

## Year 9 Curriculum Content Overview

Year 9	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Art	<p>Natural forms</p> <p>Intro into Natural Forms and Art GCSE.</p> <p>Series of Skills building tasks and artist research exploring How artists have interpreted the Natural World.</p>	<p>Natural Forms</p> <p>Further development of Natural Forms Artists.</p> <p>Developing outcomes with media experiments refining and reflecting on outcomes in the sketchbook and artwork.</p>	<p>Natural Forms</p> <p>Development of Final ideas by reflecting on media experimentation and consolidating outcomes towards an independent final piece responding to Natural Forms.</p>	<p>Portraits</p> <p>Intro into Portraits and proportions of the face.</p> <p>Series of Skills building tasks and artist research exploring How artists have created Portraiture and reinvented how the human image has been reinvented in art.</p>	<p>Portraits</p> <p>Further development of Portrait Artists and Movements Exploring the Human Image.</p> <p>Developing outcomes with media experiments refining and reflecting on outcomes in the sketchbook and artwork.</p>	<p>Portraits</p> <p>Development of Final ideas by reflecting on media experimentation and consolidating outcomes towards an independent final piece responding to Portraits</p>
Business	Business in the real-world 1-2	Business in the real-world 3-5	Business in the real-world 6-7	Influences on business 8-10	Influences on business 11-13	Business operations 14-17
Biology	Science Skills Biology Basics	<b>TOPIC 1</b> Cell structure and division Transport in cells	<b>TOPIC 2</b> Organisation The Circulatory System	<b>TOPIC 2</b> Organisation The Digestive System and Enzymes	<b>TOPIC 3</b> Health and disease	Examination preparation, intervention, and research project.
Chemistry	Science Skills Chemistry Basics	<b>TOPIC 1</b> Atomic Structure	Periodic Table	<b>TOPIC 2</b> Chemical Bonding Ionic Covalent Metallic	Structure and properties of matter	<b>TOPIC 3 &amp; 4</b> Chemical and Energy Changes

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Chinese	Topic 1: Colour Topic	Topic 2: School Subjects	Topic 3: My Bedroom	Topic 4: Transports	Topic 5: School Uniform	Topic 6: school routine MEP Exam
Computer Science	<p>How do computer scientists solve problems?</p> <ul style="list-style-type: none"> <li>• Problem solving</li> <li>• Programming techniques</li> <li>• Algorithmic thinking</li> </ul>	<p>What happens with data?</p> <ul style="list-style-type: none"> <li>• Binary</li> <li>• Data types</li> <li>• Data structures</li> <li>• Legal and ethical issues</li> </ul>	<p>What factors affect the performance of a computer?</p> <ul style="list-style-type: none"> <li>• CPU</li> <li>• Memory</li> <li>• Storage</li> <li>• Programming skills</li> </ul>	<p>Can we program computers to think like humans?</p> <ul style="list-style-type: none"> <li>• Chat bots</li> <li>• Sequence, selection and iteration</li> <li>• Algorithmic thinking</li> </ul>	<p>The Bear Factory Project:</p> <ul style="list-style-type: none"> <li>• Design</li> <li>• Test</li> <li>• Write</li> <li>• Refine</li> <li>• Programming techniques</li> <li>• System Security</li> </ul>	<p>What have I learnt this year:</p> <ul style="list-style-type: none"> <li>• End of year assessment</li> <li>• Revision and application</li> <li>• System Software</li> </ul>
Creative Media	<p>Course Introduction</p> <ul style="list-style-type: none"> <li>• Course overview</li> <li>• Graphics: purposes and uses of digital graphics</li> <li>• Logo Re-design project</li> </ul>	<p>Course Introduction &amp; Project 2.</p> <ul style="list-style-type: none"> <li>• The Digital Games industry</li> <li>• Game elements &amp; objectives</li> <li>• Evolution of digital games and gaming consoles</li> <li>• Designing and creating a digital game</li> </ul>	<p>Pre-Production Processes and techniques</p> <ul style="list-style-type: none"> <li>• Mind map</li> <li>• Moodboards</li> <li>• Storyboards</li> <li>• Scripts</li> <li>• Visualisation diagrams</li> <li>• The Media Industry: Intro</li> </ul>	<p>Codes &amp; Conventions:</p> <ul style="list-style-type: none"> <li>• Typography</li> <li>• Mis-en-scene</li> <li>• Rule of thirds</li> <li>• Audience segmentation</li> <li>• Camera angles and techniques</li> </ul>	<p>Graphic Design: Computer Game Cover</p> <ul style="list-style-type: none"> <li>• Concept sketches</li> <li>• Visualisation diagrams</li> <li>• Mind Map</li> <li>• Mood Board</li> <li>• Asset sourcing and preparation</li> <li>• Photoshop tools and techniques</li> </ul>	<p>Testing and Reviewing</p> <ul style="list-style-type: none"> <li>• Writing a review of the last project</li> <li>• End of year testing</li> <li>• Assignment brief R094 initial ideas generation</li> </ul>

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Design & Technology	<p>Working at home (Desk Tidy)</p> <ul style="list-style-type: none"> <li>Hardwoods, softwoods &amp; manmade boards.</li> <li>Sustainability.</li> <li>Product designing, modelling &amp; testing.</li> <li>Wood processes.</li> <li>Material construction and joining.</li> <li>Wood finishes.</li> </ul>	<p>Working at home (Desk Tidy)</p> <ul style="list-style-type: none"> <li>Hardwoods, softwoods &amp; manmade boards.</li> <li>Sustainability.</li> <li>Product designing, modelling &amp; testing.</li> <li>Wood processes.</li> <li>Material construction and joining.</li> <li>Wood finishes.</li> </ul>	<p>Heatwave (Desk Fan)</p> <ul style="list-style-type: none"> <li>Electronics, circuits and soldering.</li> <li>Polymers.</li> <li>Thermoplastics.</li> <li>Environmental issues.</li> <li>Sustainability.</li> <li>Material manipulation.</li> <li>Templates.</li> </ul>	<p>Heatwave (Desk Fan)</p> <ul style="list-style-type: none"> <li>Electronics, circuits and soldering.</li> <li>Polymers.</li> <li>Thermoplastics.</li> <li>Environmental issues.</li> <li>Sustainability.</li> <li>Material manipulation.</li> <li>Templates.</li> </ul>	<p>Yum Scrum (Packaging Design)</p> <ul style="list-style-type: none"> <li>Working with paper, cards and boards.</li> <li>Box net design.</li> <li>Customer &amp; product research.</li> <li>Product modelling.</li> <li>Graphics and technical drawing.</li> <li>Prototype development.</li> </ul>	<p>Yum Scrum (Packaging Design)</p> <ul style="list-style-type: none"> <li>Working with paper, cards and boards.</li> <li>Box net design.</li> <li>Customer &amp; product research.</li> <li>Product modelling.</li> <li>Graphics and technical drawing.</li> <li>Prototype development.</li> </ul>
Drama	<p><b>Introduction</b></p> <p>Games &amp; improvisation</p> <p>Political and Brechtian Theatre</p> <p>Devising using Brechtian techniques</p>	<p><b>When they Go Low Natalie Mitchell</b></p> <p>Exploring bullying, consent, feminism and gender roles</p> <p>Developing choral work and stylized techniques:</p>	<p>Trestle masks: rules of mask work and physical character</p> <p>Physical theatre</p> <p>Devising using physical theatre and/or mask</p> <p>Component 1 introduction</p>	<p>Introducing play Characters and status</p> <p>Exploring responsibility, gangs, status,</p> <p>Developing written work: 4 &amp; 6 marker</p> <p>Component 3</p>	<p>Development of scenes for DNA introduction to lighting and sound</p> <p>Costume design, set design</p> <p>Building own prosthetics for cuts and stage make up for bruises</p>	<p>Mock preparation for DNA Component 3</p> <p>Theatre Trip &amp; Live Theatre write up</p> <p>Component 1</p> <p>Teachers Godber script &amp; devising</p>

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		Devising own work based on play				
English	<b>Introduction to reading unseen fiction and non-fiction texts.</b> <b>Contemporary fiction:</b> The Dark Lady by Akala <b>The Writing Process:</b> <ul style="list-style-type: none"> <li>Short story writing</li> <li>Review writing.</li> </ul>		<b>Shakespeare:</b> Romeo and Juliet <b>C19th non-fiction texts</b> <b>The Writing Process:</b> <ul style="list-style-type: none"> <li>Speech writing</li> <li>Newspaper article.</li> </ul> <b>Exam preparation and revision.</b>		<b>AQA Love and Relationships Anthology Poetry GCSE English Language Paper 1 –</b> critical evaluation <b>The Writing process:</b> <ul style="list-style-type: none"> <li>Description based on an image from an Anthology poem.</li> </ul>	<b>C19th Fiction:</b> Frankenstein by Mary Shelley <b>The Writing Process:</b> <ul style="list-style-type: none"> <li>Letter writing.</li> </ul>
Food Every topic is examined in a formal written test.	Fruits & vegetables <i>Classification</i> <i>Nutritional value</i> <i>Cooking methods</i> · What exactly are fruits and vegetables? · Why are we told to eat more of them? How much are we supposed to have? · What does “in season” mean? · Let’s have a close look at vitamins C and	3 short topics <i>Bread-making</i> <i>Food labelling</i> <i>Food safety</i> 3 lessons in which the students will each independently cook a seasonally appropriate dish following a recipe. The practical aspect to the year 9 course is a free-standing strand and is not	Dairy foods <i>Composition of milk</i> <i>Cheese-making</i> <i>Yoghurt making</i> <i>Reasons to eschew dairy foods</i> · The nutritional composition of milk · Different types of milk · Processing milk (heat treatment and homogenisation) · Reasons for eschewing dairy · Ethical	Fish · Classification (oily/ round white/ flat white/ molluscs/crustaceans) · Testing for freshness · Cooking methods for fish & fish cuts · Menu planning using fish and shellfish · Commercial fishing methods and sustainability · Fish farming pros and cons. · Preservation	Healthy eating <i>The Eatwell guide</i> <i>The 8 healthy eating tips</i> · The Eatwell guide · The 8 healthy eating tips · Energy balance & Calories · Types of malnutrition · Salt · Sugar · Modifying recipes to conform to the healthy eating advice · A look at other countries’ official	Sauces <i>How sauces thicken</i> <i>The 3 standard consistencies</i> <i>Faults in sauce-making</i>

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		connected to the topics studied in the other 2 parts of the course. The dishes are predominantly savoury. The dishes are chosen to encourage home cooking and are intended to boost self-confidence in the kitchen. They do not require specialist equipment.	considerations · Dairy products: yoghurt, cheese, cream and butter · Why do cheeses vary? · Do we actually need dairy	methods & fish as a high risk food · The nutritional value of fish · The classification of FATS. · The classification of PROTEINS.	guidelines – why are they different	
French	<u>UNIT 1</u> : Identity and relationships with others	<u>UNIT 2</u> : Where people live	<u>UNIT 3</u> : Free time activities	<u>UNIT 4</u> : Healthy living and lifestyle	<u>UNIT 5 &amp; 6</u> : Travel and tourism, including places of interest in TL country/ies	<u>UNIT 5 &amp; 6</u> : Travel and tourism, including places of interest in TL country/ies
Geography	Geographical Skills	Theme 1. Landscapes and physical processes	Theme 1. Landscapes and physical processes	Theme 2. Rural Urban links	Theme 2. Rural Urban links	Theme 4. Coastal hazards and their management
German	<u>UNIT 1</u> : Identity and relationships with others	<u>UNIT 2</u> : Where people live	<u>UNIT 3</u> : Free time activities	<u>UNIT 4</u> : Healthy living and lifestyle	<u>UNIT 5 &amp; 6</u> : Travel and tourism, including places of interest in TL country/ies	<u>UNIT 5 &amp; 6</u> : Travel and tourism, including places of interest in TL country/ies
History	Elizabeth I's problems on becoming queen	Tudor attempts to explore the world	Europe in 1900, WWI and its impact on Germany	Hitler's rise to power in Germany	WWII and life in the USSR under Stalin	Post war Europe and the beginning of the Cold War

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	and attempted solutions  Life in Elizabethan England	England's conflict with Spain	Weimar Republic in Germany 1918-1933	Life in Nazi Germany and the Holocaust		
Maths Foundation	<ul style="list-style-type: none"> <li>• Writing Ratios</li> <li>• Ratios</li> <li>• Conversions using ratios</li> <li>• Problem solving with ratios</li> <li>• Proportion Graphs</li> <li>• Problem solving Proportion</li> <li>• Co-ordinates</li> <li>• Linear Graphs</li> </ul>	<ul style="list-style-type: none"> <li>• Real Life Graphs</li> <li>• Distance Time Graphs</li> <li>• Translation</li> <li>• Reflection</li> <li>• Rotation</li> <li>• Enlargement</li> <li>• Describing Enlargements</li> <li>• Combining Transformations</li> </ul>	<ul style="list-style-type: none"> <li>• Pythagoras Theorem</li> <li>• Trigonometry</li> <li>• Calculating Probability</li> <li>• Two way tables</li> <li>• Sample space diagrams</li> <li>• Experimental Probability</li> </ul>	<ul style="list-style-type: none"> <li>• Venn Diagrams</li> <li>• Probability Trees</li> <li>• Percentages</li> <li>• Growth and Decay</li> <li>• Compound Measures</li> <li>• Distance, Speed and Time</li> </ul>	<ul style="list-style-type: none"> <li>• Non Linear Graphs</li> <li>• Simultaneous Equations</li> <li>• Rearranging formula</li> <li>• Proof</li> <li>• Expanding double brackets</li> </ul>	<ul style="list-style-type: none"> <li>• Factorising Quadratic Expressions</li> <li>• Solving quadratic Equations</li> <li>• Circumference and area of circles</li> <li>• Semi Circles and Sectors</li> <li>• Cylinders</li> <li>• Pyramids and Cones</li> <li>• Spheres</li> </ul>
Maths Higher	<ul style="list-style-type: none"> <li>• Number Problems and Reasoning</li> <li>• Place value and estimation</li> <li>• HCF and LCM</li> <li>• Indices</li> <li>• Standard Form</li> <li>• Surds</li> </ul>	<ul style="list-style-type: none"> <li>• Algebraic Indices</li> <li>• Expanding and Factorising</li> <li>• Equations</li> <li>• Formulae</li> <li>• Linear Sequences</li> <li>• Non Linear Sequences</li> </ul>	<ul style="list-style-type: none"> <li>• Statistical Diagrams</li> <li>• Time Series</li> <li>• Scatter Graphs</li> <li>• Using Graphs</li> <li>• Fractions</li> <li>• Ratios</li> <li>• Proportion</li> <li>• Percentages</li> </ul>	<ul style="list-style-type: none"> <li>• Fractions, decimals and Percentages</li> <li>• Angle properties of triangles and quadrilaterals</li> <li>• Interior and Exterior angles</li> <li>• Pythagoras' Theorem</li> <li>• Right angled Trigonometry</li> </ul>	<ul style="list-style-type: none"> <li>• Perimeter and Area</li> <li>• Units of accuracy</li> <li>• Prisms</li> <li>• Circles</li> <li>• Sectors of Circles</li> </ul>	<ul style="list-style-type: none"> <li>• Cylinders and spheres</li> <li>• Pyramids and Cones</li> <li>• Sampling</li> <li>• Cumulative Frequency</li> <li>• Box Plots</li> <li>• Histograms</li> <li>• Populations</li> </ul>

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Music	<p><b>Area of Study 5:</b> 1950s Rock N Roll music followed by 1970s Rock Anthems.</p> <p>Group performance work</p>	<p><b>Area of Study 5:</b> 1980s Pop Ballads followed by Solo Artist from 1990s onwards</p> <p>Group performance work</p>	<p><b>Area of Study 3:</b> Indian classical music, followed by Bhangra</p> <p>Group composition work</p>	<p><b>Area of Study 3:</b> Greek, Israeli and Palestinian music.</p> <p>Group composition work</p>	<p><b>Area of Study 3:</b> African music, followed by Calypso music.</p> <p>Group Composition work</p>	<p><b>Area of Study 3:</b> Music from Brazil</p> <p>Class performance of samba music and composition work</p>
PHSE	<p><b>Healthy choices:</b></p> <p>Mental health</p> <p>Balancing activities for health</p> <p>Vaping &amp; Smoking</p> <p>Healthy Choices</p>	<p><b>Healthy choices</b></p> <p>Coping strategies</p> <p><b>Respectful relationships:</b></p> <p>Families</p> <p>Conflict in relationships</p>	<p><b>Respectful relationships:</b></p> <p>Bystanding &amp; bullying</p> <p>Discrimination</p> <p><b>In our world:</b></p> <p>Homelessness</p>	<p><b>In our world :</b></p> <p>Gang influence</p> <p>Government &amp; voting</p> <p>The internet</p>	<p><b>Intimate relationships</b></p> <p>Love</p> <p>Consent &amp; communication</p> <p>Intimacy &amp; relationships</p>	<p><b>Intimate relationships</b></p> <p>Safe Sex &amp; STI's</p> <p>Pressure &amp; Sexting Relationships in the media</p>
Philosophy & Religious Education	<p><b>Crime and punishment:</b> a study of the concepts of crime and punishment,</p>	<p><b>Crime and punishment:</b> a study of the aims of punishment and types of punishment</p>	<p><b>Life issues and philosophy:</b> a study of environmental ethics, animals and ethics, testing, eating meat and becoming vegetarian</p>	<p><b>Life issues and philosophy:</b> a study of scientific knowledge such as evolution and creation, the sanctity of life and value of human life.</p>	<p><b>Life issues and philosophy:</b> a study of life issues such as abortion and euthanasia.</p>	<p><b>Ethics: an introduction:</b> Virtue ethics Deontological ethics Utilitarian ethics</p>

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Photography	<p>Analysing Objects</p> <p>Learn how to use an SLR camera</p> <p>Learn how to create a photography studio.</p> <p>Understand how natural and studio light impact a photoshoot?</p>	<p>Analysing Objects</p> <p>Develop understanding of composition</p> <p>Develop understanding of a range of still life photographers</p>	<p>Analysing Objects</p> <p>Learn to analyse and reflect on work as it develops using specialist technical language.</p> <p>Learn how to make a personal and meaningful photographic response.</p>	<p>Image and Identity</p> <p>Learn about a range of photographic styles and genres in the context of image and identity.</p> <p>Learn about the impact of light, composition and location and what impact these elements have.</p>	<p>Image and Identity</p> <p>Learn to analyse the work of a range of photographers.</p> <p>Learn to plan and prepare photoshoots in response a range of photographs.</p>	<p>Image and Identity</p> <p>Learn to analyse reflect on work as it develops using specialist technical language.</p> <p>Learn how to make a personal and meaningful photographic response.</p>
Physical Education (Core)	Netball/ Dance / Basketball/ HRE / Rugby	Netball/ Dance / Basketball/ HRE / Rugby	Football / table tennis/ badminton/ futsal/ volleyball	Football / table tennis/ badminton/ futsal/ volleyball	Striking and fielding / tennis/ athletics / volleyball	Striking and fielding / tennis/ athletics / volleyball
Physical Education (GCSE)	Benefits of exercise, Impact of sedentary lifestyle, somatotypes.	Nutrition, Components of fitness, fitness testing.	Using data principles of training, Methods of training, training intensities.	Preventing injury, Training Seasons, Warming Up and Cooling Down.	Structure and function of the skeleton, types of joints, movement analysis. antagonistic muscle pairs	Muscular contraction, pathway of air, mechanics of breathing, reading a spirometer.
Physics	<b>TOPIC 1</b> Science Skills and Physics Basics	Energy Resources Renewable and Non-renewable	<b>TOPIC 2</b> Electrical Circuits	Electricity in the Home and National Grid	<b>TOPIC 3</b> Particle Model	<b>REVIEW OF YEAR</b> Particles in Gas



## Year 9 Curriculum Content Overview

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	Energy Stores and Transfers					Exam Skills
Science	Science Skills	Cell Biology Energy	Atomic Structure Organisation	Organisation Electricity	Bonding Electricity	Bonding Energy Changes
Spanish	<u>UNIT 1:</u> Identity and relationships with others	<u>UNIT 2:</u> Where people live	<u>UNIT 3:</u> Free time activities	<u>UNIT 4:</u> Healthy living and lifestyle	<u>UNIT 5 &amp; 6:</u> Travel and tourism, including places of interest in TL country/ies	<u>UNIT 5 &amp; 6:</u> Travel and tourism, including places of interest in TL country/ies