

# Year 9 curriculum

Sandringham School, St Albans



Artsmark  
Platinum Award  
Awarded by Arts  
Council England





# Curriculum Map

**Subject:** Computer Science

**Year group:** 9

	Autumn1	Autumn 2	Spring1	Spring2	Summer 1/ Summer 2
<p><b>Content</b></p> <p><i>Declarative Knowledge – ‘Know What’</i></p>	<p><b>Python Programming with PRIMM</b></p> <p><i>Algorithms Programming</i></p>	<p><b>Python Programming with PRIMM</b></p> <p><i>Algorithms Programming</i></p>	<p><b>Cybersecurity</b></p> <p><i>Computer Systems Design and development Data and Information Information Technology Networks Programming Safety and Security</i></p>	<p><b>Data Science</b></p> <p><i>Creating Media Computer Systems Design and development Data and Information Information Technology Effective use of technology</i></p>	<p><b>My Digital World</b></p> <p><i>Creating Media Design and Development Data and Information Information Technology Effective use of technology</i></p>
<p><b>Skills</b></p> <p><i>Procedural Knowledge – ‘Know How’</i></p>	<p>Write simple Python programs that display messages, assign values to variables, and receive keyboard input</p> <p>Locate and correct common syntax errors</p> <p>Describe the semantics of assignment statements</p> <p>Use simple arithmetic expressions in assignment statements to calculate values</p> <p>Receive input from the keyboard and convert it to a numerical value</p> <p>Use relational operators to form logical expressions</p>	<p>Write programs that display messages, receive keyboard input, and use simple arithmetic expressions in assignment statements</p> <p>Locate and correct common syntax errors</p> <p>Create lists and access individual list items</p> <p>Use selection (**if-elif-else* statements) to control the flow of program execution</p> <p>Perform common operations on lists or individual items</p> <p>Use iteration (while statements) to control</p>	<p>Explain the difference between data and information</p> <p>Critique online services in relation to data privacy</p> <p>Identify what happens to data entered online</p> <p>Explain the need for the Data Protection Act</p> <p>Recognise how human errors pose security risks to data</p> <p>Implement strategies to minimise the risk of data being compromised through human error</p> <p>Define hacking in the context of cyber security</p> <p>Explain how a DDoS attack can impact users of online services</p>	<p>Define data science</p> <p>Explain how visualising data can help identify patterns and trends in order to help us gain insights</p> <p>Use an appropriate software tool to visualise data sets and look for patterns or trends</p> <p>Recognise examples of where large data sets are used in daily life</p> <p>Select criteria and use data set to investigate predictions</p> <p>Evaluate findings to support arguments for or against a prediction</p> <p>Define the terms ‘correlation’ and ‘outliers’ in relation to data trends</p> <p>Identify the steps of the investigative cycle</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>



# Curriculum Map

	<p>Use binary selection (if, else statements) to control the flow of program execution</p> <p>Generate and use random integers</p> <p>Use multi-branch selection (if, elif, else statements) to control the flow of program execution</p> <p>Describe how iteration (while statements) controls the flow of program execution</p> <p>Use iteration (while loops) to control the flow of program execution</p> <p>Use variables as counters in iterative programs</p> <p>Combine iteration and selection to control the flow of program execution</p> <p>Use Boolean variables as flags</p>	<p>the flow of program execution</p> <p>Perform common operations on lists or individual items</p> <p>Perform common operations on strings or individual characters</p> <p>Use iteration (for statements) to iterate over list items</p> <p>Perform common operations on lists or strings</p> <p>Use iteration (for loops) to iterate over lists and strings</p> <p>Use variables to keep track of counts and sums</p> <p>Combine key programming language features to develop solutions to meaningful problems</p> <p>Apply all of the skills covered in this unit- Draw conclusions and report findings</p>	<p>Identify strategies to reduce the chance of a brute force attack being successful</p> <p>Explain the need for the Computer Misuse Act</p> <p>List the common malware threats</p> <p>Examine how different types of malware causes problems for computer systems</p> <p>Question how malicious bots can have an impact on societal issues</p> <p>Compare security threats against probability and the potential impact to organisations</p> <p>Explain how networks can be protected from common security threats</p> <p>Identify the most effective methods to prevent cyberattacks</p>	<p>Solve a problem by implementing steps of the investigative cycle on a data set</p> <p>Use findings to support a recommendation</p> <p>Identify the steps of the investigative cycle</p> <p>Identify the data needed to answer a question defined by the learner</p> <p>Create a data capture form</p> <p>Describe the need for data cleansing</p> <p>Apply data cleansing techniques to a data set</p> <p>Visualise a data set</p> <p>Visualise a data set</p> <p>Analyse visualisations to identify patterns, trends, and outliers</p>	
<b>Key Questions</b>	<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 do functions provide modularity in my program?</p>	<p>What are the modern dangers of technology relating to safety and security that affects both individuals and organisations?</p> <p>What are the vulnerabilities of networking hardware and</p>	<p>What is Data Science? Why do we need Data Science to analyse data sets? What is Big Data?</p> <p>Why are Data Scientists key in our society? How can we use that data analysis for effectiveness. How can</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 do I use media effectively so that I can get the message I need across.</p>



# Curriculum Map

	<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>How do I identify and fix errors in my code?</p> <p>What is the purpose of testing code for robustness?</p> <p>Can I successfully create program code as a solution to a problem I have solved.</p>	<p>software?</p> <p>How does an organisation or individual protect themselves from network threats?</p>	<p>it be used for different technologies?</p> <p>Are the latest technological advances that will affect society?</p> <p>What are the benefits and pitfalls of specific current and future technology initiatives? How do data scientists play a key role?</p>	<p>How do I ensure my digital artefact is fit for purpose?</p>
<b>Assessment</b>	<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>Data Science Infographic assessment Activity</p>	<p>Group Video Project on the affects of social media and mental health</p>
<b>Literacy/Numeracy/ SMSC/Character</b>	<p>Creativity, Resilience, Initiative. Peer support. Algorithmic Thinking</p>	<p>Understanding modern technological terminologies. Integrity, Initiative, Aspiration, Creativity. Integrity.</p>	<p>Analysing and presenting information suitable for audience and purpose. Integrity. Initiative, Aspiration, Creativity. Integrity</p>	<p>Initiative. Moral and Ethical decision-making. Mental Health. Integrity. Understanding Legislation. Initiative, Aspiration, Creativity. Integrity.</p>	



# Curriculum Map



Subject: DANCE

Year group: 7-9

Content	Year 7 <u>Super Mario</u>	Year 8 <u>Swansong – Christopher Bruce</u> <u>Hunger Games/1920's jazz</u>	Year 9 module
<b>Declarative Knowledge – 'Know What'</b>	Introduction to the skills and knowledge of the basic dance actions and principles of choreography	To develop the choreographic and technical principles of dance, relating to a specific professional work or style of dance.	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>	Know how to perform the dance actions; travel, jump, turn, gesture and stillness. Know how to incorporate the following choreography principles including: still image, repetition, size of movement, formations, canon, and unison. Students will be able to create a group piece relating to the Super Mario stimuli and share and describe improvements.	Know how to create a piece of choreography relating to a specific stimuli in small groups and evaluate their own and other's work. Incorporation of a range of dynamics, actions, relationship and space, as well as the following choreographic principles; canon, unison, contact work, repetition, formations and levels.	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>Procedural Knowledge – 'Know How'</b>			
<b>Key Questions</b>	How does Mario jump, travel, turn, gesture or stillness? What are the 5 dance actions? Name a variety of dance formations? What is a still image? Why is team work important?	What is the definition of; canon, unison, repetition. Name the 5 dance actions? What action, dynamics and space can you identify in the professional work?	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>	See Online Sandringham Dance Assessment Grid	See Online Sandringham Dance Assessment Grid	GCSE assessment grids, written teacher and peer feedback, collaborative group assessment and final performance of choreographed piece.
<b>Literacy/Numeracy/SMSC/Character</b>	Literacy - Improving your own / others performance Numeracy – Using within choreography tasks Teamwork: communication and working with others, leadership. Problem Solving - critical thinking. Cultural appreciation – own and professional works Resilience, Initiative, Integrity, Confidence, Aspiration	Literacy - Improving your own / others performance Numeracy – choreography tasks Teamwork: communication and working with others, leadership. Problem Solving - critical thinking. Cultural appreciation – own and professional works Resilience, Initiative, Integrity, Confidence, Aspiration	Literacy - Improving your own / others performance Numeracy – Using within choreography tasks Teamwork: communication and working with others, leadership. Problem Solving - critical thinking. Cultural appreciation – own and professional works Resilience, Initiative, Integrity, Confidence, Aspiration.



# Curriculum Map Year 7, 8 and 9

Subject: Design and Technology

Year group: Year 9

	Light 'em up	design it, make it and sell it!	Bring on the noise	Save the factory	Take the rise	Skills 4 all	Nutritious Meals	Healthier Diets
<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>Gain knowledge on electronics, their uses and how to read a circuit diagram.</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>Gain knowledge on electronics, their uses and how to read a circuit diagram.</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 are used and what we need to consider in the products lifecycle especially at the end of the products use.</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 complete nutritious meal.</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 Year 7, 8 and 9

<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 practical outcome.</p>	<p>&gt;learn to use Adobe Photoshop to create logos and advertising materials.</p> <p>&gt;3D modelling</p> <p>&gt;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 practical outcome.</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 inform future ideas.</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: meat sauce, ragu, roux, enrobing, shaping Students have the opportunity to display a range of skills according to the dishes they choose</p> <p><b>Heat transfer: baking, boiling, dry frying</b></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><b>Heat transfer: baking</b></p>
<p><b>Key Questions</b></p>	<p>What is the difference between toughness and hardness?</p> <p>What is the difference</p>	<p>Questions related to target market, importance of font, colour choices.</p> <p>What are the rules to create</p>	<p>What happens to a circuit if the resistors uses are too high/low?</p> <p>What is a capacitor and</p>	<p>What are the dangers of 3d printing?</p> <p>With advancements in 3d printing leading to organs</p>	<p>Why is dietary fibre important in the diet?</p> <p>Identify ways to increase fibre content in recipes?</p>	<p>What conditions must be in place to product a good quality pastry?</p>	<p>Why are the scientific processes - coagulation and gelatinisation integral to food preparation?</p>	<p>What are the links between our modern lifestyle/food consumption in this country and illness/disease?</p>



# Curriculum Map Year 7, 8 and 9

	between ductility and flexibility.	successful packaging/ advertising?	what role does it play in a speaker.	being made, will we one day be able to 3d print a person? Is yes, should we?  How can 3D printed shelters benefit those in developing countries or disaster hit areas.	What conditions does yeast require in bread making?		Why is a balanced diet unique to an individual - why do our needs change over our lifetime?	How far can you modify a recipe before it becomes unacceptable and loses recipe balance?
<b>Assessment</b>	Initial research (know) Design ideas (plan) Practical Outcome (make) Overall evaluation & final design	Initial research (know) Design ideas (plan) Practical Outcome (make) Overall evaluation & final design	Initial research (know) Design ideas (plan) Practical Outcome (make) Overall evaluation & final design	Initial research (know) Design ideas (plan) Practical Outcome (make) Overall evaluation & final design	Knowledge gained, making skills demonstrated, the ability to evaluate against planned criteria.	Knowledge gained, making skills demonstrated, the ability to evaluate against planned criteria.	Knowledge gained, making skills demonstrated and ability to evaluate idea against planned criteria	Knowledge gained, making skills demonstrated and ability to evaluate idea against planned criteria
<b>Literacy/Numeracy/ SMSC/Character</b>	Calculating loads and the tensile strength of material.  Making the best use of material and avoiding wastage.  Annotating ideas.	Develop their chosen ideas through peer evaluation and design development Social: Aware of design preference for a chosen market. maths: 3D modelling, dimensioning IT: Use Adobe Photoshop	Calculate the value of resistors.  Producing ideas that show respect to others views and beliefs.	Tessellation  Annotating ideas.  Calculating area and volume.  Calculating filament used and overall cost.	Writing time plans  Weighing and measuring ingredients  Modifying recipes to meet healthy eating guidelines  Developing confidence and independence whilst completing tasks	Writing time plans  Weighing and measuring ingredients  Modifying recipes to meet healthy eating guidelines  Developing confidence and independence whilst completing tasks	Writing recipes.  Weighing and measuring ingredients.  Recycling to avoid waste. STEM - the coagulation of protein and gelatinisation of starch	Writing recipes.  Weighing and measuring ingredients.  Recycling to avoid waste. STEM - modifying a recipe to meet healthy eating goals whilst maintaining recipe balance



# Curriculum Map Year 7, 8 and 9



# 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>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>Back in Time</b> Students will learn about the history of where theatre began from <b>Greek Theatre</b> , to <b>Medieval Morality Plays</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>Stanislavski, Brecht</b> and <b>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</b> and <b>Kneehigh Theatre Company</b> .	<b>Devising from Stimuli</b> In preparation for GCSE Drama, students will know what a <b>stimuli</b> is and how they can be used to <b>devise</b> theatre. Students will know ‘what’ to expect for ‘Devising Drama’ (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 interpret a script for performance. Know how to use blocking/stage planning to bring a script to life.	<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>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?	What challenges have you faced in using script? How did you overcome these problems? Why is stage blocking so important?	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?
<b>Assessment</b>	Knowledge and Understanding Quiz (Google Form quiz) to test understanding of how all areas of this unit can be used in future devising.	Written feedback to another student about their work, using key terminology and precise detail about how to improve for future pieces.	Performance that uses a traditional theatre convention (This can be based on any of the topics).	Knowledge and Understanding Quiz (Google Form quiz) to test understanding of the key methodologies of influential practitioners.	Performance that uses a convention from any of the theatre companies explored.	Collaborative group assessment and final performance of devised piece.



# Curriculum Map



<b>Literacy/ Numeracy/ SMSC/ Character</b>	Collaborative, Confidence, Resilience, Tolerance, Initiative	Collaborative, Confidence, Resilience, Tolerance, Initiative, Integrity, Cultural appreciation, Aspiration (to GCSE and beyond)	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)
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# 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><b>In The Sea There Are Crocodiles</b>            Coming of Age            Journeys</p> <p><b>Key Terms</b>            Experience            Journey            Discrimination            Suffering            Resilience            Viewpoint            Refugee</p>	<p><b>Much Ado About Nothing</b>            Comedy            Gender</p> <p><b>Key Terms</b>            Gender Roles            Patriarchy            Comedy            Expectations            Context            Form            Genre</p>	<p><b>Protest Poetry</b>            Voice            Challenge</p> <p><b>Key Terms</b>            Rhyme            Metaphor            Personification            Simile            Caesura</p>	<p><b>Spoken Language Project</b>  <b>Spoken Language Endorsement</b></p> <p><b>Key Terms</b>            Dialect            Sociolect            Idiolect            Representation            Gender            Identity            Diversity</p>		
<p><b>Skills</b></p> <p><i>Procedural Knowledge – ‘Know How’</i></p>	<p>To read for meaning and understand different viewpoints            To analyse craft including language and structure            To consider how genre is built within the text            To consider how Geda has crafted a real-life account of a refugee            To craft an argument            To craft an analytical response</p>	<p>To read for meaning and understand different viewpoints            To analyse Shakespeare’s craft, including language and structure            To understand how genre is built within the play            To understand Shakespeare’s craft and purpose            To craft a script which clearly fits genre</p>	<p>To read for meaning and understand different viewpoints            To analyse poets’ craft, including their use of language and structure            To consider a writer’s craft and purpose            To craft their own writing using a variety of language techniques            To craft their own use of structure</p>	<p>To read for meaning and understand different viewpoints            To analyse how language is used to present different ideas            To understand how perspective is constructed            To understand the construction of bias            To understand how to construct their own representative text</p>		



# Curriculum Map

			To be able to produce writing which clearly fits the purpose	
<b>Key Questions</b>	<p>How does the non-fiction element of the text affect its reception?</p> <p>How is the migrant experience presented in this text and the wider media?</p>	<p>What are the conventions of comedy?</p> <p>How does Shakespeare use the conventions of comedy?</p>	<p>How do poets address different contexts in their work?</p> <p>What are the different ways poetry can capture human experience of conflict?</p>	<p>How are different attitudes and perspectives constructed through language?</p> <p>What is bias and how is it construct?</p> <p>How do we use language to diverge and converge?</p>
<b>Assessment</b>	<p>How does Geda present the treatment of Enaiat as unfair?</p> <p>How are Enaiat’s journeys presented as difficult?</p> <p>All children should have access to education. Write an article in support of this argument.</p>	<p>How are Beatrice and/or Hero presented at the start of the play?</p> <p>How are women presented in the play as a whole?</p>	<p>What are the similarities and differences in the ways Ciaran Carson’s ‘Belfast Confetti’ and John McCrae’s ‘In Flanders Feilds’ present conflict?</p> <p>How does Amanda Gorman construct a voice of protest in her poem ‘The Hill We Climb’?</p> <p>‘We close the divide because we know, to put our future first,</p>	<p>How does the MailOnline article use language and other devices to represent teenagers and issues relating to their language in the article?</p> <p>How does the Guardian article represent some of the issues relating to gender in the advertising world?</p> <p>GCSE Spoken Language Assessment.</p>



# Curriculum Map

			<p>we must first put our differences aside.' - Gorman, <i>The Hill We Climb</i></p> <p>Write a speech in which you explain the importance of free speech.</p>	
<p><b>Literacy/Numeracy/SMSC/Character</b></p>	<p>Students develop literacy skills through a variety of reading and writing activities. This scheme is rooted in contextual understanding of the Taliban in Afghanistan in the 1990s, challenging student to grapple with a variety of social, moral spiritual and cultural issued.</p>	<p>Students develop literacy skills through a variety of reading and writing activities. Social and cultural issues around gender and stereotyping are explored through Shakespeare's characterisation. Students have the opportunity to build their confidence in reading and playing a Shakespearean text in class.</p>	<p>Students develop literacy skills through a variety of reading and writing activities. Ideas around freedom and justice are central to this scheme and students explore moral, social and cultural issues through the poetry. Students have the opportunity to develop confidence in reading and reciting poetry in this unit.</p>	<p>Students develop literacy skills through a variety of reading and writing activities. Cultural issues played out in the language we use sit at the heart of this scheme and encourages lively debate. The final task of delivering a speech on a topic is an opportunity for students to enjoy the skills they have mastered at the end of year 9.</p>



# 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: 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 14: 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>Unit 15: Migration and Identity</b></p> <ul style="list-style-type: none"> <li>➤ The patterns of migration in the 21<sup>st</sup> century, and their causes</li> <li>➤ Rural-urban migration, and its links to globalisation</li> <li>➤ Migration patterns in the UK, including the Windrush generation, post-colonial migration, and EU migration</li> <li>➤ Refugee flows and their causes</li> <li>➤ Impact of migration on British identity</li> <li>➤ The issue of national identity in the modern world</li> </ul>
<p><b>Skills</b></p> <p><i>Procedural Knowledge – ‘Know How’</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> <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>	<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> <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>	<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> <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>Cartographic Skills</b></p> <ul style="list-style-type: none"> <li>➤ Migration maps (interactive)</li> </ul> <p><b>Graphical Skills</b></p> <ul style="list-style-type: none"> <li>➤ Proportional flow diagrams</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>



# Curriculum Map

<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 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>	<ul style="list-style-type: none"> <li>➤ What are the major causes of migration?</li> <li>➤ Has migration (causes and volume) changed throughout history?</li> <li>➤ How is migration shaping identities in the modern world?</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 extended written piece completed at home with success criteria.</p>	<p>n/a</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> <ul style="list-style-type: none"> <li>➤ Messaging throughout this unit focuses on core geographical concepts such as <b>inequality, 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, initiative</b> and <b>aspiration</b>.</li> </ul>	<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> <ul style="list-style-type: none"> <li>➤ 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.</li> </ul>	<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> <ul style="list-style-type: none"> <li>➤ 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.</li> </ul>	<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>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>Unit provides a grounding in migrant flows and considers the impact of the movement of people and culture on modern identities, including the student's own. Students will gain perspectives of the political discussion around migration, considering implications for the future in different world regions.</p>



# Curriculum Map

NB: There is ongoing reform of the KS3 curriculum; some of the above may be subject to change.



# 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>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>Post-war international depth studies</b></p> <ul style="list-style-type: none"> <li>- Indian Independence</li> <li>- Civil Rights in America</li> <li>- Apartheid South Africa</li> </ul>		<p><b>The creation of modern Britain, 1945-present</b></p> <ul style="list-style-type: none"> <li>- Women’s rights</li> <li>- Gay rights</li> <li>- Immigration</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> Using evidence</p> <p><b>Key processes:</b> Written communication &amp; using evidence</p>	<p><b>Key concepts:</b> Causation</p> <p><b>Key processes:</b> Using evidence &amp; judging importance</p>		<p><b>Key concepts:</b> Change and continuity</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 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>What were the key factors leading to Indian Independence?</p> <p>Why was the Civil Rights movement in America successful?</p> <p>Why was apartheid abolished in South Africa?</p>	<p><b>End of Year Exam</b></p> <ul style="list-style-type: none"> <li>● Preparation</li> <li>● Revision</li> <li>● Study skills</li> </ul>	<p>How far have women made progress in the years 1945-present?</p> <p>How far has racial equality been achieved, 1945-present?</p> <p>How far have the LGBTQ+ community made progress towards equality?</p>
<p><b>Assessment</b></p>	<p><b>Assessment 1:</b> What was the most significant impact of the First World War? <b>(Consequence)</b></p>	<p><b>Assessment 2:</b> How did Hitler maintain control of Germany? <b>(Causation)</b></p>	<p><b>Assessment 3:</b> What were the main turning points in the Second World War? <b>(Causation)</b></p>			
<p><b>Literacy/Numeracy/ SMSC/Character</b></p>	<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>		

Timeline	Major theme	Minor theme	Learning Outcomes	Focused Content	PTC
Sep-Oct (8)	British Values & Character	Equality	<p>KNOW the different forms of discrimination that exist in society</p> <ul style="list-style-type: none"> <li>- Define racism</li> </ul> <p>UNDERSTAND the cultural circumstances that have created inequality AND the negative consequences of discrimination</p> <ul style="list-style-type: none"> <li>- Discuss the cultural circumstances that have lead to racism</li> <li>- Explain the negative consequences of racism</li> </ul> <p>BE ABLE TO question stereotypes and unconscious bias AND challenge discrimination</p> <ul style="list-style-type: none"> <li>- Critically assess racial stereotypes</li> <li>- Challenge discrimination in your views and the views of others</li> </ul>	<p>Racism - Intro, the law, the history</p> <p>Racism - Black Lives Matter</p> <p>Racism - Microaggression</p>	<p>Equality, equity and tolerance in Year 7</p> <p>Equality stereotypes and unconscious bias linked to sexism and homophobia in Year 8</p>
		Moral character	<p>KNOW the traits that make up moral character AND the meaning of moral character traits</p> <ul style="list-style-type: none"> <li>- Define empathy and compassion</li> </ul> <p>UNDERSTAND how strong moral character can lead to positive social, emotional and civic change</p> <ul style="list-style-type: none"> <li>- Explain why empathy and compassion are important</li> <li>- Analyse empathetic and compassionate individuals</li> </ul> <p>BE ABLE TO challenge themselves in moral character building situations</p> <ul style="list-style-type: none"> <li>- Demonstrate empathy and compassion</li> <li>- Analyse the complex nature of empathy and compassion</li> </ul>	<p>Empathy &amp; Compassion - Intro and why do we find it so hard to empathise with others?</p> <p>Empathy &amp; Compassion - Blue eyes, Brown eyes</p>	<p>Respect and gratitude in Year 8</p> <p>Helping others in Year 7 and 8</p> <p>Bullying in Year 7</p> <p>Equality - Racism</p>
		Democracy	<p>KNOW how laws are created and changed AND how democracy has/can shape society</p> <ul style="list-style-type: none"> <li>- Describe how courts are used to maintain law and justice</li> <li>- Define freedom of speech</li> </ul> <p>UNDERSTAND the relationship between law, liberty and democracy AND the challenges that prevent these values from being successful</p> <ul style="list-style-type: none"> <li>- Explain how courts influence law and democracy</li> <li>- Explain the relationship between freedom of speech, law and democracy</li> </ul> <p>BE ABLE TO critically assess the laws that govern society AND</p>	<p>The Courts - Intro, the facts and link to law &amp; democracy</p> <p>The Courts - Mock trial</p> <p>Freedom of Speech - Intro, the law, link to democracy</p> <p>Freedom of Speech - Does FoS allow</p>	<p>Democracy basics in Year 7</p> <p>Comparison with other countries in Year 8</p> <p>Political awareness in Year 8</p> <p>Moral Character</p>

			<p>participate in a lawful, democratic society</p> <ul style="list-style-type: none"> <li>- Critically assess how courts maintain law and order</li> <li>- Critically assess the impact of freedom of speech on our society</li> </ul>	the media to be unethical?	- Honesty in Year 7 Media Literacy in Year 7
		Performance character	<p>KNOW the traits that make up performance character AND the meaning of performance character traits</p> <ul style="list-style-type: none"> <li>- Define confidence and aspiration</li> </ul> <p>UNDERSTAND how strong performance character can lead to academic, professional and social success</p> <ul style="list-style-type: none"> <li>- Explain why confidence and aspiration are important</li> <li>- Analyse confident and aspirational individuals</li> </ul> <p>BE ABLE TO challenge themselves in performance character building situations</p> <ul style="list-style-type: none"> <li>- Demonstrate effective confidence and aspiration</li> <li>- Analyse the complex nature of confidence and aspiration</li> </ul>	<p>Confidence - Intro, confidence challenges</p> <p>Confidence - Mock Trial continued.</p> <p>Aspiration - Intro and goal setting</p> <p>Aspiration - What do I want to achieve?</p>	<p>Resilience in Year 7</p> <p>Leadership in Year 8</p> <p>Work ready - Oracy skills in Year 8</p> <p>Work ready - Nature of success in Year 7</p> <p>Democracy - Mock trial</p>
	Futures & Careers Nov-Dec (7)	What's out there?	<p>KNOW a range of possible career paths and employment options AND the roles and responsibilities involved in a range of careers</p> <ul style="list-style-type: none"> <li>- List different careers in the STEM sector</li> <li>- Describe the roles and responsibilities involved in a range of STEM based careers</li> </ul> <p>UNDERSTAND how stereotypes and expectations may limit aspiration AND why different careers are required within our society</p> <ul style="list-style-type: none"> <li>- Explain how stereotypes limited aspiration in STEM careers</li> <li>- Explain why STEM careers are important in our society</li> </ul> <p>BE ABLE TO make informed decisions about what career path to pursue AND challenge stereotypes that limit aspiration</p> <ul style="list-style-type: none"> <li>- Analyse the pros and cons of a career in the STEM sector</li> <li>- Reflect on whether you would like to pursue a career in the STEM sector</li> <li>- Challenge stereotypes that prevent some pursuing STEM careers</li> </ul>	<p>STEM careers - careers carousel</p> <p>STEM careers - Why are minorities underrepresented?</p> <p>STEM careers in the future - What might change?</p>	<p>STEM ELD Services in Year 7 and Creative in Year 8</p> <p>Equality - Unconscious bias and sexism in Year 7 and 8</p> <p>Equality - Racism</p> <p>Moral character - Aspiration</p>
		Work Ready	KNOW post-14 options AND how to successfully acquire a job	Post-14 Options -	Employment

			<ul style="list-style-type: none"> <li>- List post-14 subjects and qualification options</li> <li>- Describe how examination and CVs help you acquire a job</li> </ul> <p>UNDERSTAND how different post-14 options can lead to different employment opportunities AND the purpose of the job application process</p> <ul style="list-style-type: none"> <li>- Explain how different post-14 subjects/qualifications can lead to different employment options</li> <li>- Critically assess the purpose of examinations and CVs in the job application process</li> </ul> <p>BE ABLE TO make informed decisions about what post-14 options to take AND confidently prepare for the job application process</p> <ul style="list-style-type: none"> <li>- Assess post-14 options for your personal future</li> <li>- Create a CV</li> </ul>	<p>Intro and subjects linked to careers</p> <p>Examinations - An outdated way to assess employability?</p> <p>CV - Intro, the good and the bad, make your own (unifrog).</p>	<p>skills in Year 7 and Year 8</p> <p>What's out there</p> <ul style="list-style-type: none"> <li>- Services, Creative and STEM</li> </ul> <p>Performance Character and Moral character</p> <ul style="list-style-type: none"> <li>- Projects</li> </ul>
Sex & Relationships Jan-Feb (7)	Platonic relationships	<p>KNOW the positive impact of platonic relationships AND how to manage platonic relationships</p> <ul style="list-style-type: none"> <li>- Describe the importance of friendship for teenagers</li> <li>- Describe how to demonstrate character in disputes</li> </ul> <p>UNDERSTAND the complexity of relationship management</p> <ul style="list-style-type: none"> <li>- Analyse whether popularity is important in platonic relationships</li> <li>- Explain why it is difficult to demonstrate in disputes</li> </ul> <p>BE ABLE TO form and sustain positive platonic relationships</p> <ul style="list-style-type: none"> <li>- Critically assess the quality of your friendships</li> <li>- Demonstrate effective character in disputes</li> </ul>	<p>PPR - Intro, benefits of friendships</p> <p>PPR - Why do teenagers want to be popular?</p> <p>CID - Intro, dispute scenarios</p> <p>CID - Why do we say things we regret?</p>	<p>Positive platonic relationships and bullying in Year 7</p>	
	Intimate relationships	<p>KNOW the law on sharing explicit images AND how sexual activity can impact intimate relationships</p> <ul style="list-style-type: none"> <li>- State the law on sharing explicit images</li> <li>- Describe how sexting and nudes can impact intimate relationships</li> </ul> <p>UNDERSTAND the risks associated with sexting and nudes</p> <ul style="list-style-type: none"> <li>- Explain the risks associated with sexting and nudes</li> <li>- Analyse why the sharing explicit images law is often broken</li> </ul> <p>BE ABLE TO make informed decisions about the positivity of intimate relationships AND confidently seek help when in a negative intimate relationship</p>	<p>Sexting &amp; Nudes - Intro, the law, scenarios</p> <p>Sexting &amp; Nudes - Why is the law so easily broken?</p>	<p>Pressure in intimate relationships in Year 8</p> <p>Sexual Harassment in Year 7</p>	

			<ul style="list-style-type: none"> <li>- Critically assess how nudes and sexting impact intimate relationships</li> <li>- Seek help if involved with sharing explicit images</li> </ul>		
		Ready for sex	<p>KNOW where to find and how to use different types of contraception AND how to maintain sexual health</p> <ul style="list-style-type: none"> <li>- Name different types of contraception</li> <li>- Describe where to find contraception and how to maintain sexual health</li> </ul> <p>UNDERSTAND the importance of contraception during sexual activity</p> <ul style="list-style-type: none"> <li>- Explain the importance of contraception during sexual activity</li> <li>- Explain the risks of unprotected sexual on health</li> </ul> <p>BE ABLE TO make informed decisions about when to have sex AND confidently source and use contraception</p> <ul style="list-style-type: none"> <li>- Confidently source and use contraception when required</li> </ul>	Contraception - Intro, types, where to find STIs - What, why do people still have unprotected sex?	Confidence in Year 8
		Related issues	<p>KNOW the law about grooming and extremism</p> <ul style="list-style-type: none"> <li>- State the laws on grooming and radicalisation</li> </ul> <p>UNDERSTAND the reasons that sexual-related offences exist AND what can be done to safeguard ourselves and others from sexually-related offences</p> <ul style="list-style-type: none"> <li>- Analyse why grooming and radicalisation exists in society</li> <li>- Explain how we can safeguard against grooming and radicalisation</li> </ul> <p>BE ABLE TO confidently seek help if concerned about sexually-related offences AND empathise with the victims of sexually-related offences</p> <ul style="list-style-type: none"> <li>- Empathise with victims of grooming and radicalisation</li> <li>- Seek help if you are concerned about grooming and radicalisation</li> </ul>	Grooming - Intro, the law, the facts Grooming - Why is grooming on the rise? Radicalisation - Intro, the law, the facts Radicalisation - Safaa Boular and Prevent	Pressure and forced marriage in Year 8  Intimate relationships - Sharing Explicit images
	Health & Wellbeing Mar-Apr (8)	Physical health	<p>KNOW the importance of diet and exercise in maintaining physical health</p> <ul style="list-style-type: none"> <li>- Describe how diets can lead to us becoming unhealthy</li> <li>- Describe how exercise benefits physical and mental health</li> </ul> <p>UNDERSTAND the challenges of maintaining a balanced diet and regular exercise AND the invisible nature of physical health</p>	Obesity - Intro, link to diet, why do we have an obesity problem? Obesity - Do we judge health based	Diet for health in Year 8 Media literacy in Year 7 Body Image in Year 8 - Fit

		<ul style="list-style-type: none"> <li>- Analyse why people don't regularly exercise and maintain a healthy diet</li> <li>- Critically assess how body shape and size influences perception of physical health</li> </ul> <p>BE ABLE TO make informed choices about diet and exercise AND critically assess sources of health information</p> <ul style="list-style-type: none"> <li>- Choose a healthy diet and level of exercise</li> <li>- Critically assess how the media portrays health</li> </ul>	<p>on body size? Exercise - Intro, importance for health, why don't more people exercise? Exercise - Body image and exercise dependency</p>	<p>looks good</p> <p>Democracy - media in freedom of speech</p>
	Mental health	<p>KNOW warning signs of poor mental health AND a range of poor mental health conditions and negative coping strategies</p> <ul style="list-style-type: none"> <li>- List possible warning signs of poor mental health</li> <li>- List a range of mental health conditions and negative coping strategies</li> </ul> <p>UNDERSTAND the stigma and myths that surround mental health AND the challenges of effectively managing/treating mental health</p> <ul style="list-style-type: none"> <li>- Critically assess the stigma that surrounds mental health</li> <li>- Explain why treating mental health is so difficult</li> </ul> <p>BE ABLE TO confidently seek help when experiencing poor mental health</p> <ul style="list-style-type: none"> <li>- Seek help when experiencing poor mental health</li> <li>- Support others with their mental health</li> </ul>	<p>Mental Illness - Intro, the facts, the stigma Mental Illness - Depression and Anxiety Negative coping strategies - Self harm Negative coping strategies - Eating Disorders</p>	<p>Emotions and stress management in Year 7 Self-care and body image in Year 8</p> <p>Performance character - confidence</p>
	Risk behaviours	<p>KNOW the risks associated with gambling AND how to follow criminal law</p> <ul style="list-style-type: none"> <li>- List the risks associated with gambling</li> <li>- State the laws on and surrounding gang crime</li> </ul> <p>UNDERSTAND the circumstances when certain risk behaviours may become unsafe AND why and how young people become involved in crime</p> <ul style="list-style-type: none"> <li>- Explain when gambling becomes unsafe</li> <li>- Analyse why young people enter gangs</li> </ul> <p>BE ABLE TO think critically about why others may participate in risk behaviours AND confidently seek help if risk behaviours become unsafe or unhealthy</p> <ul style="list-style-type: none"> <li>- Critically assess why people choose to gamble</li> </ul>	<p>Gambling - Intro, the law, snail race Gambling - Tap, tap boom - Is online gambling too easy? Gangs - Intro, the laws and the facts Gangs - County lines - Boy X</p>	<p>Theft and alcohol in Year 7 Drugs and smoking in Year 8</p> <p>Positive relationships - Popularity Related issues - Grooming</p>

			<ul style="list-style-type: none"> <li>- Seek help if you feel unsafe because of gambling or gangs</li> </ul>		
Community & Citizenship May-July (6)	Helping others	<p>KNOW issues that people are facing both locally and globally AND the individual and collective benefits of helping others</p> <ul style="list-style-type: none"> <li>- Describe how conflict impacts people around the world</li> <li>- List the benefits of supporting those affected by conflict</li> </ul> <p>UNDERSTAND why a range of local and global issues exist AND the challenges that prevent people from helping others</p> <ul style="list-style-type: none"> <li>- Explain why conflict exists in a range of countries</li> <li>- Analyse why conflict is a persistent issue</li> </ul> <p>BE ABLE TO help others by raising awareness, volunteering or performing charitable acts AND critically discuss how best to help others</p> <ul style="list-style-type: none"> <li>- Critically discuss how best to help those affected by conflict</li> <li>- Raise awareness or financial aid for those affected by conflict</li> </ul>	<p>Conflict - Intro, the facts and history</p> <p>Conflict - Syrian conflict - the history and today</p> <p>Refugees - Intro, the facts and history</p> <p>Refugees - Migrant crisis</p>	<p>Lack of education in Year 7</p> <p>Equality - Racism</p> <p>Moral character - empathy</p>	
	Protecting the environment	<p>KNOW the impact that humans are having on the environment AND actions that can be taken to protect the environment</p> <ul style="list-style-type: none"> <li>- Describe the effect of the fashion industry on the environment</li> <li>- List ways to prevent the negative impacts of fast fashion</li> </ul> <p>UNDERSTAND why a range of environmental issues exist AND the challenges that prevent people from protecting the environment</p> <ul style="list-style-type: none"> <li>- Explain how fast fashion is having a negative impact on the environment</li> <li>- Analyse why more people don't use methods to reduce fast fashion</li> </ul> <p>BE ABLE TO critically discuss environmental issues AND act responsibly to minimise environmental impact</p> <ul style="list-style-type: none"> <li>- Critically discuss the impact of the fashion industry on the environment</li> <li>- Act in a way that minimises fast fashion</li> </ul>	<p>Fast fashion - Intro, the facts, the impact</p> <p>Fashion - The environmental impact of cotton - The Aral sea</p>	<p>Recycling in Year 7</p> <p>Climate change in Year 8</p>	
	Building citizenship	<p>KNOW how to maintain financial security</p> <ul style="list-style-type: none"> <li>- Describe how to manage money</li> <li>- Describe the role loans play in financial security</li> </ul> <p>UNDERSTAND how individuals get into financial difficulty</p> <ul style="list-style-type: none"> <li>- Explain the challenges of managing money</li> </ul>	<p>Managing money - Intro, the basics, managing money challenge</p> <p>Managing money -</p>	<p>Nature of success in Year 7</p> <p>Taxes in Year 8</p>	

			<ul style="list-style-type: none"><li>- Analyse how loans can lead to financial difficulty</li></ul> <b>BE ABLE TO</b> make critical and informed financial decisions <ul style="list-style-type: none"><li>- Reflect on how you may manage money in the future</li><li>- Discuss what loans you might make use of in the future</li></ul>	Credit cards Loans - Intro, the basics, types of loan Loans - Payday loans	Risk behaviours - Gambling
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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.

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



# Curriculum Map

**appropriate / relevant diagram to represent the data;**  
**Stem and leaf – back to back and interpretation (MMR);**  
**Boxplots – drawing, interpreting and using for comparison of the data from two distributions;**  
**Cumulative frequency drawing and interpreting median only; estimating value form diagram.**

Use and construct Venn diagrams and extend knowledge and understanding of set notation; read probability form it. Interpret and work out experimental probability; understand and be able to identify independent and mutually exclusive events; Construct and interpret probability from probability trees.

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;

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; Using algebra rules to collect like terms and simplify expressions; to multiply expressions together; expand single brackets, two sets of brackets and **double brackets**; Three index laws for multiplying, dividing and brackets; Solve linear equations including unknown on both sides, brackets, **unknown as the denominator (Year 8 extension topic)**; solve problems by forming equations; factorise a single bracket and **double brackets**;

in sequence **including quadratic nth terms;**  
**Solve simultaneous equations algebraically using the elimination method.**

**Display inequalities on a number line; solve inequalities algebraically;**

Substitute into formulas including negatives, fractions, **roots and indices**; translate situations into a written algebraic formula; **changing the subject of the formula (in year 8 extension)**;

Graphs;  $y=mx+c$ ; - finding gradients and y-intercepts; **gradients of parallel lines; draw a straight line given equation**; quadratic graphs from table of values; **recognise quadratic graph equation from a list; use quadratic graphs to estimate values of equations; draw cubic graphs**

Prime numbers; definitions of multiples and factors; prime factor trees and decomposition; Venn diagrams to find HCF and LCM; Equivalent fractions; adding, subtracting, multiplying and dividing fractions; ordering fractions by size; converting between mixed numbers and improper fractions; solve problems involving fractions; **Writing recurring decimals as fractions**; converting from a fraction to decimal by division; **Raise an integer to a power and memorise common index values such as  $2^3$   $3^2$   $3^3$   $2^4$  etc.**

Write numbers in standard form and convert between decimal and standard form; **solve problems using standard form; standard form on a calculator;**

**Introduction to surds; simplifying surds by recognising products of square numbers;** Interchange between fractions, decimals and percentages; Non-calculator and calculator methods to find percentage increase and decrease; reverse percentages; Rounding to decimal places and significant figures; **errors in measurement; bounds of accuracy;**



# Curriculum Map

## Key Questions

Assessment	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
Literacy/Numeracy/SMSC/Character	Understanding and dealing with problem questions. Resilience – working through challenging questions	Building on their resilience, tolerance, initiative and confidence.	Using key mathematical vocabulary, building tolerance and confidence.	Developing problem solving skills – resilience, imitative, confidence.	Understanding and dealing with problem questions. Resilience – working through challenging questions	Understanding and dealing with problem questions. Resilience – working through challenging questions



# Curriculum Map

Subject: French

Year group: 9

	Allez 2 Unit 3	Allez 2 Unit 4	Allez 2 Unit 5	GCSE Unit 4:
<b>Content</b>  <i>Declarative Knowledge: 'Know What'</i>	<b>THEME:</b> Technology <b>Vocab:</b> Old and new tech, tech for leisure activity, risks of social networking sites, pros and cons of new tech, favourite gadgets <b>Grammar:</b> agreement and position of adjectives, verb + prep + infinitive, impersonal structures, à + infinitive	<b>THEME:</b> Adolescent life <b>Vocab:</b> what affects relationships with parents, money and chores, pressures and problems, comparing past and present, life as a homeless person. <b>Grammar:</b> direct object pronouns <i>me, te, se</i> , modal verbs, tu-form of the imperative, imperfect tense	<b>THEME:</b> Healthy lifestyle <b>Vocab:</b> food, food groups and the effect on the body, healthy habits, resolutions. <b>Grammar:</b> impersonal structures expressing necessity, the pronoun <i>en</i> , question forms, perfect tense, quantities, simple future tense	<b>Theme:</b> Customs and Festivals <b>Vocab:</b> Celebrations, topic-related verbs, sequence and contrast connectives <b>Grammar:</b> review of present, perfect and future tenses (regular, irregular, reflexive verbs) using imperfect tense for description, contrasting imperfect and perfect tense, perfect infinitive and "avant de" + inf.
<b>Skills</b>  <i>Procedural Knowledge: 'Know How'</i>	<b>Skills: mastering core vocabulary and structures,</b> Comparing and contrasting, expressing preferences, extending sentences in speaking, developing memorisation strategies, structuring an argument	<b>Skills: mastering core vocabulary and structures,</b> 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	<b>Skills: mastering core vocabulary and structures,</b> Using context to work out meaning, dictionary skills, asking questions, proof-reading, extending sentences, developing reading and translation skills Retrieval practice and revision techniques	<b>Skills: mastering core vocabulary and structures,</b> Study skills for GCSE, manipulating verbs, narrating past events, discussing the pros and cons of traditions, describing events, developing and displaying knowledge of French-speaking countries
<b>Key Questions</b>	Pourquoi tu préfères ton nouveau portable? Tu es accro à la technologie ? Quels sont les avantages et les inconvénients de..... ?	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 ?	Qu'est-ce qu'il faut faire pour mener une vie saine ? Qu'est-ce que tu feras pour améliorer ta santé ?	Quelle est ta fête préférée ? Comment as-tu fêté Noël ? Comment fêtes-tu ton anniversaire ? Comment vas-tu fêter Pâques ? Tu voudrais aller à un festival de musique ?
<b>Assessment</b>	<b>Assessment point 1: reading, listening and writing + HFV test</b>	<b>Assessment Point 2</b> <b>Ongoing assessment in all skills + HFV test</b>	<b>Assessment point 3</b> <b>EOY Assessment: listening, speaking, reading and writing</b> <b>s</b>	<b>Ongoing assessment in all skills + vocab tests</b> <b>GCSE Exam-style questions</b>
<b>Literacy/ Numeracy</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	Developing good learning/organisational habits for GCSE



# Curriculum Map

Subject: GERMAN

Year group: 9

	Unit 1	Unit 2	Unit 3	Unit 4	GCSE Unit 1
<b>Content</b> <i>Declarative Knowledge: 'Know What'</i>	<b>THEME:</b> Describing yourself and others <b>Vocab:</b> The body and face, character traits, past tense activities, future plans, high frequency words. <b>Grammar:</b> Present tense regular and irregular verbs, perfect and future tenses.	<b>THEME:</b> Music <b>Vocab:</b> Types of music, adjectives, instruments, time phrases, past tense activities, high frequency words. <b>Grammar:</b> Subject pronouns, how to use 'for/since', comparatives, perfect tense of regular and irregular verbs.	<b>THEME:</b> Ambitions for the future <b>Vocab:</b> Characteristics, jobs, tasks at work, professions / plans for the future, at the ski resort. <b>Grammar:</b> Conditional tense, modal verbs, word order (verbs in 2 <sup>nd</sup> position), prepositions governing the dative case ('in' and 'auf').	<b>Vocab:</b> My childhood, memories, what you were allowed to do, primary and secondary school, my classmates, high frequency words <b>Grammar:</b> Imperfect tense of 'haben' and 'sein', imperfect tense of modal verbs, comparative adjectives, the superlative.	<b>Theme:</b> Me, My Family and Friends <b>Vocab:</b> family members, types of family, personality adjectives, relationships, <b>Grammar:</b> irregular verbs, present tense, 3 <sup>rd</sup> person singular and plural, reflexive verbs, review future tenses, position and agreement of
<b>Skills</b> <i>Procedural Knowledge: 'Know How'</i>	<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.	<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.	<b>Skills:</b> Use context and near-cognates to work out unknown words, use knowledge of verb structures to identify tenses.	<b>Skills:</b> Using context to work out meaning, dictionary skills, asking questions, proof-reading, extending sentences, developing reading and translation skills Retrieval practice and revision techniques	<b>Skills: mastering core vocabulary and structures,</b> 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
<b>Key Questions</b>	Wer ist dein Vorbild ? Was hast du in deinem Leben gemacht ? Was ist passiert ?	Spielst du ein Instrument? Was für Musik hörst du gern? Hast du eine Lieblingsband ?	Was für eine Person bist du? Was würdest du machen?	Wie warst du als Kind? Was konntest du machen? Hast du ein Lieblingsmärchen?	Beschreibe deine Familie? Wie kommst du mit deiner Familie aus? Willst du heiraten? Warum, warum nicht?
<b>Assessment</b>	<b>Assessment point 1:</b> listening, reading, writing HFV test <b>Ongoing assessment in all skills</b>	<b>Ongoing assessment in all skills + HFV test</b>	<b>Assessment point 2:</b> speaking + HFV test <b>Ongoing assessment in all skills</b>	<b>End of year exams:</b> reading, speaking, writing and listening + HFV test <b>Ongoing assessment in all skills</b>	<b>Ongoing assessment in all skills + vocab tests</b> <b>Exam-style questions</b> <b>End of unit writing task</b>
<b>Literacy/ Numeracy/ SMSC/ 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: Spanish

Year group: 9

	Unit 2 Mira Express 2	Unit 3 Mira Express 2:	Unit 5 Mira Express 2	AQA GCSE Higher Unit 4	AQA GCSE Higher Unit 4
<b>Content</b>  <i>Declarative Knowledge: 'Know What'</i>	<b>THEME:</b> ¡Diviértete! <b>Vocab:</b> TV programmes, films, adjectives, arranging to go out expressions, places in town <b>Grammar:</b> Revision of the preterite tense, agreements, comparatives, prepositions <i>al</i> & <i>del</i> , the conditional, modal verbs, possessive adjectives.	<b>THEME:</b> Mis vacaciones <b>Vocab:</b> countries, transport, holiday activities, time expressions, frequency adverbs, geographical features <b>Grammar:</b> the preterite tense ( <i>ir, ser</i> & regular verbs), distinguishing past and present tenses. Introduction to verbs in the imperfect <i>era, estaba, tenía</i> and <i>había</i>	<b>THEME:</b> De moda <b>Vocab:</b> clothes, adverbs of time, colours and patterns, description, shops and shopping <b>Grammar:</b> indefinite articles, adjective endings, comparatives and superlatives, demonstrative adjectives, near future, <i>se puede/n</i> + infinitive.	<b>THEME:</b> Customs and festivals <b>Content:</b> local customs and celebrations, Spanish customs and habits. <b>Grammar:</b> <i>ser, ir, tener</i> and <i>hacer</i> in the preterite, spelling changes in the preterite, expressing actions and opinions.	<b>THEME:</b> Customs and festivals <b>Vocab:</b> Latin American culture and celebrations, Spanish culture. <b>Grammar:</b> irregular verbs in the imperfect, using the preterite and the imperfect together, revising numbers.
<b>Skills</b>  <i>Procedural Knowledge: 'Know How'</i>	<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.	<b>Skills: mastering core vocabulary and structures,</b> structure longer texts using sequencing words, write creatively, understanding longer authentic texts, predict pronunciation, develop listening skills.	<b>Skills: mastering core vocabulary and structures,</b> developing independence carry out classroom surveys, use reading strategies to work out new words.	<b>Skills: mastering core vocabulary and structures,</b> tips for reading questions, talking about photos, exam techniques.	<b>Skills: mastering core vocabulary and structures,</b> skim reading for information, cognates to aid understanding, exam techniques.
<b>Key Questions</b>	¿Cuál es tu programa favorito? ¿Qué tipo de películas te gustan? ¿Te gustaría salir? ¿Quieres ir al cine?	¿Adónde fuiste? ¿Qué hiciste? ¿Qué tal lo pasaste? ¿Dónde te alojaste?	¿Qué llevas? ¿Cómo es tu uniforme escolar? ¿Qué prefieres? ¿Dónde se puede comprar?	¿A qué festival/fiesta fuiste? ¿Qué hiciste en el festival/fiesta? ¿Qué costumbres son típicas de España? ¿En qué consisten?	¿A qué festival/fiesta fuiste? ¿Qué hiciste en el festival/fiesta? ¿Qué festivales son típicos de Latinoamérica? ¿En qué consisten?
<b>Assessment</b>	<b>Assessment point 1: reading, listening and writing + HFV test</b> <b>Ongoing assessment in all skills</b>	<b>Assessment point 2: speaking + HFV test</b> <b>Ongoing assessment in all skills</b>	<b>Assessment Point 3: 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 + HFV test</b>	<b>Assessment Point 4: Speaking and writing GCSE style assessment</b>
<b>Literacy/ Numeracy/ SMSC/ Character</b>	<b>Literacy: general communication strategies – all units.</b> Gaining cultural knowledge on social life in Spanish-speaking countries.	Discussion of different holidays and special occasions in Spanish-speaking countries.	Discussion of young people: fashion and fashion styles - Finding out about the likes and dislikes of teenagers in another country	Cultural insight into different customs and festivals, eating habits and social life in Spain.	Cultural insight into different customs and festivals, eating habits and social life in Latin America.



# 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, end of topic key word test</p>	<p>A film soundtrack using live instruments or music software with sync points and motifs</p>	<p>A band performance of Three Little Birds</p>	<p>Listening assessment</p>	<p>A pop song in any style, composed individually or in a group, EOY exam</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>



# YEAR 9 PE & GAMES



	2 <sup>nd</sup> Sept - 29 <sup>th</sup> Sept			30 <sup>th</sup> Sept - 21 <sup>st</sup> Oct			1 <sup>st</sup> Nov - 23 <sup>rd</sup> Nov			24 <sup>th</sup> Nov – 21 <sup>st</sup> Dec		
	Group 1	Group 2	Group 3	Group 1	Group 2	Group 3	Group 1	Group 2		Group 1	Group 2	
Yr 9 Girls	Netball	Gym		Gym	Netball		Hockey	Rugby		Rugby	Hockey	
Yr 9 Boys	Rugby	Rugby	Badminton	Badminton	Football	Rugby	Basketball	Basketball	Football	Football	Football	Swimming
	6 <sup>th</sup> Jan - 21 <sup>st</sup> Jan			24 <sup>th</sup> Jan - 9 <sup>th</sup> Feb			21 <sup>st</sup> Feb - 11 <sup>th</sup> Mar			14 <sup>th</sup> Mar - 1 <sup>st</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	Trampolining		Trampolining	Handball		Badminton Field	Swimming Pool		Swimming Pool	Badminton Pool	
Yr 9 Boys	HRF	Swimming	Gym	Swimming	HRF	HRF	Handball	Handball / Trampolining	Trampolining	Trampolining	Trampolining / Handball	Handball



# Curriculum Map

Subject: **Philosophy, Religion and Ethics**

Year group: **9**

	<b>Autumn</b>	<b>Autumn/Spring</b>	<b>Spring</b>	<b>Spring/Summer</b>	<b>Summer</b>
<p><b>Content</b></p> <p><i>Declarative Knowledge – ‘Know What’</i></p>	<p><b>Global issues</b></p> <ul style="list-style-type: none"> <li>- Understand and evaluate the reasons for Conflict in the world</li> <li>- Understand and evaluate the principle of Just war theory and Pacifism</li> <li>- Understand and evaluate the aims of punishment</li> <li>- Understand and evaluate capital punishment</li> <li>- Understand and evaluate forgiveness</li> </ul>	<p><b>Holocaust</b></p> <ul style="list-style-type: none"> <li>- Understand the situation which brought about the holocaust</li> <li>- Evaluate the role of bystanders and perpetrators of the holocaust</li> <li>- Understand and evaluate the impact of the Nuremburg laws.</li> <li>- Understand and evaluate the significance of Anne Frank</li> </ul>	<p><b>Beliefs about God</b></p> <ul style="list-style-type: none"> <li>- Understand and evaluate the relationship between religion and science</li> <li>- Analyse and compare the attributes of God</li> <li>- Understand and evaluate the arguments for and against the existence of God</li> <li>- Understand and evaluate the problem of evil</li> </ul>	<p><b>Religions and the Media</b></p> <ul style="list-style-type: none"> <li>- Understand and evaluate the role of the media and social media in society</li> <li>- Understand and evaluate the concept of free speech</li> <li>- Understand and evaluate religious censorship</li> <li>- Understand and evaluate the media interpretation of religious people.</li> </ul>	<p><b>Early histories of religion - Christianity and Islam</b></p> <ul style="list-style-type: none"> <li>- Understand the early history of Christianity</li> <li>- Understand the early history of Islam</li> <li>- Understand and evaluate the conflicts and history of both religions</li> <li>- Understand and evaluate the impact the history of a religion has on following in society</li> </ul>
<p><b>Skills</b></p> <p><i>Procedural Knowledge – ‘Know How’</i></p>	<ul style="list-style-type: none"> <li>- Develop skills in <b>Oracy</b> and <b>collaboration</b> through regular class discussion.</li> <li>- Develop skills in <b>evaluation</b> by considering opposing views and using these to come to Justified conclusions.</li> <li>- Show <b>empathy</b> by considering different worldviews.</li> </ul>	<ul style="list-style-type: none"> <li>- Develop skills in <b>Oracy</b> and <b>collaboration</b> through regular class discussion.</li> <li>- Show <b>empathy</b> by considering the effects of the holocaust.</li> <li>- Develop <b>critical evaluation</b> skills by <b>analysing</b> the compatibility of God with the holocaust.</li> </ul>	<ul style="list-style-type: none"> <li>- Develop skills in <b>Oracy</b> and <b>collaboration</b> through regular class discussion.</li> <li>- Develop skills in <b>evaluation</b> by considering different reasons for and against belief in God and <b>developing a justified argument.</b></li> <li>- Show <b>empathy</b> by considering different worldviews</li> </ul>	<ul style="list-style-type: none"> <li>- Develop skills in <b>Oracy</b> and <b>collaboration</b> through regular class discussion.</li> <li>- Show <b>empathy</b> by considering different worldviews</li> <li>- Develop <b>critical evaluation</b> skills by <b>analysing</b> the concepts such as censorship and freedom of speech.</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Investigate</b> a religion and will need to <b>organise</b> their time to ensure that finished their project in time.</li> <li>- Develop skills in <b>Oracy</b> and <b>collaboration</b> through regular class discussion.</li> <li>- Show <b>empathy</b> by considering different worldviews</li> </ul>
<p><b>Key Questions</b></p>	<p>Is conflict ever justified? Under what conditions is violence justified, if at all? What is the aim of Punishment?</p>	<p>How could an event like the Holocaust happen? How did the Nuremburg affect Jewish identity?</p>	<p>Are religion and science compatible? Are the attributes of God compatible with each other?</p>	<p>How are we / our beliefs affected by the media? Does social media have a positive/negative effect of society?</p>	<p>How were the religions of Christianity and Islam established?</p>



# Curriculum Map

	Should a civilised society ever use capital punishment? Is forgiveness more important than punishment?	What is the role of a bystander in an event such as the holocaust? What is the significance of Anne Frank?	Why do some people believe in God? Why do some people not believe in God? If God exists, why is there so much suffering in the world?	Should we have complete freedom of speech? Should the government ever censor the media? Does the media misrepresent Islam?	How Islam and Christianity clashed throughout history? What impact does the history of a religion have on it's future?
<b>Assessment</b>	Written Assessment combining keyword test with evaluation into the role of forgiveness/punishment in society.	Critical Evaluation debating whether the Holocaust poses a serious question for the existence of God.	Critical evaluation of reasons to believe or not to believe in God.	Media creative projects assessing the role of religion in the media.	Independent research project.
<b>Literacy/Numeracy/SMSC/Character</b>	<ul style="list-style-type: none"> <li>- Reading and extended writing in lessons to develop literacy skills.</li> <li>- Learning about different worldviews to develop tolerance and integrity.</li> <li>- Discussion of key issues in lessons will develop their Oracy and Listening skills.</li> </ul>	<ul style="list-style-type: none"> <li>- Reading and writing in lessons to develop literacy skills.</li> <li>- Development of tolerance by considering the dangers of intolerance in society.</li> <li>- Discussion of key issues in lessons will develop their Oracy and Listening skills.</li> </ul>	<ul style="list-style-type: none"> <li>- Reading and extended writing in lessons to develop literacy skills.</li> <li>- Learning about different worldviews.</li> <li>- Discussion of key issues in lessons will develop their Oracy and Listening skills.</li> </ul>	<ul style="list-style-type: none"> <li>- Reading and extended writing in lessons to develop literacy skills.</li> <li>- Learning about different worldviews to develop tolerance and integrity.</li> <li>- Discussion of key issues in lessons will develop their Oracy and Listening skills.</li> </ul>	<ul style="list-style-type: none"> <li>- Students will be reading and writing in lessons to develop literacy skills.</li> <li>- Learning about people from a different religion and culture.</li> <li>- Develop their resilience as they will need to work independently to complete the work.</li> </ul>



# Curriculum Map

Subject: Science

Year group: Yr 9

Timings are broad as classes vary depending on how many teachers the class has.

The colours denote: **Higher tier only content**

Time period	Topic 1 Year 9 (Autumn - Spring Term)	Topic 1 Year 9 (Autumn - Spring Term)	Topic 1 Year 9 (Autumn - Spring Term)	Topic 2 Year 9 (Summer Term)	Topic 2 Year 9 (Summer Term)	Topic 2 Year 9 (Summer Term)
<b>Content</b>  <b>Declarative Knowledge – ‘Know What’</b>	<u><b>Biology 1 - Cell Biology</b></u> -Structure of Eukaryotes and prokaryotes -Animal and plant cells -Cell specialisation -Cell differentiation -Microscopy -Cell division and chromosomes -Mitosis and the cell cycle -Stem cells -Transport in cells via; - Diffusion -Osmosis -Active transport	<u><b>Chemistry 9 - Chemistry of the Atmosphere</b></u> -The proportions of different gases in the atmosphere -The Earth's early atmosphere -How oxygen increased and carbon dioxide decreased -Greenhouse gases -Human activities which contribute to an increase in greenhouse gases in the atmosphere -Global climate change -The carbon footprint and its reduction -Atmospheric pollutants from fuels -Properties and effects of atmospheric pollutants	<u><b>Physics 1 - Energy</b></u> -Energy stores and systems -Changes in energy -Energy changes in systems -Power -Conservation and dissipation of energy -Efficiency -National and global energy resources.	<u><b>Biology 2 - Organisation</b></u> -The principles of organisation -The structure and function of the human digestive system, including the role of enzymes -The structure and function of the heart, blood vessels and blood -The causes and treatments of coronary heart disease -Health and the effects of lifestyle on non-communicable diseases -Causes and types of cancers -Structure and function of plant tissues and organs, including xylem and phloem	<u><b>Chemistry 10a - using resources part 1</b></u> -Using the Earth's resources and sustainable development - Potable water -Waste water treatment - <b>Alternative methods of extracting metals</b> - Life cycle assessments -Ways of reducing the use of resources  <u><b>Chemistry 8a - chemical analysis part 1</b></u> -Pure substances -Formulations -Chromatography -Identification of common gases: hydrogen, oxygen, carbon dioxide, chlorine	<u><b>Physics 3 - Particle Model of Matter</b></u> -Density of materials -Changes of state -Internal energy -Temperature changes in a system and specific heat capacity -Changes of heat and specific latent heat -Particle motion in gases



# Curriculum Map

<p><b>Skills</b></p> <p><i>Procedural Knowledge – 'Know How'</i></p>	<p><b>Practical Experiments</b></p> <ol style="list-style-type: none"> <li>1. Use a light microscope to observe, draw and label a selection of plant and animal cells.</li> <li>3. Investigations to observe and measure the process of osmosis.</li> <li>3. Plan experiments to test hypotheses.</li> </ol>	<p><b>Equation application</b></p> <ol style="list-style-type: none"> <li>1. To use ratios, fractions and percentages.</li> <li>2. An opportunity to show that aquatic plants produce oxygen in daylight through photosynthesis.</li> </ol> <p><b>Evaluation</b></p> <ul style="list-style-type: none"> <li>- Evaluate the quality of evidence in a report about global climate change given appropriate information</li> <li>- Describe uncertainties in the evidence base</li> <li>- Recognise the importance of peer review of results and of communicating results to a wide range of audiences.</li> </ul>	<p><b>Equation application</b></p> <ol style="list-style-type: none"> <li>1. Students should be able to recall and apply Kinetic energy and Gravitational energy, power, efficiency (as a decimal or percentage)</li> <li>2. Students must be able to apply the equation for elastic potential energy, specific heat capacity</li> </ol> <p><b>Practical Experiments</b></p> <ol style="list-style-type: none"> <li>1. Investigate the transfer of energy from a gravitational potential energy store to a kinetic energy store</li> <li>2. Investigate thermal conductivity using rods of different materials.</li> <li>3. An investigation to determine the specific heat capacity of one or more materials. The investigation will involve linking the decrease of one energy store (or work done) to the increase in temperature and subsequent increase in thermal energy stored.</li> </ol>	<p><b>Practical &amp; Equation application</b></p> <ol style="list-style-type: none"> <li>1. Develop an understanding of size and scale</li> <li>2. Use models to explain scientific ideas.</li> <li>3. Observing and drawing specimens seen under a microscope.</li> <li>4. Evaluate risks of treatments of diseases.</li> <li>5. Translate information between graphical and numerical forms, construct and interpret frequency tables and diagrams, bar charts and histograms, and use a scatter diagram to identify a correlation between two variables.</li> <li>6. Understand the principles of sampling as applied to scientific data.</li> <li>7. Process data from investigations to find arithmetic means, understand the principles of sampling and calculate surface areas and volumes.</li> </ol>	<p><b>Practical Experiments</b></p> <ol style="list-style-type: none"> <li>1. Safe use of appropriate heating devices and techniques including use of a Bunsen burner and a water bath or electric heater.</li> <li>2. Use of appropriate apparatus and techniques for the measurement of pH in different situations.</li> <li>3. Safe use of a range of equipment to purify and/or separate chemical mixtures including evaporation, distillation.</li> <li>4. Apply a knowledge of a range of techniques, instruments, apparatus, and materials to select those appropriate to the experiment.</li> <li>5. Carry out experiments appropriately having due regard for the correct manipulation of apparatus, the accuracy of measurements and health and safety considerations.</li> <li>6. Recognise when to apply a knowledge of sampling techniques to ensure any samples collected are representative.</li> <li>7. Make and record observations and measurements using a range of apparatus and methods.</li> <li>8. Evaluate methods and suggest possible improvements and further investigations.</li> </ol>	<p><b>Equation application</b></p> <ol style="list-style-type: none"> <li>1. Recall and apply equations for; density, specific heat capacity, specific latent heat,</li> </ol> <p><b>Practical Experiments</b></p> <ol style="list-style-type: none"> <li>1. Perform an experiment to determine the densities of regular and irregular solid objects and liquids.</li> <li>2. Perform an experiment to measure the latent heat of fusion of water.</li> </ol>
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# Curriculum Map

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# Curriculum Map

<p><b>Key Questions</b></p>	<p>1.How are animal and plant cells different?          2.Why do cells specialise?          3.How do cells replicate?          4.How do substances move across cells?</p>	<p>1.What are the potential effects of global climate change?          2.What is the scale, risk and environmental implications of global climate change.          3.How has the Earth's atmosphere changed over time?          4.How do deposits of limestone, coal, crude oil and natural gas form?          5.How did photosynthesis and green plants contribute to the oxygen content in the atmosphere?</p>	<p>1.How do energy changes in a system, and the ways energy is stored before and after such changes happen?          2.How does the amount of energy stored in or released from a system as its temperature changes be calculated?          3.How is energy transferred usefully, stored or dissipated, or wasted?          4.What is the law of conservation of energy?          5.How can we reduce unwanted energy transfers?          6.What are the main energy resources available, and how can we make energy more renewable and sustainable?</p>	<p>-How are cells organised into whole organisms?          -How do we digest our food?          -How does the heart work?          -What is health and how does lifestyle affect health?          -How are plants organised?</p>	<p>-How is waste water made into potable water?          -How can we be more sustainable to preserve the world's resources?          -Why is it important for industry to evaluate the environmental impact of their processes?          -Why is it important that we reduce, reuse, recycle?</p>	<p>1.What is the density of an object and how is it calculated?          2.What is specific heat capacity and how is it applied?          3.What is internal energy, and how does this relate to specific latent heat?          What is kinetic energy and how does this and pressure apply to gases?</p>
<p><b>Assessment</b></p>	<p>1.Required practical 1 - Microscopy assessed questions          2.Required practical 2 - Osmosis assessed questions          3.End of topic test</p>	<p>1.Assessment question          2.End of topic test</p>	<p>1.Required practical assessed questions          2.Mid topic test          3.End of topic test</p>	<p>1.Required Practical Assessed Exam Questions - (Enzymes and Food Tests)          2.Assessed Exam Question          3.Mid-topic test          4.End of Topic Test</p>	<p>1.Assessed Exam Questions          2.End of unit test</p>	<p>1.Required practical assessed questions          2.End of topic test</p>
<p><b>Literacy/Numeracy/SMSC/Character</b></p>	<p><b>Literacy;</b> Identification of key terms and differences between similar processes.  <b>Numeracy;</b> Microscopy calculations. Rearrange a formula when calculating magnification, image size and actual size of objects.  <b>SMSC</b></p>	<p><b>Literacy;</b> Practice and develop extended answers through 6 mark questions.  <b>Numeracy;</b> application of equations and calculations  <b>SMSC;</b> in groups consider the environmental issues that may arise from the use of different energy resources</p>	<p><b>Literacy;</b> plan experiments or devise procedures to make observations  <b>Numeracy;</b> application of equations and calculations  <b>SMSC;</b> in groups consider the environmental issues that may arise from the use of different energy resources</p>	<p><b>Literacy</b>          -Higher tier vocabulary on specific diseases.          -Develop extended answers through practice of 6 mark questions.          -Development of comprehension skills through research using a variety of sources.   <b>Numeracy</b>          -Understanding of size and scale</p>	<p><b>Literacy</b>          -Appropriate use of tier three vocabulary.          -Develop extended answers through practice of 6 mark questions.          -Development of comprehension skills through research using a variety of sources.   <b>Numeracy:</b>          -Translate information</p>	<p><b>Literacy;</b> plan experiments or devise procedures to make observations  <b>Numeracy;</b> application of equations and calculations  <b>SMSC;</b> collaborative working on practical aspect of the topic  <b>Character;</b> Resilience &amp; Initiative - students will need to show resilience</p>



# Curriculum Map

	<p>Debate - Is cloning ethical? Should we be using stem cells?</p> <p><b>Character:</b> Confidence - Building confidence in practical skills with the completion of two required practicals.</p> <p>Tolerance - Demonstrating tolerance towards others regarding views on stem cells.</p>	<p><b>Character:</b> Aspiration - show that science has the ability to identify environmental issues arising the changing atmosphere of the Earth, but not always the power to deal with the issues because of political, social, ethical or economic considerations.</p>	<p><b>Character:</b> Integrity - show that science has the ability to identify environmental issues arising from the use of energy resources but not always the power to deal with the issues because of political, social, ethical or economic considerations.</p>	<p>-Analysis of numerical data when considering risk factors</p> <p>-Interpretation of graphs e.g. scatter graphs to identify correlations</p> <p><b>SMSC</b></p> <p>-Evaluating lifestyle choices</p> <p>-Sensitivity to others when discussing topics such as diseases</p> <p>-Evaluating which treatments should be available on the NHS</p> <p><b>Character</b></p> <p>Tolerance - Showing tolerance to other people and their lifestyle choices</p>	<p>between graphical and numeric form.</p> <p>-Use decimals, ratios, fractions and percentages.</p> <p><b>SMSC -</b></p> <p>-Discussion of use of fluorine in drinking water.</p> <p>-Discussion around should we reduce, reuse, recycle.</p> <p>- Evaluations of use of synthetic fertilisers.</p> <p><b>Character</b></p> <p>Tolerance of others' views during discussions</p>	<p>to recall and apply equations in an exam context.</p>
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# Curriculum Map

Subject: Visual Arts

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>														
	<table border="1"> <thead> <tr> <th>Tier 1 The Everyday Language of Art</th> <th>Tier 2 High Frequency Words</th> <th>Tier 3 Subject Specific Vocabulary</th> </tr> </thead> <tbody> <tr> <td>Brief Myth Story telling Imagination Creativity</td> <td>Illustration Respond</td> <td>Typography Layout</td> </tr> </tbody> </table>			Tier 1 The Everyday Language of Art	Tier 2 High Frequency Words	Tier 3 Subject Specific Vocabulary	Brief Myth Story telling Imagination Creativity	Illustration Respond	Typography Layout	<table border="1"> <thead> <tr> <th>Tier 1 The Everyday Language of Art</th> <th>Tier 2 High Frequency Words</th> <th>Tier 3 Subject Specific Vocabulary</th> </tr> </thead> <tbody> <tr> <td>Identity Scale Cropping Personality Interest Cultural Beliefs</td> <td>Representation Identity Expression Emotion Skin Tone/ Colour mixing Viewpoints</td> <td>Proportion Symbolism Acrylic Oil Human Figure Portraiture Life Drawing Anatomy Profiles Silhouette</td> </tr> </tbody> </table>			Tier 1 The Everyday Language of Art	Tier 2 High Frequency Words	Tier 3 Subject Specific Vocabulary	Identity Scale Cropping Personality Interest Cultural Beliefs	Representation Identity Expression Emotion Skin Tone/ Colour mixing Viewpoints	Proportion Symbolism Acrylic Oil Human Figure Portraiture Life Drawing Anatomy Profiles Silhouette
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<p><b>Assessment</b></p>	<p>Formative next step targets written in sketchbooks or google classroom 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 sketchbooks or google classroom 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>EXAM (Two hours) - drawn studies of shoes (second half term)</p>														
<p><b>Literacy/Numeracy/ SMSC/Character</b></p>	<p>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</p>			<p>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.</p>														