

Year 9 Curriculum map 2020/2021

Subject	Objectives/End of year goals	Autumn	Spring	Summer
English	<p>Reading - We seek to help pupils develop an appreciation and love of reading, reading a wide range of fiction and non-fiction including a wide coverage of genres including whole books, short stories, poems and plays. They will critically read and understand how language, vocabulary choice, grammar, text structure and organisational features.</p> <p>Writing Pupils need to write accurately, fluently, effectively and at length and for a wide range of purposes and audiences, including but not limited to:</p> <ul style="list-style-type: none"> • Essays • Stories, scripts, poetry and other imaginative writing • a range of other narrative and non-narrative texts <p>Students will structure their writing and select the appropriate form. They will plan, draft, edit and proof-read, considering how writing reflects the audiences and purposes for which it was intended.</p>	<p>No man is an Island</p> <p>Modern Prose - Of Mice and Men</p> <p>Language Paper 1 focus / skills focus on the writer's use of language to create themes, characters and setting.</p> <p>Mental health and discrimination are both topics taught in PSHE and themes that run through OMAM</p> <p>Reading Assessment: Evaluate Steinbeck's presentation of the American dream.</p> <p>Writing Assessment: Write a description of a character (emulating the descriptive techniques Steinbeck uses to describe characters such as Lennie, Curley's Wife or Slim)</p>	<p>Something Wicked This Way Comes</p> <p>Shakespeare - Macbeth Key Stage 3 study of a Shakespeare tragedy which covers the themes of loyalty, betrayal and the divine right of kings.</p> <p>Links to Media and the study of Japanese movies with similar themes as Macbeth e.g. The Throne of Blood</p> <p>Reading Assessment: (Extract Focused) Explain how far Shakespeare presents Macbeth as a troubled man.</p> <p>Writing Assessment (op-ed article) 'Sloth is the one seven deadly sins that encompasses young people in modern society today.' Write an article where you argue your viewpoint on this topic.</p>	<p>1. Right is Right Even if No one is Doing It - (April - May)</p> <p>'The Speckled Band' by Arthur Conan Doyle Students read and analyse the writer's use of language to present characters themes and settings.</p> <p>Writing Assessment: Narrative - focused on a search for truth</p> <p>2. With great power comes great responsibility- (June - July)</p> <p>Modern Text - An Inspector Calls Students read and analyse the modern text element of English Literature (paper 2) focusing on characters, setting, dramatic techniques, context and social and moral issues that arise from textual study.</p> <p>Literature Assessment How does Priestley use the character of the Inspector to suggest ways that</p>

	Choose and perfect the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness.			society could be improved? (AQA Lit paper 2, Summer 2017)
Mathematics	<p><u>Number topics students will-</u> develop a greater understanding of using a proficient method for using the four operations, including decimals. They will be able to use rounding techniques to make accurate estimations of a range of number questions and will be able to relate these everyday real-life usage.</p> <p><u>Geometry and measures topics students will-</u> be able to find the area and perimeter of a range of different shapes and be able to recall the formulae for each shape including circles. They will be able to understand each of the transformation rules and transfer this to begin to describe transformation using the appropriate language.</p> <p><u>Algebra topics students will-</u> become confident in forming and solving a range of different equations. They will be able to extend this by substituting values when constructing both linear and quadratic graphs.</p>	<p><u>Foundation students</u></p> <p>Factors and multiples</p> <p>Angles and triangles</p> <p>Scale drawings and bearings</p> <p>Basic algebra review</p> <p>Basic number and decimal review</p> <p>Basic fraction review</p> <p>Percentages</p> <p>Rounding</p> <p>Collecting and representing data</p> <p>Sequences</p> <p>Perimeter and area</p> <p><u>Higher Students</u></p> <p>Factors and multiples</p>	<p><u>Foundation students</u></p> <p>Real life graphs</p> <p>Ratio and proportion</p> <p>Solving linear equations/simple simultaneous equations</p> <p>Probability</p> <p>Coordinates/straight line graphs</p> <p>Scatter graphs</p> <p>Standard form</p> <p>Transformations</p> <p><u>Higher students</u></p> <p>Real life graphs</p> <p>Ratio and proportion</p>	<p><u>Foundation students</u></p> <p>Transformations continued</p> <p>Constructions and loci</p> <p>2D representations of 3D shapes</p> <p>Pythagoras</p> <p>Trigonometry</p> <p>Measures</p> <p>Powers and roots</p> <p>Statistical diagrams</p> <p>Indices</p> <p>Properties of polygons</p> <p><u>Higher students</u></p> <p>Transformations continued</p> <p>Constructions and loci</p>

	<p><u>Ratio and proportion topics students will-</u> understand clearly the difference between ratio and proportion and use this to solve a range of worded problems to do with recipes and direct/inverse proportion.</p> <p><u>Statistics topics students will-</u> be able to use a range of different statistical diagrams to both process and represent data. Students will be able to understand the basics of probability, relating to real life scenarios.</p> <p><u>Resources</u> https://vle.mathswatch.co.uk</p>	<p>Angles in parallel lines</p> <p>Scale drawings and bearings</p> <p>Algebra review- quadratics and factorising</p> <p>Converting recurring decimals to fractions</p> <p>Harder fractions</p> <p>Percentages</p> <p>Rounding and estimation</p> <p>Collecting and representing data/ Statistical diagrams</p> <p>Harder sequences</p> <p>Circumference and area</p>	<p>Solving linear equations/harder simultaneous equations both algebraically and graphically</p> <p>Probability</p> <p>Coordinates/straight line graphs</p> <p>Scatter graphs</p> <p>Standard form</p> <p>Transformations</p>	<p>2D representations of 3D shapes</p> <p>Pythagoras</p> <p>Trigonometry</p> <p>Measures/Bounds</p> <p>Surds</p> <p>Statistical measures</p> <p>Indices</p> <p>Properties of polygons</p>
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<p>Science</p>	<p><u>Pupils in year 9 will...</u> develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics</p> <p>develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them building on from modules studied in year 7&8.</p> <p>be equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future.</p>	<p>Autumn 1 Pupils will be taught B1 - You and Your genes and B2 - Keeping Healthy (biology topics)</p> <p>Biology 1 Pupils will be taught the difference between environmental and inherited traits building up their knowledge from KS3. They will also be taught DNA structure and function, how we inherit our genes, key terminology in genetics, how genes work together, the development of genetics, gene technology, the human genome, how gender is determined, prokaryotic and eukaryotic cells, PAG cheek cell slide making, protein synthesis [Triple], genetic testing</p> <p>Biology 2 Pupils will learn the difference between health and disease, human infections, plant diseases, non-specific immune defences, the immune system, understanding how we can reduce the spread of disease, antimicrobials, vaccination, monoclonal antibodies [triple], the effect of exercise on pulse rate, data analysis, and clinical trials.</p> <p><i>Pupils will be given a 60 minute</i></p>	<p>Spring 1 Physics 2 Sustainable energy. Pupils will learn about energy stores and transfers, how much energy appliances transfer, efficiency, how energy is conserved, energy resources we use, generators and the national grid, power stations, mains supply, wiring a plug practical and coming up with a solution to the energy problem the world is currently facing in 2019.</p> <p>Physics 3 - Electric Circuits. Pupils will be taught about common circuit symbols, electric charge and forces, series and parallel circuits with use of experimentation, LDRs, electrical power, the motor effect, how electricity is generated, magnetic fields, and transformers.</p> <p><i>Pupils will be given a 60 minute physics Test to assess their progress this term.</i></p> <p>Spring 2 Air & Water Pupils will learn how the atmosphere is changing, pollution, combustion reactions, how to balance chemical equations, how to reduce pollution, the difference between exothermic</p>	<p>Summer 1 Chemical Patterns Chemicals of the Natural Environment</p> <p><i>Pupils will be given a 60 minute Chemistry Test to assess their progress this term.</i></p> <p>Summer 2 <u>How Science works skills</u> - to include graph drawing and analysis, identifying variables in investigations, calculating means and percentages, evaluating methodology to practical investigations.</p>
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Citizenship	<p>Students will learn about the fundamental attributes of being off citizenship. They will learn about Life in modern Britain along with Rights and responsibilities.</p>	<p>Topics covered include:</p> <ul style="list-style-type: none"> ● British values ● The Equality Act 2010 ● Immigration/Migration ● freedom of the press ● Pressure groups ● International disputes and conflicts 	<p>Topics covered include:</p> <ul style="list-style-type: none"> ● Active citizenship ● Creating awareness ● UK law ● Trade unions ● The justice system 	<p>Topics covered include:</p> <ul style="list-style-type: none"> ● Crimes and resolutions ● International law ● The roles of citizens in the legal system

<p>P.E.</p>	<p>Teaching Content: During year 9 students will develop their deeper understanding of PE, understanding the importance it plays on a healthy lifestyle. Students will be taught to:</p> <ul style="list-style-type: none"> - use running, jumping, throwing and catching in isolation and in combination. - play in competitive games, modified if appropriate and to apply basic principles suitable for attacking and defending. - Develop flexibility, strength, technique, control and balance. - perform dances using a range of movement patterns, - to take part in outdoor and adventurous activities, - compare performances with previous ones and demonstrate improvements to achieve personal best. <p><u>Dance</u></p> <p><u>Performance</u> Set phrases- Shift and Breathe</p>	<p>Autumn Term (half term 1):</p> <p>Summer sports catch-up</p> <p>Rounders</p> <p>Cricket</p> <p>Softball</p> <p>Athletics</p> <p>Autumn Term (half term 2):</p> <p>Rugby (tag rugby if necessary)</p> <p>Handball (Boys)</p> <p>Netball (Girls)</p> <p>Basketball</p> <p>Gymnastics</p> <p><u>Dance</u></p> <p><u>Performance</u> Refine set phrases and duo/trio</p> <p><u>Choreography</u> Developing choreography through various stimulus': exploring actions, space, dynamics and relationships</p>	<p>Spring Term:</p> <p>Badminton</p> <p>Handball (Girls)</p> <p>Hockey (Boys)</p> <p>Football</p> <p>Health Related Fitness / Outdoor Adventurous Activities</p> <p><u>Dance</u></p> <p><u>Performance</u> Continue developing set phrases and duo/trio</p> <p><u>Theory</u> Critical appreciation through theory and practical: Infra</p> <p>Critical appreciation through theory and practical: Shadows</p> <p>Critical appreciation through theory and practical: Comparisons of all anthologies</p>	<p>Summer Term:</p> <p>Athletics (field and track events)</p> <p>Softball</p> <p>Rounders</p> <p>Cricket</p>
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	<p>Create, develop and synthesise a duo/trio</p> <p>Choreography Developing choreography through various stimulus': exploring choreographic devices, approaches and intent.</p> <p>Theory Critical appreciation through theory and practical: Emancipation of Expressionism</p> <p>Critical appreciation through theory and practical: Within Her Eyes</p>	<p>Theory Section A/B theory of safe practice and own/others work.</p> <p>Critical appreciation through theory and practical: A Linha Curva</p> <p>Critical appreciation through theory and practical: Artificial things</p> <p>Exam question work e.g. practice papers</p>	<p>Practice and recap all the practical work</p>	
PSHCE	<p>PSHCE helps students to develop the knowledge, skills and characteristics they need to manage their lives, now and in the future. Preparing them for life and work in modern Britain.</p>	<p>Personal Development (Form time): Peer pressure Healthy lifestyles Careers & future choices</p>	<p>Personal Development (Form time): Respectful relationships Valuing difference</p>	<p>Personal Development (Form time): Health and wellbeing Personal safety</p>
Careers	<p>Students will develop knowledge, skills and attitudes through a planned program of activities which will assist all students to make informed decisions about their study and/or work options and enable effective participation in their working life</p>	<p>Careers (Form time): Plan your decision year Personal qualities & jobs Skills for life & work Learning styles Being enterprising</p>	<p>Careers (Form time): Working today Using reliable information Qualifications Choosing options Looking ahead</p>	<p>Careers (Form time): Influences Skills & qualities Personal goals STEM careers Which way now? Global workplace</p>
Computer Science	<p>Students will develop their programming skills in Small Basic and</p>	<p>Autumn 1 - Small Basic. Students will develop their programming skills in</p>	<p>Spring 1 - Binary & Logic. Students will develop their understanding of binary</p>	<p>Summer 1 -Computer Networks. Students will have an introduction to</p>

	<p>Visual Basic, introducing modular programming with multiple subroutines.</p> <p>Students will understand the main hardware and software components that make up a computer system.</p> <p>Students will develop their understanding of cyber security.</p>	<p>Small Basic creating more complex programs using definite and indefinite loops.</p> <p>Autumn 2 - Visual Basic. Students will develop their programming ability using Visual Basic. They will create form applications with multiple subroutines.</p>	<p>and logic gates. Including binary arithmetic and complex boolean logic circuits. We will also look at how images and sound are represented using binary, and an introduction to compression.</p> <p>Spring 2 - Sound. Students will edit audio using Audacity. We will create radio adverts, edit interviews, and create podcast elements</p>	<p>computer networks, how they work, why they are used, what can go wrong, and how we can keep them secure.</p> <p>Summer 2 -. Visual Basic. Students will continue developing their programming skills, creating simple games.</p>
Geography	<p>Why is Planet Earth Fantastic? Establishing awe and wonder and geographical skills whilst improving spatial knowledge of the world. These skills underpin the rest of the Geography curriculum.</p> <p>Why is the Middle East an important world region?</p> <p>The Middle East provides students with another opportunity to investigate a geographical region of great historical importance. Students will discover new biomes and climate regions, research the importance of the oil industry and investigate the reasons for regional conflict. This builds on the previous topics of Asia</p>	<p>Autumn Term 1</p> <p>Why is Planet Earth Fantastic? Compass directions in the Great Barrier Reef Latitude and Longitude in Russia 4 figure grid references in Rio de Janeiro 6 figure grid references at Victoria Falls Measuring height at Mount St Helens Measuring distance in Antarctica Measuring distance along the Ganges River Map Skills in Stotfold</p> <p>Autumn Term 2</p> <p>Why is the Middle East an important world region? Where and what is the Middle East? (mapping the region)</p>	<p>Spring Term 1</p> <p>Is the Earth running out of resources? Where are all the natural resources? (mapping distribution) Where does energy come from? (renewables and non-renewables) Why are some countries energy insecure? (concentrating on countries without a reliable energy source How can we use natural resources sustainably? (finding a balance between renewables and non renewables) How do we use water? (freshwater resources) How does the hydrosphere provide freshwater resources? (distribution of freshwater globally) Why does water cause conflict? (case study example)</p>	<p>Summer Term 1</p> <p>How are populations changing? How can we describe the population structure? (population pyramids) Where does everybody live? (population distribution and density) How long do people live for? (varying life expectancies) What is the demographic transition model? (stages of development) Can we control population sizes? (management strategies in China and France) Why do people migrate? (push and pull factors) Where do people move to? (migration patterns) Why move to the UK? (case study example) Why move to Spain? (case study example)</p>

	<p>and Africa and allows for further global comparison.</p> <p>Is the Earth running out of Resources?</p> <p>Building on their appreciation of a growing population and exploring the demands of a growing population. Students consider their responsibility as global citizens and the impacts of food, water and energy usage aiming for a sustainable future and consolidating their learning from Year 7 Global Issues.</p> <p>Is the Geography of Russia a blessing or a curse?</p> <p>This topic has contemporary relevance - allowing students to develop a deeper understanding of something that regularly appears in the news. Students will develop an understanding of how Russia is a globally significant place and home to a diverse range of landscapes and environments. In later lessons, the emphasis shifts from Russia's regions towards its role in the world. Students will also analyse how Russia's unique story has produced a country whose population is hard to</p>	<p>How does climate impact the Middle East? (climate graphs and biomes) What is a Desert Ecosystem like? (plant and animal adaptations) How do people survive in the Desert? (research task of real-world examples) What factors influence population density and distribution? (where do people live and why?) Why is the Middle East a major economic region? (Oil industry) Why is there ongoing conflict in the Middle East? (Arab Spring & Syrian civil war) Is Dubai a sustainable city? (does Dubai contribute to the global greenhouse effect?) How has Qatar developed? (2022 football world cup)</p>	<p>Why does food supply vary across the world? (food distribution) Is climate change a recipe for disaster? (future scenarios) How can we secure our food for the future? (management strategies)</p> <p>Spring Term 2 Is the Geography of Russia a blessing or a curse? What is the physical landscape of Russia like? (deserts, mountains, tundra) Why does the climate of Russia vary? (climate graphs examples) What biomes exist in Russia? (plant and animal adaptations) Where do people live in Russia? (population distribution and density) Does Geography help or hinder the Russian economy? (distribution of resources) How does Russia influence the world? (superpowers) Why did Russia plant a flag on the seabed of the North pole? (oil industry) What happened at Chernobyl? (nuclear industry)</p>	<p>What is Urbanisation? (growth of megacities)</p> <p>Summer Term 2 What is Geographical Enquiry? What is Stotfold like? (introduction to the study area) What can we investigate? (hypothetical investigations) How can we collect data? (methodologies) What are we measuring? (experimental design) Fieldwork (data collection) How can we present data? (graphical and statistical techniques) What can we conclude? (data analysis)</p>
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	<p>categorise, both economically and demographically.</p> <p>How are populations changing?</p> <p>World population remains a relevant topic of discussion at a range of scales, developing students local, national, international, and global awareness. Building on student understanding of global issues and resource management students will consider what may happen in the future and evaluate the ethical dimensions of population management strategies such as China's one child policy.</p> <p>What is Geographical Enquiry?</p> <p>Students consolidate their fieldwork skills further by collecting data which they then present, analyse and evaluate. Applying these skills within the local Stotfold town centre enables students to question their known environment differently promoting curiosity and cultural capital in an outdoor learning environment</p> <p>In all topics students will collect data and communicate findings in different ways; sketches, maps,</p>			
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	graphs and writing at length. Fieldwork skills will be developed by carrying out an entire investigation following the sequence of enquiry within Stotfold.			
History	<p>Students will extend their history skills. The assessment focus for year 9 is on source skills.</p> <p>Students will study:</p> <ul style="list-style-type: none"> ● issue in world history and its interconnections with other world developments - USA, Russia and Germany ● challenges for Britain, Europe and the wider world 1901 to the present day ● the Holocaust ● Opportunities for local studies will be made available through different units of study. ● Meanwhile, elsewhere homework will allow students to understand diversity. 	<p>Autumn term 1:</p> <p><u>The First World War</u></p> <ul style="list-style-type: none"> ● causes ● Schlieffen Plan ● why join up ● propaganda ● teenage Tommies ● Forgotten soldiers of Empire ● trenches ● home front ● role of women <p>Autumn term 2:</p> <p><u>Inter war period</u></p> <ul style="list-style-type: none"> ● Power through different political systems ● Treaty of Versailles ● democracy and dictatorship ● Russian Revolution ● America in the 1920's ● Dictators 	<p>Spring term :</p> <p><u>Second World War:</u></p> <ul style="list-style-type: none"> ● Home front ● Evacuation ● Dunkirk ● Battle of Britain ● Pearl Harbour ● D Day ● Hiroshima 	<p>Summer term 1</p> <p><u>Holocaust</u></p> <ul style="list-style-type: none"> ● Nazi ideology ● Ghettos ● Individuals involved ● Final Solution ● Auschwitz <p><u>Civil Rights in the US</u></p> <ul style="list-style-type: none"> ● post civil war ● women ● Jim Crow ● Brown vs Topeka ● Little Rock ● Freedom riders ● Washington and MLK ● Malcolm X and black power

		<ul style="list-style-type: none"> ● Cinema ● Rise of Hitler ● Start of World War II 		
French	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Understand a range of material ● Understand spoken language at normal speed ● Understand unfamiliar language ● Initiate and develop conversations about topical and personal interests ● Use new vocabulary and structures found in reading texts ● Produce longer pieces of writing using at least three tenses ● Edit and redraft work ● Translate to and from the TL 	<p>Theme: Mon identité (My identity)</p> <ul style="list-style-type: none"> ● Talking about personality ● Talking about relationships ● Talking about music ● Talking about clothes ● Talking about your passion 	<p>Theme: Identity and culture, to include:</p> <ul style="list-style-type: none"> ● Who am I? Revising family and describing people. ● Who am I? Talking about friends and what makes a good friend. ● Talking about family relationships ● Making arrangements to go out ● Describing a night out with friends. ● Talking about life when you were younger ● Talking about role models. 	<p>Theme: Identity and culture, to include:</p> <ul style="list-style-type: none"> ● Cultural life: Revising sporting, leisure activities, technology, TV. ● Cultural life: Talking about sport, life online, books and reading. ● Cultural life: Talking about television programs in more detail, talking about actors and films.
German	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Understand the pronunciation of key phonic sounds ● Listen and read for a range of purposes ● Listening for inference 	<p>Theme: Freizeit - juhu! (Free time)</p> <ul style="list-style-type: none"> ● Talking about which sports you play ● Talking about leisure activities ● Talking about how often you do activities 	<p>Theme: Gute Reise! (Holidays)</p> <ul style="list-style-type: none"> ● Saying what there is/isn't in a town ● Saying what souvenir, you want to buy ● Buying snacks and drinks 	<p>Theme: Ich liebe Ferien (Holidays)</p> <ul style="list-style-type: none"> ● Comparing places then and now/describing things in the past imperfect tense ● Talking about what you did on holiday

	<ul style="list-style-type: none"> ● Speak with accurate pronunciation and intonation ● Ask and answer questions ● Adapt previously learned language ● Use picture stimuli to generate a conversation ● Write short sentences/paragraphs for a variety of purposes including connective, intensifiers and a range of vocabulary and structures ● Use correct word order with a variety of time phrases ● Describe holidays in details ● Create a dialogue ● Use three tenses into spoken and written work ● Translate into English ● Translate into German 	<ul style="list-style-type: none"> ● Talking about mobiles and computers ● Developing prediction strategies ● Making your writing interesting and varied <p>Theme: Schule ist klasse! (School)</p> <ul style="list-style-type: none"> ● Talking about school subjects/using <i>weil</i> to give opinions and reasons ● Talking about days and times/using the correct word order ● Describing your teachers/using <i>sein</i> and <i>ihr</i> ● Talking about school facilities and rules/using prepositions ● Understanding longer reading texts/talking at length with correct pronunciation 	<ul style="list-style-type: none"> ● Talking about holiday plans/using <i>werden</i> to form the future tense ● Understanding longer texts/focusing on high frequency words ● Writing at length about a topic/adapting a model 	<ul style="list-style-type: none"> ● Talking about how you travelled ● Talking about the weather ● Talking about holidays/asking and answering questions ● Talking about problems on holiday
Art and photography combined	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Explore a range of materials, techniques and ideas in art. ● Draw and print from first hand observation. 	<p>Theme: Still life - "Super-size me"</p> <p>Students will develop their understanding of fast food industries and commercial advertising. They will look into how artists explore the</p>	<p>Theme: Portrait - "My heritage"</p> <p>Students will be introduced to a wide variety of diverse artists from around the world. These artists all explore their heritage and family connections.</p>	<p>Theme: landscape - "Urban environment"</p> <p>Students will explore their own environment and area they live in. They will experiment with image</p>

	<ul style="list-style-type: none"> ● Research and write about artists and/or art movements. ● Use the formal elements and critical analysis to write about style/movements in art. ● Explore compositional rules in Art and Photography. ● Understand the printmaking process. ● Explore photoshop editing tools such as adjustments, cropping and layering. ● Evaluate their own and others work. ● Refine their work based on feedback. 	<p>subject matter of food and they will respond to them through the medium of drawing, painting, photography and sculpture. They will summarise the project with a large scale sculpture that conveys their own personal ideas on fast food.</p>	<p>Students will respond by looking into their own family heritage, collecting old imagery and developing their ideas around the inspirational artists we look at. Students will explore printmaking and photo manipulation. Their final outcome will be a self-portrait that conveys their individuality.</p>	<p>transfer and mono printing and drawing in ink as well as using their own photography to drive their ideas forward. They will investigate the work of Stephen Wilshire and look at his use of line and panoramic presentation to develop their own 'view' of their urban environment.</p>
Design Technology	<p>The End of year goals for DT are that:</p> <ul style="list-style-type: none"> - Pupils are able to confidently use different references to design with, - Choose the correct tools for basic design and make task, - Analyse and test work - Understand basic technical principles of materials, in line with the national curriculum. 	<p>10 Weeks Game Controller Design project: Pupils will look at designing for a user and develop their skills by using iterative design. This project will be built around design, make evaluate principles and will look at users' ergonomic requirements and needs.</p> <p>Although pupils will not make a working controller, they will make lots of prototypes and explore this field of making using cardboard engineering and prototyping,</p>	<p>10 Weeks Table Project: Pupils will investigate issues of sustainability by using reclaimed wood as well as smart materials in designing and building a small bedside table that uses phosphorescence to glow in the dark.</p> <p>This will build on wood working skills, making more complex joints, managing and forming metal and different ways of finishing wooden products for a user</p>	<p>Pupils will work on a ten week on ten week off rotation between DT and Food.</p>

		developing a good understanding of H&S & PP		
Performing Arts (on rotation)	<p>By the end of Year 9 pupils should be able to. The focus this term will be on Devising and group work.</p> <p>Creating Work helpfully and sensitively with anyone else in the class, motivating others where necessary, staying on task even in the face of possible distractions from other performers</p> <p>Offer sophisticated and creative ideas in rehearsals, drawing upon a wide range of drama strategies covered in lessons.</p> <p>Performing Take on a variety of realistic and stereotypical roles, staying in character/design role no matter what happens in performances, adapting where necessary.</p> <p>Use a variety of appropriate acting/design skills to create a range</p>	<p><u>Practitioners and presenting professional repertoire</u></p> <p>Students will develop Skills and Techniques in Performing Arts for an acting audition/interview pitch as a designer.</p> <p>Students will look at Knowledge and Understanding of influential practitioners in the theatre and watch recorded and live performances as models to explore a range of Performing Arts disciplines.</p> <p>The focus will be on analysing how practitioners create drama, concentrating on the key practitioners and styles within a range of set text extracts. Students learn the areas of the stage and staging configurations, as well as the roles and responsibilities of each playwright studied.</p> <p>After they have analysed the skills and techniques used in professional repertoire they will then apply this in practical work.</p>	<p><u>Devising techniques</u></p> <p>The focus this term is to introduce students to responding to a set brief.</p> <p>Students will work as a production company and learn how a professional company would respond to a brief in the industry.</p> <p>Students will learn how to create:</p> <ul style="list-style-type: none"> • Activity 1: an ideas log completed and saved as a PDF (up to 200 words). • Activity 2: a skills log completed and saved as a PDF (up to 200 words). • Activity 3: Performers must submit a digital recording of a workshop performance to an audience of between 2 and 5 minutes per group performance. Designers must submit a digital recording of their pitch/presentation of between 2- 5 minutes. 	<p><u>Rehearsal stages and strategies</u></p> <p>Students will take part in a series of masterclasses exploring the stages that professional Performing Artists undertake in rehearsals.</p> <p>Extracts from each of the set texts will be used as a springboard for rehearsal.</p> <p>Curious Incident Woman In Black Blood Brothers</p> <p>The focus will be on how the work is produced during the rehearsal process.</p> <ul style="list-style-type: none"> • Activity theory: an evaluation report completed (up to 200 words) is created based on their process as part of the final assessment to check suitability for further study at BTEC.

	<p>of characters different from themselves.</p> <p>Use appropriate physical/design skills to convey a range of emotions in their character and react to what is happening on stage even when their character is not speaking</p> <p>Use the staging area in imaginative and sophisticated ways so that the audience are engaged in the performance.</p> <p>Evaluating Spend all of their rehearsal time offering ideas on how to shape, adapt and improve their work. Identify a range of successes in performances when evaluating and suggest a number of ways it can be improved, frequently employing drama terminology in a sophisticated manner.</p>	<p>Students will study how to interpret monologues (age appropriate) to help them prepare for the demands of scripted work and understand the processes involved with each associated playwright.</p> <p>Students complete short practical activities to experiment with these styles and explore short scripted extracts applying one or more of the styles and associated techniques.</p> <p>They will also continue to develop their understanding of the importance of the written log as evidence and start to build a portfolio of work to track their creative process. We expect students to take on a design or acting approach and specialise in this area and develop their skills and techniques in relation to this area.</p> <p>They will present their findings through their log book/short pitch/demonstration. Students will choose to work as a performer or designer.</p> <p>Design elements may be realised in a short performance, but for assessment purposes design ideas</p>		
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		must be demonstrated as part of the pitch/ presentation. For example, in the form of a set model or sound recordings with cue sheets		
Food Tech	<ul style="list-style-type: none"> • Understand and apply the principles of nutrition and health • Cook a range of healthy savoury dishes to able to feed themselves • Become competent in a range of cooking techniques <p>Understand the source, seasonality and characteristics of a broad range of ingredients</p>	<p>Students will begin the course by identifying hazards and hygiene of a room and equipment. They will then acquire an understanding of the use of utensils and equipment. Be able to link equipment to specific dishes. Understand safe cleaning of work area and equipment. Understand function of ingredients and be able to describe cooking skills.</p> <p>Students will then look at the food groups different ingredients come from and the contribution they make to our diets.</p> <p>Evaluation of completed dishes.</p>	<p>Students will start the spring term by learning about the sensory evaluation of dishes - looking at how it effects choice of ingredients. Students will also acquire understanding of how different social and environmental factors effect food choices e.g. vegetarianism, fair trade, organic.</p> <p>Linking to the above students will learn about different sources of food, countries of origin, seasonality. Students will explore cultural differences in cuisine that links to where/when food ingredients are sourced.</p> <p>Evaluation of completed dishes.</p>	<p>In the summer term students will start to analyse the nutritional content of recipes in greater detail.</p> <p>They will explore the nutrients needed for different stages of life and for people with different dietary restrictions such as women who are pregnant.</p> <p>Students will be given a range of briefs to complete that include a range of dishes that are suitable for different dietary needs.</p>
Music	<p>In year 9 students will gain knowledge in;</p> <ul style="list-style-type: none"> • Reading treble and bass clef notation, • How to manipulate higher level musical elements to create mood, 	<p>AURAL DICTATION Students will consolidate and extend their knowledge of musical notation. We will focus particularly on identifying changes in pitch and rhythm. They will work up to being able to write accurate musical notation after listening to melodic lines.</p>	<p>PROGRAM MUSIC - Composition <i>Following on from the year 8 film music topic students will examine program music created in the Classical and Romantic era. They will explore how manipulating musical elements can create different moods and atmospheres. They will create a storyboard and then compose a piece</i></p>	<p>FREE COMPOSITION and PERFORMANCE <i>Students will explore composition in a module linked to the Free Composition style of GCSE. They will choose a compositional style and research the main features of that style. They will then create a brief</i></p>

	<ul style="list-style-type: none"> ● How to analyse and write about music and place it in context, ● How to develop musical ideas. <p>Students will revisit many skills they have previously looked at but we will be accessing a higher level of musical skill. They will be given more freedom to explore and research musical styles that appeal to them and will apply and strengthening this knowledge through practical composition and performance skill related tasks.</p>	<p>***COVID GUIDANCE DEPENDENT***</p> <p>KEYBOARD SKILL - Performance. <i>Students will recall and build upon previous knowledge regarding the identification of notes on the treble and bass clef. They will apply this to piano/keyboard playing and will be expected to combine elements of Bass and treble clef simultaneously which will increase the level of processing. They will work on learning a piece that will ensure the progression of skill required to perform a solo piano piece. The assessment is based on the accuracy, expression and difficulty of the performance part they have learned and will be assessed after 7 lessons.</i></p>	<p><i>in which the musical elements are manipulated to reflect the content Students will be assessed on their response to the set brief, their use and development of harmony and texture and the structure and fluency of their composition. They will also complete a piece of extended writing that will describe their use of musical elements and apply them to the dramatic context of the program music they have created.</i></p> <p>COVER VERSION - performance</p> <p><i>Students will use Musical Futures style techniques to choose a piece of existing music in any style and then analyse the existing recording and use online resources to learn to play the piece. They will be introduced to a number of different instruments and will be assessed on the accuracy, expression and difficulty of the performance part they have learned</i></p>	<p><i>linking to audience and occasion before composing a piece of music. Students will be marked at the end of the module on their response to the brief they write, their use and development of harmony and texture and the structure and fluency of their composition.</i></p>
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