



## Curriculum Overview Y9

<u>Subject</u>	<u>Autumn Term 1</u>	<u>Autumn Term 2</u>	<u>Spring Term 1</u>	<u>Spring Term 2</u>	<u>Summer Term 1</u>	<u>Summer Term 2</u>
English Language	Mastery writing booklet 4. *Introduction to transactional writing. Writing to argue. *Employing grammatical forms – Subordinating clauses and mechanics of sentences.		Mastery writing booklet 4. Writing a counter argument. *Employing grammatical forms – Relative clauses and tenses.		Mastery writing booklet 4. Writing to persuade. *Employing grammatical forms – Conditionals and review of all errors.	
English Literature	<u>Jane Eyre</u> *Knowledge of northern Victorian England and how Bronte’s life experiences influenced her writing. *Understanding the plot, characters roles and main events in the childhood of Jane Eyre. *Analysis of Jane’s childhood experiences.		<u>Romeo and Juliet</u> *Knowledge of Shakespeare’s life and how this influenced or inspired his writing. *Understanding the plot, characters and main events of the play. *Analysis of the tragic hero – both Romeo and Juliet identifying the features that make them a tragic hero.		<u>Poetry</u> *Understanding how themes and ideas are expressed through language identifying metaphors and imagery as a mechanism to do this. *Analysis of a range of poems identifying the journey presented and deconstructing this using subject terminology. *Introduction to comparison analysing the similarities and differences between poems in how they present their journeys.	
Maths	<u>Number Application – Geometry:</u> can I apply numerical manipulation to geometrical reasoning? *FDP changes linking to shape, perimeter and area. *Circle investigations. *Algebraic application in geometry. *Pythagoras’ theorem and trigonometry.	<u>Proportion in Play:</u> can I apply proportional reasoning to graphical representations. *Proportion and conversion graphs. *Direct and Inverse proportion. *Congruence and similarity. *Percentage change and reverse percentages.	<u>Algebraic Manipulation:</u> can I manipulate expressions to find unknowns? *Solving equations. *Expanding and factorising of quadratic expressions. *Algebraic fractions. *Multi-step transformations.	<u>Number Exploration – Data in the Real World:</u> can I further develop my number skills and apply them to a real-world context? *Standard form uses and application. *Inequalities. *Error intervals *Maths week topics.	<u>Motor Skills – 3D Solids:</u> can I apply my knowledge to manipulate 3D solids? *3D solids: plans, nets, 3D drawing. *Area of circles. *Surface area of complex 3D solids. *Volume of 3D solids.	<u>Graphical Exploration:</u> can we represent knowledge to graphical and algebraic representations? *Linear graphs further development. *Non-linear graphs. *Cumulative frequency and box plots. *Strategy week activities.
Science	<u>Maths in science -</u> <ul style="list-style-type: none"> <li>• Mean + anomalous result</li> <li>• Median, mode, range</li> <li>• Finding %</li> <li>• Uncertainty</li> </ul> <u>Careers in the lab -</u> <ul style="list-style-type: none"> <li>• Forensic science</li> <li>• Lab technician</li> </ul>	<u>Maths in science -</u> <ul style="list-style-type: none"> <li>• Change in vol, mass and temperature</li> </ul> <u>Careers in the lab-</u> <ul style="list-style-type: none"> <li>• Electrician</li> <li>• Astrophysicist</li> <li>• radiologist</li> </ul>	<u>Maths in science -</u> <ul style="list-style-type: none"> <li>• Bar and line graph drawing</li> <li>• Pie charts</li> <li>• Interpreting graphs</li> </ul> <u>Medical careers</u> <ul style="list-style-type: none"> <li>• Surgeon</li> <li>• Optometrist</li> <li>• dentist</li> </ul>	<u>Maths in science -</u> <ul style="list-style-type: none"> <li>• Surface area</li> <li>• vol of shapes</li> </ul> <u>Medical careers</u> <ul style="list-style-type: none"> <li>• Fertility consultant</li> <li>• Microbiologist</li> <li>• pharmacology</li> </ul>	<u>Maths in science -</u> <ul style="list-style-type: none"> <li>• Surface area to vol ratio</li> </ul> <u>Environmental careers</u> <ul style="list-style-type: none"> <li>• Petroleum engineer</li> <li>• Power station operator</li> <li>• Data analyst</li> </ul>	<u>Maths in science -</u> <ul style="list-style-type: none"> <li>• % increase or decrease</li> <li>• gradients</li> </ul> <u>Environmental careers</u> <ul style="list-style-type: none"> <li>• Water chemist</li> <li>• Horticulture</li> <li>• Ecologist</li> </ul>

Geography	<b>Tectonic Hazards in Asia</b> <ul style="list-style-type: none"> <li>- Tectonic plate theory including the structure of the earth.</li> <li>- The three main tectonic plate boundaries and how these create tectonic hazards.</li> <li>- A comparison of the 2015 Nepal earthquake and the 2011 Japan earthquake and tsunami.</li> </ul>	<b>Atmospheric Hazards in Asia</b> <ul style="list-style-type: none"> <li>- The formation of tropical storms and factors that influence their strength and frequency.</li> <li>- A comparison of Typhoon Haiyan (2013) in the Phillipines and Typhoon Hagibis (2019) in Japan.</li> </ul>	<b>Water Management</b> <ul style="list-style-type: none"> <li>- An overview of the global distribution of water</li> <li>- The effects of water insecurity and strategies to reduce water insecurity.</li> <li>- Water conservation and sustainable water management – Including Chambamontera Hydro-Power Case Study.</li> </ul>	<b>Energy Futures</b> <ul style="list-style-type: none"> <li>- The main sources of renewable and non-renewable energy and the advantages and disadvantages of each</li> <li>- The changing energy mix of the UK and reasons why energy production is changing.</li> </ul>	<b>China – The World’s Next Superpower?</b> <ul style="list-style-type: none"> <li>- Key physical and human features of China.</li> <li>- The major social and economic changes that have taken place in China in the last 50 years.</li> <li>- Challenges and opportunities created by China’s rapid economic growth.</li> </ul>	<b>Antarctica</b> <ul style="list-style-type: none"> <li>- The major physical features of Antarctica and its importance in regulating global climate systems.</li> <li>- Human and physical threats facing Antarctica.</li> <li>- Strategies to protect Antarctica from future development.</li> </ul>
History	<b>Did the Woman’s Hour audience get it right about Emmeline Pankhurst?</b> <ul style="list-style-type: none"> <li>- Students look at influential Feminists such as, Mary Wollstonecraft, Millicent Fawcett, Emmeline Pankhurst and Barbara Castle.</li> <li>- Students consider how women were treated though time and think about why it was so important for them to be enfranchised.</li> <li>- Students look at the contribution of women in World War One and how that could have led to a change in attitude towards women’s rights.</li> <li>- Students evaluate who or what led to the most significant change for women and what else can be done to promote gender equality.</li> </ul>	<b>Why did the world go to war in 1914?</b> <ul style="list-style-type: none"> <li>- Students examine the M.A.I.N reasons the world went to war in 1914.</li> <li>- Students assess whether all of the blame should be placed on Kaiser Wilhelm II or whether other countries were to blame for the war.</li> <li>- Students research the trigger of World War One, the assassination of Franz Ferdinand.</li> </ul>	<b>Who played the biggest part in WW1?</b> <ul style="list-style-type: none"> <li>- Students look at why men joined the army and how different the reality of war was compared with their expectations.</li> <li>- Students assess the “Lions led by Donkeys” expression and look at pieces of evidence to determine whether they agree or disagree with the statement.</li> <li>- Students look at the contribution that women made to the war effort, particularly the Women of Steel in Sheffield.</li> <li>- Students research the contribution of soldiers who fought from Australia, New Zealand and the rest of the Empire.</li> </ul>	<b>What can we learn about the Holocaust from art and literature?</b> <ul style="list-style-type: none"> <li>- Students begin with the Treaty of Versailles. They consider the implications of the harsh treatment of Germany.</li> <li>- Students look at Nazi propaganda and look what Adolf Hitler was promising the German people.</li> <li>- Students look at increasingly antisemitic policies implemented by the Nazis.</li> <li>- Students look at various examples of arts and literature from the Holocaust. - Students listen to a Holocaust survivor.</li> </ul>	<b>How do you fight a Cold War?</b> <ul style="list-style-type: none"> <li>- Students learn about Communism and Capitalism.</li> <li>- Students look at events from the Second World War and observe how the space race exemplified the competition between the U.S.S.R and America.</li> <li>- Students look at the case of the city of Berlin, and how it was separated in half after World War Two. They discover what life was like on both sides of the wall and how many people tried to escape.</li> <li>- Students learn about the Cuban Missile crisis and how close the world was to nuclear destruction.</li> <li>- Students look at the massacre of innocent civilians at My Lai and the shocking impact this had.</li> <li>- Students consider how the Cold War tension started to decrease and decide when they would say the cold war ended.</li> </ul>	<b>What’s the best way to bring about change?</b> <ul style="list-style-type: none"> <li>- Students look at various revolutions through time and identify key themes prevalent in each of them.</li> <li>- Events are compared such as, the American Revolution, French Revolution and the Haitian Revolution.</li> <li>- Students look at short- and long-term consequences of each of the revolutions.</li> </ul>
RE	<b>Big Question 1: What are the implications of knowledge?</b> <p>Component 1: What is reality? Students consider what we know to be real or not. Looking at the work of Plato, Aristotle and Berkley.</p>	<b>Big Question 1: What are the implications of knowledge?</b> <p>Component 2: Is God real? Students look at the philosophical arguments for how we can prove God is real. It considers looking at a Judeo-Christian God and arguments just as Cosmological. Study goes onto look at the problem of evil and how this either supports or disproves God’s existence.</p>	<b>Big Question 1: What are the implications of knowledge?</b> <p>Component 2: Is God real? Students look at the philosophical arguments for how we can prove God is real. It considers looking at a Judeo-Christian God and arguments just as Cosmological. Study goes onto look at the problem of evil and how this either supports or disproves God’s existence.</p>	<b>Big Question 1: What are the implications of knowledge?</b> <p>Component 3: Are we right to play with life? Students consider the ethical viewpoints around medical ethics. They work through topics such as:</p> <ul style="list-style-type: none"> <li>- Animal Rights</li> <li>- Genetic Modification</li> <li>- Abortion</li> </ul>	<b>Big Question 1: What are the implications of knowledge?</b> <p>Component 3: Are we right to play with life? Students consider the ethical viewpoints around medical ethics. They work through topics such as:</p> <ul style="list-style-type: none"> <li>- Animal Rights</li> <li>- Genetic Modification</li> <li>- Abortion</li> </ul>	<b>Big Question 2: How should humans be treated?</b> <p>Component 1: Anti Racist RE</p> <p>Students to look the implications for prejudice and discrimination and how this makes people feel. Students then study the religious responses to prejudice and discrimination and how it impacts people.</p>

PE	<p><b>What qualities are needed to be a successful sports leader?</b>  Students begin to understand what is required to be a good leader; they look at the most important skills to be a successful leader. These skills are also transferred into other roles within sport such as Officiating, Umpiring and Coaching.</p> <p><b>Motor competence,</b>  Students are now taught skills that are more advanced within certain sports, they are taught these in isolated practices before trying to apply these to contexts where they are put under pressure and towards a full game situation.</p> <p><b>Rules, Techniques and tactics</b>  There is a strategic use of re-visiting of the declarative (knowing what) and procedural (knowing how) knowledge to ensure students are able to apply the more advanced techniques and tactics. There is also a continued use of elaborative encoding that that looks at different techniques you can use and when/why these are used.</p> <p><b>Healthy Participation</b>  Focus is placed on the long-term effects of exercise, so students develop understanding of what happens to their body when they exercise and the benefits of it. We also look at how to participate in physical activity and sport and the factors that can affect participation.</p> <p><b>Sporting activities covered</b>  Leadership, Badminton, Netball, Basketball, Football, Handball, Rugby, Fitness, Trampolining, Cricket, Athletics, Rounders, Dance</p>					
Drama	<p>Approaches to Script: The Boy in the Striped Pyjamas</p> <ul style="list-style-type: none"> <li>Approaches to script using abstract vs naturalistic theatre.</li> </ul>	<p>Approaches to Devising: Trapped (Physical Theatre)</p> <ul style="list-style-type: none"> <li>Approaches to devising using abstract vs naturalistic theatre.</li> </ul>	<p>Approaches to Script &amp; Devising: Missing Dan Nolan/Too Much Punch for Judy (TIE)</p> <ul style="list-style-type: none"> <li>How to perform Verbatim theatre.</li> <li>How to perform Theatre In Education.</li> </ul>	<p>Approaches to Script: Noughts &amp; Crosses</p> <ul style="list-style-type: none"> <li>Understand the plot and characters.</li> <li>Understand the differences between Noughts and Crosses.</li> <li>Understand the relationship between Callum and Sephy.</li> </ul>	<p>Approaches to Script: Blood Brothers</p> <ul style="list-style-type: none"> <li>Understand the plot and characters.</li> <li>Understand the relationship between Mickey and Eddie.</li> </ul>	<p>Approaches to Devising</p> <ul style="list-style-type: none"> <li>How to independently use research to find stimulus and create a performance based on this.</li> </ul>
Computing	<p><b>Programming in Python Part 2</b></p> <ul style="list-style-type: none"> <li>Build on skills learned in Y8</li> <li>Enhanced use of programming concepts (sequencing, selection, iteration)</li> <li>Operations on strings</li> </ul>	<p><b>Animation</b></p> <ul style="list-style-type: none"> <li>Using Blender to create 3D models with simple shapes</li> <li>Animating 3D models</li> <li>Advanced shapes and lighting</li> </ul>	<p><b>Data Science</b></p> <ul style="list-style-type: none"> <li>Introduction to data science – what is it and why do we use it?</li> <li>How we can use data to make decisions</li> <li>How we can use data science to solve problems</li> </ul>	<p><b>Data Representation – Sounds and Images</b></p> <ul style="list-style-type: none"> <li>How is binary used to store images and sound?</li> <li>Investigate how changes we make to a file impacts it's storage</li> </ul>	<p><b>Cybersecurity</b></p> <ul style="list-style-type: none"> <li>How and why our data is used.</li> <li>Potential threats from different cyber-attacks and how we can protect ourselves on a personal level.</li> <li>How cyber-attacks can impact society as a whole.</li> </ul>	<p><b>Physical Computing – Programming with Microbits</b></p> <ul style="list-style-type: none"> <li>Develop an understanding of the Microbit development environment.</li> <li>Produce programs using inputs and outputs with the Microbit.</li> <li>Implement a physical programming project.</li> </ul>
MFL	<p><b>¿Tienes una vida sana? – Do you have a healthy life?</b>  What is a healthy diet? / What do you do to keep in shape? / What is your daily routine like? / advice / your body / What happened?</p>		<p><b>¿Usas la tecnología? – Do you use technology?</b>  Do you like... programmes? / What do you watch on the TV? / What are you going to watch at the cinema? / Do you listen to music? / What do you use your phone for? / How are you going to celebrate your birthday?</p>	<p><b>¿Tienes un trabajo? – Do you have a job?</b>  What jobs are there? / What do you do in your job? / What job would you like in the future? / Do you want to be a celebrity? / What can you do in the future?</p>		<p><b>¿Tienes derechos? – Do you have rights?</b> Do we have rights? /What are young people's rights? / Is it a fair business? / – Do you raise money?  -</p>

PSHE	<b>Peer influence, substance use and gangs.</b> Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation	<b>Setting goals.</b> Learning strengths, career options, and goal setting as part of the GCSE options process	<b>Respectful relationships.</b> Families and parenting, healthy relationships, conflict resolution, and relationship changes.	<b>Healthy lifestyle.</b> Diet, exercise, lifestyle balance and healthy choices, and first aid.	<b>Intimate relationships.</b> Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography.	<b>Employability skills.</b> Employability and online presence
DT	<b>Food</b> Food Choice  What affects food choice?  Aim of the composite is to extending knowledge and acceptance that personal/cultural/societal moral, religious or ethical views can influence food choice.		<b>Graphics</b> Chair today gone tomorrow  What is more important – market push or pull?  Chairs are everywhere, at our dining tables, our favourite armchair or a seat at a bus stop, they have also been a huge part of lockdown as we sit in front of a computer screen.  Using ergonomics and anthropometrics, students will design and prototype a chair using CAD systems within school and card		<b>Engineering</b> Marble run  Where can Engineering take us?  Where does moral, personal, cultural, religious or ethical views expand or impact our use of engineering technologies and is there a way to change this?  Exploring transportation and testing to explore these themes given.	
Art	<b>STARTER PROJECT : Still life and shape</b> <b>Controlled Portraits</b> Declarative - Sheppard Fairey, Andy Butler, mental health, politics, body image Procedural – Using line, shape, colour, space, form tone, paint, oil pastel, pen, pencil		<b>Mark Making Portraits by Lucky Jackson</b> <b>Declarative (foundations of knowledge): Why Lucky Jackson?</b> Observation is developed and applied linking the work of Mark Powell studied by the students in Art. Luck Jackson uses embroidery to create line and tone, much like Powell uses a biro for these techniques to draw portraits. Lucky Jackson also selects backgrounds to enhance and portray the persons character. <b>Procedural Knowledge (practical in response to theory)</b> Achieve a variety of tones and forms through mark making (using embroidery). Looking carefully at an object to achieve a likeness. Creating own works to demonstrate a variety of tones, dashes, lines to create a portrait using textile techniques. (expression/emotion/texture		<b>Expressive Portraits</b> Declarative - Guy Denning, Francois Neilly, mental health, celebrity culture, body image Procedural – Using line, shape, colour, space, form tone, paint, oil pastel, pen, pencil	
Music	<b>Band Skills: 1990s Riffs</b> <ul style="list-style-type: none"> <li>Perform a part within an ensemble on either piano, guitar, bass, ukulele, drums or vocals</li> <li>Perform a melodic part or accompaniment</li> <li>How to effectively rehearse both individually and as part of a group</li> </ul>	<b>Riff Composition</b> <ul style="list-style-type: none"> <li>How to sequence a range of 90s riffs using different melodic techniques</li> <li>Compose a range of 90's inspired riffs using chordal riffs, acoustic picking patterns, non-diatonic movements and power chords</li> </ul>	<b>Piano Skills: Hip Hop</b> <ul style="list-style-type: none"> <li>How to perform right hand chord progressions</li> <li>How to perform left hand bass lines</li> <li>How to incorporate melodies into a right hand chord progression</li> <li>How to perform using arpeggios</li> </ul>	<b>DJ Skills</b> <ul style="list-style-type: none"> <li>How to beat match four tracks</li> <li>How to tempo match four tracks</li> <li>How to phrase match four tracks</li> <li>How to mix from one track to another with a smooth transition</li> <li>How to add effects to create variations to tracks and transition</li> </ul>	<b>Improvisation</b> <ul style="list-style-type: none"> <li>How to use a pentatonic scale to improvise against a 1, 4, 5 chord progression</li> <li>How to use a blues scale over a blues progression</li> <li>How to create Ambient sound scapes using a major scale</li> </ul>	<b>Music and Sound for Video</b> <ul style="list-style-type: none"> <li>How to compose themes for characters on a video</li> <li>How to create atmosphere using appropriate scales</li> <li>How to use sound and foley effects to expand imagery and purpose of musical sounds</li> </ul>