YEAR 9

Curriculum Booklet

January to July 2022

SUBJECT: Year 9 English - February to July

In English lessons between February and July Year 9 students study the following topics:

- **William Shakespeare's *Macbeth***
- **Narrative and descriptive writing**
- **An introduction to Romanticism and Romantic poetry**

What will students know?

Reading (Macbeth)

- The plot, content and language in *Macbeth* NOTE: *Macbeth* is a GCSE text
- The cultural and literary significance of *Macbeth* (*including: The Divine Right of Kings; Scotland/England; witches; Elizabeth I and James I; Guy Fawkes and fears of assassination*)
- Tragedy as a genre and to identify the conventions
- Analysis of (increasingly subtle) choices of language and language techniques
- How to plan/structure an evaluative essay
- How to make thematic links across a play
- Vocabulary specific to tragedy and *Macbeth*

Writing

- The difference between narrative and descriptive writing
- Embedded SPaG including sentences variation for story-telling
- Key narrative structural terms (including: repetition, crisis, climax, resolution, turning points etc.)
- How to make increasingly sophisticated and specific vocabulary choices

Reading (poetry)

- Introductory knowledge about the Romantic movement and the key ideas of this time.
- How poems reflect Romantic ideas.
- Explain how poets use language, poetic and structural devices
- Understand metre, iambic pentameter and sonnet form.
- Structure their writing showing an awareness of meter and other poetic forms

The Composite*

Students will write an extended essay which explores a central theme or character from the play and will be able to explain the writer's language choices in relation to these ideas. Within this essay, students should be able to make links to context and how the play is a reflection of its time.

Students will write a creative piece in response to an image emulating some of the features of the Gothic genre and following the narrative structure.

For Romanticism, students will complete a 15 question multiple choice assessment to test their understanding of key Romantic concerns, writers and poems.

How does this connect to prior learning and where will this be revisited?

Connections to prior learning

- Y8 - building on poetic knowledge and understanding of form and metre
- Developing language analysis work that has been run throughout KS3

Where this will be revisited

- Y10 - power and conflict poetry - 3 of these poems are in the GCSE specification
- Building on language analysis skills developed throughout KS3

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MATHS: Year 9 Maths - January to July

Core & Extension

In maths lessons between January and July Year 9 students study the following topics:

- **Angles in parallel lines**
- **Angles in polygons**
- **Rounding and error intervals**
- **Circle mensuration**
- **Circle theorems (extension only)**
- **3D Shapes**
- **Pythagoras' Theorem**
- **Trigonometry (extension only)**
- **Graphs**
- **Presenting Data**
- **Ratio & Proportion**
- **Sequences**

What will students know?

- How to find missing angles in parallel lines, giving geometrical reasoning
- How to draw, measure and calculate bearings
- How to identify and prove triangle congruence
- How to find the sums of exterior and interior angles in polygons and use this to find missing angles
- How to find the exterior and interior angles of regular polygons
- How to construct regular polygons in a circle
- How to round to a given number of significant figures
- How to find upper and lower bounds and how to represent an error interval using inequalities
- The names of parts of a circle
- How to find the circumference of a circle, arc lengths and the perimeter of compound shapes
- How to find the area of a circle, both in terms of pi and as a rounded figure.
- How to find the area of sectors and of compound shapes
- How to find a radius or diameter given the circumference or area of a circle
- How to find the volume and surface area of prisms and cylinders
- How to draw nets, plans and elevations of 3D shapes
- How to use Pythagoras' Theorem in two and three dimensions
- How to use trigonometry in right angled triangles to find missing sides and angles (extension only)
- How to use cumulative frequency graphs to find the median and interquartile range of grouped data
- How to construct and interpret box and whisker plots
- How to find probabilities using Venn diagrams and two way tables
- How to find a mean from a frequency table, including grouped data
- How to find approximate solutions to problems from graphs, including exponential, reciprocal and piecewise linear
- How to construct and interpret real life graphs, including distance time graphs
- How to find the nth term of a quadratic sequence (extension only)
- How to use length ratios to find area ratio and volume ratio
- How to use ratio and fractions to solve problems in a variety of contexts

The Composite*

Students are able to solve increasingly complex mathematical problems by accurately using the above skills. They will demonstrate these in a variety of conditions including tests.

How does this connect to prior learning and where will this be revisited?

Connections to prior learning

- Angles, rounding, averages, ratio, fractions, area & perimeter (Year 7)
- Statistical graphs, comparing averages, similarity and proportional thinking (Year 8)
- Linear graphs (Year 9)

Where this will be revisited

- All these topic areas will be revisited and built upon in Years 10 and 11.
- Topics / concepts will be revisited as a matter of course with the curriculum. The level of sophistication and time allocated will vary according to security of understanding.

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MATHS: Year 9 Maths - January to July

Support

In maths lessons between January and July Year 9 students study the following topics:

- **Angles in parallel lines**
- **Angles in polygons**
- **Fractions, decimals and percentages review**
- **Algebra review**
- **3D Shapes**
- **Ratio and Proportion**
- **Real life graphs**
- **Presenting Data**
- **Rounding and error intervals**
- **Area review**
- **Review of four operations with fractions**

What will students know?

- How to find missing angles in parallel lines, giving geometrical reasoning
- How to draw and measure bearings
- How to identify congruent triangles
- How to find the sums of exterior and interior angles in polygons and use this to find missing angles
- How to find the exterior and interior angles of regular polygons
- How to construct regular polygons in a circle
- How to convert between fractions, decimals and percentages and use this to order them and to solve problems
- How to form and solve linear equations, including in angle contexts
- The names of different prisms
- How to find the volume and surface area of cubes, cuboids and other prisms
- How to draw nets, plans and elevations of 3D shapes
- How to find approximate solutions to problems from given graphs
- How to construct and interpret real life graphs, including distance time graphs
- How to calculate using speed, distance and time
- How to round to a given number of significant figures
- How to find upper and lower bounds and how to represent an error interval using inequalities
- How to use ratio and fractions to solve problems in a variety of contexts
- How to calculate with fractions in a variety of contexts
- How to interpret statistical graphs and charts

The Composite*

Students are able to solve increasingly complex mathematical problems by accurately using the above skills. They will demonstrate these in a variety of conditions including tests.

How does this connect to prior learning and where will this be revisited?

Connections to prior learning

- Angles, rounding, averages, ratio, fractions, area & perimeter, algebra (Year 7)
- Statistical graphs, comparing averages, FDP equivalence, proportional thinking and linear equations (Year 8)

Where this will be revisited

- All these topic areas will be revisited and built upon in Years 10 and 11.
- Topics / concepts will be revisited as a matter of course with the curriculum. The level of sophistication and time allocated will vary according to security of understanding.

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SUBJECT: Year 9: Science -Biology January to April

In Biology lessons between January and April Year 9 students study the following topic:

- **Ecology**
- **Health**

What will students know?

- Organisms in a food web (decomposers, producers and consumers) depend on each other for nutrients. So, a change in one population leads to changes in others.
- The population of a species is affected by the number of its predators and prey, disease, pollution and competition between individuals for limited resources such as water and nutrients.
- Describe how a species' population changes as its predator or prey population changes.
- Explain effects of environmental changes and toxic materials on a species' population.
- Insects are needed to pollinate food crops
- Explain issues with human food supplies in terms of insect pollinators.
- Drugs are chemicals that alter the normal functioning of the body.
- There are a number of ways in which drugs can be classified eg illegal, prescription, depressant etc.
- Cannabis, alcohol and tobacco (nicotine) are examples of drugs that are prevalent in society and have effects on a range of body systems.
- Many drugs such as antibiotics were originally discovered in living organisms such as plants and fungi. Scientists can then research how to make the drug in a laboratory.
- Describe and explain the effects smoking (the three main chemicals in cigarette smoke) has on the breathing and cardiovascular system.
- Evaluate different drugs in terms of their risks and benefits.

The Composite*

Students answer questions with increasing complexity, both informally in class and during an end of topic test to show that they know how organisms are arranged in food chains and food webs and describe what happens if one of those organisms is removed, or an environmental change occurs. That they can link insects as pollinators to food production and food security. They know that drugs are chemicals that can alter normal functioning of the body and can explain how certain drugs affect the body.

How does this connect to prior learning and where will this be revisited?

Connections to prior learning

- **From the Key stage 2 National Curriculum** student learnt to describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals. And they could give reasons for classifying plants and animals based on specific characteristics. They learnt to recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
- **From the Key stage 3 National Curriculum** students studied food chains and webs in the topic photosynthesis and ecosystems topic and studied the lungs and heart in the respiration topic

Where this will be revisited

- Both ecology and lifestyle factors that can be linked to disease are studied again during the Year 10 infection and response and ecology topics, covering both areas in greater depth.

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SUBJECT: Year 9: Science -Biology May to July

In Biology lessons between May and July Year 9 students study the following GCSE topic:

- **Cells**
- **Diffusion**

What will students know?

- Label an animal, plant and bacterial cell
- State the differences between prokaryotic and eukaryotic cells
- Describe the role of different organelles of a cell
- Explain how sperm cells, nerve cells, muscle cells, root hair cells, xylem and phloem cells are adapted to do their jobs
- State that cells are the basic building blocks of all living organisms. A tissue is a group of cells with a similar structure and function. Organs are aggregations of tissues performing specific functions. Organs are organised into organ systems, which work together to form organisms.
- label a diagram of the digestive system
- Describe the role of each part of the digestive system.
- State the definition of diffusion
- Explain what substances move in and out of cells by diffusion
- State the factors that affect the rate of diffusion
- Explain how these factors affect the rate of diffusion
- Recognise, draw and interpret diagrams that model diffusion.

The Composite*

Students answer questions with increasing complexity, both informally in class and during an end of topic test to show that they know that cells are the building blocks of life and that cells group together to form tissues, groups of tissues form organs and groups of organs form organ systems that perform a specific role in the body, such as the digestive system. They can describe the function of each organelle in a cell and know the differences between prokaryotic and eukaryotic cells. That they can link the structure of a cell to its function. They know what diffusion is and can describe and explain how different factors can affect the rate of diffusion.

How does this connect to prior learning and where will this be revisited?

Connections to prior learning

- **From the Key stage 3 National Curriculum** students studied cells, diffusion and bacteria, during the cells topic. They studied the digestive system during the digestion and respiration topic.

Where this will be revisited

- The cells topic continues at the start of Year 10, where we look in greater depth at how we study cells using microscopes and how cells divide by mitosis. Digestion is studied in greater depth during the Year 10 topic, organisation, where the role of digestive enzymes is explored.

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SUBJECT: Year 9 Chemistry - December to May

In Chemistry lessons between December and May Year 9 students study the following topics:

- **Energetics**

What will students know?

- Metals can be arranged as a reactivity series in order of how readily they react with other substances. During a chemical reaction, bonds are broken (requiring energy) and new bonds formed (releasing energy). If the energy released is greater than the energy required, the reaction is exothermic. If the reverse, it is endothermic.
- Observations where substances change temperature or state can be described in terms of particles gaining or losing energy.
- Describe an oxidation, **displacement**, or metal acid reaction with a word equation.
- Use particle diagrams to represent oxidation, **displacement** and metal-acid reactions.
- Place an unfamiliar metal into the reactivity series based on information about its reactions . Use experimental observations to distinguish exothermic and endothermic reactions.
- Explain changes in states in terms of changes to the energy of particles.

The Composite*

Students answer questions with increasing complexity, both informally in class and during an end of topic test to show that they are able to describe and explain the energy changes that occur during chemical reactions and understand how reactivity determines the reactions of metals

How does this connect to prior learning and where will this be revisited?

Connections to prior learning

from the Key Stage 2 National Curriculum

- Dissolving and separating mixtures

from the Key Stage 3 National Curriculum The properties of the different states of matterChanges of state in terms of the particle model

- Chemical reactions as the rearrangement of atoms represented using formulae and using equations

Where this will be revisited

- Year 10 chemical changes

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SUBJECT: Year 9 Chemistry - May to July

In Chemistry lessons between May and July Year 9 students study the following topics:

- **The Earth and atmosphere**
- **Organic Chemistry**

What will students know?

The Earth's atmosphere is dynamic and forever changing. The causes of these changes are sometimes man-made and sometimes part of many natural cycles. Scientists use very complex software to predict weather and climate change as there are many variables that can influence this. The problems caused by increased levels of air pollutants require scientists and engineers to develop solutions that help to reduce the impact of human activity. Students will gain a knowledge and understanding of this by studying:

- The composition and evolution of the Earth's atmosphere
- Carbon dioxide and methane as greenhouse gases
- Common atmospheric pollutants and their sources

The Composite*

Students answer questions with increasing complexity, both informally in class and during an end of topic test to show that they are able to describe and explain the evolution of the Earth's atmosphere and the sources and effects of common pollutants in the atmosphere.

How does this connect to prior learning and where will this be revisited?

Connections to prior learning
from the Key Stage 3 National Curriculum
8.2 Earth & its atmosphere

How sedimentary rocks formed
The atmosphere and Global warming
The carbon cycle
Where this will be revisited

- Year 11 Organic chemistry and in the GCSE revision and consolidation period

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SUBJECT: Year 9 Physics - January to May

In Physics lessons between mid January and early May students are learning the following topics:

- **Space**
- **Forces**

What will students know?

- Mass and weight are different but related. Mass is a property of the object; weight depends upon mass but also on gravitational field strength.
- Every object exerts a gravitational force on every other object. The force increases with mass and decreases with distance. Gravity holds planets and moons in orbit around larger bodies.
- The light-year as a unit of distance and how it is used within the solar system.
- Pressure = Force/Area, measured in pascals, Pa, or newtons per metre squared.
- Pressure acts in a fluid in all directions. It increases with depth due to the increased weight of fluid, and results in an upthrust.
- Pressure in the atmosphere is due to the weight of the atmosphere above us, and how atmospheric pressure decreases with height above the Earth's surface.

The Composite*

Students answer questions with increasing complexity, both informally in class and during an end of topic test to show that they understand the difference between mass and weight and are able to use the equation weight = mass x gravitational field strength to calculate weight in different gravitational fields. Students will be developing an understanding of the concept of a gravitational field around masses which depends on mass and distance. Students will know what is meant by pressure, and pressure in fluids, and how to calculate pressure on a surface.

How does this connect to prior learning and where will this be revisited?

Connections to prior learning

KS2: Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.

KS3: 7.3 Forces and Motion- non-contact forces: gravity forces acting at a distance on Earth and in space.

- 7.6 Space - Light takes minutes to reach Earth from the Sun, four years from our nearest star and billions of years from other galaxies

Where this will be revisited

KS4 - Year 11 Forces (Year 11 Space - triple science only)

- Near the Earth's surface any object falling freely under gravity has an acceleration of about 9.8 m/s^2.
- Pressure and pressure differences in fluids; a fluid can be either a liquid or a gas.
- The pressure in fluids causes a force normal (at right angles) to any surface.
- The pressure at the surface of a fluid can be calculated using the equation: pressure = force normal to a surface ÷ area of that surface.
- The pressure due to a column of liquid can be calculated using the equation: pressure = height of the column × density of the liquid × gravitational field strength
- Students should be able to explain why, in a liquid, pressure at a point increases with the height of the column of liquid above that point and with the density of the liquid. Students should be able to calculate the differences in pressure at different depths in a liquid.

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SUBJECT: Year 9 Physics - May to July

In Physics lessons between early May and July students are beginning KS4 and learning the following topic:

- **Waves**

What will students know?

- Waves in air, fluids and solids:
  - Waves may be either transverse or longitudinal.
  - In a longitudinal wave the oscillations are parallel to the direction of energy transfer; they show areas of compression and rarefaction. Sound waves travelling through air are longitudinal.
  - The difference between transverse and longitudinal waves.
- Waves are described by their amplitude, wavelength, frequency and period. Students will be able to apply the wave equation: wave speed = frequency × wavelength
- Electromagnetic waves are transverse waves that transfer energy from the source of the waves to an absorber; they form a continuous spectrum and all types of electromagnetic wave travel at the same velocity through a vacuum (space) or air. Students learn groups of waves in order of increasing frequency: Radio, microwave, infrared, visible light (red to violet), ultraviolet, X Rays and gamma rays.
- Different wavelengths of electromagnetic waves are reflected, refracted, absorbed or transmitted differently by different substances and types of surface.
- Some students (higher tier) should be able to construct ray diagrams to illustrate the refraction of a wave at the boundary between two different media.
- Some students (higher tier) should be able to use wave front diagrams to explain refraction in terms of the change of speed that happens when a wave travels from one medium to a different medium.

The Composite*

Students answer questions with increasing complexity, both informally in class and during an end of topic test to show that they understand how waves propagate and can give examples of both transverse and longitudinal waves. They will know how we make the most of transverse waves and will be able to apply the wave equation to link wavelength and frequency, although they may still be developing their understanding of how standard form is used in these calculations. They will have had practical opportunities to draw ray diagrams for reflection and refraction.

How does this connect to prior learning and where will this be revisited?

Connections to prior learning

KS3 - 8.4 Waves: Sound as vibrations, pitch and frequency, water waves, echoes, speed of sound, energy and waves, the ear, ray model and reflection, transmission of light, refraction, spectrum, colour.

Where this will be revisited

KS4 - Year 11 Waves (Trilogy): We revise the learning from this topic and complete the required practical work using the ripple tank.

- **KS4** - Year 11 Waves (Triple): We extend this work by including seismic waves, ultrasound, black-body radiation and complete the required practical work.
- **KS5 -** Wave properties, electromagnetic waves, superposition and stationary waves. Superposition experiments can be done in the laboratory to determine the wavelength of visible light using a laser and a double slit. There are opportunities to discuss how the double-slit experiment demonstrated the wave-like behaviour of light. The breadth of the topic covers sound waves and the electromagnetic spectrum providing scope for learners to appreciate the wide-ranging applications of waves and their properties.
- Also links to: quantum, medical physics, astronomy and cosmology

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SUBJECT: Year 9 Art - January to April

In Art lessons between January and April year 9 students study the following topic:

- **Journeys**

What will students know?

- An overview of a range of artwork created by artists inspired by journeys and maps
- The range of graphical artwork the artist Stanley Donwood creates.
- How to analyse map based artwork.
- How to record a personal journey in visual form.
- How to develop the use of line, shape and colour to create patterns based on a personal journey.
- How to use mixed media to experiment and develop ideas.
- How to use a viewfinder to find and isolate areas of pattern.
- How to use press print board to create a relief print.
- How to use the reduction technique to overprint and build up relief prints with multiple colours.
- How to create a range of repeating patterns from a single motif.
- Where to find harmonising and complementary colours on the colour wheel and their impact on each other.
- How to develop ideas by taking inspiration from artists work based on journeys and maps.
- How to develop evaluative and critical skills, using Art terms to express opinions.

The Composite*

- A mixed media print inspired by a journey.

How does this connect to prior learning and where will this be revisited?

Connections to prior learning.

- Colour theory, Surrealism (Year 9 terms 1 and 2).
- Analysis of a variety of artwork using the visual elements. (Year 7, 8 and 9)
- Consolidation and recall of Art skills, knowledge and experiences at KS1 & 2 using printmaking (COVID restrictions prevented printmaking in Art during Year 7 and 8)

Where this will be revisited

- Observational drawing skills to be built on in Year 9 during the Gargoyles project in terms 5 and 6.
- Observational drawing, printmaking, the use of colour and mixed media provides a key foundation for practical learning in Art and will be revisited throughout KS4 and KS5.

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SUBJECT: Year 9 Citizenship Studies (GCSE) - January - April

In Citizenship lessons between January and April Year 9 students study the following topics:
Rights and Responsibilities - Law and The criminal justice system

What will students know?

- How laws are made
- The difference between criminal and civil law cases
- Develop critical responses through exam style questions on wider citizenship debates on:
  How should young offenders be dealt with, age restrictions, sentencing and the aims of punishment, trial by jury, the role of prisons and reoffending ,the role of the police
- How to plan and write responses to 4 and 8 marker questions

The Composite*

Students will plan and write a number of 4 and 8 marker answers across the 2 terms and consolidate knowledge in MCQ knowledge tests and a final topic assessment which will:

- Test knowledge and understanding of the difference between criminal and civil law cases
- Test their ability to extract information from sources to answer 4 marker questions how people are dealt with within the criminal justice system
- Critically analyse and explore points for and against statements in 8 marker reponses and developing their own views in conclusions

How does this connect to prior learning and where will this be revisited?

Connections to prior learning

- Concept of rights and responsibilities from term 1 and 2

Where this will be revisited

- This will be revisited across other themes including Life in Modern Britain, active citizenship and politics and participation

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SUBJECT: Year 9 Citizenship Studies (GCSE) - May-July

In Citizenship lessons between May and July Year 9 students study the following topics:

Taking citizenship action- Active citizenship

What will students know?

- Through historical and contemporary case studies students will understand the impacts of campaigning and evaluate different campaign methods.
- Students will select an issue to campaign on and develop skills on gathering primary and secondary research, taking action and advocacy

The Composite*

Students will plan and write up their active citizenship investigation/project through the following stages:
Stage 1: The investigation
Stage 2: Carrying out research
Stage 3: Planning the action
Stage 4: Carrying out the action
Stage 5: The impact of the action
Stage 6: Evaluating the whole process

How does this connect to prior learning and where will this be revisited?

Connections to prior learning

- Pupils will connect projects to concepts of rights and responsibilities from term 1 -4 and/or other citizenship themes
- **Where this will be revisited**
- This will be revisited across other themes including Life in Modern Britain and politics and participation through case studies on the actions of others to bring about political or civil change.
- Exam preparation in year 10 will aid pupils on how successfully answer questions on the investigation (Paper 1 Section A)
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SUBJECT: Year 9 Computing - January to April

In computing lessons between January and April Year 9 students study the following topics

- **Creating digital artefacts to present information**
- **Data representation of images**
- **Networks and networking**

What will students know?

- Consistent use of Google Workspace to improve navigation, searching and organisation skills (Digital Literacy and ICT)
- How to create a digital artefact (using presentation software) to present and consolidate learning of previous units (ICT and Computer Science)
- What a network is and the hardware that is needed to create a network (Computer Science)

The Composite*

Be able to work confidently and fluently with Google Workspace applications. The students will have a final digital artefact to show new ICT skills as well as their understanding of programming so far.
Revisiting understanding of binary data, as well as Hex to work with how images are represented on computers - working up to understanding RGB and the 24 bit colour depth. The students will sit an online assessment to ensure they know key terminology and concepts for data representation of images.
The networks topic will be started, components within this topic will then be assessed next term.

How does this connect to prior learning and where will this be revisited?

Connections to prior learning

- Google Workspace is a topic that is taught consistently across the year groups to ensure best practice is followed within the school. All teachers will be using Google Workspace in this way.
- Students will have come across presentation software in earlier years
- Binary and data representation of images has been introduced in Year 8 but with less complexity. In year 9 we build on this knowledge and understanding, we now start putting the previous learning of binary and hexadecimal into more of a context with images and colour. This unit develops mathematical skills, logical skills and understanding from previous years.
- Networking again links to the prior learning of binary, with regard to how data is electricity that is either on or off. Networking will reintroduce this concept by showing how the data is transmitted between devices in a small local area (such as within school).

Where this will be revisited

- For those choosing GCSE computer Science, these topics are some of the core elements required at KS4
- Google Workspace is a skill in digital literacy that can be carried on in school and beyond
- Students use technology in their every day lives and many of the key concepts help them to make better decisions when buying and using technology (such as understanding storage capacity and image file size etc)
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SUBJECT: Year 9 DT - January to July

Students in DT rotate through three combine rotations. They will visit one of these rotations from January through to July, after which they will move onto a different subject area and teacher.

In Year 9 lessons between January and July students study the following topics:		
Food	**Metals**	**Timbers**
- Nutrition and Special Dietary Needs - Food Poisoning and Hygienic Practices - Food provenance	- Designing a jewellery collection in a range of metal materials and processes.	- Timber provenance, and manufactured boards. - Timber manufacturing processes
	Textiles	**Electronics**
	- Designing and constructing a bag which meets a design brief, learning a range of decorative techniques as well as demonstrating an understanding of the fibres and fabric properties.	- Manufacturing a sensing electronic printed circuit board.

What will students know?		
Food	**Metals**	**Timbers**
- Students will master a range of cooking skills such as - How to use knife skills confidently - How to weigh, measure and use a cooker independently - Students will learn a range of poisoning issues and best hygienic practices. - They will learn food provenance and seasonal ingredients when making recipe choices.	- Students will learn how to design a Jewellery collection, demonstrating an understanding of the properties of a range of metals and different metalwork techniques - Students will learn from past design movements - Students will design a range of ideas for jewellery in a range of metals - Students will learn categorisation of metals and working properties of different metals. - Casting in pewter.	- Students will learn to design their nightlight against the constraints of the brief and specification. - Students will learn the properties and making of manufactured boards. Students will learn to work with a range of hand tools and safely. They will learn to mark out accurately, manufacture and finish in timber.
	Textiles	**Electronics**
	- Students will use ACCESSFM to design their own brief and decide on a target market. - Students will use their research to design and construct a drawstring bag - Students will develop their technical skills in Textiles, focusing on embroidery and machine applique. - Students will learn about fibres and fabric constructions along with their properties and uses.	- Students will learn about sensing circuits and the functions of electronic components. - They will learn how to etch and solder their own printed circuit boards.

The Composite*		
Food	**Metals**	**Timbers**
- The student will be able to have independent thinking on food hygiene and nutrition that will be referred to throughout life. - Be able to make a substantial meal using cooking skills that can be applied to make a range of dishes. - Students can cook confidently and independently so that they have the skills for lifelong cooking.	- Students will produce a coherent jewellery design set that shows a range of techniques and processes in a range of metals that is influenced by a past design movement.	- Students will manufacture the encasement for their nightlight design using timbers and manufactured boards. The product will show a range of timber processes.
	Textiles	**Electronics**
	- Students will be able to work independently to respond to a design brief. They will know how to confidently apply different textile skills. - Students will learn how to construct a drawstring bag, demonstrating accurate measuring and manufacturing processes.	- Students will manufacture the printed circuit board for a light dependent sensing circuit with LED.

How does this connect to prior learning and where will this be revisited?		
Food	**Metals**	**Timbers**
Connections to prior learning - Build on the healthy eating knowledge in year 7 and 8, eat well guide - Build on basic cooking skills - Build on basic knife skills **Where this will be revisited** - This is the last rotation of food at KS3 - Measuring, making and evaluating skills will be utilised in other rotations in year 9.	**Connections to prior learning** - Students have had prior knowledge of metal properties and origins from year 8. They have not yet had experience of working with metals. **Where this will be revisited** - Responding to briefs, writing specifications, modelling and iterating ideas will be revisited in the textiles and timbers units.	**Connections to prior learning** - Students have knowledge of timber species, their properties and theoretical knowledge of processes. They have not yet had practical experience with timbers. **Where this will be revisited** - In the year 9 module where they design and make a night light.
	Textiles	**Electronics**
	Connections to prior learning - Students will build on the technical skills they have learnt in year 8, demonstrating accurate seams and hems in constructing a drawstring bag **Where this will be revisited** - Students will build on their understanding of different fibres and fabric constructions, understanding appropriate materials for their properties and uses.	**Connections to prior learning** - Students learnt how to breadboard simple electronic circuits in year 8. **Where this will be revisited** - Students will use testing and quality control concepts in other rotations.

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SUBJECT: Year 9 Drama - January to July

In drama lessons between January and July Year 9 students study the following topics:

- **Conflict**
- **Script work**

What will students know?

- Advanced skills of Dramatic Tension with focus on dramatic climax and anticlimax
- Physical conflict and emotional conflict
- Focal point
- Fight stance
- Cueing
- Characterisation
- Multi-roling
- Cross-cutting
- Scripted performance technique
- Direct address

Reading focus

All lessons in this foundation unit will have key vocabulary displayed on the whiteboard for each lesson. Students will be given a glossary at the start of each unit and can refer to these words throughout the unit. Some lessons will involve reading from extracts and poetry where some students will have the opportunity to sight-read. Teachers will model reading as characters from scripts and define key words.

The Composite*

Students will sit an interim assessment to consolidate their knowledge of key vocabulary for each unit. They will also complete an end of unit practical performance assessment applying skills techniques they have covered. Students will devise performance interpreting a script and will create a stage combat performance.

How does this connect to prior learning and where will this be revisited?

Connections to prior learning

- Dramatic Tension covered in Year 8
- Characterisation covered throughout all units in KS3

Where this will be revisited

- At KS4 all techniques taught at KS3 can be developed further within the GCSE course

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SUBJECT: Year 9 Geography - January to April

In Geography lessons between January and April, Year 9 students investigate the answer to the following question:

- **How can we safely live on the planet despite tectonic hazards?**

What will students know?

- What the structure of the earth is, including details about each of the layers and their characteristics
- The different plate boundaries and what their interactions lead to
- Different types of volcanic eruption, including hotspots
- Anatomy of an earthquake
- Formation and impacts of tsunamis
- Case Studies of volcanoes in two contrasting areas of development
- Be able to explain why humans choose to live in areas of tectonic risk

The Composite*

Students will be able to explain the science of plate tectonics through different case studies of real volcanoes, tsunamis and earthquakes around the world

Students will be able to use their knowledge to explain how humans interact with these natural hazards, and how this may change in the future

How does this connect to prior learning and where will this be revisited?

Connections to prior learning

- National and Continental: Africa and Kenya (Y7)
- Population and Migration (Y8)
- Biomes (Y7)

Where this will be revisited

- How can we reduce human impact on the planet (Y9)
- Tectonic Hazards (Y10 and Y11 GCSE) and Changing Places and Earth's Life Support Systems (Y12 and Y13 A Level)

Core Concepts which are present throughout all Key Stages

- Globalisation
- Sustainability
- Interdependence
- Inequality
- Causality
- Climate Change
- Fieldwork

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SUBJECT: Year 9 Geography - May to July

In Geography lessons between May and July, Year 9 students investigate the answer to the following question:

- **How can we reduce the human impact on the planet?**

What will students know?

- What sustainability is and how it can be defined and investigated in a geographical context
- How to produce energy sustainably, including renewable energy, and how to manage human consumption of energy
- The role of public transport in a sustainable, increasingly urbanised society
- The role of electric vehicles in delivering a sustainable future
- The problems and potential solutions to the issue of sustainable agriculture, including the causes of desertification
- Small scale case studies of electronic waste in Ghana and organic waste in the UK, examining the differences in how countries with different levels of development deal with waste in sustainable ways
- The impact and future of fast fashion
- The role of global agreements in delivering a sustainable future for our planet

The Composite*

Students will be able to explain a wide variety of different problems and impacts that humans have on the planet

Students will be able to use their knowledge of the problems and potential solutions to these to explain how a sustainable future could be achieved

How does this connect to prior learning and where will this be revisited?

Connections to prior learning

- National and Continental: Africa and Kenya (Y7)
- Population and Migration, Polar Environments and Tropical Rainforests (Y8)
- Biomes (Y7)
- Development and Tectonics (Y9)

Where this will be revisited

- Sustainable Urban Living and Climate Change (Y10 and Y11 GCSE) and Changing Places, Coastal Landscapes and Earth's Life Support Systems (Y12 and Y13 A Level)

Core Concepts which are present throughout all Key Stages

- Globalisation
- Sustainability
- Interdependence
- Inequality
- Causality
- Climate Change
- Fieldwork

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SUBJECT: Year 9 History - January to April

In history lessons between January and April Year 9 students study the following topics:

- **The causes, events and legacy of the world wars**

What will students know?

- The context for and causes of the First World War
- The global nature of the First World War
- Post-war peacemaking and the Treaty of Versailles
- Germany's descent into dictatorship in the 1930s
- The policy of appeasement and the causes of the Second World War
- The events of the Second World War and the reasons for Germany's defeat

The Composite*

Students will write an extended essay which evaluates the reasons that Germany were defeated in the Second World War

How does this connect to prior learning and where will this be revisited?

Connections to prior learning

- Imperialism and the growth of the British Empire 17th to the 19th Century (Year 7)
- The context of the industrialisation of Europe with a particular focus on militarism and military technology (Year 8)

Where this will be revisited

- Providing vital context for learning about the The Holocaust later in the year (Year 9)
- Understanding attitudes towards gender, social hierarchy and politics in Europe between the war (Year 10 and Year 11 GCSE)

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SUBJECT: Year 9 History - April to July

In history lessons between April and Jul Year 9 students study the following topics:

- **The causes and development of the Holocaust**

What will students know?

Note: as a part of this unit students will read extended extracts from and engage deeply with Elie Wiesel's *Night*

- What the Holocaust was
- The history of antisemitism
- Nazi persecution of Jews
- The impact of the Second World War and the Nazi policy of genocide
- A case study of the Jews of Sighet
- Life in labour and death camps
- Holocaust survivors
- Historical debate about the reasons people participated in the Holocaust

The Composite*

A formative assessment of 20 multiple-choice questions to ensure strong knowledge of the topic and a discussion of the historiography of participation in the Holocaust as well as other big questions.

How does this connect to prior learning and where will this be revisited?

Connections to prior learning

- Work on Nazi ideology and the Second World War earlier in Year 9 provides vital context for this unit (Year 9)

Where this will be revisited

- This unit provides detailed background for consideration of Nazi ideology and persdcution of Jews at KS4 (Year 10/Year 11)
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SUBJECT: Year 9 French - January to July

In French lessons between January and July Year 9 students study the following topics:

January, to early March:

- **Learning French phonics and aspects of French pronunciation.**
- **Describing what we can watch on television and read but also what we can do on the Internet using the present tense of regular -ir and -re verbs and revising the present tense of Avoir, être, aller and faire.**
- **Describing a previous night using the perfect tense with avoir and regular -er verbs.**
- **Retrieval: revising and practising content from Unit 1 of Year 9.**

March to May:

- **Describing a holiday in Paris: using the perfect tense of regular verbs in -er using Avoir as an auxiliary with all pronouns to describe what you did and when, how you travelled and asking questions. Using the imperfect tense (C'était) to express opinions about it.**
- **Retrieval: revising and practising content from Unit 2 of Year 9.**

June and July:

- **Talking about your personality and your relationships revisiting reflexive verbs.**
- **Describing your musical tastes using the present tense of regular and some irregular verbs.**
- **Retrieval: revising and practising content from Unit 3 of Year 9.**

What will students know?

- A range of nouns to describe different types of TV programmes, books, films, Internet usage.
- A range of regular (-er, -ir,-re) and irregular verbs (aller, faire) in the present tense to describe their hobbies.
- Using the negatives ne…pas and ne…jamais with the present tense.
- The full paradigm of Avoir and Etre in the present tense
- A small range of regular verbs (-er) in the perfect tense with Avoir and a range of irregular past participles used with the auxiliary avoir.
- "Je suis allé" as a vocabulary item.
- More difficult adjectival agreements (eux-euse)
- The full paradigm of reflexive verbs in the present tense in the context of relationships.

The Composite*

Students will be doing pair work, reading and listening comprehension tasks, writing in the target language. Vocab tests will be completed three times a term. In their summative assessment, students will be tested on all of the above content. Once a term there are comprehension tasks on an authentic text.

How does this connect to prior learning and where will this be revisited?

Connections to prior learning

- Early lessons at the start of Year 9 will help reinforce knowledge of key concepts that will serve them well later in the year. The approach to learning will make room for revision, re-learning (where required) and depth to allow for memorisation and understanding.
- Our bilingual students will be supported to work more independently on GCSE topics.

Where this will be revisited

- The topic of holiday descriptions and the perfect tense will be revisited at the start of Year 11.
- The present tense of reflexive verbs and the near future will be revisited at the start of Year 10.
- The topic free time and hobbies will be in Term 2 of Year 10.

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SUBJECT: Year 9 German - January to July

In German lessons between January and July, students study the following topics:

Throughout:

- **Recapping and introducing key German phonics and applying these to German pronunciation.**
- **Practising the skills of Listening, Speaking, Reading and Writing in a foreign language.**
- **Retrieval of previously taught content.**

January to March:

- **Talking about types of music and recapping subject and direct object pronouns.**
- **Talking about playing or singing in a band using seit (for/since).**
- **Discussing different bands and making comparisons.**
- **Describing a music festival using separable verbs in the perfect tense.**

End of March - July

- **Discussing crazy ambitions using the conditional tense.**
- **Introducing jobs and talking about the reasons for doing jobs using um…zu (in order to)**
- **Talking about working in a ski resort using in and auf prepositions.**
- **Talking about your childhood**
- **Comparing primary and secondary school using comparatives and the superlative.**
- **Talking about Grimms' fairy tales using the imperfect tense.**

What will students know?

- How to use a range of tenses (present, past and future) to talk about themselves and start to use other pronouns such as the third person singular (he/she) to talk about other people.
- How to talk and write about a festival and talk about music preferences.
- How to talk about crazy ambitions and jobs and aspirations in the future, using the conditional tense and a variety of opinion phrases.
- How to talk about their primary school and make comparisons with their secondary school now.
- How to apply their knowledge of a range of phonics to German pronunciation.

The Composite*

Students will be doing pair work and reading and listening comprehension tasks, writing in the target language. Vocab tests will be completed three times a term. In their summative assessment, students will be tested on all of the above content. Once a term there will be comprehension tasks on an authentic text and an opportunity to further embed phonics.

How does this connect to prior learning and where will this be revisited?

Connections to prior learning

- Students have had two years of German teaching. The topics covered in year 9 recap the grammar introduced in year 7 and 8 to ensure a secure understanding and embedding of key grammatical structures.
- Pace of teaching allows time for fundamentals to be fully understood before moving on, and to allow time for revisiting past material.

Where this will be revisited

- The topic of school will be revisited in Term 1 of Year 10. The topic of describing music festivals and music preferences will be revisited in term 2 of Year 10.
- The topic of jobs and aspirations will be taught in term 3 of Year 11.
- Genders, agreements, prepositions, personal pronouns, present tense of regular and irregular verbs will be revisited throughout Year 9. All 3 tenses will be further embedded in Years 10 and 11.
- Phonics will be revisited throughout Year 9.

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SUBJECT: Year 9 Spanish - January to July

In Spanish lessons between January and July, students study the following topics:

Throughout:

- **Learning difficult Spanish phonics and aspects of Spanish pronunciation.**
- **Practising the skills of Listening, Speaking, Reading and Writing in a foreign language.**
- **Retrieval of previously taught content.**

January to March:

- **Talking about cinema and genres of film and giving more complex opinions. Using the near future tense to say what you are going to see.**
- **Describing a birthday celebration in the past tense, using a variety of irregular verbs. Developing speaking and writing skills to be able to use three tenses in conjunction with one another.**
- **Talking about jobs in the present tense and describing obligations using the phrase *tener que*. Talking about aspirations and what you would like to do in the future.**
- **Using the three tenses (present, past and future) together to describe a typical day.**

End of March - July:

- **Talking about diet and food likes/dislikes, and talking about sports and what you do to keep fit and healthy.**
- **Describing your daily routine using key reflexive verbs in the present tense.**
- **Saying what you do to keep fit and healthy and giving advice to others, using the expression *se debe***
- **Learning parts of the body in Spanish to be able to explain ailments, aches and pains.**

What will students know?

- How to describe a variety of events using a range of tenses (present, past and future). Use three tenses in conjunction in the first person singular and plural. Beginning to use other pronouns such as the third person singular (he/she) to talk about other people.
- Talk about jobs and aspirations in the future, using a variety of opinion phrases.
- Talk about food, diet and advice for keeping fit and healthy. How to describe their daily routine.
- How to apply their knowledge of a range of phonics to Spanish pronunciation.

The Composite*

Students will be doing pair work and reading and listening comprehension tasks, writing in the target language.
Vocab tests will be completed three times a term.
In their summative assessment, students will be tested on all of the above content.
Once a term there are comprehension tasks on an authentic text.

How does this connect to prior learning and where will this be revisited?

Connections to prior learning

- Students have had two years of Spanish teaching. The topics covered in Year 9 recap the grammar introduced in Year 7 and 8 to ensure a secure understanding and embedding of key grammatical structures.
- Pace of teaching allows time for fundamentals to be fully understood before moving on, and to allow time for revisiting past material.

Where this will be revisited

- The topic describing celebrations in a range of tenses will be revisited in term 2 of Year 11.
- The topic of jobs and aspirations will be taught in term 3 of Year 11.
- The talking about ailments and the body will be taught in term 2 of Year 11.
- Genders, agreements, prepositions, personal pronouns, present tense of regular -ar, -er and -ir verbs, will be revisited throughout Year 9.
- Phonics will be revisited throughout Year 9.

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SUBJECT: Year 9 Music - January to July

In Music lessons between January and July Year 9 students study the following topics:

- Either a continuation of West African Drumming or a continuation of Pop Music Cover Versions.
- Music for Film

What will students know?

- How the Djembe is used in the music of West Africa to create complex musical compositions that feature polyrhythms, cross rhythms, call and response, and unison elements.
- Different types of Pop Music Cover Versions including Remix, Mash up, Sampling and Tribute bands.
- Some of the techniques used by film composers such as leitmotif , foley, diegetic and nondiegetic music and mickey-mousing.
- How to use and make creative choices via the music software of Bandlab to create a cover version and to compose music for a movie trailer.

The Composite*

Students will demonstrate their knowledge and learning in the following ways.

- They will show their understanding of the key concepts and musical language for these topics through a written interim test which will focus on the relevant glossaries.
- They will present their Djembe performances in small groups for recording and assessment maintaining their own individual part in a larger ensemble
- They will submit their cover versions for assessment on bandlab.
- They will submit the music for their movie trailers on either the keyboards or bandlab software.

How does this connect to prior learning and where will this be revisited?

Connections to prior learning

- Performance and composition skills will be connected to prior learning in Year 7 and Year 8. In particular, the rhythm and ensemble learning from Year 7 stomp will inform the compositions of Year 9 Djembe pieces, the learning from the use of chords in Year 8 Blues and Caribbean Music will support the composition of a movie trailer theme in Year 9.

Where this will be revisited

- For those students going on to GCSE Music, they will revisit the music of West Africa, Film music and Calypso music.
- They will also use music software such as Bandlab, Google Flat or Sibelius to create their compositions.

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SUBJECT: Year 9 PE - January - Apr

In PE lessons between January and April Year 9 students study the following topics (dependant on groups)

- **(Pe1 - Football/Basketball / Pe2 - Rugby/Gymnastics / Pe3 - Netball/Rugby / Pe4 - Dance/Football)**

What will students know?

The fundamental movement skills and components of fitness required to perform skills competently.
These skills are well embedded in students but are referred to specifically in warm ups as a foundation component of each lesson. For example, in rugby when focusing on evasion or back play then agility, reaction time, and sprinting are incorporated and referred back to.
The techniques and teaching points to perform specific skills effectively.
Skills from Year 8 are revisited for proper technique and referred to in a more conditioned scenario and shown how effective execution is beneficially to a team. For example, in netball the correct selection of pass is vital to execute a set play.
The rules, strategies, and tactics required for the activity.
This pillar is a primary focus for lessons in Year 9. Students are taught how to play in a variety of positions as part of team strategy. For example, in football students are taught how to attack from width effectively and how to defend as a team from a team playing from wide.
How to participate healthily in football, rugby, netball and dance.
Effective participation is aligned closely to effort and consciousness to perform. In Dance, healthy participation is shown through cooperating with others to be creative and then being an active participant in performance.

The Composite*

In each lesson the composite is performance of the skill outlined in the learning objective. The assessment process in PE is on a lesson by lesson basis, accompanied by a final assessment at the end of the unit. This is either through performance in competition or isolated practice activity. For example, in Gymnastics the composite is a performance of a routine which incorporates skills worked on. At the end of that unit of work a larger performance is the culmination of the term's work.

How does this connect to prior learning and where will this be revisited?

Connections to prior learning
The fundamental skills for football, rugby, and netball are tested during these units of activities by being more vital to team performance. For example, in netball successful execution of passes (Year 7) alongside selecting the correct pass (Year 8) are vital components in order to be able to play as part of a tactical plan.
Where will this be revisited?
In KS5 lessons for team sports are based around competition and a 'games for understanding' approach. Lessons are structured like coaching sessions and the priority is active participation with a teaching focus on improving performance.

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