

CURRICULUM MAPPING YEAR 9

Subject	Autumn Term	Spring Term	Summer Term
Art	Sealife – Students will develop observational skills through the study of sealife. They will explore a range of media, from pencil and ink to oil pastel, resulting in a three dimensional final piece that will introduce students to clay work. Artists will include Ernst Haekel, Soutine, Appelbee and Paul Klee.	Self-Expression – Students will study the significance of Art and the power of word and image. Artists that will be studied include Tatana Kellner, Barbara Kruger and Tracy Emin. Students will explore photography, collage, monoprinting and work towards a Derek Boshier inspired portrait painting.	Festival of Speed – Students will study Futurism and research Umberto Boccioni, Giacomo Balla and Gino Severini. Students will develop problem solving skills to capture movement within a still image. 2 point perspective will be developed.
Business Studies	The RBC challenge – The students set up their own business with specific roles to research, develop, cost and market a new healthy drink for the Special Olympic Games.	Customer Service – Students develop their knowledge and skills of Customer Service. They will learn what skills are needed, how customer service benefits a business as well as analysing the consequences of poor customer service.	Start of the BTEC course. The students will use their knowledge and skills to start the BTEC course which is to do with Business Planning.
Computing	Computer Hardware and Software. Memory and Storage. Moral, Legal and Environmental concerns	Computational Logic, Algorithms, Programming Techniques, Data Representation	Programming project
Dance	Students will learn both choreographic skills and performance skills with a focus on the professional company Stop Gap Dance. Arts Award Bronze tasks: Students will research and present information about a chosen 'Arts Hero'. This will be a choreographer of their choice in a style of dance that they are inspired by. Students will then work in groups to plan an activity or session where they pass these skills on to other students as facilitators.	Students will develop their choreographic knowledge and create their own trio/duets. Students will create a choreographic log and will perform a short teacher taught solo. Arts Award Bronze tasks: Students will watch a piece of dance and write about the experience. Students will take part in dance workshop based on contact and weight taking and write and reflect about what they learnt.	Students will explore the work of Christopher Bruce and create group dances in response to his work. Students will learn how to structure a piece of choreography and how aural settings can influence the meaning of their work. Arts Award: Students make sure that they have evidence of their Arts Award tasks from throughout the year. If their Arts Award bronze booklet/portfolio meets the pass criteria, students can be entered for the Arts Award Bronze Certificate, a level 1 qualification.

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Drama	<p>Key Skills and Mask: Students will study physical theatre and mask work. Students will look at the history of the role of mask in theatre, from Greek chorus, Italian Commedia Dell' Arte and modern theatre companies such as 'Trestle'. Students will explore mask performance principles such as not 'breaking the illusion' and the 7 states of tension.' The skills of making, performing and evaluating will be further embedded through the study of these skills. Students will learn a range of skills and abstract/symbolic techniques as well as a range of styles.</p> <p>Arts Award Bronze tasks: Students will research and present information about a chosen 'Arts Hero' such as an actor, playwright or director. Students will then revise skills such as mime and characterisation and work in groups to plan an activity or session where they pass these skills on to other students as facilitators.</p>	<p>Contrasting styles of drama: Soap opera: Students will begin by looking at the stylistic conventions of naturalistic drama and move on to look at acting for screen and soap opera acting. Students will work in 'production companies' to create their own concept and plans for a new soap opera. Students will rehearse and perform their pilot soap opera episode.</p> <p>Berkoff: Students will learn about theatre practitioner Steven Berkoff and the stylistic devices that typify his work. Students will devise and perform theatre in a Berkovian style in response to stimuli and given scenarios. Students will consider the differences between their recent pieces of work.</p> <p>Arts Award Bronze tasks: Students will watch a piece of theatre and write about the experience. Students will take part in Theatre workshop and write and reflect about what they learnt.</p>	<p>Symbolism and script work: Students will look at selected key extracts from Willy Russell's play 'Blood Brothers' and Mark Wheeler's play 'Too Much Punch for Judy.' Students will learn about how to build a meaningful stage picture, symbolic use of props, gestures and lighting to bring a text to life from the page to the stage. Students will consider how to explore and convey plot, characters and themes in their work.</p> <p>Symbolism and script work: Students will use lighting and performance skills symbolically to devise original performance work on given themes from stimulus, such as: the case file of Ruth Ellis and objects/artefacts associated with war. Students will make, perform and evaluate their theatre work.</p> <p>Arts Award: Students make sure that they have evidence of their Arts Award tasks From throughout the year. If their Arts Award bronze booklet/portfolio meets the pass criteria, students can be entered for the Arts Award Bronze Certificate, a level 1 qualification.</p>
English	<p>Students will begin by looking at Dystopian fiction which includes a range of dystopian short stories and an extended study of War of the Worlds. They will then move on to a non-fiction unit which will begin to prepare them for the examinations in Year 9.</p>	<p>Students will study an anthology of poetry based around the theme of People and Place. They will start developing the skills required in the GCSE in this unit. They will then move on to King Lear and explore the conventions of a Shakespearian tragedy.</p>	<p>Using a range of stimulus student will begin this term with a creative writing unit based around the theme of Power and Conflict. They finish the year by studying a Sherlock Holmes story and then the play An Inspector Calls.</p>
Food Technology	<p>Exploring national guidelines to regulate healthy eating. Students will research and</p>	<p>Students will study food science, exploring functional and chemical properties of food.</p>	<p>Demonstrate how food choices people make affect the health and well-being of</p>

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	analyse the importance of nutritional needs through the various life stage and study the detrimental effects of an excess of fat, salt and sugar in their diet. Students will learn how to perform nutritional analysis allowing them to make informed food choices, promoting healthy eating.	Study of food provenance, researching environmental impacts and sustainability issues.	themselves and their families. Plan, prepare, cook and present a variety of dishes, using a range of technical skills.
French	Students will consolidate their understanding of present tense regular and irregular verbs though the topic of sport and hobbies. They will also discuss the music that they like, musical instruments and music festivals. At the end of the term, they will revisit the perfect past tense, learning how to write about events that they have previously attended and their weekend hobbies.	This term will focus on the topic of hobbies and future plans. Students will learn skills such as asking questions, developing the use of the future tense and talking about ambitions for the future. We will focus on being able to write extended answers using at least three different tenses.	This term will introduce how to talk about future ambitions, including potential career choices as well as activities that pupils would like to try one day. Pupils will have the opportunity to sit GCSE papers based on the topics that we have studied this year.
Geography	<p>Geography in Year 9 is designed to prepare students for GCSE through developing relevant knowledge and skills. Skills such as map reading and graph interpretation will be embedded in each topic throughout the year.</p> <p>Topics taught in Autumn Term:</p> <ul style="list-style-type: none"> • Weather and Climate • Geography of Health • Decision Making Exercise on Uganda 	<p>Topics taught in Spring term include:</p> <ul style="list-style-type: none"> • Glaciation and climate change • River landscapes 	<p>Topics taught in Summer term include:</p> <ul style="list-style-type: none"> • Urban Spaces including population <p>In June, the second half of Summer term, students will officially begin the GCSE course.</p>
German	Students will learn how to describe their hobbies and what they like and dislike doing in their free time. There will be an in depth	This term will revisit the future tense and cover the topic of future plans and pocket money. Students will be confident at the	The final term will focus on learning how to use modal verbs and the conditional tense to describe future ambitions. There will be

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	look at the present tense, both regular and irregular verbs. The term will end with looking at music and music festivals and will revisit the perfect (past) tense. Students will extend their knowledge of the perfect tense by describing a music festival.	end of the term to discuss money matters using at least 3 tenses.	an opportunity to learn how to describe pictures and start work on GCSE style questions.
Health and Social Care	Students will be investigating the world of health and social care, finding out about the key basic principles on what underpins care work. Getting to grips with life stages and PIES as well as human needs. These will form a great basis for progression into Year 10.	They will develop their understanding by looking at key factors that impact people's lives in both positive and negative ways. They will have opportunity to look at health and unhealthy lifestyles and support change as well as promote it more widely.	Students will have opportunity to look at diversity in society and the impact this has on individuals. In the final term students will have opportunity to review their learning. They will develop a final client profile which supports their work by looking at what various needs individuals have and how best to care for them.
History	Inter-war Period Rise of Nazism Hitler's early life Home Front and the Blitz The Bombing of Dresden Dropping of the Nuclear bombs Rise of dictatorships across the globe	The origins of Terrorism Guido Fawkes and the gun powder plot Easter Rising and the troubles in Northern Ireland The Black Panthers The role of the ANC	From Slavery to Civil Rights in the USA Plantation Life Jim Crow laws The role of the KKK Montgomery bus boycotts The battle for Civil Rights
Mathematics	Place Value and Number 4 Rules – Decimals Factors, Multiples and Primes Indices, Powers and Roots	Notation Simplifying and Index Laws Expanding and Factorising Expressions and Substitution	Properties of shapes Angle Facts Parallel lines Circles

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	Rounding and Estimation Use of a calculator Ratio (Basic) FDP Fractions Percentages Proportion	Linear Equations Linear Inequalities Perimeter and Area Pythagoras	Volume and Surface Area Sequences Basic Vectors
Music	<p>Popular Music - Following on from Year 8, students will extend their knowledge of the development of popular music. Through performance and composition, they will become more confident on their chosen instrument/voice. Students will be encouraged to develop their own performance repertoire.</p>	<p>Music for stage and screen - Students will study various pieces of film music, looking at key features and techniques used by composers such as John Williams and James Horner. They will identify themes within the films and how they relate to certain characters and events. Using this knowledge, students will then compose their own piece of film music for a specific film clip in Garageband.</p>	<p>Performance and song writing: During the Summer term of Year 9, students will work on their performance and rehearsal skills, they will be working in their own and within groups. Students will also develop their own original song-writing skills.</p>
PE	<p>Take part in a selection of the following activities; Rugby, Football, Basketball, Handball, Netball, Hockey, Swimming, Biathlon, Gymnastics, Trampolining, Badminton, Volleyball, Health Related Exercise, Outdoor Adventurous Activities. Paralympic Sports Day.</p> <p>For the option groups, they will study a range of sports but with a specific focus on Fitness Testing within Sport.</p>	<p>Take part in a selection of the following activities; Rugby, Football, Basketball, Handball, Netball, Hockey, Swimming, Biathlon, Gymnastics, Trampolining, Badminton, Volleyball, Health Related Exercise, Outdoor Adventurous Activities in preparation for Winter Sports Day.</p> <p>For the option groups, they will study a range of sports but with a specific focus on Leadership within Sport.</p>	<p>Take Part in a selection of the following activities: Cricket, Rounders, Softball, Stoolball, Tennis, Athletics. Summer Sports Day.</p> <p>For the option groups they will consolidate learning and prepare for the exam that occurs early in Year 10. They will practically look at rules and regulations in a range of sports.</p>
Photography	<p>Introduction to Photography- Students will gain experience of using a digital SLR and phone camera. Students will explore what photography is used for and how photographs are categorised, how to discuss and analyse a photograph</p>	<p>Visual Alphabet - Develop knowledge of portrait, still life and documentary photographers through a range of photo shoots. Work to a short term brief to create a final piece in the form of a series of prints. Experiment with a range of techniques,</p>	<p>Metamorphosis- Experience manipulating the surface of photographs using a range of techniques, including painting, weaving, stitching, collage and scanning. Develop an understanding of artists that use photography as a starting point for their</p>

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	They will begin to develop basic Photoshop skills.	including drawing with light, using text with images, creating stencils etc.	artwork. Create a final piece that combines two techniques to manipulate the surface of the photographs.
Product Design	Students will be introduced to a range of different drawing and presentation techniques including, isometric drawing, 1 and 2 point perspective, rendering cross hatching and modelling.	Students will be introduced to a range of different practical skills including, CAD CAM, forming methods and hand tools.	Students will complete a focus practical task putting into practice all of the skills learnt over the last 2 terms.
RE	Students will start Year 9 by studying the question 'Does God exist?' Students will learn the different arguments for the existence of God through the Teleological, Cosmological and Miracles Arguments. Students will then study revelation and consider the impact on special revelations on the lives of Christians and Muslims today.	Students then complete an in-depth study of Christianity considering some more challenging concepts such as redemption, salvation and the trinity. Students will consider how these beliefs affect the practices of Christians through missionary work and charities.	The last unit students will study in Year 9 is religious perspectives towards human rights and social injustice. Students will explore issues in our world including racism, sexism, and poverty and contemplate the differing religious perspectives towards these issues.
Science	Students begin Year 9 by studying topics in pressure and stretching, energy in waves plus energy and electricity and using chemistry.	During this term students study microbes and classification. All of topics from Year 7-9 are then revisited and revised. Students will then be formally tested in an end of KS3 test. NB Students who chose to do 3 separate sciences will do an extended bridging course from this term.	In the Summer term students study a bridging programme linking KS3 science to GCSE key concepts across biology, chemistry and physics.
Sociology	Students begin by learning about the concept of sociology and social research. They will evaluate the evidence in the nature vs nurture debate to gain an understanding about why people behave as they do. They will also investigate the nature of power, and analyse who has power in society today. They will consider	Students will learn about the different types of family unit and how and why these have changed over time. They will use interviews to investigate the impact of social media on the family, and evaluate social research carried out by sociologists. They will begin to learn about the impact of feminism.	Students will learn about the issues surrounding crime and deviance. They will evaluate the strengths and weaknesses of using different research methods to investigate deviant behaviour and discuss crimes committed by males and females. They will consider different factors which lead to people committing crime, and look

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	<p>the influence of wealth, gender and age on power, and look at the development of pressure groups. Students will create their own political party.</p>	<p>Students will then investigate the impact of the media on the public using questionnaires. They will begin to learn about the concept of Marxism</p>	<p>for patterns linked to social class, age and gender.</p>
<p>Textiles</p>	<p>Students will begin to compile a record of decorative and construction skills, documenting methods and practical samples of techniques that they will need to refer to throughout Years 10 and 11. Using a decorative theme chosen by themselves, they will create designs for and begin to make a skirt.</p>	<p>The students will be making a skirt to model in the fashion show. They will be adding construction techniques to their sketch books.</p>	<p>Sampling and practical skills will continue to be developed into more complex garment styling. This will be set in the context of exam technique as well as NEA preparation.</p>