnight <ul style="list-style-type: none"> Health and safety Principles of brick and blockwork Theory lessons- 1 lesson per fortnight <ul style="list-style-type: none"> Construction Technology | Practical sessions- 3 lessons per fortnight <ul style="list-style-type: none"> Principles of brick and blockwork Exploring Carpentry and joinery principles and techniques Theory lessons- 1 lesson per fortnight <ul style="list-style-type: none"> Mathematical and Scientific applications for construction | Practical Sessions- 3 lessons per fortnight <ul style="list-style-type: none"> Exploring Carpentry and joinery principles and techniques Theory lessons- 1 per fortnight <ul style="list-style-type: none"> Construction and design | |

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| <p>D & T Textiles</p> | <ul style="list-style-type: none"> • Term 1- Learning Cube Project- Skills based project- Using the sewing machine, hand sewing skills, making templates, tolerance, simple seams, zips buttons, poppers • Simple photo manipulation and dye-sublimation • Theory- Identifying requirements, learning from existing products and practice, | <ul style="list-style-type: none"> • Term 2a- Designing skills- drawing and designing skills, communicating through design, presenting design solutions, modelling • Introduction to CAD • Term 2b- Recycling and sustainability- upcycling a pair of jeans • Theory- learning from existing products and practice, wider issues within the design industry | <ul style="list-style-type: none"> • Term 3- Travel Disruption- Bag project- learning how to design and make to meet the needs of users, manipulating and joining, structural integrity, finishes and surface treatments • CAD- 2D Design • KaleidoPaint- iPad- repeating pattern design • Procreate for digital drawing • Dye-sublimation and laser cutting • Theory- | |
| <p>Dance</p> | <p>Topics: Safe Working Practice, Dance around the World, Choreography *# Physical skills, technical skills, Expressive skills, mental skills and attributes, knowledge of action, dynamic, spatial and relationship content, choreographic processes, structuring devices, choreographic devices, aural setting, performance elements, evaluative, analytical, interpretative skills, critical skills. Students will engage with tasks that will allow them to employ the above knowledge and skill sets that link to Performance, Choreography and appreciation of professional works – prof works that are not on the exam syllabus will be introduced to give students a wide and varied introduction into the skills needed for evaluating, analyzing and interpretive skills.</p> | <p>Topic - Rosas Danz Rosas - professional work study. * # using Rosas as a way into study of Motif Development for choreography Physical skills, technical skills, Expressive skills, mental skills and attributes, knowledge of action, dynamic, spatial and relationship content, choreographic processes, structuring devices, choreographic devices, aural setting, performance elements, evaluative, analytical, interpretative skills, critical skills. Students will engage with tasks that will allow them to employ the above knowledge and skill sets that link to Performance, Choreography and appreciation of professional works. prof works that are not on the exam syllabus will be introduced to give students a wide and varied introduction into the skills needed for evaluating, analyzing and interpretive skills.</p> | <p>Topic - Professional work study - choreography - Comp 2 practice # * Physical skills, technical skills, Expressive skills, mental skills and attributes, knowledge of action, dynamic, spatial and relationship content, choreographic processes, structuring devices, choreographic devices, aural setting, performance elements, evaluative, analytical, interpretative skills, critical skills. Students will engage with tasks that will allow them to employ the above knowledge and skill sets that link to Performance, Choreography and appreciation of professional works. Prof works that are studied for Comp 2 will be introduced this term.</p> | <p>Dance club, performance opportunities in Christmas showcase, Dance Show, Shakespeare Festival, Whole school production, industry trips, theatre trips, workshop with visiting industry profs. *#</p> |
| <p>Drama</p> | <p>Study of a play text and Devising tasks DNA by Dennis Kelly) #Knowledge: Understanding practices used in twenty-first century theatre-making, understanding production elements and theatrical conventions, understanding the roles of theatre makers including performers, directors and designers. Understanding social, historical and or cultural context including theatre conventions of a period. Understand characteristics of dramatic work including genre, structure, character, form, style, and language. Understand how meaning is communicated through performance conventions, use of space and relationships between performers and the audience. Understand themes and issues and character development. Skills: analyse and evaluate the work of theatre-makers. Recognise specific challenges for performers, directors and designers, Use subject specific terminology in discussing the work of theatre makers. Research skills. Rehearsing and line learning, vocal skills, physical skills, developing ideas and intentions, refining and amending work. Performing to an audience.</p> | <p>January to April Introduction to practitioners - Brecht and Frantic Assembly - Links to Component 1 devising. Study of Jane Eyre National Theatre production for Component 3 Section B. Analysing and evaluating production elements in contemporary theatre and performance. Study of play texts: Migration plays : to develop knowledge about ethnically diverse authors - SMSC - links to global issues of refugees. The Curious Incident - links back to study of Frantic Assembly practitioner. Links to skills and knowledge required for Component 2 and 3 of GCSE assessment objectives. Creation of a devised whole group piece from stimulus of Migration plays. Links to skills and knowledge required for Component 1 assessment objectives. Developing rehearsal and refining skills required for Comp 1 and Comp 2 of GCSE.</p> | <p>May to July revision of devising techniques though practical SOL and portfolio practice questions) TIE and Verbatim #Knowledge: Characteristics of dramatic work, including genre, structure, character, form, style, language. How meaning is communicated through performance conventions, use of space, relationships between performer and audience. Skills: research, developing ideas and intentions, rehearsing, refining and amending work. Use of explorative strategies: improvisation, tableaux, hot seating, physical movement, soundscapes. Vocal and physical skills. Analyse and evaluate their own work and that of others.</p> | <p>KS3 Drama club run by Drama Captains. Performance or production opportunities in school productions. Visit to live theatre productions. # * Junction Industry Trip</p> |
| <p>French</p> | <p>Knowledge: French Learning Menu Me my family and friends: Descriptions Reflexive verbs and relationships Photocard Imperfect tense – when I was little Travel and Tourism: French speaking countries Holidays – accommodations, countries, transport, weather, activities Christmas – celebrations in France</p> <p>Skills: Question and answer – spontaneous speaking Photocard Question words Role Play Listening, reading, speaking, writing, translation</p> | <p>Knowledge: New Year’s resolutions – future tense My Studies: School and description of school School subjects – opinions and reasons Options and compulsory subjects Teachers and opinions Activities at school PiXL Futures Lesson – Opportunities with Languages Home and Local Area: Description of house Ideal house – conditional tense Housework Places in town Town versus countryside</p> <p>Skills: Listening, reading, speaking, writing, translation Photocard Role Play</p> | <p>Knowledge: Free Time Activities: Music Cinema/Films/TV Sports and Hobbies Negatives Infinitive phrases Use of complex structures – si + present + present, adverbs, quand/lorsque/après avoir + PP 3 Tenses Food Eating out/restaurants Role Play French film project</p> <p>Skills: Listening, reading, speaking, writing, translation Photocard Role Play</p> | <p>Intercollege European Day of Languages competition</p> |
| <p>Geography</p> | <p>Factfulness and global cities Knowledge: Sustainability, life on different levels, global cities, inequality, infrastructure, future of work. Sustainability, human</p> | <p>Theme 1- 1.1 and 1.2 Urbanisation Knowledge: Urbanisation in contrasting global cities. Urbanisation as a global pattern. Way of life and current challenges created by urbanisation in Sydney and Mumbai</p> | <p>Urban and rural processes A global perspective on development Knowledge: Patterns of development. Global processes that connect countries at different stages of development. Causes</p> | <p>Virtual fieldwork Local fieldwork TBC</p> |

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| | <p>processes, risk, inequality, globalisation and interdependent, development</p> <p>Skills: Location, challenging people's misconceptions, development of writing skills, numeracy, enquiry skills AO1,2,3 and 4</p> | <p>Strategies used to manage the impacts. Urban and rural processes and change in the UK. Challenges for people in urban and rural areas. Distinctive features of urban areas in the UK. Factors driving urban and rural change. Cause and effect of change in retail. Issues associated with leisure in urban and rural areas in the UK. Sustainability, human processes, inequality, globalisation and interdependent, development</p> <p>Skills: Map skills (various but will include choropleth maps, grid references etc) Enquiry skills (where shall we locate our business), writing and oracy, numeracy and data skills, AO1,2,3 and 4</p> | <p>and consequences of uneven development. Advantages and disadvantages of different types of aid. Sustainability, human processes, risk, inequality, globalisation and interdependent, development</p> <p>Skills: Map skills, enquiry skills (retail survey, trade games) debate skills, writing and oracy, numeracy and data skills. AO1,2,3 and 4</p> | |
| Health & Fitness | <p>Knowledge: : rules and regulations, evaluating performance, understanding warm up, positional play, developing key skills, Warm up and cool down, officiating, leadership</p> <p>Skills: Outwitting opponents, replicating movements</p> | <p>Knowledge: : rules and regulations, evaluating performance, understanding warm up, positional play, developing key skills, Injuries and first aid, body systems</p> <p>Skills: Replicating movements, outwitting, problem solving, net/wall</p> | <p>Knowledge: : rules and regulations, evaluating performance, understanding warm up, positional play, developing key skills, Components of Fitness, Methods of Training, Principles of Training, Fitness testing</p> <p>Skills: performing at maximum levels, striking and fielding</p> | <p>Extra curricular clubs Intra school sport Inter school sport OTG visit First aid course Officiating courses Sports Captains</p> |
| History | <p>Knowledge: British Empire – growth, features, decline and legacy. Onto (continues in Spring Term) Life in GB c 1870-1914 (poverty, Jack the Ripper, womens movement). Skills: evidence, investigation, causation, change and continuity, significance and interpretations</p> | <p>Knowledge: WW1 – origins, trench warfare, recruitment, Home Front, propaganda, remembrance and Treaty of Versailles)</p> <p>Skills: evidence, investigation, causation, change and continuity, significance and interpretations.</p> | <p>Knowledge: Civil Rights period USA – background /context, key events, key characters, Key legislation, protest movements (Civil Rights, Vietnam, students, women and gay groups), consequences of the movement. Skills: evidence, investigation, causation, change and continuity, significance and interpretations</p> | <p>Possible trip: WWI battlefields? Eva Clarke / Holocaust speaker / Holocaust Trust visitor Films: Private Peaceful, 1917, The Help, The Butler, Ripper Files, Suffragette, JFK</p> |
| Hospitality & Catering | <ul style="list-style-type: none"> Simple cookery skills- health safety and hygiene, the structure of the kitchen and the brigade, knife skills, savoury dishes- simple meals, breads, pastry and cakes Unit 1 Theory- Risks and control measures for personal safety in hospitality and catering Food related causes of ill health Food allergies and intolerances Food safety legislation The role of the EHO Knife skills Preparing simple, nutritious main meals | <ul style="list-style-type: none"> Unit 1 Theory- Job roles and employment law Unit 2 Theory- Nutrients, nutrition and the needs of specific groups of people, the characteristics of unsatisfactory nutritional intake, cooking methods and their impacts on nutritional content Breads | <ul style="list-style-type: none"> Cake and dessert project Pastry skills Patisserie skills Plating and serving skills Designing to a brief Creating a time plan Creating a dish in a set time frame Practice writing for NEA AC1.1- AC1.4 Practice planning for AC2.4 | |
| Latin | <p>Suburani textbook</p> <p>Language (knowledge): Introduction to basic Latin vocabulary and grammar including:</p> <ul style="list-style-type: none"> Nominative and accusative nouns Present tense Introduction to cases <p>Civilisation: (Knowledge)</p> <ul style="list-style-type: none"> The beginnings of Rome Different areas of Rome (the Hills, Subura, Ostia etc) Life in the City of Rome (houses, water supply) <p>Skills: Reading Latin - word order. Translation Vocabulary learning</p> | <p>Suburani textbook</p> <p>Language: Extending basic knowledge of vocabulary and grammar including:</p> <ul style="list-style-type: none"> Dative case nouns Perfect and Imperfect tenses. <p>Civilisation: (Knowledge)</p> <ul style="list-style-type: none"> Buildings and monuments in Rome The fora Life in Britain <p>Skills: Translation and comprehension. Interpreting sources in Civilisation. Identifying grammar points.</p> | <p>Suburani textbook</p> <p>Language: Extended vocabulary & more complex grammar including:</p> <ul style="list-style-type: none"> Relative clauses Comparatives. Genitive case nouns <p>Civilisation: (knowledge) Life in Gaul Women in Roman times</p> <p>Skills: Translation and comprehension. Interpreting sources in Civilisation</p> <p>Identifying grammar points.</p> | <p>Powerpoint about where Latin and Classics can lead to in future education / employment</p> |
| Music Technology | <p>Introduction to the KS4 course Core skills within the DAW and the importance of analogue vs digital. Introduction to the DAW basic Logic operation. What is digital audio? Storage, distribution, reliability, health associated with digital music. Creating original MIDI content. Creating blank Midi regions and use the piano roll to programme data. Plug-In's – EQ, Dynamics, Reverb; Delay Components of the studio – explanation of the hardware required for modern recording studio. A-D Conversion. More in depth explanation of the need to convert analogue audio into a digital signal and how the process works.</p> | <p>Sound Design and implementation What is sound design? Methods of sound design – focus on Foley and special FX. Microphones (recording Foley) How do microphones differ; polar patterns and characteristics. Foley and Special FX. Understanding what Foley is and why it is used. Understanding how special FX are created and the role of synthesis/original audio/editing and libraries in sound production.</p> | <p>Outcome Assessment 1 – to be completed and to pass at least to a Level 2 Pass outcome. Review of Assessment Outcome Assessment 2 – to be completed and to pass to at least a Level 2 Pass outcome. Review of Assessment</p> | <p>Band Music Technology Club Song writing Club</p> |

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| PE | <p>Knowledge: : rules and regulations, evaluating performance, understanding warm up, positional play, developing key skills</p> <p>Skills: Outwitting opponents, replicating movements</p> | <p>Knowledge: : rules and regulations, evaluating performance, understanding warm up, positional play, developing key skills</p> <p>Skills: Replicating movements, outwitting, problem solving, net/wall</p> | <p>Knowledge: : rules and regulations, evaluating performance, understanding warm up, positional play, developing key skills</p> <p>Skills: performing at maximum levels, striking and fielding</p> | <p>Extra curricular clubs Intra school sport Inter school sport OTG visit First aid course Officiating courses Sports Captains</p> |
| PSHE | <p>Topic 1 – British Values:</p> <ul style="list-style-type: none"> Valuing Diversity Tolerance Extremism Individual liberties <p>Topic 2 – Drugs and the law:</p> <ul style="list-style-type: none"> Drugs and the risks Legal highs | <p>Topic 3 – Body Image and Wellbeing:</p> <ul style="list-style-type: none"> What is beauty? The impact of obsessions with beauty Self-esteem Identity <p>Topic 4 – Healthy Relationships:</p> <ul style="list-style-type: none"> Positive Relationships Further understanding of the laws concerning the sharing of indecent images and videos Conflict within relationships | <p>Topic 5 – Choices:</p> <ul style="list-style-type: none"> Recognise factors involved in making the decision to start a sexual relationship Contraception STIs and STDs <p>Topic 6 – Careers:</p> <ul style="list-style-type: none"> CVs and personal statements Being assertive | |
| RE | <p>Truth and Ultimate Questions # *</p> <p>The ways in which science and religion are often perceived to be in conflict. Assessment: Which truth is reliable.</p> <p>Is religion dangerous? # *</p> <p>Explore issues of peace and conflict with reference to Christianity, Sikhism and Islam. The philosophical and moral issues of pacifism, and justice are explored. Assessment: Essay – Religion is dangerous AO2 Skills</p> <p>War and Peace #*</p> <p>We will be reflecting on questions about the meaning and purpose of human existence, formulating our own response to such questions. Assessment Essay - To be religious you must be a conscientious objector AO2 Skills</p> <p>Dealing with grief #*</p> <p>Exploring issues on how to deal with grief and how this can impact on an individual and community. A case of Aberfan will be addressed. Assessment - Should schools deal with bereavement AO1 and AO2 skills</p> <p>Prejudice and Discrimination # *</p> <p>Exploring issues of prejudice and discrimination and the impact these have on society and laws. A case study of the segregation laws and the civil rights movement in America will be looked at. Assessment: Essay AO2 Skills Holocaust #</p> <p>How the Holocaust threatened the fabric of civilisation. How antisemitism fuelled the Holocaust or other forms of prejudice and discrimination, Absorb and retain complex information and identify key issues Sift, select relevant information and think logically, Express ideas clearly through essay writing and discussion</p> | <p>Christian beliefs # *</p> <p>The nature of God God as omnipotent, loving and Just The oneness of God and the Trinity Christian beliefs about creation Incarnation, crucifixion, resurrection and ascension Resurrection and life after death Afterlife and judgement Heaven and Hell Sin and Salvation</p> <p>Skills: Ao1: 1: Demonstrate knowledge and understanding of religion and beliefs including: AO1:2 beliefs, practices and sources of authority (Bible) AO1: 3 influence on individuals, communities and societies AO1:4 similarities and differences within and/or between religions and beliefs AO2:Analyse and evaluate aspects of religion and belief, including their significance and influence.</p> <p>At the end of the Topic there will be a full skill test, with a full exam for Christian beliefs.</p> | <p>Christian Practices # *</p> <p>Worship Prayer Sacraments: Baptism and Holy communion Pilgrimage Festivals Role of the Church in the local community Place of mission and evangelism Church growth Importance of the worldwide church Persecution Church’s response to world poverty</p> <p>Skills: Ao1: 1: Demonstrate knowledge and understanding of religion and beliefs including: AO1:2 beliefs, practices and sources of authority (Bible) AO1: 3 influence on individuals, communities and societies AO1:4 similarities and differences within and/or between religions and beliefs AO2:Analyse and evaluate aspects of religion and belief, including their significance and influence.</p> <p>There will be questions throughout the lessons, looking at 4 and 5 mark questions and understanding how to answer.</p> <p>At the end of the Topic there will be a full skill test, with a full exam for Christian Practices.</p> | |
| Spanish | <p>Knowledge: Spanish Learning Menu Me my family and friends: Descriptions Reflexive verbs and relationships Photocard Imperfect tense – when I was little Travel and Tourism: Spanish speaking countries Holidays – accommodations, countries, transport, weather, activities Christmas – celebrations in Spain</p> <p>Skills: Question and answer – spontaneous speaking Photocard Question words Role Play</p> | <p>Knowledge: New Year’s resolutions – future tense My Studies: School and description of school School subjects – opinions and reasons Options and compulsory subjects Teachers and opinions Activities at school PiXL Futures Lesson – Opportunities with Languages Home and Local Area: Description of house Ideal house – conditional tense Housework Places in town Town versus countryside Skills: Listening, reading, speaking, writing, translation</p> | <p>Knowledge: Free Time Activities: Music Cinema/Films/TV Sports and Hobbies Negatives Infinitive phrases Use of complex structures – si + present + present, adverbs, quand/lorsque/après avoir + PP 3 Tenses Food Eating out/restaurants Role Play Spanish film project Skills: Listening, reading, speaking, writing, translation Photocard</p> | |

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| | Listening, reading, speaking, writing, translation | Photocard Role Play | Role Play | |
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