

**Curriculum Map – Year 9 (page 1 of 15)**

	<b>Autumn Term – first half</b>	<b>Autumn Term – Second half</b>	<b>Spring Term – First half</b>	<b>Spring Term – Second half</b>	<b>Summer Term – First half</b>	<b>Summer Term – Second half</b>
<b>English</b>						
Intent To introduce the skills required for studying both English and English Literature at GCSE, with opportunity to practise similar exam style questions.						
Implementation	Creative Writing Write a description inspired by an image  Conflict Poetry A comparison of language and structural devices in presenting the theme of war/conflict.	Conflict in Fiction and Non-Fiction  Exam preparation and revision  Speak Out Challenge: Conflict in Art	Classic Literature A study of 19 <sup>th</sup> or 20 <sup>th</sup> century literature. Respond to two questions in 45 minutes focused on an extract from the novel and the novel as a whole.  Speak Out Challenge: memorise an extract from a Shakespeare play or sonnet	Shakespeare and the Media  An exploration of how Shakespeare's themes are still relevant in today's society.	Shakespeare: A study of a Shakespeare play Respond to two questions in 45 minutes focused on an extract from the play and the play as a whole.  Speak Out Challenge: Prepared reading	Shakespeare: A study of a Shakespeare play Respond to two questions in 45 minutes focused on an extract from the play and the play as a whole.  Speak Out Challenge: Prepared reading
Impact	Evaluation of the knowledge and skills learned during the year will be achieved by comparison with the KS3 Subject Descriptors for Pathways in Year 9					

## **Curriculum Map – Year 9 (page 2 of 15)**

Subject	Autumn Term – first half	Autumn Term – Second half	Spring Term – First half	Spring Term – Second half	Summer Term – First half	Summer Term – Second half
<b>Maths</b>						
Intent						
	To build on the knowledge of number gained at KS3. To fill in the areas of knowledge where the pupils have struggled to grasp the concept from the previous two years after an analysis of Year 9 examinations. To gain a full understanding of ratio and proportion, an important topic at KS4. To gain a full understanding of 3D shape. To continue to look at problem solving, with the pupils being allowed to work more independently.					
Implementation	Mastery in the use of Ratio and proportion. Mastery in 3D shape, volume, surface area, drawing nets. Revision of previous work. Application of knowledge to problem solving.	Consolidation of the KS3 curriculum. Analysis of the Year 9 exams and looking for areas where the class has demonstrated a lack of understanding of key concepts. A return to Number and Algebra topics to ensure that the knowledge achieved meets expectations moving to KS4. Revision of previous work. Application of knowledge to problem solving.			Moving to KS4 curriculum ensuring a good knowledge and understanding of Statistics, averages and graphs. Extending to Cumulative Frequency and Histograms. Extending knowledge of the application of algebra. Ensuring good understanding of angles. Extending work on Percentages and Fractions. Extending to an introduction to Trigonometry Revision of previous work. Application of knowledge to problem solving.	
Impact						
	Pupils assessed per unit to reflect on their knowledge compared to the KS3 topic descriptors for Pathways in Year 9. Evaluation of learning with check out exercises on a regular basis. Pupils' ability to approach mathematical problems monitored and pupils able demonstrate their reasoning clearly.					

## Curriculum Map – Year 9 (page 3 of 15)

	<b>Autumn Term – first half</b>	<b>Autumn Term – Second half</b>	<b>Spring Term – First half</b>	<b>Spring Term – Second half</b>	<b>Summer Term – First half</b>	<b>Summer Term – Second half</b>						
<b>Biology</b>												
Intent												
	<p>To be able to prepare for the end of the Biology KS3 Science course focusing on the microscopic principles underpinning variation in animals and plants - with the aim to seamlessly phase into the complimentary topics of Cells and Ecology in the GCSE specification. Underpinning these will be a simple framework for any investigative work, longer written pieces of work, and research into real-world examples.</p>											
Implementation	<b>9B1: Variation and Environment</b> Heredity and Variation Genes Natural Selection Ecosystems	KS3 Biology Revision (Years 7-9) - End of KS3 Science Exam  <u>GCSE Science:</u> B1 Cells (required practical on microscopy and osmosis) B7 Ecology (required practical on sampling)										
Impact												
	<p>The KS3 Pathway test will decide which course the pupils will be able to access at GCSE (Separate Science or Combined Science). This will then lead into topic tests designed to mimic GCSE exam papers that develop skills using command words from Science GCSE.</p>											
<b>Chemistry</b>												
Intent												
	<p>To be able to prepare for the end of the Chemistry KS3 Science course focusing on chemical reactions and analyses. To seamlessly phase into the relevant topics of the development of the atomic model and the practical application of these models in the GCSE specification. Underpinning these will be a simple framework for any investigative work, longer written pieces of work, and research into real-world examples.</p>											
Implementation	<b>9C1: Metals and reactions</b> Metal properties Oxidation Metal reactions with water Metal reactions with acid Displacement reactions Extraction of metals	KS3 Chemistry Revision (Years 7-9) - End of KS3 Science Exam  <u>GCSE Science:</u> C1 Atomic Structure and the Periodic Table C8 Chemical analysis (required practical on chromatography)										
Impact												
	<p>The KS3 Pathway test will decide which course the pupils will be able to access at GCSE (Separate Science or Combined Science). This will then lead into topic tests designed to mimic GCSE exam papers that develop skills using command words from Science GCSE.</p>											

## Curriculum Map – Year 9 (page 4 of 15)

	Autumn Term – first half	Autumn Term – Second half	Spring Term – First half	Spring Term – Second half	Summer Term – First half	Summer Term – Second half						
<b>Physics</b>												
Intent												
	<p>To be able to prepare for the end of the Physics KS3 Science course focusing on forces and energy. To seamlessly phase into relevant topics of energy and the energy transfer pathways using the thermal store as a major example in the GCSE specification. Underpinning these will be a simple framework for any investigative work, longer written pieces of work, and research into real-world examples.</p>											
Implementation	<p><b>9P1: Forces and their Effects</b></p> <p>Review of Y7 Forces Forces and Motion Review of gravity and weight Hooke's Law Energy stores and transfers Pressure = force / area Moment = force x distance from pivot</p>	<p>KS3 Physics Revision (Years 7-9) - End of KS3 Science Exam</p> <p><u>GCSE Science:</u></p> <p>P1 Energy (required practical on specific heat capacity) P3 Particle model of matter (required practical on density)</p>										
Impact												
	<p>The KS3 Pathway test will decide which course the pupils will be able to access at GCSE (Separate Science or Combined Science). This will then lead into topic tests designed to mimic GCSE exam papers that develop skills using command words from Science GCSE.</p>											
<b>Games</b>												
Intent												
	<p>Pupils understand how to implement the games playing skills they have learned in Years 7 &amp; 8 into preparing for and taking part in competitive games and/or competitions. Pupils enjoy feeling valued as a team and begin to make firm decisions about the activities they might pursue in KS4 and into young adulthood. Pupils continue to make the best of the extra-curricular sporting opportunities available to them to extend their learning further. Pupils consider whether they would be suitable to take Physical Education as a KS4 option.</p>											
Implementation	<p>Boys: Football Girls: Badminton</p>	<p>Boys: Football Girls: Hockey</p>	<p>Boys: Hockey Girls: Football</p>	<p>Boys: Rugby Girls: Basketball</p>	<p>Boys: Softball Girls: Striking &amp; Fielding</p>	<p>Boys: Tennis Girls: Volleyball</p>						
Impact												
	<p>Assessment through extensive informal pupil questioning and sharing of work, ideas and skills. Pupils also fill out staff awarded assessment grades on their half-termly tracker and staff monitor and record this for both games and non-games activities. Pupils are sufficiently enthused and motivated by the PE curriculum that they attend the sports related House activities and participate in aspects of the school's extra-curricular programme. Within games lessons, pupils undertake a sports education model and assume a variety of roles and responsibilities.</p> <p>MSFT scores as an indication of aerobic fitness (VO2 Max) are recorded before the end of the year. Pupils engage with Sports Day and Legacy Day. Pupils complete an annual sports survey and possibly attend the annual Sports Awards Evening.</p>											

## Curriculum Map – Year 9 (page 5 of 15)

Subject	Autumn Term – first half	Autumn Term – Second half	Spring Term – First half	Spring Term – Second half	Summer Term – First half	Summer Term – Second half
			PE			
Intent						
	Pupils demonstrate a developed understanding of how to exercise safely and effectively and at a higher intensity. They enthuse about all aspects of the non-games curriculum and can see measurable improvements in their performance. They can analyse and constructively criticise their own and others' work using key language. Pupils embrace more challenging tasks as individuals that are relative to their physical and emotional development. Pupils consider whether they would be suitable to take Physical Education as a KS4 option.					
Implementation	All pupils in their other PE lesson then complete the following until Easter: <ul style="list-style-type: none"> <li>- Gymnastics/trampolining</li> <li>- Basketball (boys)</li> <li>- Young Netball Leaders (girls)</li> <li>- Dance (girls)</li> <li>- HRE/Cross Country (boys)</li> <li>- Swimming</li> </ul> -They then do a term of track and field athletics in the summer term					
Impact						
	Assessment through extensive informal pupil questioning and sharing of work, ideas and skills. Pupils also fill out staff awarded assessment grades on their half-termly tracker and staff monitor and record this for both games and non-games activities. Pupils are sufficiently enthused and motivated by the PE curriculum that they attend the sports related House activities and participate in aspects of the school's extra-curricular programme. Improved MSFT scores as an indication of aerobic fitness (VO2 Max). Pupils engage with Sports Day and Legacy Day. Pupils complete an annual sports survey and possibly attend the annual Sports Awards Evening.					

## **Curriculum Map – Year 9 (page 6 of 15)**

	<b>Autumn Term – first half</b>	<b>Autumn Term – Second half</b>	<b>Spring Term – First half</b>	<b>Spring Term – Second half</b>	<b>Summer Term – First half</b>	<b>Summer Term – Second half</b>
<b>BEE</b>						
Intent						
	In Year 9, our curriculum allows pupils to gain an even broader understanding of computing, teaching them practical skills which can be applied in later life. We build children's aspirations demonstrating possibilities for their future lives. BEE values underpin all that we do in curriculum fostering independence and resilience.					
Implementation						
	App Shed – Pupils creating an app on science revision (online) visual programming	Photoshop / Multimedia project creating their own festival and producing marketing material	Virtual Reality developing technology. Intro to Computer Science. Digital Resilience.	Computer Programming – Differentiated on ability and interest, Python written language and Scratch visual language	Personal & business finance – working with outside agencies preparing pupils for adult life	Digital Art or Python prep for computing pupils Business prep for Business pupils
Impact						
	In Year 9, our curriculum allows pupils to gain an even broader understanding of computing, teaching them practical skills which can be applied in later life. We build children's aspirations demonstrating possibilities for their future lives. BEE values underpin all that we do in curriculum fostering independence and resilience.					

## **Curriculum Map – Year 9 (page 7 of 15)**

Implementation	Crime	Careers	Positive Relationships (RSE)	EU and Brexit
	<ul style="list-style-type: none"> <li>• Just Desert</li> <li>• CSO's/Police</li> <li>• Anti-social behaviour</li> <li>• CJS</li> <li>• Trial by jury</li> <li>• Youth court</li> </ul>	<ul style="list-style-type: none"> <li>• Skills assessment</li> <li>• Work Values</li> <li>• Options</li> <li>• Career paths</li> <li>• Fast tomato</li> <li>• Colleges</li> <li>• Career Companion</li> </ul>	<ul style="list-style-type: none"> <li>• Body image</li> <li>• Sexual health</li> <li>• Contraception</li> <li>• HIV issues</li> <li>• Sexuality</li> <li>• Pregnancy</li> <li>• 'Last Orders' play</li> </ul>	<ul style="list-style-type: none"> <li>• E.U.</li> <li>• Brexit</li> <li>• Political</li> <li>• British values</li> <li>• Immigration</li> <li>• How it affects us</li> </ul>

Impact: Pupils complete two formal Citizenship assessments. Pupils reflect on their PSHEE and Citizenship learning through group work, discussion and written responses.

## History

## Intent

To ensure pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world in the twentieth century. By the end of Year 9, pupils should understand the political, social, economic, cultural and technological changes that Britain and other countries went through in this often turbulent century.

Implementation	Timeline of the C20th (chronology)	Interpretations/convincing assessment on the role of General Haig	Year 9 EXAM	The wind of change: post WW2	Suez and the end of empire	
	Causes and events of WW1: including trench warfare, the role of British Empire troops and the Home Front	The end of the war War memorials Votes for Women Treaty of Versailles Rise of the dictators in Europe in the 1930s	Causes and key events of WW2, including the Holocaust	End of WW2 Social Reforms in Britain Role of Women Empire Windrush	Rise of the East The Cold War Tensions in the 21 <sup>st</sup> century	Start the GCSE

## Impact

Pupils' ability to ask perceptive questions, think critically, weigh evidence, analyse arguments and develop supported judgements. Periodic evaluations of pupils' knowledge and skills through assessments and exams will be achieved by comparison with the KS3 Subject Grade Descriptors.

## **Curriculum Map – Year 9 (page 8 of 15)**

## Curriculum Map – Year 9 (page 9 of 15)

	Autumn Term – first half	Autumn Term – Second half	Spring Term – First half	Spring Term – Second half	Summer Term – First half	Summer Term – Second half		
<b>Religious Studies</b>								
Intent								
<p>To ensure pupils gain a knowledge and understanding of philosophical and ethical issues within a social and cultural context. By the end of Year 9 pupils should be able to evaluate the concept of reality and the reality of God, Jewish responses to the Holocaust and the ethical issues of life and death.</p>								
Implementation	<p><b>Reality</b> - What is real? (Plato's Cave)  Key task: Explain the Analogy</p> <p><b>God</b> - Who is this Christian God?  Philosophical arguments for the existence of God  Key task – “9/11 shows that God is not real.”</p> <p><b>The Holocaust</b>  Elie Wiesel/Once Key Text</p> <p><b>Community</b> - What was life like for the Jewish community before the Holocaust?  Key task -The diversity of pre-war Jewish life</p> <p><b>Persecution</b> - Who was involved in the Holocaust?  Key task - “The Holocaust was not only a Jewish tragedy, but also a human one.”</p>	<p><b>Antisemitism</b> - Why did the Holocaust happen?  Key task - “Antisemitism before 1933 contributed to the Holocaust, but did not make it inevitable”  Holocaust Memorial Day</p> <p><b>Response: Prayer</b> – What were the responses to the Holocaust?  Key task – “God does not answer prayers.”  Key task - Review of Elie Wiesel</p> <p><b>Suffering</b> – Why do we suffer? The story of Job  Key task – “The story of Job would have helped the Jews during the Holocaust.”  God on Trial – Who is responsible for the Holocaust?  prosecution/defence</p> <p><b>Ethics/Values</b> – Cannibalism; Is it ever right to eat someone?  Key task -Is it ever right to eat someone?</p>	<p><b>Soul</b> - Boat Story-Philosophy day  What is the soul?  Greek ideas about the soul  Christian ideas about the soul</p> <p>Key task - There is no such thing as a soul</p> <p><b>Ethics</b> - How do we decide the right thing to do?  Key task – ‘Doctors play God with babies’ lives’.</p>					
	Impact							
	Evaluation of the knowledge and skills learned during the year will be achieved by comparison with the KS3 Subject Descriptors for Pathways in Year 9 by means of assessment and book work monitoring.							

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Subject	Autumn Term – first half	Autumn Term – Second half	Spring Term – First half	Spring Term – Second half	Summer Term – First half	Summer Term – Second half
<b>Drama</b>						
Intent						
The units across the Year 9 curriculum are fully embedded in the requirements from AQA for the GCSE specification for Drama. Pupils will continue to build upon the skills they have acquired throughout Years 7 & 8 and implement these in their study of two key theatre practitioners through both devised and scripted performance as well as critical reviewing of live theatre.						
Implementation	<p><b>Driving Ambition –</b> Exploration and development of issue based drama using abstract and non-naturalistic techniques and the increase of tension, focusing on the style of theatre practitioner Bertolt Brecht.</p>	<p><b>The 39 Steps –</b> The unit develops pupils Multi Rolling, Comedy, Melodrama and Physical performance skills as they explore the play script and learn an extract for assessed performance.</p>	<p><b>Persecution –</b> Pupils will study how persecution has impacted upon our cultural history using drama as a Brechtian tool to explore how this was allowed to happen and the consequences in today's society.</p>	<p><b>The Crucible –</b> Practical exploration of the themes and characters from Arthur Miller's play. Linking in persecution, realism of character, skills developed through the exploration of script and the increase in tension in performance.</p>	<p><b>Theatre Review –</b> watching and writing a critique of a piece of live theatre focusing specifically on Acting in performance..</p>	<p><b>Playing God –</b> This unit focuses on the idea of Man playing God – pupils will create devised work from research including the exploration of Konstantin Stanislavski's methods of realism in performance.</p>
Impact	<p>Impact - Pupils are assessed in the Autumn and Spring term on their ability to create, perform and analyse their own and others' practical work using key vocabulary linked to every unit. Assessment will be through verbal feedback, peer assessment, self evaluation and marking using KS3 descriptors linked closely to criteria used at Key Stage 4. During the Summer term, pupils will be assessed through their review of live performance and the writing of a Devising Log.</p> <p>Big Picture Thinking – Students will explore real life issues through drama and develop ways to access and address these. They will study two contrasting drama scripts, both used within the professional theatre and use these skills to critically recognise specific acting styles and techniques from two contrasting theatre practitioners in the written form. The on-going development of collaboration, resilience, communication and confidence will continue to be at the core of each unit of work as we prepare our pupils for future challenges.</p>					

## Curriculum Map – Year 9 (page 15 of 15)

Subject	Autumn Term – first half	Autumn Term – Second half	Spring Term – First half	Spring Term – Second half	Summer Term – First half	Summer Term – Second half
<b>Technology</b>						
<b>Intent</b> To further develop their knowledge and practical skills gained in Year 7 and 8 in preparation for KS4 courses in this subject.						
<b>Food Technology</b> To study a topic as a practice non-exam assessment task in preparation for KS4 option Food subjects. To learn high-level practical skills with greater freedom of choice in what they make.						
<b>Design Technology</b> To gain clear insight into a range of resistant materials and their working properties in order to enable the design & manufacture of commercially viable products.						
<b>Implementation</b>	Pupils spend half the year studying Food Technology and half the year studying Design Technology. <b>Food Technology</b> Pupils spend half the year studying Food Technology and half the year studying Design Technology. Pupils study a course called 'Diet and Diversity' in preparation for the KS4 Food courses. Practical work has a lot of choice and high skill in the products made. They learn about food choice, cultural, moral, religious choices and British foods. Food Provenance, transference of heat and food processing is also taught in preparation for the AQA GCSE Food Preparation and Nutrition course. A Food study topic is completed over 4 weeks at the end of this course, in preparation to practise a non-exam assessment task for the GCSE course. Practical work related to the theory – stromboli, a choice from a variety of cultural dishes, a typically British dish, a filo pastry dish, a preserve, sausage rolls, a free choice sweet and free choice savoury dish to fit the food study topic. <b>Design Technology</b> In Design Technology, pupils embark upon two exciting projects that cover a range of skills. The first is a packaging project that focuses on the power of branding and incorporates advanced CAD/CAM skills. The second project encompasses all of the skills gleaned throughout the Key Stage 3 years, giving pupils the opportunity to design & build a bedside lamp. This project utilises a range of different tools & materials, requires advanced knowledge of CAD/CAM and involves a clear understanding of how to market a commercially viable product.					
<b>Impact</b>	<b>Food Technology</b> To learn topics ready for GCSE curriculum and high level practical skills to produce quality products to take home and be evaluated by the family. Assessment through verbal feedback, marking using GCSE marking framework for non -exam assessed task and an end of course written test. <b>Design Technology</b> To prepare pupils for the GCSE Design Technology option. To enable students to produce high quality commercially viable products. Assessment through verbal feedback, marking using GCSE marking framework for non -exam assessed task and an end of course written test.					