

**CURRICULUM MAPPING YEAR 9**

Subject	Autumn Term	Spring Term	Summer Term	
Art	<b>Year 9 Art and Design Overview</b>			
	<p><b><u>Themes</u></b>            Still life            Everyday Objects/Food            Issues based project            e.g.            Conflict/Identity/Environment            (teacher choice)            Natural Forms/Living organisms</p>	<p><b><u>Skills</u></b>  <b><u>Colour</u></b>            Nuances of tone and colour            within objects  <b><u>Drawing</u></b>            Continued reinforcement of            basics of shape and shading.            Complex shapes and            compositions, detail.            Highlight and reflections            Drawing for recording ideas in            different ways  <b><u>Painting</u></b>            Use of acrylics            Use of different surfaces/mixed            media work            Painting on a larger/smaller            scale – painting to suit scale  <b><u>Printing</u></b>            Collagraph  <b><u>3D</u></b>            Sculpture/installation  <b><u>Photography</u></b>            Understanding of photography            being part of Art and useful  <b><u>Literacy</u></b>            Writing about Art and own ideas            in details with a focus on            evidencing ideas and thoughts            through annotation in the            sketchbook.</p>	<p><b><u>Artists – All artists are            optional as projects should be            more open in Year 9. However            at least 3 artists should be            covered over the year.</u></b>            Cezanne/ Morandi/Matisse            Pop Art/Oldenbug            Wayne Thiebaud/Lisa Milroy            Yellena James/Lucy Mclaughlan            Anselm Keifer            Paul Nash</p>	<p><b><u>Language/Vocabulary</u></b>            Installation            Contemporary Art            Fluid            Mixed media            Annotation            Development            Experimentation            Refinement            Nuance            Collagraph            Acrylic            Abstract</p>

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<b>Computing</b>	<p>Students will study the ways Spreadsheets are used. They will develop the ability to use basic Microsoft Excel skills to create a variety of spreadsheets.</p> <p>They will also be continuing their journey to completing their iDEA Award by achieving a variety of badges.</p>	<p>Students will study the ways Databases are used. They will develop the ability to use basic Microsoft Access skills to create a variety of Databases.</p> <p>They will also be continuing their journey to completing their iDEA Award by achieving a variety of badges.</p>	<p>Students will study the different ways websites are used. They will develop the ability to use Adobe Dreamweaver to create a simple website.</p> <p>They will also be completing their iDEA Award by achieving a variety of badges.</p>
<b>Dance</b>	<p>Students will learn both choreographic skills and performance skills with a focus on two professional companies. Students will learn how to improve their work.</p>	<p>Students will develop their choreographic knowledge and help to choreograph a class piece in the style Christopher Bruce. Students will learn how to accurately perform two distinctively different solo dances.</p>	<p>Students will learn how to structure a piece of choreography and how aural settings can influence the meaning of their work. Group work and teamwork will be a focus this term as with working on a site sensitive task.</p>
<b>Drama</b>	<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>

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English	<p>Students will study 'The Crucible' focusing on the conventions of a play, language, structure and context.</p> <p>Students will read and analyse the novel 'Of Mice and Men', focussing on characterisation, structure, writer's intentions and context.</p> <p>Alongside this they will study a range of fiction and non-fiction extracts as a springboard to creative writing.</p>	<p>Students will explore the structure of a Shakespeare play and revise the conventions of a tragedy. They will be introduced to Aristotle's conventions of a tragic hero.</p> <p>Students will study key scenes in 'King Lear' focusing on the characters of King Lear and Edgar.</p> <p>Students will study the murder mystery genre, looking at the characteristics of a fictional detective. They will look at the use of language and structure.</p>	<p>Student study a range of unseen poems including dramatic monologues, sonnets and ballads learning how to respond to an unseen poem.</p> <p>Using a range of fiction and non-fiction texts students look at the class system in Great Britain c1850-1900.</p> <p>They will use a range of extracts to build on their reading and writing skills.</p>
Food Technology	<p>Exploring national guidelines to regulate healthy eating. Students will research and 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.</p>	<p>Students will study food science, exploring functional and chemical properties of food. Study of food provenance, researching environmental impacts and sustainability issues.</p>	<p>Demonstrate how food choices people make affect the health and well-being of themselves and their families. Plan, prepare, cook and present a variety of dishes, using a range of technical skills.</p>
French	<p>Students will consolidate their understanding of past, present and future tense by narrating plans for future outings and describing memories of days out from the past. They will revisit the topic of family and friends but learn to describe these relationships in more detail and using higher level phrases. They will revisit the rules around adjectives. We do regular mini quizzes based on the information in your Knowledge Organiser and have competitions throughout the year, such as linguist of the month.</p>	<p>This term will focus on Francophone culture, focusing on celebrations and traditions around the world. Pupils will learn about countries where French is spoken, how people lived there in the past and comparisons between these places.</p>	<p>This term we will continue with the theme of the world around us, but with a focus on environmental and charitable issues. Pupils will learn how to write about the impact that we have as a UNICEF gold school and charity events that they have been involved in previously. They will consolidate their future tense by writing about what will need to change in the future. At the end of this year, all Year 9 pupils will sit GCSE style papers in Reading, Writing, Listening and Speaking, so we will practise these skills throughout the year.</p>

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<b>Geography</b>	<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, as well as further development and complexity in their extended writing practice.</p> <p>Topics taught in Autumn Term:</p> <ul style="list-style-type: none"> <li>• Climate Change</li>   <li>• Emerging economies</li> </ul>	<p>Topics taught in Spring term include:</p> <ul style="list-style-type: none"> <li>• River landscapes – Building on their knowledge gained from Year 7 and applying this to GCSE level understanding and application.</li> </ul>	<p>Topics taught in Summer term include:</p> <ul style="list-style-type: none"> <li>• Energy</li>   <li>• Fieldwork skills and techniques – Students will conduct a mini fieldwork investigation in the school site, helping them to learn valuable ‘geography outside the classroom’ data collection and analysis skills.</li> </ul>
<b>German</b>	<p>Students will consolidate their understanding of past, present and future tense by narrating plans for future outings and describing memories of days out from the past. They will revisit the topic of family and friends but learn to describe these relationships in more detail and using higher level phrases. They will revisit the rules around adjectives.</p> <p>We do regular mini quizzes based on the information in your Knowledge Organiser and have competitions throughout the year, such as linguist of the month.</p>	<p>This term will focus on German culture, focusing on celebrations and traditions around the world. Pupils will learn about countries where German is spoken, how people lived there in the past and comparisons between these places.</p>	<p>This term we will continue with the theme of the world around us, but with a focus on environmental and charitable issues. Pupils will learn how to write about the impact that we have as a UNICEF gold school and charity events that they have been involved in previously. They will consolidate their future tense by writing about what will need to change in the future. At the end of this year, all Year 9 pupils will sit GCSE style papers in Reading, Writing, Listening and Speaking, so we will practise these skills throughout the year.</p>
<b>History</b>	<p>The rise of the Great Powers-Students will study the causes of World War One and consider the links between them. Students will then study the development of trench warfare and weapons in addition to advances in medical treatment throughout this time period.</p>	<p>Inter-war Period- Students will study the rise of Nazism, Hitler’s early life, Home Front and the Blitz, The Bombing of Dresden, the dropping of the Nuclear bombs in addition to the rise of dictatorships across the globe</p>	<p>The origins of Terrorism-Students will consider what terrorism is and where it has been used throughout history. They will study Guido Fawkes and the gun powder plot, the Easter Rising and the troubles in Northern Ireland, and organisations such as the Black Panthers and the ANC.</p>

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<b>Mathematics</b>	Place Value and Number 4 Rules – Decimals Factors, Multiples and Primes Indices, Powers and Roots Rounding and Estimation Use of a calculator Ratio (Basic) FDP Fractions Percentages Proportion	Notation Simplifying and Index Laws Expanding and Factorising Expressions and Substitution Linear Equations Linear Inequalities Perimeter and Area Pythagoras	Properties of shapes Angle Facts Parallel lines Circles Volume and Surface Area Sequences Basic Vectors
<b>Music</b>	<p><b>Popular Music</b> - 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><b>Music for stage and screen</b> - 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 Mixcraft.</p> <p><i>NB – Each teacher will follow one scheme each and then at October half term switch to enable all students to access all the facilities to the full.</i></p>	<p>Students will continue to develop their performance skills through a study of Pop music through the ages. They will take part in listening tasks and performance tasks in order to understand the features of different genres from 1950s to present day.</p> <p>During this term they will also work towards Grad 1 Theory in order to prepare them for music at KS4.</p>	<p>Students will use the knowledge gained in the 'decades' unit in order to perform popular songs in different styles. Following the work of 'Post Modern Jukebox', students will gain understanding of the key features within each genre and how to adapt these to new genres.</p>

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<b>Physical Education</b>	<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>
<b>Product Design</b>	<p>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.</p>	<p>Students will be introduced to a range of different practical skills including, CAD CAM, forming methods and hand tools.</p>	<p>Students will complete a focussed practical task putting into practice all of the skills learnt over the last 2 terms.</p>
<b>Religious Education</b>	<p>Students will start Year 9 by studying religious approach to Human rights and social justice. Then they will focus on how prejudice and discrimination is present in our society. Students will explore and evaluate religious views on that issues. They will learn how people in our modern society (e.g. LGBT) challenge religious views and how religions respond to that challenges.</p>	<p>Students continue to learn religious approach to Human rights studying how religious freedom is possible in our culture. They also evaluate how religious freedom can be misuse in extreme cases. Students finish this topic exploring religious attitudes towards wealth and poverty in our world. Second half term Year 9 students will start a new religion – Sikhism. They will explore history, key concepts and key figures of Sikhism including the founder: Guru Nanak</p>	<p>The last term students will continue to learn about Sikhism. They will deepen their knowledge about philosophy and morality in Sikhism. Students will explore Sikhs' religious practices, the meaning of their holy book – Guru Granth Sahib and their places of worship – Gurdwaras. They will learn how Sikhs contribute to our modern British society through their culture, engagement in social problems and charity work.</p>
<b>Science</b>	<p>Students begin Year 9 by studying topics in energetics and rates, chemical reactivity, forces and matter</p>	<p>During this term students study speed and biological systems. All of topics from Year 7-9 are then revisited and revised. Students will then be formally tested in an end of KS3 test.</p>	<p>In the Summer term students complete their end of KS3 exams and then move onto the first GCSE module of cells</p>

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<b>Textiles</b>	<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 bag.</p>	<p>The students will be making a bag 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>