

# Year 9 curriculum

Sandringham School, St Albans



Artsmark  
Platinum Award  
Awarded by Arts  
Council England





# Curriculum Map



Subject: English

Year group: Year 9

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Content</b></p> <p><i>Declarative Knowledge – ‘Know What’</i></p>	<p>Of Mice and Men</p> <ul style="list-style-type: none"> <li>- The plot of the novel</li> <li>- Context of 1930s America</li> <li>- Theme of ‘outsiders’</li> </ul> <p>Key Terms:</p> <p>American Dream</p> <p>Gender</p> <p>Social Status</p> <p>Discrimination</p> <p>Symbolism</p> <p>Structure</p> <p>Foreshadowing</p>	<p>WW1 Literature</p> <ul style="list-style-type: none"> <li>- Poetry and extracts of prose.</li> <li>- Context of WW1.</li> <li>- Theme of ‘appearance vs reality’</li> </ul> <p>Key Terms:</p> <p>Comradeship</p> <p>Propaganda</p> <p>Jingoism</p> <p>Comparative analysis</p>	<p>Writing Inspired By</p> <ul style="list-style-type: none"> <li>- Using images and music to inspire our own creative writing.</li> <li>- Know what good writing looks like.</li> </ul> <p>Key Terms:</p> <p>Figurative techniques</p> <p>Punctuation</p> <p>Syntax</p>	<p>Much Ado About Nothing</p> <ul style="list-style-type: none"> <li>- To revisit Shakespeare in order to progress understanding of the language, context and themes.</li> </ul> <p>Key Terms:</p> <p>Patriarchal society</p> <p>Reputation</p> <p>Characterisation</p> <p>Gender</p> <p>Comedy</p> <p>Symbolism</p>	<p>Exploring Characters in Literature</p> <ul style="list-style-type: none"> <li>- To look at a range of extracts from mainly 19th century texts.</li> <li>- To analyse language and structure and how it has been used to create effect.</li> </ul> <p>Key Terms:</p> <p>Cyclical</p> <p>Characterisation</p> <p>Foreshadowing</p>	<p>Spoken Language</p> <ul style="list-style-type: none"> <li>-To consider the craft of speech writing</li> <li>-To write an engaging speech on a topical subject</li> </ul> <p>Key terms:</p> <p>Rhetorical devices</p> <p>The language of argument and debate</p>



## Curriculum Map

<b>Skills</b>  <i>Procedural Knowledge – ‘Know How’</i>	<ul style="list-style-type: none"> <li>-To read for meaning and understand viewpoint</li> <li>-To analyse Steinbeck’s craft</li> <li>- To consider the complex themes within the novel</li> </ul>	<ul style="list-style-type: none"> <li>-To analyse unseen poetry from a range of poets whilst applying contextual understanding.</li> <li>-To be able to develop comparative analytical writing.</li> </ul>	<ul style="list-style-type: none"> <li>-To engage the reader using a range of techniques and language within creative writing.</li> <li>-To be able to use an image as a stimulus, coming up with ideas independently.</li> </ul>	<ul style="list-style-type: none"> <li>-To consider the complex characterisation of Shakespeare’s characters</li> <li>-To become familiar with Shakespeare’s language and context</li> <li>-To write an analytical essay</li> </ul>	<ul style="list-style-type: none"> <li>-To build the skills to be able to understand and analyse previously unseen extracts.</li> <li>-Keep in mind the impact of devices on reader.</li> <li>-To be able to write analytically focussing on language and structure.</li> </ul>	<ul style="list-style-type: none"> <li>- To consider the craft of a variety of speeches and articles</li> <li>- To develop the skills of oracy</li> <li>- To develop a deep understanding of the language of argument and debate</li> <li>- To craft a personal response to topical subject</li> </ul>
<b>Key Questions</b>	<p>How does Steinbeck construct characters?</p> <p>How are key themes presented in the novel?</p> <p>How does context shape the novel?</p>	<p>How do different writers explore war?</p> <p>What are the key themes in the texts?</p> <p>How does context shape the texts/ extracts?</p>	<p>How do you respond to this image?</p> <p>How would you create vivid imagery?</p> <p>How do writers create interest in their texts?</p> <p>How can you interest your reader in a piece of extended writing?</p>	<p>How does Shakespeare construct characters and relationships?</p> <p>How does context shape the themes in the play?</p>	<p>How do writers develop characters?</p> <p>What are the key themes and feelings in the extracts?</p> <p>How does context shape the texts?</p>	<p>What makes a great speech?</p> <p>How do I write a speech? What are the key techniques used in speech writing?</p>
<b>Assessment</b>	To write two analytical essays	To write two analytical essays	Produce two creative writing pieces	To write two analytical essays	To write two analytical essays	To write and present a speech on a topic of your choice



# Curriculum Map

<p><b>Literacy/Numeracy/ SMSC/Character</b></p>	<p>Literacy: extended writing. Developing analytical skills.</p> <p>Focus on grammar, punctuation and spelling.</p> <p>SMSC/ Character: develop understanding of marginalised people</p>	<p>Literacy: extended writing. Developing analytical skills.</p> <p>Focus on grammar, punctuation and spelling.</p> <p>SMSC/ Character: develop understanding of war and the emotional effects of these events.</p>	<p>Literacy: extended writing. Focus on grammar, punctuation and spelling</p> <p>SMSC/ Character: developing a personal response to an image/ stimulus.</p>	<p>Literacy: extended writing. Developing analytical skills.</p> <p>Focus on grammar, punctuation and spelling.</p> <p>SMSC/ Character: engagement with historical context and relationships in different time periods.</p>	<p>Literacy: extended writing. Developing analytical skills.</p> <p>Focus on grammar, punctuation and spelling.</p> <p>SMSC/ Character: engagement with a range of characters in different situations</p>	<p>Literacy: extended writing.</p> <p>Focus on grammar, punctuation and spelling.</p> <p>Developing an argument in writing.</p> <p>Numeracy: using statistics and research in writing.</p> <p>SMSC/ Character: developing confidence in presentation skills.</p> <p>Engagement with global issues.</p>
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# Curriculum Map

Subject: Mathematics

Year group: 9

\*\*Topics that appear in italics are extension material and may not be covered by all students.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Content</b></p> <p><i>Declarative Knowledge – ‘Know What’</i></p>	<p><b>Data and probability</b></p> <p>Collecting/interpret data;</p> <p>Averages and Range from list of data and frequency table;</p> <p><i>Frequency polygons;</i></p> <p>Stem and leaf;</p> <p>Scatter graphs; pie charts;</p> <p><i>Box plot and cumulative frequency;</i></p> <p>Venn diagrams;</p> <p>Experimental probability;</p> <p>Sample space diagram;</p> <p>Independent and Mutually exclusive events;</p> <p><i>Tree diagrams with replacement</i></p>	<p><b>Geometry and Measure</b></p> <p>Angle properties;</p> <p>interior and exterior angles;</p> <p>parallel lines;</p> <p>Bearings and scale drawings;</p> <p>Pythagoras’ Theorem;</p> <p><i>Trigonometry;</i></p> <p><i>congruent shapes;</i></p> <p>constructions;</p> <p>loci;</p> <p><i>similar shapes (lengths, areas and volume);</i></p>	<p><b>Geometry and Measure / Algebra</b></p> <p>Transformations (reflection, rotation, <i>translations and enlargement</i>);</p> <p>3D shapes; Area; perimeter; volume;</p> <p><i>Arcs and sectors;</i> change between units of <b>area</b> and lengths;</p> <p><i>compound measures;</i></p> <p>Basic rules of algebra; expanding brackets;</p> <p>Solve linear equations;</p> <p>Factorising;</p> <p>Index laws;</p>	<p><b>Algebra</b></p> <p><b>Trial and improvement (is a Year 8 extension topic);</b></p> <p>Sequences;</p> <p><i>Simultaneous equations;</i></p> <p><i>Inequalities;</i></p> <p>Formulas;</p> <p>Graphs; <math>y=mx+c</math>;</p> <p><i>gradients of parallel lines;</i></p> <p>quadratic graphs;</p> <p><i>cubic graphs</i></p>	<p><b>Number</b></p> <p>Working with numbers;</p> <p>Fractions;</p> <p><i>Recurring decimals;</i></p> <p><i>Indices;</i></p> <p>Standard form;</p>	<p><b>Number</b></p> <p><i>Algebraic fractions;</i></p> <p><i>Surds;</i></p> <p>Ratio;</p> <p>FDP;</p> <p>Percentage increase and decrease;</p> <p>Reverse percentages;</p> <p>Rounding;</p>



# Curriculum Map

<p><b>Skills</b></p> <p><i>Procedural Knowledge – ‘Know How’</i></p>	<p>Types of data and how to collect, understanding notion of random choice and bias;</p> <p>Calculating, interpreting and comparing the averages of data;</p> <p>Drawing and interpreting <b>all</b> the diagrams; <b>Choose most appropriate / relevant diagram to represent the data;</b></p> <p><b>Stem and leaf – back to back and interpretation (MMR);</b></p> <p><b>Boxplots – drawing, interpreting and using for comparison of the data from two distributions;</b></p> <p><b>Cumulative frequency drawing and interpreting median only; estimating value form diagram.</b></p> <p>Use and construct Venn diagrams and extend knowledge and understanding of set notation; read probability form it.</p>	<p>Using angle properties to find missing angles; know correctly worded reasons for explaining how answer is determined; to solve angle problems using bearings both theoretical and/or using scale drawings; find missing sides and angles of right angle triangles using Pythagoras’ theorem and/or trigonometry; be able to diagrammatically represent a real life situation and use Pythagoras or trigonometry to solve; recall the properties of congruence and learn the rules for congruent triangles; solve problems using similar shapes;</p>	<p>Use vector notation to describe a translation; be able to describe combined transformations; enlarge a shape using a scale factor and a centre of enlargement including negative and fractional scale factor; identify plan and elevations of 3D objects; draw in a plane of symmetry on a 3D object; find areas, volume and surface area of different shapes including circle problems; find the lengths of arcs and the areas of sectors; convert between different units of area and length including metric to imperial; use compound measure to solve speed/distance/time problems and mass/density/volume questions;</p> <p>Using algebra rules to collect like terms and simplify expressions; to multiply expressions together; expand single brackets, two sets of brackets and <b>double brackets;</b></p>	<p><b>Use trial and improvement to solve quadratic and cubic equations(Year 8 extension topic);</b></p> <p>Find the nth term of linear sequences; find nth term of <b>quadratic sequences ( in Year 8 extensions);</b> use nth term to generate terms in sequence <b>including quadratic nth terms;</b></p> <p><b>Solve simultaneous equations algebraically using the elimination method.</b></p> <p><b>Display inequalities on a number line; solve inequalities algebraically;</b></p> <p>Substitute into formulas including negatives, fractions, <b>roots and indices;</b> translate situations into a written algebraic formula; <b>changing the</b></p>	<p>Paper and pen calculations for addition, subtraction, long multiplication, long division; square numbers, cube numbers, roots, powers; negative numbers; Use BIDMAS to solve problems; using a calculator to find powers and roots;</p> <p>Prime numbers; definitions of multiples and factors; prime factor trees and decomposition; Venn diagrams to find HCF and LCM;</p> <p>Equivalent fractions; adding, subtracting, multiplying and dividing fractions; ordering fractions by size; converting between mixed numbers and improper fractions; solve problems involving fractions;</p> <p><b>Writing recurring decimals as fractions;</b> converting from a fraction to decimal by division;</p>	<p><b>Using fraction rules to simplify algebraic fractions;</b></p> <p>Write a ratio; simplify a ratio; share quantities in a given ratio; understand and solve problems in direct proportion; <b>interpret map/model scales as a ratio;</b></p> <p><b>Introduction to surds; simplifying surds by recognising products of square numbers;</b></p> <p>Interchange between fractions, decimals and percentages;</p> <p>Non-calculator and calculator methods to find percentage increase and decrease; reverse percentages;</p> <p>Rounding to decimal places and significant figures; <b>errors in measurement; bounds of accuracy;</b></p>



# Curriculum Map

	<p>Interpret and work out experimental probability; understand and be able to identify independent and mutually exclusive events;</p> <p>Construct and interpret probability from probability trees.</p>		<p>Three index laws for multiplying, dividing and brackets;</p> <p>Solve linear equations including unknown on both sides, brackets, <b>unknown as the denominator (Year 8 extension topic)</b>; solve problems by forming equations; factorise a single bracket and <b>double brackets</b>;</p>	<p><b>subject of the formula (in year 8 extension)</b>;</p> <p>Graphs; <math>y=mx+c</math>; - finding gradients and y-intercepts; <b>gradients of parallel lines; draw a straight line given equation</b>; quadratic graphs from table of values; <b>recognise quadratic graph equation from a list; use quadratic graphs to estimate values of equations; draw cubic graphs</b></p>	<p><b>Raise an integer to a power and memorise common index values such as <math>2^3</math> <math>3^2</math> <math>3^3</math> <math>2^4</math> etc.</b></p> <p>Write numbers in standard form and convert between decimal and standard form; <b>solve problems using standard form; standard form on a calculator</b>;</p>	
<b>Key Questions</b>						
<b>Assessment</b>	End of unit Data handling and probability assessment.	End of unit Geometry and Measure assessment.	End of unit Algebra assessment	End of year assessment	N/a	N/a
<b>Literacy/Numeracy/SMSC/Character</b>	<p>Understanding and dealing with problem questions.</p> <p>Resilience – working through challenging questions</p>	<p>Building on their resilience, tolerance, initiative and confidence.</p>	<p>Using key mathematical vocabulary, building tolerance and confidence.</p>	<p>Developing problem solving skills – resilience, imitative, confidence.</p>	<p>Understanding and dealing with problem questions.</p> <p>Resilience – working through challenging questions</p>	<p>Understanding and dealing with problem questions.</p> <p>Resilience – working through challenging questions</p>



# Curriculum Map



**Subject: Science**

**Year group: 9**

Please note that students in year 9 will begin their GCSE studies. We study the AQA Science exam specifications.

<https://www.aqa.org.uk/subjects/science/gcse>

Students in year 9 will undertake an introduction to science skills for GCSE in Autumn Half term 1, forming a bridge from Key Stage 3 and developing mathematical and practical skills before embarking on the GCSE.

Students will then rotate between Biology, Chemistry and Physics, the sequence of which will vary considerably across the ten science groups depending on the timetabling of the three hours of lessons per week.

<b>Biology</b>	<b>Chemistry</b>	<b>Physics</b>
B1 Cell Biology B7 Ecology	C1 Atomic Structure & Periodic Table C9 Chemistry of the Atmosphere	P1 Energy P3 Particle Model of Matter

Assessments made during the year will guide students towards a Combined Science: Trilogy (8464) pathway on entry into year 10, or separate sciences: AQA Biology (8461), Chemistry (8462), Physics (8463).

Irrespective of pathway, all students will study the three sciences across 6 hours per week in year 10, with the Combined qualification being equivalent to two GCSEs and the separate sciences equivalent to three GCSEs (with additional content and examinations in each compared to the Combined route.)





# Curriculum Map

Subject: Art

Year group: 9

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Content</b> <i>Declarative Knowledge – ‘Know What’</i></p>	<p><b>Mythical Creatures: Applying Art to Real World Contexts</b> <b>Thematic Project 5</b></p> <p>The intent of this project is to facilitate that acquisition of visual recording skills in drawing and painting in a range of media whilst also allowing students to consider how art can be applied to real world contexts by responding to a set brief.</p> <p>Students will also have the opportunity to further develop their ideas by creating a 2D and 3D outcome.</p> <p>Students will:</p> <p>Understand how to draw from observation and build upon their understanding. Research the work of professional illustrators.</p>			<p><b>Self-Identity</b> <b>Thematic Project 6</b></p> <p>The intent of this summative project is to bring all of the skills together learnt throughout KS3 to create a self- portrait using proportion.</p> <p>Outcomes: Developmental sketchbook work, double sketchbook page research into Van Gogh or Frida Kahlo. A3 self-portrait for display.</p>		
<p><b>Skills</b> <i>Procedural Knowledge – ‘Know How’</i></p>	<p>Themes: Fantasy art, illustration, 3D model making Knowledge and skills: Drawing from imagination, using found materials Focus for recording skills: toy animals, insects etc. Media: Coloured pencils, paint, junk modelling with papier mache Artists: Surrealism, Jane Ray, children’s illustrators, Michael Landy, Peter Randall Page, David Chan, Nicola Hicks, Sophie Ryder, Jim Kay, Paula Rego</p>			<p>Themes: Self-identity, Self-portrait, the human figure, portraits in context, symbolism Knowledge and skills: Research an artist using the internet and the library. Analyse a painting. Keep a sketchbook. Plan and make a final piece based on research. Composition, proportions of face and the human body, construction lines, basic colour mixing – skin tones. Basic clay skills. Focus for recording skills: self-portraits, personal objects. Media: Water colours or pastels, pencil, collage. Clay Artists, movements: Portrait painters e.g. Frida Kahlo, Van Gogh, Picasso BYOD Suggestion: Taking self portrait photos to work from</p>		
<p><b>Key Questions</b></p>	<ul style="list-style-type: none"> <li>How do professional illustrators develop an initial idea to a final outcome?</li> <li>What creative processes do professional illustrators such as Jim Kay participate in to respond to a set brief?</li> </ul>			<ul style="list-style-type: none"> <li>What is a self-portrait and why do artists create them?</li> <li>How would you choose to represent yourself in 2D or 3D form?</li> </ul>		
<p><b>Assessment</b></p>	<p>Formative next step targets written in students sketchbooks every 2-3 weeks throughout the duration of the project.</p> <p>A summative assessment with a next step target at the end of the thematic project.</p>			<p>Formative next step targets written in students sketchbooks every 2-3 weeks throughout the duration of the project.</p> <p>A summative assessment with a next step target at the end of the thematic project.</p>		



# Curriculum Map

		EXAM (Two hours) - drawn studies of shoes (second half term)
<b>Literacy/Numeracy/ SMSC/Character</b>	Literacy: Harry Potter, Narnia, The Hobbit, Lord of The Rings, Northern Lights- Writing a Story Numeracy: Layout, Construction, Proportions SMSC: Reflecting on the stories and myths. The moral meanings and character growth. Character: Aspiration- Careers	Literacy: Writing about the work of artists. Numeracy: Proportion SMSC: Reflecting on their beliefs and how they might show these in a final piece. Character: Aspirations: Students reflecting on their future self and personal goals.



# Curriculum Map

**Subject: Business, Economics and Enterprise (modules)**

**Year group: 9**

Module	Coca Cola Challenge	Apprentice Challenge	Tenner Challenge	Ethical Challenge
Key Knowledge	<ul style="list-style-type: none"> <li>• What is marketing?</li> <li>• Why is promotion important?</li> <li>• What is the product portfolio?</li> <li>• Why is product design important?</li> <li>• How do large businesses undertake meaningful market research?</li> <li>• Why is branding important?</li> <li>• What is the difference between costs and revenue?</li> <li>• How do businesses calculate profit?</li> </ul>	<ul style="list-style-type: none"> <li>• What is the role of incentives in the economy?</li> <li>• What is a market?</li> <li>• How do changes in interest rates affect consumers and businesses?</li> <li>• How do changes in exchange rates affect consumers and businesses?</li> <li>• How is the UK economy linked to other economies?</li> <li>• What jobs exist within the financial sector?</li> </ul>	<ul style="list-style-type: none"> <li>• What skills and characteristics are needed to be an Entrepreneur?</li> <li>• Where do the ideas come from?</li> <li>• Why is market research important for small businesses?</li> <li>• How can I predict my profits?</li> <li>• Why should I prepare a Business Plan</li> </ul>	<ul style="list-style-type: none"> <li>• Must all businesses be profit making?</li> <li>• What is a social enterprise?</li> <li>• What are Business ethics?</li> <li>• What is CSR?</li> <li>• How are businesses affected by social media?</li> <li>• How can a business promote a brand online?</li> </ul>
Main Activities	Research into the role of marketing Group task to present a marketing campaign for Coca Cola	Range of discrete group activities such as: BP share trading Game Trading Game	Students work in groups to produce a business plan for a mini enterprise. They bid for seed finance and run their enterprise.	Students research not for profit organisations and. Business ethics and CSR in both small and large organisations. They then create an online/ social media promotional campaign using ICT for their social enterprise idea
Key Skills:	ICT skills – creating a presentation Verbal presentation skills – delivering a presentation Research skills – using the internet effectively	Numeracy– share prices game Negotiations – team working Research – share prices/ exchange rates/ interest rates	Team working – agreeing on and running a business Selling/ pitching skills – convincing an investor to invest in their business Creativity – coming up with an idea	Research skills – researching social enterprises Evaluation skills – looking at importance of business ethics/ understanding the role of social media in promotions



## Curriculum Map

	<p>Teamwork and leadership – producing an end product in teams</p> <p>Numeracy – calculating revenue, costs and profits</p> <p>Creativity – coming up with an idea</p>		<p>Leadership – somebody will need to be MD</p>	<p>ICT skills – developing a social media promotional campaign</p> <p>Creativity – designing a campaign</p> <p>Presentation skills – presenting the campaign</p> <p>Team working skills</p>
<b>Literacy/Numeracy links</b>	<p>Literacy – verbal oracy</p> <p>Numeracy – calculating profits</p>	<p>Numeracy – calculating exchange rates/ share prices</p>	<p>Literacy – producing a business plan</p> <p>Numeracy –break even analysis and predicting profits – graphing future profits</p>	<p>Literacy – verbal presentation skills</p>
<b>Character Traits</b>	<p>Initiative</p> <p>Aspiration</p> <p>Confidence</p> <p>Resilience</p> <p>Integrity</p> <p>Tolerance</p>	<p>Initiative</p> <p>Aspiration</p> <p>Confidence</p> <p>Resilience</p> <p>Integrity</p> <p>Tolerance</p>	<p>Initiative</p> <p>Aspiration</p> <p>Confidence</p> <p>Resilience</p> <p>Integrity</p> <p>Tolerance</p>	<p>Initiative</p> <p>Aspiration</p> <p>Confidence</p> <p>Resilience</p> <p>Integrity</p> <p>Tolerance</p>



# Curriculum Map

Subject: Computer Science

Year group: 9

	Autumn1	Autumn 2	Autumn 2/Spring1	Spring 2/Summer 1	Summer 2
<p><b>Content</b></p> <p><i>Declarative Knowledge</i></p> <p>—</p> <p><i>‘Know What’</i></p>	<p>Python Programming with PRIMM</p> <p>This topic will revisit Python programming but allow students to go into more advanced concepts. Students considering Computer Science for GCSE will benefit from this content that is the ideal bridge between KS3 and KS4 programming.</p> <p><i>Programming</i></p> <p><i>Algorithms</i></p>	<p>Python Programming with PRIMM</p> <p><i>Programming</i></p> <p><i>Algorithms</i></p>	<p>Tech Through Time</p> <p>“Tech Through Time” aims to take students through the history of computing and key computer scientists. There will also be a focus on current and future technologies so students will learn just how far technology has come.</p> <p><i>Information Technology</i></p> <p><i>Hardware</i></p> <p><i>Digital Literacy</i></p>	<p>My Digital World</p> <p>Students will create a video advert to raise awareness for mental health and social media. The best videos across the year group will be shown in a celebration assembly.</p> <p><i>Information Technology</i></p> <p><i>Data &amp; Data Representation</i></p>	<p>Designing for the Web</p> <p>This topic looks at the best ways to design images for the web. Students will use Photoshop and learn how to design and edit images that are best suited for the web.</p> <p><i>Information Technology</i></p> <p><i>Communication &amp; Networks</i></p>
<p><b>Skills</b></p> <p><i>Procedural Knowledge – ‘Know How’</i></p>	<p>I can represent solutions using a structured notation.</p> <p>I know that different algorithms exist for the same problem.</p> <p>I know that programming bridges the gap between algorithmic solutions and computers.</p>	<p>I know that for some problems I can share the same characteristics and use the same algorithm to solve both (generalisation).</p> <p>I know the difference between, and I can use appropriately, procedures and functions.</p>	<p>I can identify and explain how the use of past, modern and future technology can influence society.</p> <p>I can evaluate and debate the impact of particular technology innovations has had in the past, present and future concerning legal, moral and ethical values.</p>	<p>I can justify the choice of and independently combine and I use multiple digital devices, internet services and application software to achieve given goals.</p> <p>I can identify and explain how the use of technology can impact on society.</p>	<p>I know how to construct media using image-editing tools such as Photoshop.</p> <p>I am able to use multimedia for specific online purposes.</p> <p>I know how to use web-based languages such as HTML, CSS and JavaScript to develop webpages.</p>
<p><b>Key Questions</b></p>	<p>How can I use computational thinking to solve complex problems?</p> <p>How can I use sequence, selection and iteration to develop a program to solve a problem?</p>	<p>What is the general software life cycle for a computer program?</p> <p>How can I decipher and understand error messages as a way to improve my program?</p>	<p>What are the latest technological advances that will affect society?</p> <p>What are the benefits and pitfalls of specific current and future technology initiatives?</p>	<p>How can I create and reuse digital artefacts and multiple applications across a range of devices to present information suitable for my audience?</p>	<p>How can I use Photoshop to improve the quality of websites?</p> <p>What is the difference between good and bad forms of media?</p> <p>How does CSS and JavaScript bolster website user experience?</p>



# Curriculum Map

<p><b>Assessment</b></p>	<p>Online Baseline assessment at start of topic</p>	<p>Programming project assessment (Maze Game)</p> <p>Online Baseline assessment revisited</p>	<p>Mini Group Project</p>	<p>Group Video Project on the affects of social media and mental health</p>	<p>Assessment of mini projects</p>
<p><b>Literacy/Numeracy/SMSC/Character</b></p>	<p>Creativity, Resilience, Initiative. Peer support. Algorithmic Thinking</p>	<p>Writing and presenting information suitable for audience and purpose</p>	<p>Writing and presenting information suitable for audience and purpose. Integrity.</p>	<p>Initiative. Moral and Ethical decision-making. Mental Health. Integrity. Understanding Legislation.</p>	<p>Initiative, Aspiration, Creativity. Integrity.</p>



# Curriculum Map

Subject: Dance (module)

Year group: 9

<b>Content</b> <i>Declarative Knowledge – ‘Know What’</i>	Explore the beginnings of creating choreography relating to one given stimuli, developing knowledge of physical, technical, expressive and mental skills. These skills provide Year 9’s with a strong platform for devising their own work and the technical aspects of both the BTEC and GCSE dance course.
<b>Skills</b> <i>Procedural Knowledge – ‘Know How’</i>	Know how to use any stimuli to create a performance and link ideas back to the stimulus within a group context. Apply a range of dance skills and key techniques of a variety of dance practitioners in their work. Evaluate their own and other’s performance with detailed verbal and written responses.
<b>Key Questions</b>	Name the four different dance skills? What is the definition of...? List the choreographic devices used in the professional work? Are there any techniques you could you or another group apply in their performance?
<b>Assessment</b>	GCSE assessment grids, written teacher and peer feedback, collaborative group assessment and final performance of choreographed piece.
<b>Literacy/Numeracy/ SMSC/Character</b>	<ul style="list-style-type: none"><li>• Literacy - Improving your own / others performance</li><li>• Numeracy – Using within choreography tasks</li><li>• Teamwork: communication and working with others, leadership.</li><li>• Problem Solving - critical thinking.</li><li>• Cultural appreciation – own and professional works</li><li>• Resilience, Initiative, Integrity, Confidence, Aspiration.</li></ul>



# Curriculum Map



**Subject: Design and Technology**

**Year group: Year 9**

	<b>Light 'em up</b>	<b>design it, make it and sell it!</b>	<b>Bring on the noise</b>	<b>Save the factory</b>	<b>Take the rise</b>	<b>Skills 4 all</b>	<b>Nutritious Meals</b>	<b>Healthier Diets</b>
<p><b>Content</b></p> <p><i>Declarative Knowledge – 'Know What'</i></p>	<p>Understand materials and their working properties and how we can use them to produce high level outcomes.</p> <p>How to develop design ideas in light of ongoing research and feedback.</p> <p>Know how to produce a high level outcome which is fit for a given purpose.</p>	<p>Pupils will learn how to create logos, packaging and advertising material using the software Photoshop.</p> <p>Understanding target market and product research.</p>	<p>Understand materials and their working properties and how we can use them to produce high level outcomes.</p> <p>How to develop design ideas in light of ongoing research and feedback.</p> <p>Know how to produce a high level outcome which is fit for a given purpose.</p>	<p>Understand how to work to a brief and addressing the needs of a client.</p> <p>Understand the various research methods designers use to investigate and research their chosen brief.</p> <p>How to produce high level design work and mastery level annotations.</p> <p>Understand how and why plastics</p>	<p>The focus of this project is to develop practical skills; making bread and pasta dough, shaping and finishing a dough and test for readiness.</p> <p>Students will develop knowledge and understanding of current nutritional guidance and apply this knowledge to modify recipes.</p>	<p>The focus of the project is to develop high level practical skills. Students will prepare shortcrust, choux and flaky pastry dishes demonstrating a range of finishing techniques.</p> <p>Following research, students will use their knowledge of healthy eating to modify recipes to select and make 'healthier' pastry dishes</p>	<p>The focus of this project is to develop knowledge and understanding of nutrition and how to achieve a balanced diet. Students make a range of skilful and nutritious savoury dishes and use a range of sensory analysis techniques to evaluate them. They use this knowledge to modify and develop the dishes, suggesting ways to incorporate the dish into a</p>	<p>The focus of this project is to develop knowledge and understanding of healthy eating guidelines and how to achieve a healthier diet. Students use knowledge about how to lower fat, sugar and salt and how to raise fibre to modify and develop dishes. They select, plan, make and evaluate dishes which would meet these healthier eating goals.</p>





# Curriculum Map

	Gain knowledge on electronics, their uses and how to read a circuit diagram.		Gain knowledge on electronics, their uses and how to read a circuit diagram.	are used and what we need to consider in the products lifecycle especially at the end of the products use.			complete nutritious meal.	
<p><b>Skills</b></p> <p><i>Procedural Knowledge – ‘Know How’</i></p>	<p>How to plan out an effective practical and use materials efficiently.</p> <p>Know how to solder safely and competently to produce a working circuit.</p> <p>Know how to design for a particular target audience.</p> <p>How to test materials to find out their working properties and apply this to their</p>	<p>3D modelling</p> <p>Knowledge &amp; Understanding of rules of good logo &amp; packaging design and its importance.</p>	<p>How to plan out an effective practical and use materials efficiently.</p> <p>Know how to solder safely and competently to produce a working circuit.</p> <p>Know how to design for a particular target audience.</p> <p>How to test materials to find out their working properties and apply this to their</p>	<p>How to plan out an effective practical and use materials efficiently.</p> <p>How to use the laser cutter to achieve high level and detailed outcomes.</p> <p>Know how to design for a particular target audience.</p> <p>How to investigate the work of others and use this research to</p>	<p>Students will develop a range of making skills - weighing and measuring, shaping and finishing a dough, use of pasta machine, use of oven and hob, make a dough, test for readiness, judge and manipulate sensory properties</p> <p>Students will modify recipes following current healthy eating guidelines</p>	<p>Students will have the opportunity to develop and demonstrate a range of pastry making skills</p> <p>Students will use their knowledge of healthy eating to modify recipes to increase fibre and reduce fat content.</p>	<p>The focus of the project is to develop practical skills, evaluation skills and presentation skills.</p> <p>Understanding and using nutrition and traffic light labels.</p> <p>This project gives students an opportunity to choose their own recipes</p> <p>In addition to basic skills: modified shortcrust pastry, students have the opportunity to display a range of skills according to the dishes they choose</p> <p>Heat transfer: baking</p>	<p>The focus of the project is to develop practical skills, research skills and presentation skills.</p> <p>This project gives students an opportunity to choose their own recipes</p> <p>In addition to basic skills: modified shortcrust pastry, students have the opportunity to display a range of skills according to the dishes they choose</p> <p>Heat transfer: baking</p>



# Curriculum Map

	practical outcome.		practical outcome.	inform future ideas.			to the dishes they choose	
<b>Key Questions</b>	<p>What is the difference between toughness and hardness?</p> <p>What is the difference between ductility and flexibility?</p>	<p>Questions related to target market, importance of font, colour choices.</p> <p>What are the rules to create successful packaging/ advertising?</p>	<p>What happens to a circuit if the resistors fuses are too high/low?</p> <p>What is a capacitor and what role does it play in a speaker?</p>	<p>What are the dangers of 3d printing?</p> <p>With advancements in 3d printing leading to organs being made, will we one day be able to 3d print a person? Is yes, should we?</p> <p>How can 3D printed shelters benefit those in developing countries or disaster hit areas.</p>	<p>Why is dietary fibre important in the diet?</p> <p>Identify ways to increase fibre content in recipes?</p> <p>What conditions does yeast require in bread making?</p>	<p>What conditions must be in place to produce a good quality pastry?</p>	<p>Why are the scientific processes - coagulation and gelatinisation integral to food preparation?</p> <p>Why is a balanced diet unique to an individual - why do our needs change over our lifetime?</p>	<p>What are the links between our modern lifestyle/food consumption in this country and illness/disease?</p> <p>How far can you modify a recipe before it becomes unacceptable and loses recipe balance?</p>



# Curriculum Map

<p><b>Assessment</b></p>	<p>Initial research (know)</p> <p>Design ideas (plan)</p> <p>Practical Outcome (make)</p> <p>Overall evaluation &amp; final design</p>	<p>Initial research (know)</p> <p>Design ideas (plan)</p> <p>Practical Outcome (make)</p> <p>Overall evaluation &amp; final design</p>	<p>Initial research (know)</p> <p>Design ideas (plan)</p> <p>Practical Outcome (make)</p> <p>Overall evaluation &amp; final design</p>	<p>Initial research (know)</p> <p>Design ideas (plan)</p> <p>Practical Outcome (make)</p> <p>Overall evaluation &amp; final design</p>	<p>Knowledge gained, making skills demonstrated, the ability to evaluate against planned criteria.</p>	<p>Knowledge gained, making skills demonstrated, the ability to evaluate against planned criteria.</p>	<p>Knowledge gained, making skills demonstrated and ability to evaluate idea against planned criteria</p>	<p>Knowledge gained, making skills demonstrated and ability to evaluate idea against planned criteria</p>
<p><b>Literacy/Numeracy/ SMSC/Character</b></p>	<p>Calculating loads and the tensile strength of material.</p> <p>Making the best use of material and avoiding wastage.</p> <p>Annotating ideas.</p>	<p>Develop their chosen ideas through peer evaluation and design development</p> <p>Social: Aware of design preference for a chosen market.</p> <p>maths: 3D modelling, dimensioning</p>	<p>Calculate the value of resistors.</p> <p>Producing ideas that show respect to others views and beliefs.</p>	<p>Tessellation</p> <p>Annotating ideas.</p> <p>Calculating area and volume.</p> <p>Calculating filament used and overall cost.</p>	<p>Writing time plans</p> <p>Weighing and measuring ingredients</p> <p>Modifying recipes to meet healthy eating guidelines</p> <p>Developing confidence and independence whilst completing tasks</p>	<p>Writing time plans</p> <p>Weighing and measuring ingredients</p> <p>Modifying recipes to meet healthy eating guidelines</p> <p>Developing confidence and independence whilst completing tasks</p>	<p>Writing recipes.</p> <p>Weighing and measuring ingredients.</p> <p>Recycling to avoid waste.</p> <p>STEM - the coagulation of protein and gelatinisation of starch</p>	<p>Writing recipes.</p> <p>Weighing and measuring ingredients.</p> <p>Recycling to avoid waste.</p> <p>STEM - modifying a recipe to meet healthy eating goals whilst maintaining recipe balance</p>



# Curriculum Map

Subject: Drama

Year group: 9

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Content</b>  <i>Declarative Knowledge – ‘Know What’</i>	<b>Purpose and Creation of Theatre</b>  Explore the beginnings of making theatre through the use of <b>status, plot and narrative, stage directions and staging configurations</b> . These skills provide Year 9’s with a strong platform for devising their own work (preparation for the demands of GCSE Drama)	<b>Back in Time</b>  Students will learn about the history of where theatre began from <b>Greek Theatre, to Medieval Morality Plays, to Shakespeare</b> finishing with <b>Shakespeare</b>	<b>Influential Individuals</b>  Students will learn about key theatre practitioners and their methods of creating theatre. Students will know who <b>Stanislawski, Brecht and Artaud</b> are and the styles of theatre they are famed for.	<b>Modern Theatre</b>  Students will learn about modern theatre companies to develop a broader knowledge of how contemporary theatre is created. Students will know what a theatre company is and how collaborative efforts can produce productions. These include <b>Frantic Assembly, Punchdrunk and Kneehigh Theatre Company</b> .	<b>Devising from Stimuli</b>  In preparation for GCSE Drama, students will know what a <b>stimulus</b> is and how they can be used to <b>devise</b> theatre. Students will know ‘what’ to expect for ‘Devising Drama’ (OCR)	<b>The Curious Incident of the Dog in the Night-time</b>  In preparation for GCSE Drama, students will explore <b>The Curious Incident</b> and will know ‘what’ to expect for ‘Presenting and Performing Texts’ (OCR)
<b>Skills</b>  <i>Procedural Knowledge – ‘Know How’</i>	<b>The Drama Toolkit:</b> Know how to create performances that manipulate the actor/audience relationship	<b>The Drama Toolkit:</b> Know how to use specific conventions in order to create and identify a genre/style of theatre (use a chorus, projection, ‘everyman’, asides, duologues, monologues)	<b>The Drama Toolkit:</b> Know how to apply key practices of theatre practitioners in their work (objectives/super-objectives, Verfrumdungseffekt, symbolic theatre)	<b>The Drama Toolkit:</b> Know how to apply key practices of modern theatre practitioners in their work (chair duets, physical theatre, use of song, use of puppetry)	<b>The Drama Toolkit:</b> Know how to use any stimuli to create a performance. Know how to link their ideas back to the stimulus. Know how to work as a group to devise theatre.	<b>The Drama Toolkit:</b> Know how to interpret a script for performance. Know how to use blocking/stage planning to bring a script to life.
<b>Key Questions</b>	What is the difference between plot and narrative? Why is it important to consider your stage status? Why are stage directions important when creating drama?	How does Greek Theatre/A Medieval Morality Play/Shakespeare relate to modern theatre? Is there anything we can learn from historical styles of theatre and use now?	How does the work of key theatre practitioners influence modern drama today? How can you apply objectives/super-objectives when creating a character from now on?	How do theatre companies work collectively to produce pieces of drama that engage modern audiences? Are there any techniques you could apply in the next unit when you devise theatre?	What challenges have you faced in creating your own piece of theatre? How did you overcome the barriers to building your own piece of drama?	What challenges have you faced in using script? How did you overcome these problems? Why is stage blocking so important?
<b>Assessment</b>	Drama assessment on ShowMyHomework (quiz) to test understanding of how all areas of this unit can be used in future devising.	Performance that uses a traditional theatre convention (This can be based on any of the topics).	Drama assessment on ShowMyHomework (quiz) to test understanding of the key methodologies of influential practitioners.	Performance that uses a convention from any of the theatre companies explored.	Written feedback to another student about their work, using key terminology and precise detail about how to improve for future pieces.	Collaborative group assessment and final performance of devised piece.
<b>Literacy/ Numeracy/ SMSC/ Character</b>	Collaborative, Confidence, Resilience, Tolerance, Initiative	Collaborative, Confidence, Resilience, Tolerance, Initiative, Cultural appreciation	Collaborative, Confidence, Tolerance, Cultural appreciation	Collaborative, Confidence, Resilience, Tolerance, Initiative, Cultural appreciation	Collaborative, Confidence, Resilience, Tolerance, Initiative, Integrity, Aspiration (to GCSE and beyond)	Collaborative, Confidence, Resilience, Tolerance, Initiative, Integrity, Cultural appreciation, Aspiration (to GCSE and beyond)



# Curriculum Map

Subject: French

Year group: 9

	Unit 1: 2 <sup>nd</sup> Sep – 15 <sup>th</sup> Nov	Unit 2: 18 <sup>th</sup> Nov – 17 <sup>th</sup> Jan	Unit 3: 20 <sup>th</sup> Jan – 24 <sup>th</sup> April	GCSE Unit 1: 27 <sup>th</sup> April – 17 <sup>th</sup> July
<p><b>Content</b></p> <p><i>Declarative Knowledge:</i></p> <p><i>'Know What'</i></p>	<p><b>THEME:</b> Technology</p> <p><b>Vocab:</b> Old and new tech, tech for leisure activity, risks of social networking sites, pros and cons of new tech, favourite gadgets</p> <p><b>Grammar:</b> agreement and position of adjectives, verb + prep + infinitive, impersonal structures, à + infinitive</p>	<p><b>THEME:</b> Adolescent life</p> <p><b>Vocab:</b> what affects relationships with parents, money and chores, pressures and problems, comparing past and present, life as a homeless person.</p> <p><b>Grammar:</b> direct object pronouns <i>me, te, se</i>, modal verbs, tu-form of the imperative, imperfect tense</p>	<p><b>THEME:</b> Healthy lifestyle</p> <p><b>Vocab:</b> food, food groups and the effect on the body, healthy habits, resolutions.</p> <p><b>Grammar:</b> impersonal structures expressing necessity, the pronoun <i>en</i>, question forms, perfect tense, quantities, simple future tense</p>	<p><b>Theme:</b> Me, My Family and Friends</p> <p><b>Vocab:</b> family members, types of family, personality adjectives, relationships,</p> <p><b>Grammar:</b> irregular verbs <i>avoir</i> and <i>être</i>, present tense, 3<sup>rd</sup> person singular and plural, reflexive verbs, review of near future and simple future tenses, direct object pronouns, position and agreement of adjectives, using <i>qui</i> and <i>que</i></p>
<p><b>Skills</b></p> <p><i>Procedural Knowledge:</i></p> <p><i>'Know How'</i></p>	<p><b>Skills: mastering core vocabulary and structures,</b></p> <p>Comparing and contrasting, expressing preferences, extending sentences in speaking, developing memorisation strategies, structuring an argument</p>	<p><b>Skills: mastering core vocabulary and structures,</b></p> <p>Memorising longer chunks of vocab, expressing obligation, volition and ability, giving advice to a friend, talking about how things were in the past and comparing to now, pronunciation of silent letters</p>	<p><b>Skills: mastering core vocabulary and structures,</b></p> <p>Using context to work out meaning, dictionary skills, asking questions, proof-reading, extending sentences, developing reading and translation skills</p> <p>Retrieval practice and revision techniques</p>	<p><b>Skills: mastering core vocabulary and structures,</b></p> <p>manipulating verbs, study skills for GCSE, asking for and giving personal information, describing others, talking about relationships, discussing the pros and cons of marriage and different forms of family, using subordinate clauses to add detail, giving reasons for opinions</p>
<p><b>Key Questions</b></p>	<p>Pourquoi tu préfères ton nouveau portable? Tu es accro à la technologie ? Quels sont les avantages et les inconvénients de..... ?</p>	<p>Tu as de bonnes relations avec tes parents ? Tu reçois de l'argent de poche ? Quels sont les problèmes des ados ? Qu'est-ce qu'il faut faire pour aider les SDF ?</p>	<p>Qu'est-ce qu'il faut faire pour mener une vie saine ?</p> <p>Qu'est-ce que tu feras pour améliorer ta santé ?</p>	<p>Comment est ta famille ?</p> <p>Tu as un(e) meilleur(e) ami(e) ?</p> <p>Tu aimerais te marier ?</p>
<p><b>Assessment</b></p>	<p><b>Assessment point 1: reading, listening and writing + HFV test</b></p>	<p><b>Ongoing assessment in all skills + HFV test</b></p>	<p><b>EOY Assessment: listening, speaking, reading and writing</b></p>	<p><b>Ongoing assessment in all skills + vocab tests</b></p> <p><b>Exam-style questions</b></p>



# Curriculum Map

			<b>30/3 – 3/4 (speaking tests may go into a second week)</b>	
<b>Literacy/ Numeracy/ SMSC/ Character</b>	Developing oracy – debating Writing a balanced argument	Discussing family relationships and issues affecting teenagers Exploring the issue of homelessness in the world	Exploring issues of health, diet obesity and famine	Exploring sensitive issues of family and friendship Developing good learning habits for GCSE



# Curriculum Map

Subject: Geography

Year group: 9

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer
<p><b>Content</b></p> <p><i>Declarative Knowledge – ‘Know What’</i></p>	<p><b>Unit 11: Global Resources</b></p> <ul style="list-style-type: none"> <li>➤ The essential resources for human wellbeing</li> <li>➤ What food security/insecurity is</li> <li>➤ Causes and consequences of food insecurity in LICs</li> <li>➤ Trends of food inequality in the UK</li> <li>➤ What water scarcity is</li> <li>➤ Reasons why some places experience water insecurity</li> <li>➤ How oil is formed</li> <li>➤ What petrochemicals are used for in everyday life</li> <li>➤ How plastic is made and how long it takes to decompose</li> <li>➤ Strategies to reduce plastic pollution</li> <li>➤ Strategies to improve the sustainability of food, water and energy consumption</li> </ul>	<p><b>Unit 12: Tectonic Hazards</b></p> <ul style="list-style-type: none"> <li>➤ The theory of continental drift</li> <li>➤ Processes that occur at plate boundaries (constructive, conservative, destructive) and the unique features created at each</li> <li>➤ Why mapping hazards and hazard risk is important</li> <li>➤ How earthquakes occur</li> <li>➤ The difference between primary and secondary effects</li> <li>➤ Distinguishing between social, economic and environmental impacts of earthquakes</li> <li>➤ Specific details of two earthquake case studies in a LIC and a HIC</li> <li>➤ How volcanic eruptions occur, and what impacts they create</li> <li>➤ Methods of protecting against tectonic hazards</li> </ul>	<p><b>Unit 13: Climate Change</b></p> <p><b>(19-20 only – 20-21 to become ‘The Nation State’)</b></p> <ul style="list-style-type: none"> <li>➤ Evidence used to identify and explain trends in climate change, including proxy data, historical data and temperature recordings</li> <li>➤ The process of the greenhouse effect, and how it is enhanced by human activity</li> <li>➤ Human causes of climate change, including industrial activity, changing agricultural practices and deforestation</li> <li>➤ Effects of climate change on a global scale and in the UK (social, economic and environmental)</li> <li>➤ What a carbon footprint is, and strategies to reduce an individual’s impact on the planet (meat consumption, recycling etc.)</li> <li>➤ Strategies that society can use to adapt to, and mitigate against the current and future impacts of climate change</li> </ul>	<p><b>Unit 14: Global Conflict</b></p> <ul style="list-style-type: none"> <li>➤ The meaning of conflict, and the different forms this takes.</li> <li>➤ The distribution of global conflicts</li> <li>➤ Different viewpoints of stakeholders in local conflicts - social, economic and environmental arguments. (e.g. Heathrow airport expansion)</li> <li>➤ How demand for water can lead to conflict</li> <li>➤ How demand for oil has led to conflict in some places</li> <li>➤ How colonialism has led to ethnic conflict in some places</li> <li>➤ Some of the social, economic and environmental impacts associated with armed conflict</li> <li>➤ Reasons behind, and impacts of, contemporary conflicts (e.g. Syria or Yemen)</li> </ul>	<p><b>Unit 15: Place Study: Sahel</b></p> <ul style="list-style-type: none"> <li>➤ The climate of hot deserts, and the reasons it is difficult to survive</li> <li>➤ How plants and animals have adapted to desert conditions.</li> <li>➤ Social, economic and environmental issues faced in the Sahel</li> <li>➤ Reasons for, and impacts of desertification</li> <li>➤ The impacts of (existing and potential) climate change on the Sahel</li> <li>➤ Strategies used to reduce the risk of desertification</li> </ul>
<p><b>Skills</b></p> <p><i>Procedural Knowledge –</i></p>	<p><b>Cartographic Skills</b></p> <ul style="list-style-type: none"> <li>➤ Analysis of distribution maps</li> </ul> <p><b>Graphical Skills</b></p> <ul style="list-style-type: none"> <li>➤ Interpretation of graphical data</li> <li>➤ Construction of pictograms and bar charts</li> </ul> <p><b>Other</b></p>	<p><b>Cartographic Skills</b></p> <ul style="list-style-type: none"> <li>➤ Use of GIS to interpret and illustrate mapping of hazards and hazard-risk</li> <li>➤ Use of historical maps to identify and interpret changing physical landscapes</li> </ul> <p><b>Other</b></p>	<p><b>Cartographic Skills</b></p> <ul style="list-style-type: none"> <li>➤ Interpretation of temperature anomaly maps</li> </ul> <p><b>Graphical Skills</b></p> <ul style="list-style-type: none"> <li>➤ Interpretation of trends of carbon dioxide content in the atmosphere – line graphs</li> </ul> <p><b>Other</b></p>	<p><b>Cartographic Skills</b></p> <ul style="list-style-type: none"> <li>➤ Interpretation of maps and GIS to describe and analyse the distribution of conflicts</li> </ul> <p><b>Other</b></p> <ul style="list-style-type: none"> <li>➤ Decision-making exercise – forming evidenced conclusions using geographical sources</li> </ul>	<p><b>Cartographic Skills</b></p> <ul style="list-style-type: none"> <li>➤ Interpreting biome maps to gain spatial understanding of desert environments</li> </ul> <p><b>Graphical Skills</b></p> <ul style="list-style-type: none"> <li>➤ Construction and interpretation of climate graphs from cold environments</li> </ul>



# Curriculum Map

<p><i>'Know How'</i></p>	<ul style="list-style-type: none"> <li>➤ Interpretation of photographs</li> <li>➤ Interpretation of cartoons and infographics</li> <li>➤ Effective annotation of scientific diagrams</li> <li>➤ Maths skills – percentage increase (change)</li> </ul>	<ul style="list-style-type: none"> <li>➤ Synthesis of geographical sources (newspaper articles, social media etc.)</li> <li>➤ Interpretation of photographs to identify and explain the formation of tectonic landscapes</li> <li>➤ Memorisation of case study material to use as evidence</li> </ul>	<ul style="list-style-type: none"> <li>➤ Data collection of ingredients of meals to calculate carbon footprints</li> <li>➤ Developing technical, scientific annotations of physical processes in the atmosphere</li> </ul>		<p><b>Other</b></p> <ul style="list-style-type: none"> <li>➤ Synthesis of geographical sources (newspaper articles, social media etc.)</li> </ul>
<p><b>Key Questions</b></p>	<ul style="list-style-type: none"> <li>➤ What are the reasons behind the increasing demand for natural resources?</li> <li>➤ Why is there food inequality in the UK?</li> <li>➤ Is current production and consumption sustainable?</li> <li>➤ Is resource inequality fair? Is it avoidable?</li> <li>➤ How can students as individuals make a difference and reduce their ecological footprint?</li> </ul>	<ul style="list-style-type: none"> <li>➤ What evidence is there to suggest that the Earth's surface is moving?</li> <li>➤ Why are some plate boundaries more dangerous than others?</li> <li>➤ Why is mapping hazards and risk important?</li> <li>➤ What impacts of earthquakes are the most dangerous?</li> <li>➤ Are earthquakes worse in LICs or in HICs? Why?</li> <li>➤ What are the best methods of protecting against tectonic hazards? How effective are they?</li> </ul>	<ul style="list-style-type: none"> <li>➤ What evidence exists to suggest climate change is real?</li> <li>➤ How do humans influence the greenhouse effect?</li> <li>➤ How significant are the effects of climate change on people and the environment?</li> <li>➤ Why is it important to know what our carbon footprint is?</li> <li>➤ What are the most effective methods to combat climate change?</li> </ul>	<ul style="list-style-type: none"> <li>➤ What different types of conflict are there?</li> <li>➤ Why are the opinions of different stakeholders important in decision-making?</li> <li>➤ Why is demand for water a cause of conflict?</li> <li>➤ How has the demand for fossil fuels led to conflict?</li> </ul>	<ul style="list-style-type: none"> <li>➤ What are the major challenges facing people living in desert regions?</li> <li>➤ What are the most significant causes of desertification?</li> <li>➤ What strategies are the most appropriate to combat the threat of desertification?</li> </ul>
<p><b>Assessment</b></p>	<p>Assessment is an examination of combination of geographical knowledge and skills from this unit, completed in class.</p>	<p>Assessment is an examination of combination of geographical knowledge and skills from this unit, completed in class.</p>	<p>Assessment is an examination of combination of geographical knowledge and skills from this unit, completed in class.</p>	<p>Assessment is an extended written piece completed at home with success criteria.</p>	<p>n/a</p>
<p><b>Literacy</b> <b>Numeracy</b> <b>SMSC/Character</b></p>	<p><b>Literacy</b></p> <ul style="list-style-type: none"> <li>➤ Continued development of <b>PEEL paragraph</b> structure</li> <li>➤ Continued development of <b>TEA method</b></li> <li>➤ Development of student's use of tier 3 geographical terminology</li> </ul> <p><b>Numeracy</b></p> <ul style="list-style-type: none"> <li>➤ Calculation of percentage increase</li> <li>➤ Construction of pictograms and bar charts</li> </ul> <p><b>SMSC/Character</b></p>	<p><b>Literacy</b></p> <ul style="list-style-type: none"> <li>➤ Continued development of <b>PEEL paragraph</b> structure</li> <li>➤ Continued development of <b>TEA method</b></li> <li>➤ Development of student's use of tier 3 geographical terminology</li> </ul> <p><b>Numeracy</b></p> <ul style="list-style-type: none"> <li>➤ Practice of core mathematical skills required in geographical study</li> </ul> <p><b>SMSC/Character</b></p>	<p><b>Literacy</b></p> <ul style="list-style-type: none"> <li>➤ Continued development of <b>PEEL paragraph</b> structure</li> <li>➤ Continued development of <b>TEA method</b></li> <li>➤ Development of student's use of tier 3 geographical terminology</li> </ul> <p><b>Numeracy</b></p> <ul style="list-style-type: none"> <li>➤ Practice of core mathematical skills required in geographical study</li> </ul> <p><b>SMSC/Character</b></p>	<p><b>Literacy</b></p> <ul style="list-style-type: none"> <li>➤ Continued development of <b>PEEL paragraph</b> structure</li> <li>➤ Continued development of <b>TEA method</b></li> <li>➤ Development of student's use of tier 3 geographical terminology</li> </ul> <p><b>Numeracy</b></p> <ul style="list-style-type: none"> <li>➤ Practice of core mathematical skills required in geographical study</li> </ul> <p><b>SMSC/Character</b></p>	<p><b>Literacy</b></p> <ul style="list-style-type: none"> <li>➤ Continued development of <b>PEEL paragraph</b> structure</li> <li>➤ Continued development of <b>TEA method</b></li> <li>➤ Development of student's use of tier 3 geographical terminology</li> </ul> <p><b>Numeracy</b></p> <ul style="list-style-type: none"> <li>➤ Practice of core mathematical skills required in geographical study</li> </ul>





## Curriculum Map

	<p>➤ Messaging throughout this unit focuses on core geographical concepts such as <b>inequality</b>, <b>sustainability</b> and <b>poverty</b>. Additionally, there is the promotion of <b>personal responsibility</b> for ecological footprints and plastic pollution. Students are encouraged to internalise and promote strategies to be more sustainable throughout, thus building <b>integrity</b>, <b>initiative</b> and <b>aspiration</b>.</p>	<p>➤ Focus centred around hazard risk, and the <b>resilience</b> of different nations to respond. This highlights how poverty and poor governance can lead to devastating impacts. Thus, students are encouraged to feel empathy towards those who are less fortunate and consider appropriate strategies to help.</p>	<p>➤ Unit encourages students to consider individual, collective and institutional response to climate change, ensuring students are aware of the potential impacts of the phenomenon on their own lives, and the lives of those in different socio-economic situations around the world. Students will develop <b>integrity</b>, <b>initiative</b> and <b>aspiration</b>.</p>	<p>➤ Unit provides a grounding in global conflicts, and the reasons for them. Students will gain perspectives from conflict zones, and thus develop empathy for suffering around the world.</p>	
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NB: There is ongoing reform of the KS3 curriculum; some of the above may be subject to change.



# Curriculum Map

Subject: German

Year group: 9

	Unit 1: 2 <sup>nd</sup> Sep – 15 <sup>th</sup> Nov	Unit 2: 18 <sup>th</sup> Nov – 17 <sup>th</sup> Jan	Unit 3: 20 <sup>th</sup> Jan – 12 <sup>th</sup> Mar	Unit 4: 16 <sup>th</sup> Mar – 22 <sup>nd</sup> May	GCSE Unit 1: 1 <sup>st</sup> June – 17 <sup>th</sup> July
<p><b>Content</b></p> <p><i>Declarative Knowledge:</i></p> <p><i>'Know What'</i></p>	<p><b>THEME:</b> Describing yourself and others</p> <p><b>Vocab:</b> The body and face, character traits, past tense activities, future plans, high frequency words.</p> <p><b>Grammar:</b> Present tense regular and irregular verbs, perfect and future tenses.</p>	<p><b>THEME:</b> Music</p> <p><b>Vocab:</b> Types of music, adjectives, instruments, time phrases, past tense activities, high frequency words.</p> <p><b>Grammar:</b> Subject pronouns, how to use 'for/since', comparatives, perfect tense of regular and irregular verbs.</p>	<p><b>THEME:</b> Ambitions for the future</p> <p><b>Vocab:</b> Characteristics, jobs, tasks at work, professions / plans for the future, at the ski resort.</p> <p><b>Grammar:</b> Conditional tense, modal verbs, word order (verbs in 2<sup>nd</sup> position), prepositions governing the dative case ('in' and 'auf').</p>	<p><b>Vocab:</b> My childhood, memories, what you were allowed to do, primary and secondary school, my classmates, high frequency words</p> <p><b>Grammar:</b> Imperfect tense of 'haben' and 'sein', imperfect tense of modal verbs, comparative adjectives, the superlative.</p>	<p><b>Theme:</b> Me, My Family and Friends</p> <p><b>Vocab:</b> family members, types of family, personality adjectives, relationships,</p> <p><b>Grammar:</b> : irregular verbs, present tense, 3<sup>rd</sup> person singular and plural, reflexive verbs, review future tenses, position and agreement of adjectives</p>
<p><b>Skills</b></p> <p><i>Procedural Knowledge:</i></p> <p><i>'Know How'</i></p>	<p><b>Skills:</b> use group talk phrases, write accurately assessing spelling and grammar, understand longer written passages, recognise ways of translating phrases into good English.</p>	<p><b>Skills:</b> Create questions from statements, use a range of question words, speak spontaneously, understand gist and detail, break down compound nouns to work out meaning, translating into English.</p>	<p><b>Skills:</b> Use context and near-cognates to work out unknown words, use knowledge of verb structures to identify tenses.</p>	<p><b>Skills:</b> Using context to work out meaning, dictionary skills, asking questions, proof-reading, extending sentences, developing reading and translation skills</p> <p>Retrieval practice and revision techniques</p>	<p><b>Skills: mastering core vocabulary and structures,</b></p> <p>manipulating verbs, study skills for GCSE, asking for and giving personal information, describing others, talking about relationships, discussing the pros and cons of marriage and different forms of family, using subordinate clauses to add detail, giving reasons for opinions</p>
<p><b>Key Questions</b></p>	<p>Wer ist dein Vorbild ?</p> <p>Was hast du in deinem Leben gemacht ?</p> <p>Was ist passiert ?</p>	<p>Spielst du ein Instrument?</p> <p>Was für Musik hörst du gern?</p> <p>Hast du eine Lieblingsband ?</p>	<p>Was für eine Person bist du?</p> <p>Was würdest du machen?</p>	<p>Wie warst du als Kind?</p> <p>Was konntest du machen?</p> <p>Hast du ein Lieblingsmärchen?</p>	<p>Beschreibe deine Familie?</p> <p>Wie kommst du mit deiner Familie aus?</p> <p>Willst du heiraten? Warum, warum nicht?</p>



# Curriculum Map

Assessment	<b>Assessment point 1: speaking+ HFV test</b>  <b>Ongoing assessment in all skills</b>	<b>Ongoing assessment in all skills + HFV test</b>	<b>Assessment point 2: writing + HFV test</b>  <b>Ongoing assessment in all skills</b>	<b>End of year exams: reading, speaking, writing and listening + HFV test</b>  <b>Ongoing assessment in all skills</b>	<b>Ongoing assessment in all skills + vocab tests</b>  <b>Exam-style questions</b>
<b>Literacy/</b>  <b>Numeracy/</b>  <b>SMSC/</b>  <b>Character</b>	<b>Literacy: general communication strategies – all units.</b>  Discussing celebrity culture.	Researching German-speaking bands.	Applying for a dream job	Discussing childhood memories  Describing junior and secondary schools	Exploring sensitive issues of family and friendship  Developing good learning habits for GCSE



# Curriculum Map

Subject: History

Year group: 9

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Content</b></p> <p><i>Declarative Knowledge – ‘Know What’</i></p>	<p><b>The causes and events of the First World War</b></p> <ul style="list-style-type: none"> <li>- Causes: short / long</li> <li>- Events: chronology</li> <li>- Trench warfare</li> </ul>	<p><b>Germany: From Democracy to Dictatorship</b></p> <ul style="list-style-type: none"> <li>- Hitler’s rise to power</li> <li>- Terror and propaganda</li> <li>- Life in Nazi Germany</li> <li>- The Holocaust</li> </ul>	<p><b>Russia: Revolution and Dictatorship</b></p> <ul style="list-style-type: none"> <li>- Russian Revolution</li> <li>- Stalin’s rise to power</li> <li>- Life in the USSR</li> <li>- Propaganda</li> </ul>	<p><b>The Second World War</b></p> <ul style="list-style-type: none"> <li>- Key military events</li> <li>- Key turning points</li> <li>- Consequences</li> </ul>	<p><b>End of Year Exam</b></p> <ul style="list-style-type: none"> <li>• <b>Preparation</b></li> <li>• <b>Revision</b></li> <li>• <b>Study skills</b></li> </ul>	<p><b>Protest Movements</b></p> <ul style="list-style-type: none"> <li>- Martin Luther King</li> <li>- Civil Rights (USA)</li> <li>- Nelson Mandela</li> <li>- Apartheid (S. Africa)</li> </ul>
<p><b>Skills</b></p> <p><i>Procedural Knowledge – ‘Know How’</i></p>	<p><b>Key concepts:</b> Causation</p> <p><b>Key processes:</b> Using evidence &amp; judging importance</p>	<p><b>Key concepts:</b> Causation</p> <p><b>Key processes:</b> Evaluating change &amp; forming conclusions</p>	<p><b>Key concepts:</b> Significance of individuals</p> <p><b>Key processes:</b> Using primary sources &amp; making inferences</p>	<p><b>Key concepts:</b> Using evidence</p> <p><b>Key processes:</b> Written communication &amp; using evidence</p>		<p><b>Key concepts:</b> Causation</p>
<p><b>Key Questions</b></p>	<p>What were the long-term causes of the First World War?</p> <p>What was the short-term trigger of the First World War?</p> <p>Why did the Triple Entente defeat the Triple Alliance?</p>	<p>How were Germany treated after the First World War?</p> <p>How had Hitler risen to power by 1933?</p> <p>How did Hitler maintain control over Germany?</p>	<p>What were the factors that led to the Russian Revolution in 1917?</p> <p>How had Stalin risen to power by 1924?</p> <p>How did Stalin maintain control over the USSR?</p>	<p>What were the key events of the Second World War?</p> <p>What were the main turning points for Britain and the Allies?</p> <p>What was the most significant event of the war?</p>		<p>Why was the Civil Rights Act passed in America in 1964?</p> <p>Why was Apartheid in South Africa abolished in the 1990s?</p> <p>How important was the role played by key individuals?</p>
<p><b>Assessment</b></p>	<p><b>Assessment 1:</b> What was the most significant turning point of the war? <b>(Consequence)</b></p>	<p><b>Assessment 2:</b> How did Hitler become the dictator of Germany by 1933? <b>(Causation)</b></p>	<p><b>Assessment 3:</b> How did Stalin maintain his control over the USSR? <b>(Causation)</b></p>			



# Curriculum Map

<b>Literacy/Numeracy/ SMSC/Character</b>	<ul style="list-style-type: none"><li>• Using second and third tier vocabulary</li><li>• Constructing paragraphs</li><li>• Cultural awareness</li></ul>	<ul style="list-style-type: none"><li>• Using second and third tier vocabulary</li><li>• Constructing paragraphs</li><li>• Tolerance</li></ul>	<ul style="list-style-type: none"><li>• Using second and third tier vocabulary</li><li>• Constructing paragraphs</li></ul>	<ul style="list-style-type: none"><li>• Using second and third tier vocabulary</li><li>• Constructing paragraphs</li><li>• Cultural awareness</li></ul>		
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# Curriculum Map



Subject: Music

Year group: 9

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer
<p><b>Content</b></p> <p><i>Declarative Knowledge – ‘Know What’</i></p>	<p><b>Music for video games</b> <b>Composing focus</b></p> <p>Understand how music for video games is composed.</p> <p>Key vocabulary: minimalism, drone, tonic/dominant, timbre, balance, quantize, copy, cut and split.</p> <p>Key composers: Winifred Philips, Philip Glass</p>	<p><b>Film music</b> <b>Composing focus</b></p> <p>Understand how film music is composed to expressive and enhance a film</p> <p>Key vocabulary: soundtrack, motif, sync point, cluster chord, sequence, trill, chromatic scale</p> <p>Key composers: Howard Shore, John Williams,</p>	<p><b>Reggae</b> <b>Performing focus</b></p> <p>Know the key musical features of reggae</p> <p>Key vocabulary: reggae, off beat chords, bass riff, syncopation, backbeat</p> <p>Key composers: Bob Marley and the Wailers, Jimmy Cliff, Desmond Dekker</p>	<p><b>Music through the decades</b> <b>Performing focus</b></p> <p>Understand how pop music has developed from the 1950s to present day.</p> <p>Key vocabulary: 12 bar blues, hook, riff, distortion, chord sequence, structure</p> <p>Key musical styles: rock and roll, 1960s rock, synth pop, brit pop, ballads</p>	<p><b>Songwriting</b> <b>Composing focus</b></p> <p>Know compositional devices used in song writing. Know a range of structures and ways to use contrast effectively.</p> <p>Key vocabulary: melody, riff, hook, middle 8, verse, chorus, intro, outro, chord sequence</p> <p>Key musical styles: EDM, rock, pop, ballad</p>
<p><b>Skills</b></p> <p><i>Procedural Knowledge – ‘Know How’</i></p>	<p>Know how to use music software to create and edit basic loops. Compose music that creates a sense of building tension and atmosphere.</p>	<p>Know how to compose by creating and developing motifs, experiment with tonality, timbre, melody and rhythm to create contrasting moods</p>	<p>Play basic riffs on the bass guitar. Put together a group performance that uses off beat chords, a bass riff and a main vocal line.</p>	<p>Perform in different musical styles, demonstrating good ensemble skills.</p>	<p>Compose a song with a clear sense of style, including writing lyrics.</p>
<p><b>Key Questions</b></p>	<p>How is a sense of building tension created musically? How do composers approach creating music for video games?</p>	<p>How can you extend and develop an initial musical idea? Explain how this soundtrack creates a sense of drama/sadness/excitement.</p>	<p>What are the main musical features of reggae? What are the lyrics about and how is this typical of reggae music?</p>	<p>What connections can you find between these musical styles? How did the social context affect the way popular music developed?</p>	<p>How can you create contrast in the middle 8 / chorus? How can you refine your song? Justify your use of live instruments / music software.</p>
<p><b>Assessment</b></p>	<p>A minimalist inspired game soundtrack with at least 2 contrasting sections.</p>	<p>A film soundtrack using live instruments or music software with sync points and motifs</p>	<p>A group performance of Three Little Birds</p>	<p>A group performance in a band.</p>	<p>A pop song in any style, composed individually or in a group</p>
<p><b>Literacy/Numeracy/ SMSC/Character</b></p>	<p>Resilience, aspiration</p>	<p>Aspiration</p>	<p>Integrity, tolerance, cultural appreciation</p>	<p>Integrity, aspiration, confidence, collaborative skills</p>	<p>Resilience, confidence, aspiration</p>



# Curriculum Map

**Subject: Philosophy, Religion and Ethics**

**Year group: 9**

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<p><b>Content</b></p> <p><i>Declarative Knowledge – ‘Know What’</i></p>	Religions and the Media	Global issues – Conflict and Justice	Holocaust	Nature of God and belief.	Global issues - Equality	Early histories of religion project - Christianity and Islam
<p><b>Skills</b></p> <p><i>Procedural Knowledge – ‘Know How’</i></p>	Critical analysis and application	Debate and oracy Collaboration Analysis	Commemoration Understanding and Empathy	Critical evaluation	Debate and oracy Collaboration Analysis	Investigation, religious literacy, analysis.
<b>Key Questions</b>	How are we / our beliefs affected by the media?	Is conflict ever justified?	How could an event like the Holocaust happen?	What is the nature of God in religious belief? Does God exist?	How can we work towards equality?	How were the religions of Christianity and Islam established?
<b>Assessment</b>	Media ‘Takeaway HBL’ projects.	Range of questions in class.	TBD	Evaluation of reasons to believe or not to believe in God.	TBD	Independent research project.
<b>Literacy/Numeracy/ SMSC/Character</b>	Compile a written report to accompany creative HBL.	Extended writing Tolerance Integrity	Extended writing Tolerance	Extended writing	Extended writing Tolerance Integrity	Resilience Aspiration



# Curriculum Map

Subject: Spanish

Year group: 9

	Unit 2 Mira Express 2: 2 <sup>nd</sup> Sep – 15 <sup>th</sup> Nov	Unit 3 Mira Express 2: 18 <sup>th</sup> Nov – 17 <sup>th</sup> Jan	Unit 5 Mira Express 2: 20 <sup>th</sup> Jan – 12 <sup>th</sup> Mar	AQA GCSE Higher Unit 3: 16 <sup>th</sup> Mar – 22 <sup>nd</sup> May	AQA GCSE Higher Unit 3: 1 <sup>st</sup> June – 17 <sup>th</sup> July
<p><b>Content</b></p> <p><i>Declarative Knowledge:</i></p> <p><i>'Know What'</i></p>	<p><b>THEME:</b> ¡Diviértete!</p> <p><b>Vocab:</b> TV programmes, films, adjectives, arranging to go out expressions, places in town</p> <p><b>Grammar:</b> agreements (nouns, verbs, adjectives), comparatives, prepositions <i>al</i> &amp; <i>del</i>, the conditional, modal verbs, possessive adjectives.</p>	<p><b>THEME:</b> Mis vacaciones</p> <p><b>Vocab:</b> countries, transport, holiday activities, time expressions, frequency adverbs, geographical features</p> <p><b>Grammar:</b> the preterite tense (ir, ser &amp; regular verbs), distinguishing past and present tenses.</p>	<p><b>THEME:</b> De moda</p> <p><b>Vocab:</b> clothes, adverbs of time, colours and patterns, description, shops and shopping</p> <p><b>Grammar:</b> indefinite articles, adjective endings, comparatives and superlatives, demonstrative adjectives, near future, <i>se puede/n</i> + infinitive.</p>	<p><b>THEME:</b> Free time and food</p> <p><b>Vocab:</b> music, cinema, TV, food and eating out, other free time activities and plans for the weekend.</p> <p><b>Grammar:</b> revising regular present tense, using two verbs together, forming regular adverbs, revising the immediate future.</p>	<p><b>THEME:</b> Sport</p> <p><b>Vocab:</b> sports and extreme sports, sport in the Spanish-speaking world.</p> <p><b>Grammar:</b> using the future tense, <i>hacer, haber, salir</i> and <i>tener</i> recognising irregular verbs in the future.</p>
<p><b>Skills</b></p> <p><i>Procedural Knowledge:</i></p> <p><i>'Know How'</i></p>	<p><b>Skills: mastering core vocabulary and structures,</b> express complex opinions, participate in unscripted dialogues, review own progress, identify key information by skim-reading, making excuses, inviting.</p>	<p><b>Skills: mastering core vocabulary and structures,</b></p> <p><b>Skills:</b> structure longer texts using sequencing words, write creatively, understanding longer authentic texts, predict pronunciation, develop listening skills.</p>	<p><b>Skills: mastering core vocabulary and structures,</b> developing independence carry out classroom surveys, use reading strategies to work out new words.</p>	<p><b>Skills: mastering core vocabulary and structures,</b> listening for positive and negative opinions, giving all the information required by a question, using listening techniques, using verbal context in reading.</p>	<p><b>Skills: mastering core vocabulary and structures,</b> using future time phrases, listening for clues, adapting a model to express own ideas in writing.</p>
<p><b>Key Questions</b></p>	<p>¿Cuál es tu programa favorito?</p> <p>¿Qué tipo de películas te gustan?</p> <p>¿Te gustaría salir?</p> <p>¿Quieres ir al cine?</p>	<p>¿Adónde fuiste?</p> <p>¿Qué hiciste?</p> <p>¿Qué tal lo pasaste?</p> <p>¿Dónde te alojaste?</p>	<p>¿Qué llevas?</p> <p>¿Cómo es tu uniforme escolar?</p> <p>¿Qué prefieres?</p> <p>¿Dónde se puede comprar?</p>	<p>¿Qué haces en tu tiempo libre?</p> <p>¿Qué piensas hacer este fin de semana?</p> <p>¿Qué vamos a comer?</p> <p>¿Qué vas a hacer este fin de semana?</p>	<p>¿Qué deportes practicas?</p> <p>¿Qué deportes harás?</p> <p>¿Cuáles son los beneficios del deporte?</p>





# Curriculum Map

Assessment	<p>Assessment point 1: reading, listening and writing + HFV test</p> <p>Ongoing assessment in all skills</p>	<p>Ongoing assessment in all skills + HFV test</p>	<p>Assessment point 2: speaking + HFV test</p> <p>Ongoing assessment in all skills</p>	<p>End of year exams: reading, speaking, writing and listening + HFV test</p> <p>Ongoing assessment in all skills</p>	<p>Ongoing assessment in all skills + HFV test</p>
<p><b>Literacy/</b></p> <p><b>Numeracy/</b></p> <p><b>SMSC/</b></p> <p><b>Character</b></p>	<p><b>Literacy: general communication strategies – all units.</b> Gaining cultural knowledge on social life in Spanish-speaking countries.</p>	<p>Discussion of different holidays and special occasions in Spanish-speaking countries.</p>	<p>Discussion of young people: fashion and fashion styles - Finding out about the likes and dislikes of teenagers in another country</p>	<p>Cultural insight into different eating habits and social life in other countries.</p>	<p>Talking about sports in the world.</p>



# Curriculum Map

## YEAR 9 PE & GAMES

	3rd-27 <sup>th</sup> Sept			30 <sup>th</sup> Sept –25 <sup>th</sup> Oct			4 <sup>th</sup> –27 <sup>th</sup> Nov			28 <sup>th</sup> Nov – 20 <sup>th</sup> Dec		
	Group 1	Group 2	Group 3	Group 1	Group 2	Group 3	Group 1	Group 2		Group1	Group 2	
Yr 9 Girls	Netball Courts	Gym Gym		Gym Gym	Netball Courts		Hockey Field	Badminton SHall		Badminton SHall	Hockey Field	
Yr 9 Boys	Rugby Field	Rugby SH2	Badminton SH	Badminton SHall	Football Field	Rugby Field	Basketball Gym	Swimming Field	Football Field	Football Field	Basketball Gym	Swimming Pool
	6 <sup>th</sup> -24 <sup>th</sup> Jan			27 <sup>th</sup> Jan-14 <sup>th</sup> Feb			24 <sup>th</sup> Feb-13 <sup>th</sup> Mar			16 <sup>th</sup> Mar -3 <sup>rd</sup> Apr		
	Group 1	Group 2	Group 3	Group 1	Group 2	Group 3	Group 1	Group 2	Group 3	Group 1	Group 2	Group 3
Yr 9 Girls	Handball Courts	Trampolining SHall		Trampolining SHall	Handball Courts		Rugby Field	Swimming Pool		Swimming Pool	Rugby Courts	
Yr 9 Boys	Swimming Pool	Gym Gym	Basketball SH2	HRF / OAA	Badminton SH2	Gym Gym	Handball SH	HRF/ OAA Gym	Trampoli ning	Gym Gym	Trampolining SH	HRF / OAA SH2