THE CHERWELL SCHOOL

OPPORTUNITY, RESPONSIBILITY, EXCELLENCE

YEAR 9

Curriculum Booklet

Sept to Dec 2021

SUBJECT: Year 9 English - September to January

In English lessons between September and January year 9 students study the following topics:

- **George Orwell's *Animal Farm***
- **Rhetorical writing**

What will students know?

Reading

- The plot and narrative structure of *Animal Farm*
- The reasons why Orwell wrote *Animal Farm* (literature to provoke political change)
- The cultural significance of *Animal Farm* and links to context (*including: Orwell biographical information, Down and Out in Paris and London or The Road to Wigan Pier, political context, links to Russian Revolution and USSR, poverty and dystopian fiction*)
- How to connect contextual information to ideas and quotations in analytical paragraphs
- Vocabulary specific to Dystopian fiction and *Animal Farm*
- Analysis of (increasingly subtle) choices of language and language techniques
- To understand and explain structure - including the structure of extracts
- How to read for information from non-fiction articles
- How to structure an analytical response and how to link a text to context and writer's purpose

Writing

- Aristotelian rhetoric - the history of rhetoric and its development across time with a focus on key figures including Quintilian, Cicero, Socrates and Aristotle.
- The conventions of rhetorical writing: ethos, logos and pathos.
- How to identify and use these to structure an argument to express own ideas
- The conventions of non-fiction article writing: cohesion, sentence types and discourse markers
- To structure a formal presentation (writing from a viewpoint)
- Embedded SPaG including sentence rules and paragraphing

The Composite*

Students will write an extended essay which explores a central theme or character from the novel 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 novel is a reflection of its time.

Students will write a nonfiction piece voicing their own viewpoint about an issue of inequality they feel passionately about. Within this, students should aim to emulate the modes of persuasion and techniques they have studied.

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

Connections to prior learning

- Year 7 novels to provoke social and political change
- Building on language analysis skills developed in year 7 and year 8

Where this will be revisited

- Year 10 - Language paper - writing from a viewpoint
- Year 11 - *Lord of the Flies* - contextual links

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MATHS: Year 9 Maths - September to December

Core & Extension

In maths lessons between September and December year 9 students study the following topics:

- **Fractions**
- **Indices**
- **Standard Form**
- **Algebra**
- **Linear graphs**

What will students know?

- How to add and subtract mixed numbers
- How to multiply and divide with fractions
- The meaning of negative indices
- The meaning of fractional indices (extension only)
- How to use standard form for large and small numbers
- How to perform calculations in standard form (extension only)
- How to solve increasingly complex equations
- How to derive and use formulae
- How to change the subject of a formula
- How to solve more complicated inequalities
- How to expand 2 pairs of brackets to obtain a quadratic expression
- How to factorise quadratic expressions
- How to solve simultaneous linear equations (extension only)
- How to plot linear graphs and how to interpret their equations

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

Year 8:

- Solving linear equations
- Substitution into basic formulae
- Laws of indices
- Graphs

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 - September to December

Support

In maths lessons between September and December year 9 students study the following topics:

- **Fractions**
- **Indices**
- **Standard Form**
- **Algebra**
- **Graphs**
- **Circles**

What will students know?

- How to add and subtract fractions
- How to multiply and divide with fractions
- The laws of indices
- How to use standard form for large numbers
- How to solve linear equations
- How to derive and use formulae
- How to use inequality signs and represent inequalities on a number line
- How to plot linear graphs and how to interpret their equations

The Composite*

Students are able to solve increasingly complex mathematical problems by accurately using the above skills.

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

Connections to prior learning
Year 8:

- Solving linear equations
- Substitution into basic formulae
- Laws of indices
- Graphs

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 - September to December

In Biology lessons between September and December year 9 students study the following topic:

- **Evolution**
- **Genetics**

What will students know?

- There is variation between individuals of the same species. Some variation is inherited, some is caused by the environment and some is a combination. Variation between individuals is important for the survival of a species, helping it to avoid extinction in an always changing environment.
- Explain whether characteristics are inherited, environmental or both.
- Plot bar charts or line graphs to show discontinuous or continuous variation data.
- Inherited characteristics are the result of genetic information, in the form of sections of DNA called genes, being transferred from parents to offspring during reproduction. Chromosomes are long pieces of DNA which contain many genes. There is more than one version of each gene e.g. different blood groups.
- Gametes, carrying half the total number of chromosomes of each parent, combine during fertilisation.
- The DNA of every individual is different, except for identical twins.
- Use a diagram to show the relationship between DNA, chromosomes and genes. Use a diagram to show how genes are inherited. Explain how a change in the DNA (mutation) may affect an organism and its future offspring.
- Natural selection is a theory that explains how species evolve and why extinction occurs.
- Evaluate whether evidence for a species changing over time supports natural selection.
- Biodiversity is vital to maintaining populations. Within a species, variation helps against environment changes, avoiding extinction.
- Within an ecosystem, having many different species ensures resources are available for other populations, like humans

The Composite*

Students answer questions with increasing complexity, both informally in class and during an end of topic test to show that they know what causes variation. That they can link variation and mutation to the process of natural selection. That they know the structure of genes and chromosomes and can explain how fertilisation creates variation within a species and that they can give examples of how biodiversity is vital to maintaining populations.

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

Connections to prior learning

- From the Key stage 2 National Curriculum, students will have learnt to recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. They were able to recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. They could identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.
- From the Key stage 3 National Curriculum, students gained knowledge of sexual reproduction and learnt about fossilisation, as well as adaptations of plants and animals.

Where this will be revisited

- Both genetics and evolution are revisited again in year 11 when students study modules on inheritance and evolution, covering both topics in greater depth.

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SUBJECT: Year 9 Science - Chemistry - September to December

In Chemistry lessons between September and December year 9 students study the following topics:

- **Chemical reactions**

What will students know?

- Types of Chemical Reaction
- The products in reactions between acids and metals, metal carbonate, alkalis and metal oxides. Combustion is a reaction with oxygen in which energy is transferred to the surroundings as heat and light. Thermal decomposition is a reaction where a single reactant is broken down into simpler products by heating.
- Law of conservation of mass states that the total mass of the reactants is the same as the total mass of the products.
- A base is a substance that neutralises an acid – those that dissolve in water are called alkalis.
- Explain why a reaction is an example of combustion or thermal decomposition and explain changes in mass. Predict the products of the combustion or thermal decomposition of a given reactant and write a word equation. Use particle diagrams to show what happens in a reaction. Explain the effect of using a catalyst in a reaction.

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 classify reactions, interpret how their observations link to the products and to predict what will happen in new reactions. They will demonstrate that they understand how observed mass changes in the context of the law of conservation of mass.

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

Connections to prior learning

from the Key Stage 2 National Curriculum

- Particle theory in solids, liquids and gases, how to separate mixtures

from the Key Stage 3 National Curriculum

- Use particle diagrams to classify a substance as an element, mixture or compound and as molecules or atoms.

Where this will be revisited

- Year 10 chemical Changes

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SUBJECT: Year 9 Science - Physics - September to December

In Physics lessons so far in year 9 students have studied the following topics

- **Moments**
- **Energy**

What will students know?

- Forces with a line of action which does not pass through a pivot have a turning effect
- The equation for calculating moments
- The principle of moments and rotational equilibrium
- How to apply the equation for work done
- That toppling means to fall over by rotation and how to explain rotational stability
- Energy stores and transfers
- The principle of conservation of energy
- Transfers to the thermal energy store through conduction, convection and radiation
- What makes materials good thermal insulators

The Composite*

Students answer questions with increasing complexity, both informally in class and during an end of topic test to show that they a understand and are able to apply the principle of moments. That they are developing their understanding of energy stores and transfers and are able to apply their understanding in simple contexts of conservation of energy.

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

Connections to prior learning

from the Key Stage 2 National Curriculum

- Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. Pupils should explore the effects of levers, pulleys and simple machines on movement. They might design and make products that use levers, pulleys, gears and/or springs and explore their effects.

from the Key Stage 3 National Curriculum

- 7.3 Forces and Motion- How balanced and unbalanced forces affect the motion of an object.
- 8.6 Energy and Magnetism- How energy is transferred from one store to another in order for work to be done.

Where this will be revisited

KS4 - Year 10 Energy and Year 11 Forces

- A system is an object or group of objects. There are changes in the way energy is stored when a system changes. Students should be able to describe all the changes involved in the way energy is stored when a system changes, for common situations.
- Students should be able to calculate the changes in energy involved when a system is changed by: heating, work done by forces, work done when a current flows
- Use calculations to show on a common scale how the overall energy in a system is redistributed when the system is changed.

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SUBJECT: Year 9 Art - September to December

In Art lessons between September and December year 9 students study the following topic:

- **Surrealism**

What will students know?

- The key concepts of 'Surrealism'.
- An overview of Surrealist artists' work, including Salvador Dali.
- The range of artwork the artist Rene Magritte created.
- How to analyse a Surrealist painting by the artist Rene Magritte.
- How to mix colours using oil pastels.
- The information the colour wheel provides, linked to colour mixing.
- How to mix colours with paint using a range of techniques.
- How to produce a range of effects with paint using different painting techniques.
- How to make use of the rules of perspective to add depth and three dimensional form to a piece of artwork.
- How to create a detailed observational drawing using the five stages of producing a drawing.
- How to develop the use of five tones when drawing with pencil to add depth, detail and form.
- How to develop ideas by taking inspiration from surrealist artists' work.
- How to realise ideas to create a surrealist inspired painting.

The Composite*

- A Surrealist inspired painting.

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

Connections to prior learning.

- Use of mark making to show tonal range and texture when drawing from individual objects (year 7) and portraits (year 8)
- Analysis of a variety of artwork using the visual elements (year 7 and 8)
- Consolidation and recall of Art skills, knowledge and experiences at KS1 & 2 using paint (COVID restrictions prevented use of paint in Art during years 7 and 8)

Where this will be revisited

- Observational drawing skills will be built on in year 9 during the Gargoyles project in terms 5 and 6.
- Colour theory will be built on in year 9 during the Journeys project in terms 3 and 4.
- Observational drawing, painting and the use of colour provides a key foundation for practical learning in Art and will be revisited throughout KS3, KS4 and KS5.

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SUBJECT: Year 9 Computing - September to December

In computing lessons between September and December year 9 students study the following topics

- Understanding and using Google Workspace
- Data representation
    - Bit, Nibble Hexadecimal
    - How colour is represented using Hexadecimal
    - Flowcharts, iteration, sequence and selection
    - Python programming, programming Caeser's Cypher

What will students know?

- Reminder on how to use PC or chromebook from school and from home
- Reminder on navigating and using the apps in Google Workspace
- Data Representation, Binary and Hexadecimal
- Programming construct - sequence, selection and iteration

The Composite*

Be able to work confidently and fluently with Google Workspace applications that all subjects will possibly be using, especially for homework.
Increased depth of knowledge of how the binary system (including Hexadecimal) is used to represent language character sets and colour on a computer screen
Understanding the basic principles of Encryption, why we use it and how it is achieved using the ASCII system.
Be able to add the programming construct iteration to create an encryption program in Python
Planning a program using computational thinking, flowcharts, how to represent iteration in a flowchart

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.
- Binary, data representation have been introduced in year 7 and year 8
- ASCII has been studied in year 8
- Programming constructs Sequence and Selection have been introduced in year 7 and year 8
- Flowcharts as a program planning tool has been introduced in year 7 and year 8
- Students will have created programs in Python in year 7 and year 8

Where this will be revisited

- For those choosing GCSE Computer Science, these are the core elements required at KS4
- Google Workspace is a skill in digital literacy that can be carried on in school and beyond
- Computational thinking such as breaking problems into smaller chunks and removing unnecessary detail is a transferable skills across a range of subjects and project work
- Flowcharts is a visual representation of a step of processes to complete a solution which is used widely across many different subject areas

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SUBJECT: Year 9 DT - September to December

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

In year 9 lessons between September and December 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 - September to December

In Drama lessons between September and December year 9 students study the following topics:

- **UNit 1: Drama Foundation Skills**
- **UNit 2: Mask Work**

What will students know?

Students will know the following key drama skills and techniques for foundation skills unit: Still image, transitions, canon, unison, thought-tracking narration, improvisation, physical and vocal skills, using trestle masks, focal points, clocking the audience passing the focus.
These skills will be taught in stand-alone lessons for the first 7 weeks of each unit and then applied in an end of unit performance assessment.

Reading focus
All lessons in each unit will have key vocabulary displayed. Students will be given a glossary at the start of each unit and can refer to these words throughout. Some lessons will involve reading from scripts. Teachers will model reading as characters from scripts, adapting vocal skills as required.

The Composite*

Students will complete memorise and apply key vocabulary for each unit. Students will also complete an end of unit practical performance where they can draw together the skills and techniques they have been taught. For Unit 1 foundation skills, students will create a news report. For Unit 2, students will devise a masked performance.

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

Connections to prior learning

- Students may have used masks in KS2. Students will build on their ability to structure a performance using masked and unmasked characters.

Where this will be revisited

- In year 9 units on Conflict (Unit 3) and Devising (Unit 4)
- At KS4 all techniques taught at KS3 can be developed further within the GCSE course

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SUBJECT: Year 9 Geography - September to December

In geography lessons between September and December year 9 students investigate the answer to the following question:

- **How is the world developing and changing?**

What will students know?

- The distribution of developmental inequality across the globe
- The reasons for the development gap
- The ways of measuring development through indicators such as HDI and GDP per capita
- Explanations of how to improve HDI at a national level using an example
- Knowledge of an in depth case study of a Low Income Country (the DRC) including reasons for the development gap existing there
- How to explain the difference between the Cycle of Poverty and the Multiplier Effect
- How India became a Newly Emerging Economy, moving from a primary to a tertiary economy
- The influence of Trans National Corporations on development
- The influence of globalisation on the world in terms of development
- The influence of trade and aid on the development gap
- How sustainability can be part of the international agenda for the future in terms of development

The Composite*

Students will be able to evaluate and explain different reasons for the development gap, using examples from a case study of the DRC, India and others.

Students will be able to use their knowledge or development in the context of major geographical concepts such as Globalisation, Interdependence, Inequality and Sustainability, which are all explicitly referred to and explored within the unit.

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

Connections to prior learning

- National and Continental: Africa and Kenya (year 7)
- Population and Migration (year 8)

Where this will be revisited

- How can we reduce human impact on the planet (year 9)
- Changing Economic World and Urban Issues and Challenges Units (year 10 and year 11 GCSE) and Changing Places, Making Spaces and Migration and Human Rights (year 12 and year 13 A Level)

Core Concepts which are present throughout all Key Stages

- Globalisation
- Sustainability
- Interdependence
- Inequality

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SUBJECT: Year 9 History - September to December

In history lessons between September and December year 9 students study the following topics:

- **Women's Suffrage: How did women achieve partial suffrage in 1918?**
- **The origins and events of WW1**

What will students know?

- The impact of the enlightenment on changing social and political attitudes
- The ideas of Mary Wollstonecraft and her significance
- 19th century attitudes to gender
- The emergence and development of the women's suffrage movement
- The work of the suffragettes with a case study of Emily Davidson
- The impact of WW1 on attitudes to women's suffrage
- The causes of WW1 and their interconnections
- How trench warfare was fought, with a case study of the Somme
- The causes of allied victory in 1918

The Composite*

Students will write an extended essay which identifies the main reasons many women were able to vote by 1918. Within the essay students will make and explain judgments about their relative importance.

Students will be able to explain the reasons why so many young men were killed during the war, prioritising a range of factors to form a judgment.

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 (year 8)

Where this will be revisited

- Deepening knowledge of impact of the two world wars (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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of a complex mathematical problem.

SUBJECT: Year 9 MFL - French - September to December

In French lessons between September and December year 9 students study the following topics

- Revising greeting people and Introducing yourself (name, age, birthday, numbers), using -er verbs in the present tense with je, tu, il/elle/on.
- Describing what you usually do for your holidays using the present tense of Aller, Faire and Rester with pronouns Je, tu, il/elle/on and nous.
- Buying items and using higher numbers in the context of prices
- Using the near future to talk about holiday plans (aller + Infinitive)
- Using the conditional form of Vouloir (Je voudrais) to talk about dream aspirations.
- Revising difficult French phonics and aspects of French pronunciation.

What will students know?

- How to describe holidays using the present tense in speaking and writing.
- How to describe their morning routine using a range of (-er) reflexive verbs in the present tense with the pronouns je, tu, il/elle/on.
- How to describe holiday plans using the near future (aller + inf) with Je and Nous.
- How to use the structure Je voudrais to describe their aspirations.
- Numbers from 1 to 100.
- How to order in a café.
- How to apply rules of pronunciation in reading.

The Composite*

Communicate verbally and in writing on the topic of holiday using the present tense, near future with singular pronouns and Nous.
Be able to buy food and drink and understand prices in euros.
Talk about aspirations using the structure Je voudrais and understand numbers up to 100.
Apply some rules of French pronunciation to their reading.

E.g. Summative speaking, reading and writing assessments in week(s) 4, 5 and 6 of the unit
Speaking - cafe conversations in pairs
Reading aloud using XX text in week 6

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 plans and dream holidays 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 of food will be done again in Term 3 of year 10.

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SUBJECT: Year 9 MFL German - September to December

In German, lessons between September and December year 9 students study the following topics:

- Revising greeting people and introducing yourself (name, age, birthday and numbers)
- Revising present tense verbs and how to conjugate key verbs.
- Learning about the topic of Role models.
- Recapping the past tense (haben/sein) and introducing the future tense.
- Learning about the topic of Music and using the past tense to talk about a past festival.

What will students know?

- Recapping how to introduce themselves and give basic information about themselves in speaking and writing tasks. Recapping the present tense of key verbs.
- How to talk about their role models and life experiences.
- How to recognise texts both in the present and future tense.
- How to describe their music preferences and discuss bands.
- How to describe a music festival in the past tense.
- Practising the skills of Listening, Speaking, Reading and Writing in German.
- How to pronounce a range of specific German phonics.

The Composite*

Talking confidently about role models in the present and understand texts in the present and perfect tense and say why they like their role model.
Discussing life experiences and explain how their role model inspires them.
Be able to understand texts which discuss overcoming misfortunes.
Talking confidently about the topic of music and bands.
Use the past tense to talk about a past festival they have been to and the activities they did there.
Applying pronunciation patterns when reading aloud new words or short texts.

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

Connections to prior learning

The basics of the language and the present tense were taught in year 7 and 8 but these will be revisited at the start of year 9.

Where this will be revisited

- The topics of personal identification will be revisited at the start of years 8 and 9 (revision in Term 1) and year 10.
- Numbers will be taught and revisited on a regular basis.
- Phonics will be revisited throughout year 9.
- The topics of Role models and Freetime are revisited in year 10.

*The composite means the end product or coming together of all that is learnt in the topic, unit or term. For example this could be a ‘performance’ in music or PE, an extended piece of writing in English or history, or the solving of a complex mathematical problem.

SUBJECT: Year 9 MFL Spanish - September to December

In Sapnish lessons between September and December year 9 students study the following topics

- Describing a parts of a house using the comparative
- Saying what you can do on holiday using 'se puede(n)' and describe using the superlative
- Ask for and give directions
- Recap of the three tenses (past, present and near future) to talk about a summer camp
- Talk about likes and dislikes in a more varied way, in relation to cinema and hobbies
- Using the irregular verbs *hacer, ir* and *ser* to describe your daily routine
- Revising the rules of gender, number and agreements, articles
- Recapping Spanish phonics and aspects of Spanish pronunciation.

What will students know?

- How to describe using the comparative and superlative, in relation to houses and holiday activities.
- Say what you can do using the impersonal construction 'se puede(n)'
- Ask for and give directions to a variety of places in a town
- Describe what you like/dislike using a variety of opinion phrases and give good justifications
- How to use the common irregular verbs *ir, hacer* and *ser* in the 'yo' form
- Use a range of tenses (present, simple past, and near future) in the yo and tú forms
- Recapping the indefinite article (a, the) and rules of gender and number
- How to pronounce a wider range of specific Spanish phonics.

The Composite*

Communicate verbally and in writing, giving and seeking directions and describe what you can do in a place
Confidently use and justify more interesting opinions in speaking and writing, using *me mola, me chifla* etc.
Be able to use a range of tenses (present, past and near future) with growing confidence
Apply pronunciation patterns when reading aloud new words or short texts.

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

Connections to prior learning

- The learning of our students was disrupted in year 7 and 8 and our curriculum takes this into account. We have started year 9 using previous year's textbook to ensure that key content is covered to allow a logical progression. The pace of learning will make room for revision, re-learning and depth to allow for memorisation and understanding.

Where this will be revisited

- The topics of local area are covered again at the end of year 10
- The near future is revisited at the beginning of later in year 9, and there is regular revision of the present and past tenses throughout year 9 to ensure consolidation
- The topics of free time and hobbies is revisited towards the end of year 10
- Key grammar such as agreement (gender, number) is frequently revisited throughout year 8

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SUBJECT: Year 9 Music - September to December

In Music lessons between September and December year 9 students study the following topics:

- **West African Drumming and the Music of West Africa**
- **Cover Versions and Music technology**

What will students know?

- Understanding how existing pieces of music are adapted and developed through the use of cover versions such as tribute / mashup /remix and sound sampling.
- Adapting a popular song into a cover version using the music software of Bandlab.
- The background and context of Western African drumming and different techniques needed to play the West African Djembe drums, as well as an understanding of some of the different features of the music of West Africa.
- Students will use the musical features of Call & Response, polyrhythms, cross rhythms, unison, improvisation and layering to create a West African style composition on the Djembes.

The Composite*

Students will either perform live, or present their cover version via the music software. They will learn to manipulate sound using IT to create and adapt their cover versions; they will present their work as either a mash up, remix or cover version demonstrating understanding of the difference between these.
In the West African Drumming unit, they will perform their group compositions on the Djembe Drums to take into account the above musical features and demonstrate understanding of the key features. Students are asked to maintain their own individual part within a group of 5-6 players who are playing different rhythms simultaneously to create a polyrhythm, and lead and/ or take direction.

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

Connections to prior learning
There are multiple connections to work done on rhythm and pulse earlier in their schooling, in year 7 stomp as well as connections to composition and performance related tasks carried out in year 8, looking at the contexts in which world music styles develop and their connections, and how, despite differences, musical elements remain the same.
The compositional aspect of cover versions links to performing their own interpretations of existing pieces of music in both year 7 and 8 and how to develop these creatively. By this point students are required to make increasingly sophisticated creative decisions based on developing and manipulating existing pieces of music and /or combining them with other pieces of music.

Where this will be revisited
After students have completed these topics, they will be encouraged to use the music software in further units, as well as the keyboards, to create and compose a piece of Film Music to fit a 90 second trailer.

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SUBJECT: Year 9 PE - September to December

In PE lessons between September and December year 9 students study the following topics (dependent on groups)

- **Invasion games (Football / Rugby / Basketball / Netball)**
- **Health and Fitness (Cross Country / Fitness)**
- **Aesthetic (Dance/Gymnastics)**

What will students know?

- **Invasion Games** - Students will know how their skills fit into the larger dynamics of the game; they will be able to use these skills to create and practice set plays. They will know the majority of rules for the game they are working on and be able to apply these consistently.
- **Health and fitness** - Students will know what some of the main training principles are and some of the benefits of using these; they will know how to adapt their distance running to reflect these. Students will know what fitness style they prefer and have a knowledge of how to be physically active throughout their lives.
- **Aesthetic** - Students will know how to use more advanced skills in combination with choreographic techniques to create a more sustained piece of performance work. They will know how to use contact and levels to add emotion to performances and also be able to use specialised equipment safely.

The Composite*

To be able to use more complex skills in competitive scenarios in a variety of invasion games; understanding how they form part of the wider context of developing attack and defence and the use of set plays.
To be able to use a variety of choreographic techniques in performances and demonstrate a greater understanding of how emotions can be reflected through movement.
To know 2 different types of training principles and their benefits to aiding a healthy and active lifestyle.

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

Connections to prior learning

- All core and advanced skills from Y7 and Y8 are used for games lessons, and will form the basis of starter activities for Y9 lessons.

Where this will be revisited

- Key Stage 4 lessons focus on sustained physical activity so the lessons are always via a games for understanding approach, this means that the students will be using the skills learnt consistently in PE at Key stage 4.
- Health and Fitness lessons will be revisited in lessons in North Site Gym and multi-gym, and become a sustained part of PE. The topics introduced in Y9 are delivered to a more difficult standard and with a variety of options so that all students have the opportunity to find a method of training that they enjoy taking part in.

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