

## Year 9 Curriculum Overview

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
<b>Communications</b>	English	<b>Modern Novel - Purple Hibiscus</b> Students will refine their understanding of the novel form, plot development, and characterisation. Students will be introduced to conceptual interpretations of a novel and will develop their understanding of how historical and social context helps to reveal authorial intent. Students will develop their understanding of characters as constructs and consider their function in the novel. They will be given opportunities to write creatively in role and to develop analytical writing skills.		<b>The Art of Rhetoric</b> Students will develop their knowledge of persuasive and engaging rhetoric and how writing is crafted to suit different purposes and audiences through studying a range of famous speeches from the last 400 years.. Students will continue to develop their persuasive writing skills through speech writing.	<b>Shakespeare - Romeo and Juliet</b> Building on their prior knowledge of Shakespearean drama students will read this challenging text which will deepen their understanding of Elizabethan attitudes and prejudices and how this affects characters and audience response. Students will continue to build their understanding of Shakespearean language and evaluate the impact on audience perception of character.		<b>Poetry of the Romantic Period</b> Students will study a range of poetry from the Romantic period, with a focus on the natural world and the creative process. Students will develop their own creative writing skills and ability to use figurative techniques and sophisticated vocabulary for impact.	
	French	<b>MY WORLD</b> Talking about likes and dislikes Talking about after-school clubs and activities Describing friends Saying what you did for your birthday Discussing your birthday celebrations in the past and future	<b>MUSIC AND WHEN I WAS LITTLE</b> Talking about musical tastes Comparing music genres Talking about music instruments you play Talking about what you used to be like and how things have changed Researching a French-speaking singer	<b>FUTURE PROJECTS</b> Talking about what you do to earn money Talking about what you want to do when you are older Talking about what you will do in the future Talking about how things will be like in the future Researching a French-speaking inventor	<b>SOCIAL ISSUES : DIET AND THE ENVIRONMENT</b> Talking about food Discussing eating habits Talking about animals and the natural world Talking about plastic and the environment Talking about what you would like to do to change the world	<b>REVISION</b> Revising all vocabulary and grammar for modules 1-2-3-4		<b>THE FRENCH-SPEAKING WORLD</b> Researching French-speaking countries and activities you can do in these countries Talking about sightseeing activities Talking about a French-speaking artist
	Spanish	<b>SCHOOL LIFE &amp; WORLD OF WORK</b> Subjects & opinions; timetable; what I do at break time; weather & sport; extra curricular clubs; describing my	<b>HEALTHY LIFESTYLE</b> Healthy diet; activities to stay fit; future plans to stay fit; daily routine; parts of the body; going to the doctor	<b>HOLIDAYS</b> Countries; transport; opinions; holiday accommodation; holiday activities; weather in the past; something bad that happened one day;	<b>GLOBAL ISSUES</b> Children's rights; fair trade; child poverty in an underdeveloped Hispanic country; recycling; what my town used to be like	<b>FRIENDS AND RELATIONSHIPS</b> Family members & personalities; getting on well / badly; introducing a new friend; making plans to go out; souvenir shopping		<b>LATIN AMERICA</b> Cultural study of a Latin American country

		school; favourite day; jobs; what I have to do in my job; future plans for work; future opinions		Madrid key tourist sites; holidays past and future			
Mathematics	Maths	<p><b>Reasoning with Algebra</b></p> <p>Straight line graphs Forming and solving equations Testing conjectures</p>	<p><b>Constructing in 2- and 3-dimensions</b></p> <p>Three-dimensional shapes Constructions and congruency</p>	<p><b>Reasoning with Number</b></p> <p>Numbers Using percentages Maths and money</p>	<p><b>Reasoning with Geometry</b></p> <p>Deduction Rotation and translation Pythagoras' Theorem</p>	<p><b>Reasoning with Proportion</b></p> <p>Enlargement and similarity Solving ratio and proportion problems Rates</p>	<p><b>Representations</b></p> <p>Probability Algebraic representation</p>
Science	Science	<p><b>B1 Cell Biology</b></p> <p>Cell structure and function, development from a fertilised egg cell to a complex organism, obtaining energy from food, the study of microorganisms, growing microorganisms in a lab.</p> <p><b>C1 Atomic structure and the periodic table</b></p> <p>Sub-atomic particles, Atoms, Elements and compounds, The periodic table, metals and non-metals.</p> <p><b>P1 Energy</b></p> <p>Connection between energy transfer and power, connection between energy changes and temperature, monitoring and controlling energy transfer, environmental impacts of energy resources.</p>		<p><b>Working scientifically &amp; revision techniques.</b></p> <p>Developing skills in graphing, method writing, practical investigations, analysis, plus revision techniques.</p> <p><b>B3 Moving and changing materials</b></p> <p>Water movement in plants, active transport, digestion, enzymes, the heart and blood.</p>		<p><b>P5 Forces</b></p> <p>Describing motion, understanding forces to make driving safer, forces and energy in springs.</p> <p><b>C8 Chemical analysis</b></p> <p>Chromatography, Tests for gases, Tests for anions, Instrumental methods.</p>	

Sport & Performing Arts

PE	<p style="text-align: center;"><b>Netball, Football, Rugby Athletic Development, PE Theory, Badminton Swimming (Personal Survival)</b></p> <p>Impact of physical activity on health and fitness and further understanding of the changes to the body. Development of advanced sport specific techniques. Development of advanced performance in competitive sports. Personal Survival Skills. Understanding of tactics/strategies. GCSE Theory - basic understanding of the cardiovascular, respiratory, skeletal and muscular systems</p>		<p style="text-align: center;"><b>Hockey and Netball Football and Basketball Athletic Development, PE Theory, Badminton Swimming (Personal Survival)</b></p> <p>Impact of physical activity on health and fitness and further understanding of the changes to the body. Development of advanced sport specific techniques. Development of advanced performance in competitive sports. Understanding tactics and strategies. Understanding of tactics/strategies. GCSE Theory - basic understanding of the cardiovascular, respiratory, skeletal and muscular systems</p>		<p style="text-align: center;"><b>Tennis, Rounders, Cricket, Athletics, Striking and Fielding</b></p> <p>Impact of physical activity on health and fitness and further understanding of the changes to the body. Map skills Development of advanced sport specific techniques. Development of advanced performance in competitive sports. Understanding of tactics/strategies.</p>	
Music	<p style="text-align: center;"><b>Ensemble skills &amp; Music theory</b></p> <p>Further coordination for advance keyboard and ukulele skills Generating creative ideas Communicate creativity appropriately Develop further understanding of theoretical concepts</p>		<p style="text-align: center;"><b>Composition &amp; Music that has changed the world</b></p> <p>Refine creative ideas used Continued development of communication skills through group work Develop ideas for use Evaluate the success of the task achieved</p>		<p style="text-align: center;"><b>Musical Futures: The Concert</b></p> <p>Creating and developing musical ideas Evaluation of own work Refine ideas and reflect critically on the success of the composition to accompany the film</p>	
Drama	<p style="text-align: center;"><b>Stereotyping</b></p> <p>To encourage students to reassess and reconsider stereotypical representations and expectations based on appearance and media influenced perceptions. To develop individual thinking. To reaffirm students understanding of 'character motivation'</p>	<p style="text-align: center;"><b>Status</b></p> <p>To create dramatic conflict through the opposing status of characters To consider the role of 'class' and 'social bearing' in society To apply dramatic skills appropriate to characterisation To work quickly and improvise based on instinct To instil in students an understanding of pace in regards to comedy role-play</p>	<p style="text-align: center;"><b>WW1 Poetry</b></p> <p>Using the poetry of Siegfried Sassoon, Wilfred Owen and Robert Graves as a stimulus to developing improvisation and role-play Adding a historical context to enhance meaning and developing skills in sensitivity To develop empathetic skills and an understanding/respect for those who lost their lives in battle To develop individual thinking. To reaffirm students' understanding of 'character motivation'</p>	<p style="text-align: center;"><b>Music in Drama</b></p> <p>To cultivate an understanding and appreciation of the <i>meaning</i> in music thus stimulating imagination and creativity in developing dramatic work Experimenting with genre (Westerns, Thrillers, Romance etc) through the use of alternative composer's work functioning as a soundtrack (Ennio Morricone, Bernard Herrmann etc). To encourage student's skills in developing work</p>	<p style="text-align: center;"><b>Job Interviews</b></p> <p>To prepare students for their future To reaffirm the importance of body language, posture and use of voice as a means of positive communication Defining the importance of 'reading' and understanding others train of thought as a means of defining their own responses To develop individual thinking</p>	<p style="text-align: center;"><b>Devised Performance</b></p> <p>Stressing the importance of working as a team in the creation of an extended, devised performance (hence, listening and consideration) Responding appropriately to a visual, aural and/or written stimuli Cultivating student's imaginative skills Understanding the process of performance (beginning, middle and end) Application of studied skills</p>

				thereby identifying what drives a character's actions and responses.	based on instinct		throughout Y7, Y8 and Y9 appropriate to content Responding to an audience Confidence development in terms of performing to peers Preparation of key exam component for students taking GCSE Drama in Y10
Humanities	History	<p><b>The Industrial Revolution</b></p> <p>Causes of an Industrial Revolution Transport changes The textile industry Working in factories Changes to life Public health</p>	<p><b>Causes of The First World War</b></p> <p>Causes of The First World War Alliances Imperialism Arms Race Balkan Problem Franz Ferdinand assassination Schlieffen to Stalemate</p>	<p><b>Impact of The First World War on Lives</b></p> <p>The First World War Ganga Singh (early fighting, First Battle of Ypres) Algerian Soldiers (first gas attack) Trench life (in general) Development of weapons in The First World War Breaking the stalemate? The Battle of the Somme Interpretations about The Battle of the Somme The Chinese Labour Corps (and the role of Labour Corps) Women (home front, nurses)</p>	<p><b>The Rise of the Nazi Party</b></p> <p>How did life in Nazi Germany change? Treaty of Versailles Germany's struggles 1919-23 Early Nazis and The Munich Putsch Stresemann and recovery The wilderness years (Wall Street Crash etc) Hitler as Chancellor Nazis and the youth Nazi propaganda</p>	<p><b>The Second World War</b></p> <p>Which was the most significant event of The Second World War? The evacuation of Dunkirk The Battle of Britain The Forgotten Army Bombing of Dresden The Mediterranean Campaign Pearl Harbour D Day Hiroshima</p>	<p><b>Holocaust</b></p> <p>Persecution of Jewish people living in Germany Ghettos The Lodz Ghetto The Final Solution Auschwitz Birkenau (case study) Killing Squads Jewish Resistance Liberation</p>
	Geography	<p><b>Weather and Climate</b></p> <p>What is the weather and climate? How do we measure weather? How can weather data be recorded and presented? What are clouds and why does it rain? What are air pressure and anticyclones?</p>	<p><b>Development</b></p> <p>What is development? How is money spread around the world? What other ways can be used to measure development? How can development change over time? What is the global development map missing?</p>	<p><b>World Cities</b></p> <p>What are global and world cities? How is San Francisco a world city? How is Mumbai a world city? How is Hong Kong a world city? How is Istanbul a world city?</p>	<p><b>Asia</b></p> <p>Diverse and dynamic: how is Asia being transformed? How does India rely on the monsoon climate? How do floods threaten lives in Asia? How does life adapt to the mountain biome?</p>	<p><b>Climate Change</b></p> <p>What is the future for the planet? What is the evidence for climate change? What are the causes of climate change? What are the consequences of climate change on our planet?</p>	<p><b>Factfulness</b></p> <p>What is the gap instinct? What is the negativity instinct? What is the straight line instinct? What is the fear instinct? What is the size instinct?</p>

	<p>What are depressions and how do they affect our weather? How do I conduct a weather enquiry? What is the climate of the UK? How does climate vary across the world?</p>	<p>Why do people live in poverty? How can gender equality increase development? How do countries and organisations support development? What are Sustainable Development Goals?</p>		<p>Why is the population of Asia diverse and dynamic? How is urbanisation changing lives in India? How is Asia developing into the most important global economic region?</p>	<p>What are the consequences of climate change for the UK? Antarctica – the frozen continent? What can we do about climate change?</p>	<p>What is the generalisation instinct? What is the destiny instinct? What is the single perspective instinct? What is the blame instinct? What is the urgency instinct?</p>
PSHE	<p><b>The Law and Drugs</b> Themes - Rights and Responsibilities (legal system) Life Beyond School (careers) Staying Safe (drugs)</p>	<p><b>All About Options</b> Themes - Life Beyond School (careers and options) Celebrating Diversity (pay gaps)</p>	<p><b>Mental Health and Well-Being</b> Themes - Health and Well-Being</p>	<p><b>Youth Crime</b> Themes - Staying Safe</p>	<p><b>Healthy Relationships</b> Themes - Relationships and Sex Education (healthy sexual relationships) Health and Well-being</p>	<p><b>Healthy Relationships</b> Themes - Relationships and Sex Education (healthy sexual relationships) Staying Safe</p>
Religious Studies	<p><b>Who owns life?</b> Does life belong to God? Or the individual? Should humans change something that was created by God? Should we be allowed to do what we want with our lives?</p>	<p><b>Is Religion Dangerous?</b> Do religions promote life? How do religions respond to evil actions? Does free will cause humans to do evil things?</p>	<p><b>Why do we suffer</b> How do I respond to suffering? Does God exist? What then is evil? Job Genesis 3</p>	<p><b>Is Jewish identity shaped by suffering?</b> <i>Is remembering part of our national identity? How? Why do humans need to remember? Is there a value in remembering bad events? Why might someone risk their life to rescue another? How have Jewish people responded to the question 'Where was God in the Holocaust?'</i></p>	<p><b>Sociology of religion</b> <b>The functionalist perspective?</b> <i>In what ways does religion maintain social order?</i> <b>The Marxist perspective:</b> In what ways does religion ease the pain in unequal societies? <b>The feminist perspective:</b> Do religious beliefs justify and reproduce male dominance and control of women?</p>	<p><b>Sociology of religion</b> <b>The functionalist perspective?</b> <i>What led Talcott Parsons to argue that individuals are socialised into core societal values which regulate our behaviour?</i> <b>The Marxist perspective</b> Is religion an instrument of control and oppression? <b>The feminist perspective:</b> Are women more religious than men?</p>

<b>Technology</b>	<b>Design and Technology</b>	<b>Resistant materials and electronics - Nightlight:</b>		<b>Textiles - Bucket hat:</b>		<b>Graphics - Designing principles:</b>	
		<p>Students will learn about the impact of plastics on the planet as well as systems approach to designing. They will learn different methods of joining timbers to create a base for their nightlight, and will use sublimation printing on recycled plastic to create the shade.</p> <p>Sustainability - Plastics, 6Rs</p> <p>Research - Inputs and outputs, microcontrollers.</p> <p>Career links - Engineers</p> <p>Technical knowledge - Electronic circuits and components</p> <p>Design - Using the wood joints and PCB design a lamp</p> <p>Make - soldering a PCB and LEDs, wood joining methods</p> <p>Evaluate - Critical analysis</p>		<p>Using a pattern students will accurately make a bucket hat using upcycled fabrics that they have sourced. They will learn about the importance of creating templates and toiles before making a final product. They will show an advanced level of hand sewing techniques whilst constructing the hat.</p> <p>Sustainability - Impact of fast fashion</p> <p>Research - Existing products, moodboard of festivals.</p> <p>Career links - Fashion industry</p> <p>Technical knowledge - Use of templates, patterns and toiles</p> <p>Design - Using upcycled fabrics</p> <p>Make - Hand sewing techniques using a pattern to ensure accuracy</p> <p>Evaluate - Reflection and modifications</p>		<p>Using the design principles students will follow the iterative design process to learn about the process that leads to making products. They will consider the users needs and will communicate their design ideas using a range of methods, including CAD.</p> <p>Sustainability - Environmental, social and economic challenges</p> <p>Research - Investigation, primary and secondary data</p> <p>Technical knowledge - The work of others and design strategies</p> <p>Design - Communicating a design idea</p> <p>Make -Modelling using CAD</p> <p>Evaluate - Critical analysis against brief</p>	
	<b>Cooking &amp; Nutrition</b>	<b>Paella</b>	<b>Indian fish curry and naan bread</b>	<b>Mini Quiches</b>	<b>Fajitas and homemade tortillas</b>	<b>Chelsea buns</b>	<b>Cupcakes with different sugars</b>
		<p>Investigate information and guidance available to the consumer regarding food labelling, availability, traceability, food assurance schemes and animal welfare;</p> <p>List, explain the dietary needs throughout life stages;</p> <p>Diet related health issues.</p> <p>Principles of food safety and hygiene when cooking.</p> <p>Regular opportunities to consolidate their literacy and numeracy skills by using them purposefully in order to learn.</p> <p>Track their progress using the Recipe and Evaluation booklet</p>	<p>Pupils will extend food preparation and cooking techniques;</p> <p>Explain the characteristics of ingredients and how they are used in cooking;</p> <p>sources, types and functions of carbohydrates</p> <p>sources and functions of fibre in the diet.</p> <p>Dietary recommendations for carbohydrates (including fibre) and how they relate to their diet.</p> <p>To explore staple foods and cereal</p>	<p>Demonstrate the use of the beating method.</p> <p>consumer food and drink choice;</p> <p>Investigate and discuss new trends and technologies used in food production, processing and cooking</p> <p>Food science of shortening when making a pastry dough</p> <p>characteristics of ingredients and how they are used in cooking.</p> <p>plan and carry out practical tests to demonstrate the characteristics</p> <p>Protein complementation</p>	<p>demonstrate competence in cooking a curry dish, using minimal pieces of equipment</p> <p>become more confident preparing and cooking more ambitious main dishes.</p> <p>investigate chilled ready meals; ranges available, health and safety, manufacturing.</p> <p>differences between cultures and dishes for food choice and ethics.</p> <p>investigate the difference between</p>	<p>Pupils will develop the creative, technical and practical expertise needed to perform everyday tasks confidently;</p> <p>sources, types and functions of water.</p> <p>sources and functions of fibre in the diet.</p> <p>identify varieties of bread and bread products available to the consumer.</p> <p>investigate different types of raising agents, experiment for biological and chemical.</p>	<p>differences and function of one single ingredient can change textures, aroma, colour and taste.</p> <p>To review the opportunities for future courses and career options.</p> <p>To appraise and evaluate their learning journey.</p>

	(cooking, nutrition, ingredients and creativity).	grains across the globe	create a meal using 'leftovers' or odd ingredients, food science behind sauce making e.g. gelatinisation and reduction. To recap coagulation in proteins	dough types and pastries and their roles within the dish. implement adaptations for different dishes for allergies, intolerances and coeliac diseases.		
Art	<b>STREET ART AND BODY DECORATION</b> Line, Form, Colour Theory, Observational Drawing Tips & Tricks, Mark Making Research, colour, ratio, perspective, mixed media, drawing, painting <b>(Banksy, Maori, Henna Keith Haring)</b>		<b>STREET ART AND BODY DECORATION/ SURREALISM</b> SA&BD Final Outcome- 3-d construction. TAG  <b>SURREALISM</b> Pattern and Form. Ratio, perspective, design Enlargement, design, colour, mark making, texture		<b>SURREALISM</b>	
Computing	<b>Computer past, present and future/Networks</b> The ability to Investigate stored program computer, valve computers, the invention of transistors, and the microchip Using search, Investigate Moore's Law Identify the features of Local and Wide area networks (LANs and WANs) Be able to recognise IP and MAC addresses Explain how data is transmitted over a network		<b>Ethical issues/Computational thinking</b> Discuss the impacts of digital technology on the wider society including: Identify and discuss ethical issues Identify and discuss cultural issues Use a range of computational toolkits including: Decomposition, Abstraction, Pattern recognition		<b>Python – turtle/Data representation</b> Use Python to create basic shapes using sequencing, selection and iteration Use appropriate data structures to store data Design and develop modular programs that use procedures or functions Explain how colours are represented in a bitmap graphic Explain file formats lose data when they are compressed	