

Y9 Curriculum map 2019-20

Key topics, concepts and skills

**Please note this is subject to change depending upon the amount of support and consolidation individual classes require and as departments continue to review their curriculum on a regular basis*

	Autumn		Spring		Summer	
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Art	<u>Gargoyle project</u> Observational studies and design	Gargoyle project cont. Focus on proportion and 3D work/addition and subtraction of	<u>Artist study and response</u> Focus on composition and mixed media	<u>Typography project</u> A focus on typography and acrylic painting	Typography project cont.	Typography project cont. Completion of graphic outcome
Biology	<u>Breathing and respiration</u> Cellular respiration. Structure of lungs. Mechanisms of breathing. Link to heart and transport in blood.	Breathing and respiration cont.	<u>Photosynthesis</u> Gross structure of the plant and leaf. Photosynthesis and links to respiration. Water and gas absorption. Mineral ions as limiting factors in plant growth.	Photosynthesis cont.	<u>GCSE Ecology (KS4)</u> Adaptations, trophic levels, sampling	GCSE Ecology (KS4) cont.

Y9 Curriculum map 2019-20
Key topics, concepts and skills

	<p>Legal drugs including smoking and alcohol.</p> <p>Illegal drugs.</p>					
Chemistry	<p><u>Earth and building materials</u></p> <ul style="list-style-type: none"> -Earth structure -Mantle dynamics -Plate tectonics -Earthquakes -Limestone in construction -Concrete <p><i>All topics have the key skill areas embedded within them: knowledge gain, maths, apparatus and technique, and working scientifically.</i></p>	<p>Earth and building materials cont.</p>	<p><u>Metals and reactivity</u></p> <ul style="list-style-type: none"> -Metals with acid/water/oxygen -Reactivity series -Displacement -Reduction -Making soluble salts -Crystallisation -Metal carbonates with acid <p><u>End of KS3 exam</u></p>	<p>Metals and reactivity cont.</p> <p><u>GCSE atomic structure and periodic table</u></p> <ul style="list-style-type: none"> -Periodic Table basics -Formulae, molecules, compounds -Equations -Mixtures -Atomic structure, theories, electrons -Development of Periodic Table -Groups 0, 1 and 7 -Transition metals 	<p>GCSE atomic structure and periodic table cont.</p>	<p>GCSE atomic structure and periodic table cont.</p>
Computing	<p><u>Algorithms and programming</u></p>	<p><u>Python</u></p> <p>Recall: code.org</p>	<p><u>Digital Graphic Products</u></p>	<p>Digital Graphic Products cont.</p>	<p><u>Recall lessons</u></p>	<p><u>Recall lessons</u></p> <p>Digital Skills</p>

Y9 Curriculum map 2019-20
Key topics, concepts and skills

		Flow charts + code.org sequences selection - conditionals iteration - loops, for loops, while loops	Input Output converting text to numbers sequence, selection and loops	Recall: Digital Graphics layers Making a box for pop vinyl	Making a magazine cover	Hex/Binary, Computer Components Logic Gates Logic Circuits Logic Expressions Binary Addition	Report writing Collecting and assessing digital artefacts
DT Workshop	DT workshop, food and textiles modules rotate every 13 weeks. All have a common theme of The World.	<p>Materials: phone stand Practical skills: marking out accurately (knot) using try square and marking gauge: how to join materials using pilot and clearance holes (foam board and oak-faced MDF); finishing techniques (varnish and oil) Design/theory skills: designing in 3D using isometric, prototype modelling in card; iterative designing to create improvements/modifications</p> <p>Engineering: The Great Egg Challenge Practical skills: Fusion 360 and 3D printers; simulating & prototyping circuits; use of mechanical kits Design/theory: electricity theory; resistor colour coding; forces; mechanical movement; motors & switches; problem solving; structures; iterative design</p> <p>Graphics: drawing techniques and mug design Practical skills: use of drawing boards; use of rendering markers; presentation techniques; heat transfer; Fusion 360 Design/theory skills: sketching; rendering; Isometric; Orthographic; 1/2 point perspective; 2D design; Fusion 360; using a mood board to create a repeating pattern.</p>					
DT Food		<p>Food: World Food Café Practical skills: building on Y7 and Y8 knife and cooker skills; focus on hob work; appropriate use of ready-made ingredients; use of a wider range of commodities, making more than one dish at a time; cultural awareness.</p>					

Y9 Curriculum map 2019-20
Key topics, concepts and skills

		Design/theory skills: fine vegetable cuts e.g. julienne, dry frying, stir-frying, batters, use of spices and pastes, reducing sauces, use of ready made pastry, eggs separating and whisking, piping and creaming method cakes.				
DT Textiles		Textiles: container				
		Practical skills: following written instructions to mark, cut and machine accurately; modelling in paper; sublimation printing (2-D design and heat press) Design/theory skills: write own specification; communicate ideas; sketching; 2-D design for repeat pattern development; modelling, to make paper pattern; planning and managing own project.				
Drama	<u>Working from a stimulus.</u>	<u>Masks</u>	<u>Social drama and careers</u>	<u>Shakespeare</u>	<u>Dance and movement</u>	<u>Pitch/ Presentation</u>
	Introduces students to working from a prompt, an object, an artefact, a performance in order to develop their independence and creativity in devising original work. Link to Technical Award (Unit 2)	Using previous experience of characterisation, physicality, and performance, students explore the use of masks as a means of performance	Students use the skill of 'Forum Theatre' and explore possible careers. They also use drama to examine ways in which to handle pressure.	Students explore the social, cultural, and historical context of Shakespeare. They consider this style of performance through a number of texts and script extracts.	Students explore dance and movement through workshops. They examine the use of contemporary music and how it impacts movement routines as well as looking at the different styles of practitioners	Students will pitch an idea for a hypothetical production, where they will demonstrate their understanding of what it takes to create theatre and a performance.
English	<u>Drama study: Pygmalion</u> • Analyse Pygmalion as a play which illustrates Freytag's pyramid and which		<u>War Poetry and Non Fiction</u> Students will understand how war poetry and non-fiction texts have developed from primarily		<u>Shakespeare: The Merchant of Venice</u> Students consider a fascinating and intriguing Elizabethan Shakespearean	

Y9 Curriculum map 2019-20
Key topics, concepts and skills

French 9X	<p>uses detailed stage directions to illustrate character, setting and theme.</p> <ul style="list-style-type: none"> Focus on context: <ol style="list-style-type: none"> life in Edwardian England the rise of the suffragette movement <p><u>Grammar programme</u></p> <ul style="list-style-type: none"> Using nouns to create address (repeating pronouns and direct address) Using adjectives to emote and for emphasis Imperatives - repeating verbs and creating anaphora– writing to persuade Using adverbs to create modality Using academic verbs to analyse Using conjunctive adverbials to link ideas Using punctuation and grammar to craft analytical literature essays 	<p>myth building (& mythological) sagas. The unit will expose students to the changing role of myth and narrative perspective in English literature from often nation-building perspectives to more personal, first person (or varied perspective) accounts from an array of backgrounds</p> <p><u>Grammar programme</u></p> <ul style="list-style-type: none"> Identifying and writing imperatives Using imperatives to create a call to action Using adjectival phrases to emote Using subordinate clauses to develop an argument Identifying and using dashes Using dashes and pairs of dashes to emphasise Using dashes to create journalistic asides 	<p>play in light of different contexts (genre, dramatic, historical, social, religious).</p> <p>They explore the presentation of characters and themes in light of different contexts (genre, dramatic, historical, social, religious)</p> <p><u>Grammar programme</u></p> <p>Using colons to introduce quotations Identifying and using semicolons Identifying and writing extended sentences with multiple clauses and phrases - accuracy</p>		
	<p><u>School Life</u></p> <p>Irregular verbs present tense Imperfect tense Uniform Complex opinions Complex sentence structures</p>	<p><u>Food and Drink</u></p> <p>French cuisine Recap grammar (3 tenses, negatives) Complex opinion phrases</p>	<p><u>Holidays and Festivals</u></p> <p>Cultural awareness Conditional tenses with irregular verbs</p>	<p>Holidays cont.</p> <p>Aller/visiter/ voyager Past tense with different auxiliaries</p>	<p><u>GCSE Grammar</u></p> <p>Tenses Key verbs High frequency vocab</p>

Y9 Curriculum map 2019-20
Key topics, concepts and skills

French 9Y	<u>Food and Drink</u> Key verbs: manger/boire Partitive articles Introduce past tense		<u>Sport and health</u> Key verbs: jouer/faire Consolidate grammar from unit 1 Illness		<u>My environment</u> Il y a Visiter Aller conditionals (regular and irregular)	<u>GCSE Grammar</u> Tenses Key verbs High frequency vocab
Geography	<u>Landscapes</u> River flooding and coastal erosion	<u>Climate, climate change and hurricanes</u>	<u>Ecosystems</u> Own study of tropical Rainforests	<u>Cities</u> Keswick investigation- Field work and data report.	<u>Development</u> Study to compare one African country to the UK	<u>Tectonics</u> Volcanoes, earthquakes and tsunamis.
German 9X	<u>House</u> Where you live Who you live with Type of house you live in and location Description of what is in, next to, behind and in front of your house Description of where the rooms are Opinions of your house Activities in your house and where you do them. <u>Daily routine</u> Description of morning and after school routine, including times Description of the above in the perfect tense		<u>Free time</u> Hobbies and reasons for doing them Hobbies that other people like to do and why When/how frequently you and your family do your hobbies Description of what you did in the past and why opinions of activities Description of what you will/would like to/want to do and why <u>Grammar</u> Possessive adjectives lieben, hassen weil + verb last Spaß machen gefallen (with mir)		<u>Food and drink</u> Saying what you like and dislike eating and drinking Discussing your favourite food and that of others Giving justifications for your opinions about food and drink Saying what you eat and at which mealtime Discussing what you have eaten and how it was	<u>Film</u> Saying what kinds of films you like and dislike watching Categorising films saying what you will see Giving reasons why you will see that film Saying what you have seen Discussing what it was like

Y9 Curriculum map 2019-20
Key topics, concepts and skills

	<p><u>Grammar</u></p> <p>revision of in/mit intro of am/auf verb second revision of acc adjective endings after indefinite articles Definite articles (nominative) revision of weil + verb last revision of above verbs in ich/wir forms intro of ich form of: aufwachen aufstehen fernsehen anziehen sich duschen sich kämmen sich waschen frühstücken putzen packen verlassen Intro of sequencers and time phrases perfect tense of above verbs in ich form</p>	<p>verb paradigms for:</p> <p>spielen machen gehen hören besuchen bleiben fahren sehen lesen treffen essen laufen Verb second um X zu X Perfect tense of above verbs for ich war futures tense of above for ich, using werden, möchte, will</p>	<p>Saying what you can eat in Germany, Austria and Switzerland Restaurant scenario</p> <p><u>Grammar</u></p> <p>Using gern with a verb possessive adjectives verb last after weil and obwohl verb second after time phrases perfect tense of essen and trinken for ich imperfect tense - war using coordinating conjunctions und and aber modals (kann) + infinitive transactional language in a restaurant</p>	<p>Grammar: sehen paradigm using gern etc with the verb future tense with sehen for ich adjectives perfect tense of sehen for ich using war in imperfect to describe the films revision of other verbs in the perfect</p>
--	--	--	---	---

Y9 Curriculum map 2019-20
Key topics, concepts and skills

German 9Y	<p><u>Fashion</u></p> <p>Discussing what you like and dislike wearing Describing clothes saying what you have to wear for school Giving opinions about the uniform Describing your favourite outfit Saying what you used to wear Describing your ideal school uniform Saying why you would wear that Discussing what we will be wearing in the future</p> <p><u>Grammar</u></p> <p>tragen paradigm gern with verb genders (accusative - indefinite article) relative clauses müssen + infinitive for ich, wir and sie (they) perfect tense of tragen adjective endings (accusative - indefinite article) conditional - würde/wäre verb last after weil future tense of tragen for ich and wir</p>	<p><u>Music</u></p> <p>Discussing music tastes Justifying those opinions Talking about your favourite song Saying why TV As above but for TV Talking about when it's on the TV Discussing what you watched and how it was Technology Discussing what you do on your computer, mobile phone, laptop, tablet etc Saying what kinds of activities you can do with your mobile phone Saying what you have recently used technology for</p> <p><u>Grammar</u></p> <p>paradigm of hören weil/obwohl + verb last Verb second gefallen with mir gern with verb revision of times perfect tense for ich revision of mit imperfect - war and fand ich forms of: surfen</p>	<p><u>The history of Berlin</u></p> <p>Research history of post WW2 Germany Discuss how life was for a GDR citizen Describe your life as if you were an East German citizen Look at what the East Germans did to flee the regime Describe your own ideal escape.</p> <p><u>Grammar</u></p> <p>perfect tense - es gab, man hatte, wurde kontrolliert, durfte, musste, konnte, waren, hatten, arbeiteten, wohnte, lernte, buddelten, bauten, flogen, flohen, fuhren, schwammen gefallen for mir (present) weil + verb last conditional - ich würde + infinitive of above verbs</p>
------------------	--	---	---

Y9 Curriculum map 2019-20
Key topics, concepts and skills

			lesen schreiben schicken spielen gehen machen hören downloaden herunterladen hochladen sehen googeln liken snapchatten man kann + infinitive wir/sie können + infinitive perfect tense of above verbs			
History	<u>Society in 1900</u> <ul style="list-style-type: none"> • Poverty: problems & solutions • Voting demands 	<u>The First World War</u> <ul style="list-style-type: none"> • Causes • Stalemate • “Lions led by Donkeys” 	<u>Democracy & Dictatorship</u> <ul style="list-style-type: none"> • Comparison • Nazi Germany • Anti- Semitism 	<u>Perspectives on the Second World War</u> <ul style="list-style-type: none"> • Battle of Britain • Siege of Leningrad • Bombing of Dresden • Hiroshima 	<u>The Cold War</u> <ul style="list-style-type: none"> • Capitalism vs Communism • Vietnam War • Fall of Berlin Wall 	<u>Civil rights</u> <ul style="list-style-type: none"> • USA • Decolonisation
Maths	Our homework tasks may well draw on ideas that have not yet been explicitly taught during that year’s programme, but we expect students to try the work and build on the skills week by week.					

Y9 Curriculum map 2019-20
Key topics, concepts and skills

	<p><u>Number 2</u></p> <p>Working with fractions, decimals and percentages and the equivalence between them. Ratio notation. Convert recurring decimals to fractions.</p> <p><u>Shape 1</u></p> <p>Reading scales, measuring, finding areas of shapes, and continuing to learn some more advanced construction techniques. Solve related rates of change problems.</p>	<p><u>Algebra 2</u></p> <p>Working with algebraic expressions - collecting like terms and recognising the conventions of algebra.</p> <p><u>Shape 2</u></p> <p>Transformations of shapes. Properties of 2d and 3d shapes. Surface area and volume formulae. Know the rules for triangle congruence.</p>	<p><u>Number 3</u></p> <p>Multiples, factors and prime Numbers. Squares and Cubes and roots. Find the HCF and LCM of pairs of values. Rules of indices.</p> <p><u>Shape 3</u></p> <p>Measuring angles, drawing angles and solving problems using geometric reasoning. Know and apply circle theorems. Introduction to trigonometry.</p>	<p><u>Algebra 3</u></p> <p>Constructing more advanced functions and solving equations. Use and solve inequalities. Using the co-ordinate system. Find equations of straight lines.</p> <p><u>GCSE 1</u></p> <p>Understand and use place value. Round values to an appropriate degree of accuracy. Apply the four operations using mental, written and informal methods.</p>	<p><u>GCSE 2</u></p> <p>Simplifying algebraic notation. Simplifying algebraic expressions containing indices. Simplify and manipulate algebraic expressions by collecting like terms, expanding brackets, factorising and working with algebraic fractions.</p> <p><u>GCSE 3</u></p> <p>Use the standard conventions for labelling shapes. Use of bearings. Know and apply angles facts. Solve problems involving similar areas and volumes.</p>	<p><u>GCSE 4</u></p> <p>Interpret, choose and construct tables, charts and diagrams including, for categorical data. Construct and interpret diagrams for grouped discrete data and continuous data. Interpret, analyse and compare the distributions of data sets.</p>
--	--	---	---	---	--	---

Y9 Curriculum map 2019-20
Key topics, concepts and skills

Music	<p><u>4 Chord Song</u></p> <p>Major and minor chords Chords CGAmF Bass parts, ukulele and keyboard chords, different rhythmic patterns of chords. Chord inversions, chords as Roman numerals.</p>	<p><u>Film 1</u></p> <p>Music that sets a mood How does music create tension? John Williams James Bond Theme, Leitmotif, Film music composition</p>	<p><u>Minimalism</u></p> <p>Building up music using pedal notes and minimalist motifs, Steve Reich, Minimalist composition (Exam revision)</p>	<p><u>Indian Music</u></p> <p>Raga, Tala, Drone Indian instruments. Improvisation Western influences on Indian Music - Bhangra, Bollywood, use of technology, Chaal rhythm</p>	<p><u>DJing</u></p> <p>Using music technology to cut up and change a piece of music. Matching tempi and beats, using effects in music technology</p>	<p><u>Performance task</u></p> <p>More complex chords, riffs, basslines, playing in more difficult keys and building up layers to create own version of one of a choice of songs.</p>
PE	<p>Students do half a term on each of the following activities:</p> <ul style="list-style-type: none"> ● Rugby ● Football ● Netball (girls)/basketball (boys) ● Raising The Bar (leadership, communication, problem solving, rules and regulations in sports, umpiring/refereeing, teamwork) ● Fitness (personal exercise plans) ● Badminton/table tennis ● Boot camp (outdoor fitness, cardiovascular and muscular endurance training) ● Hockey ● 				<p>Students do half a term on each of the following activities:</p> <ul style="list-style-type: none"> ● Cricket ● Athletics ● Rounders ● Tennis 	
Personal Development	<p>Personal development is taught through events and collapsed timetable days and covers: careers, employability skills, hate crime, child sexual exploitation, online safety, health and wellbeing (including mental health).</p>					

Y9 Curriculum map 2019-20
Key topics, concepts and skills

Physics	<u>Further Electricity</u> Electric Circuits Ohms Law Use of Wires Electrical Power Cost of Electricity Static Electricity Static Electricity 2	<u>Electricity Cont.</u> <u>Further Energy</u> Work Moments Balanced Moments Pressure Hydraulics Fluid Pressure	Revision Yr9 test <u>GCSE START (AQA)</u> <u>Atomic Structure</u> Atomic Notation	Atomic structure cont. Model of atom Radiation Decay Equations Half Life Background	Atomic structure cont. Halflife Isotopes Medical Uses Contamination	Atomic structure cont., Fission Fusion Exam Style Test Test Recap
Religion, Philosophy & Ethics	<u>Is there a God?</u> Arguments for the existence of God First Cause argument Design Argument Religious Experience	<u>Is there a God?</u> Arguments against God's existence from science including Darwinism Religion as a negative force in society -Karl Marx Religion as a positive force in society - William Wilberforce	<u>Applied ethics</u> Religious and secular arguments and perspectives on the following issues: When life begins? Abortion Disability discrimination Animal rights Capital Punishment Genetic Engineering	Applied ethics cont.	<u>How do religions respond to evil?</u> Are people evil? Henry Milgram's on obedience experiment The Holocaust and the Problem of Evil The Rwandan Genocide and Reconciliation Spirited Arts Competition - responding to evil through art	<u>How can we achieve happiness?</u> Buddhism Siddhartha Gautama's search for enlightenment Annatta, Anicca, Dukkha Mindfulness and meditation