

Year 9 Curriculum map 2019/2020

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>Modern Prose - Of Mice and Men Language in Fiction focus / skills focusing on the writer's use of language to create themes character and setting Mental health and discrimination are both topics taught in PSHE and themes that run through OMAM</p> <p>Shakespeare - Macbeth Literature Assessment – Extract Question Links to Media and the study of Japanese movies with similar themes as Macbeth e.g. The Throne of Blood</p>	<p>Romantic Poetry Assessment - Literature poetry comparison focus on form, themes and context - introduction to higher level study Cross curricular links to the Romantic Era is explored in Art</p> <p>Modern fiction - The Hunger Games Assessment Language – Creative Writing with a dystopian focus. Language focus is on the use of language and settings.</p> <p>Cross curricular links to Sociology and Psychology through Maslow's hierarchy of needs</p>	<p>19th Century Non-Fiction Extracts Language – Reading Questions analysing language and textual comparison of non-fiction texts Cross curricular links to French through the analysis of grammar and syntax (especially idiomatic language and verb tenses)</p> <p>Modern Text - An Inspector Calls (GCSE Study begins here) Literature Paper 2 style question – Choice of Questions focusing on themes or characters. Links to Drama and audience / staging through An Inspector Calls Links to History links to citizenship and PHSCE</p>

	Choose and perfect the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness.			
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</p>	<p>Use of all four operators with numbers (positive and negative), fractions and decimals</p> <p>Basic percentage understanding and calculations</p> <p>Coordinates and linear graphs including plotting in all four quadrants, understanding the equation of a straight line in the form $y=mx+c$ extending to identifying and proving lines are parallel or perpendicular</p> <p>Rounding numbers including significant figure rounding and use of estimation techniques. Understanding the error interval of a rounded number and the implications for calculating with rounded numbers.</p> <p>Collecting and representing data including bar charts, pie charts, line graphs, time series graphs and line graphs. How to find the suite of</p>	<p>Perimeter and area including rectangles, triangles, other quadrilaterals and circles. Extending to sector area and arc lengths and compound shapes.</p> <p>Real life graphs interpreting a range of graphs including conversion graphs and speed, distance time graphs interpretation of the gradient and intercept into real life information</p> <p>Ratio and Proportion: simplifying and sharing in ratios using proportionality to solve real life problems including recipes and rates of activity</p> <p>Equations substitute numerical values into formulae and expressions, including scientific formulae use algebraic methods to solve linear equations in 1 variable (including all forms that require rearrangement)</p>	<p>Standard Form understand and use place value when working with very large or very small numbers, and when calculating with decimals Calculate with and interpret standard form</p> <p>Transformations Identify, describe and construct congruent and similar shapes, including on coordinate axes, by considering rotation, reflection, translation and enlargement (including fractional and negative scale factors)</p> <p>Construction and loci Use the standard ruler and compass constructions (perpendicular bisector of a line segment, constructing a perpendicular to a given line from / at a given point, bisecting a given angle)</p>

	<p>substituting values when constructing both linear and quadratic graphs.</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>averages from lists, frequency tables and group frequency charts. Drawing and interpreting histograms, cumulative frequency and box plots. Being able to comment on displayed data and identify the most appropriate method of representing and analysing data</p> <p>Sequences - linear and non-linear sequences. Finding the term-to-term rule, the general case and relating to the graphical representation.</p>	<p>use linear and quadratic graphs to estimate values of y for given values of x and vice versa and to find approximate solutions of simultaneous linear equations</p> <p>Basic probability Probability experiments Theoretical probability Mutually exclusive events</p> <p>Scatter graphs being able to construct and interpret scatter graphs identify outliers use the line of best fit to make assertions about other data points and understand the implications and restrictions of interpolation.</p>	<p>use these to construct given figures and solve loci problems know that the perpendicular distance from a point to a line is the shortest distance to the line</p> <p>2D representation of 3D shapes Construct and interpret plans and elevations of 3D shapes</p> <p>Calculating with percentages Define percentage as 'number of parts per 100'; interpret percentages and percentage changes as a fraction or a decimal, and interpret these multiplicatively; express one quantity as a percentage of another; compare two quantities using percentages; work with percentages greater than 100%; solve problems involving percentage change, including percentage increase / decrease and original value problems, and simple interest including in financial mathematics</p>
--	--	---	---	--

<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 about genes and keeping healthy (biology topics)</p> <p>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, cheek cell slide making, protein synthesis, genetic testing</p> <p>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, the effect of exercise on pulse rate, data analysis, and clinical trials.</p> <p><i>Pupils will be given a 60 minute Biology Test to assess their progress this term.</i></p>	<p>Spring 1 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>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 Test on chemistry 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>
----------------	---	--	---	--

		<p>Autumn 2 Radiation and Waves. Pupils will calculate wave problems, understand absorption, emission and reflection, explain the EM spectrum and their dangers. Pupils will carry out experiments to investigate reflection and refraction. Global warming, evidence for climate change, ray diagrams [triple], light and colour [triple], sound and hearing [triple], pulse-echo techniques [triple] are all of the different subtopics being taught in this module.</p>	<p>and endothermic reactions, bond making and breaking, the greenhouse effect, correlation and cause, tackling climate change, purifying water, testing gases, fuel cells [triple]</p>	
RS		<p>Students will learn about the paper they will be sitting. They will learn different skills needed for the exam.</p> <p>Religion 1 introduced (Islam) – core beliefs, nature of Allah.</p> <p>What is a prophet, why are they important to Islam? (mini project investigating and researching ideas)</p> <p>Gain knowledge about books used in Islam linked to Christianity. The role and importance for Muslims of Jibril, Izra'il, Mika'il and Israfil.</p> <p>Eschatological beliefs and teachings.</p>	<p>Religion 1 - Investigate life after death.</p> <p>Religion 1 – practices: - The importance of practices. - Private and public acts of worship. - 5 pillars of Islam and the importance (project)</p> <p>Festivals – what is the significance and how do they influence Muslims?</p> <p>Jihad – demonstrate knowledge and understanding.</p>	<p>Religion 2: Concept of God as a Trinity of persons, Biblical accounts of Creation and the problem of evil and suffering and a loving and righteous God.</p> <p>Jesus Christ linked to the ten commandments.</p> <p>Students learn the importance of incarnation, Crucifixion, Resurrection and Ascension The concepts of salvation – students create a resource explaining the role and issues of salvation.</p> <p>Eschatological beliefs and teachings.</p>

			Religion 2 introduced (Christianity) – the meaning of terms and the significance they have.	
Citizenship	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>Topics covered include:</p> <ul style="list-style-type: none"> ● British values ● The Equality Act 2010 ● Freedom of the press ● Pressure groups ● Immigration/Migration ● 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.E.	<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. 	<p>Autumn Term:</p> <p>Rugby (tag rugby if necessary)</p> <p>Handball (Boys)</p> <p>Netball (Girls)</p> <p>Basketball</p> <p>Gymnastics</p> <p>Students will be challenged through the use of sport specific terminology, gaining a deeper understanding of sports.</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>Students will also learn about the effects of sport on the body and why exercise is important for a healthy lifestyle.</p>	<p>Summer Term:</p> <p>Athletics (field and track events)</p> <p>Softball</p> <p>Rounders</p> <p>Cricket</p> <p>Students will be given opportunities to access sports through a number of roles:</p> <ul style="list-style-type: none"> - coach - official

	<ul style="list-style-type: none"> - 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. 			<ul style="list-style-type: none"> - analyst - leader
Computer Science	<p>Students will develop their programming skills in Small Basic and 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>Autumn 1 - Small Basic. Students will develop their programming skills in Small Basic creating more complex programs using definite and indefinite loops.</p> <p>Autumn 2 - Computer Networks. Students will have an introduction to computer networks, how they work, why they are used, what can go wrong, and how we can keep them secure.</p>	<p>Spring 1 - Visual Basic. Students will develop their programming ability using Visual Basic. They will create form applications with multiple subroutines.</p> <p>Spring 2 - Hardware & Software. Students will be introduced to the main hardware and software components that make up a computer system. We will look at the CPU, main memory, storage devices, application and system software, operating systems.</p>	<p>Summer 1 - Binary & Logic. Students will develop their understanding of binary 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>Summer 2 - Sound. Students will edit audio using Audacity. We will create radio adverts, edit interviews, and create podcast elements.</p>
Geography	<p>Students will extend their locational knowledge through the study of the Middle East and Russia. They will investigate the key physical and human characteristics.</p> <p>In physical geography they will learn the key processes of how an</p>	<p>Autumn Term 1</p> <p>Map skills Key elements of maps Map symbols Grid references Contours</p> <p>Autumn Term 2</p>	<p>Spring Term 1</p> <p>Living off earth's resources Water around the world and it's growing challenge Why is soil important? Causes, consequences of desertification. Oil for energy</p>	<p>Summer Term 1</p> <p>Ecosystems What is an ecosystem? Food chains Nutrient cycle Role of soil, air and water Example of the school ecosystem</p>

	<p>ecosystem functions. Carry out an investigation of the school ecosystem. They will study the location, characteristics and threats of a biome.</p> <p>In human geography they will study the classification of different crimes and the role geography plays in preventing crime through GIS. They will carry out fieldwork on the school site and collect secondary data on local crime statistics. In living off the earth's resources students will look at the link between population growth and resource need to identify problems and possible outcomes.</p> <p>Students will be taught the importance of maps, how to read Ordnance Survey maps, including map symbols, grid references and contours.</p> <p>In all topics students will collect data and communicate findings in different ways; sketches, maps, graphs and writing at length.</p>	<p>Geography of Crime Classifying different types of crime Looking at where different types of crime happens and looking for geographical reasons Looking at how GIS helps to solve crime How we can design out crime</p>	<p>Renewable energy supplies</p> <p>Spring Term 2 Middle East Where is it? PHysical geography climate zones and biomes the people conflicts israel and the state of Palestine</p>	<p>The location, characteristics, and structure of a global biome.</p> <p>Summer Term 2 Russia Where is Russia? Physical features climate zones and biomes people Sakha How is Russia doing? (development)</p>
History	Students will extend their history skills. The assessment focus for year 9 is on source skills.	Autumn term 1: Inter war period	Spring term 1: Holocaust	Summer term 20th century conflict - the Cold War

	<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 have an understanding of diversity. 	<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 ● Cinema ● Rise of Hitler ● Start of World War II <p>Autumn term 2:</p> <p>Second World War:</p> <ul style="list-style-type: none"> ● Home front ● Evacuation ● Dunkirk ● Battle of Britain ● Pearl Harbour ● D Day ● Hiroshima 	<ul style="list-style-type: none"> ● Nazi ideology ● Ghettos ● Individuals involved ● Final Solution ● Auschwitz <p>Spring term 2:</p> <p>20th century conflict - the Cold War (see summer term)</p>	<ul style="list-style-type: none"> ● communism and capitalism ● situation at end of WW2 ● Germany - blockade and wall ● Hungary ● Czechoslovakia ● Cuba ● Detente ● Regan ● Gorbachev ● End of cold war
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 	<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? Revising places in town and activities. 	<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. 	<p>Theme: Identity and culture, to include:</p> <ul style="list-style-type: none"> ● Daily life: Talking about food and mealtimes. ● Daily life: Discussing shopping for clothes.

	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Cultural life: Talking about television programs in more detail, talking about actors and films. 	<ul style="list-style-type: none"> • Daily life: Describing your daily life and routines. • Daily life: Cultural life, talking about food for special occasions. • Cultural life: Using polite language, describing family celebrations. • Cultural life: Describing festivals and traditions.
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 • 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 	<p>Theme: Hallo! (Hello/Introduction)</p> <ul style="list-style-type: none"> • Introducing yourself, learning how to pronounce German words • Counting to 20 and using the verb <i>sein</i> to say how old you are • Using the German alphabet and the verb <i>wohnen</i> to say where you live • Describing your character • Asking and answering questions about your belongings. Using the verb <i>haben</i> <p>Theme: Extreme Haustiere (Extreme pets)</p> <ul style="list-style-type: none"> • Talking about pets/using pronouns 	<p>Theme: Bist du sportlich? (Are you sporty?)</p> <ul style="list-style-type: none"> • Talking about sport you play, like and dislike playing • Talking about leisure activities and giving your opinion • Talking about how often you do activities/using the correct word order <p>Theme: Ich mag Deutsch! (I like German)</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 	<p>Theme: In der Stadt (In town)</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 • 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 <p>Theme: Innsbrück früher und heute (Innsbruck then and now)</p>

	<p>range of vocabulary and structures</p> <ul style="list-style-type: none"> ● 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 super pets/using kann + infinitive ● Talking about family members and age/present tense verbs ● Describing family members/using adjectives with nouns ● Talking about birthdays ● Learning about Christmas/cultural traditions 	<ul style="list-style-type: none"> ● 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"> ● Comparing places then and now/describing things in the past imperfect tense ● Talking about what you did on holiday ● Talking about how you travelled ● Talking about the weather ● Talking about holidays/asking and answering questions
Spanish	<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: Local area, holiday and travel to include:</p> <ul style="list-style-type: none"> ● Discussing holiday activities and the weather ● Saying what you do in the summer ● Talking about holiday preferences ● Describing what you did on holiday ● Talking about where you stayed ● Booking accommodation and making answers from questions ● Giving an account of holidays in the past <p>Theme: School to include:</p>	<p>Theme: School, to include:</p> <ul style="list-style-type: none"> ● Talking about subjects and teachers and giving opinions and preferences ● Describing life at school then and now ● Discussing school rules and problems ● Discussing plans for a school exchange ● Describing activities and achievements <p>Theme: Identity and Culture to include:</p> <ul style="list-style-type: none"> ● Describing socialising and family time ● Describing people ● ● 	<p>Theme: Identity and Culture, to include:</p> <ul style="list-style-type: none"> ● Discussing social networking and the advantages and disadvantages ● Making arrangements with friends ● Describing reading preferences ● Describing people in more complex language ● Describing family and friends and talking about relationships

		<ul style="list-style-type: none"> ● Giving opinions of school subjects and describing school facilities ● Describing school uniform and the school day 		
Art and photography (rotation)	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Explore a range of material and ideas. ● Draw from first hand observation. ● Use the formal elements to describe artwork. ● Analyse works of art using the formal elements. ● Understand why artists and photographers make art. ● Understand colour theory and colour mixing. ● Evaluate their own work and recognise ways to develop or improve. ● Explore compositional rules in Art and Photography. ● Explore some photoshop editing tools. 	<p>Art Theme: "Music to my eyes"</p> <p>Students will investigate the formal elements in Art and use different techniques to explore each one. They will use musical subject matter to inform their studies and research the work of street artist Dain to inspire their work. Over the course of the term they will create a mixed media piece that could be used to advertise the Etonbury summer music concert. They will then swap to Photography for the second term.</p>	<p>Photography Theme: "Composing Rhythm"</p> <p>Students will spend a term learning about the basic compositional rules of photography. They will develop their understanding of how to use a digital camera, save images and edit them on photoshop. They will refer to the Cubism movement and joiner photography to develop a final piece that records rhythm and movement. They will then swap to Art for the second term.</p>	<p>Art and Photography</p> <p>Students will complete a hybrid project of Art and Photography to embed and secure the skills they have built throughout the year. They will look at typography and develop their own graphic fonts that they will build into their work from the previous terms.</p>
Business Studies	By the end of year 9 students will have explored key business themes such as:	Students will understand what are the main characteristics of an entrepreneur and some of the reasons why people start a business.	Students will look at the financial planning that businesses carry out - they will consider sources of finance,	Students will look at Business Operations. They will look at methods of production and types of quality control

	<ul style="list-style-type: none"> ● Why start a business ● Being an entrepreneur ● market segmentation ● business finance <ul style="list-style-type: none"> ○ sources of finance ○ cash flow ○ break even ● Human resources <ul style="list-style-type: none"> ○ advertising a job ○ carrying out interviews ● Operations <ul style="list-style-type: none"> ○ methods of production ○ quality control <p>To be secure students will demonstrate the ability to understand key themes within each business function:</p> <ul style="list-style-type: none"> ● Marketing ● Finance ● Operations ● Human resources <p>Students will also be able to produce extended pieces of writing around a business scenario.</p>	<p>They will look at the job roles needed within a company and set up a pretend business of their own. Students will come up with a business idea for a specific market . they will carry out market research to see if there is interest for their product and will analyse the results. Students will present a pitch for their product based on their market research.</p>	<p>carry out cash flow forecasts and break even charts for their business.</p> <p>Students will look at Human Resources within a business. They will identify when businesses need to recruit, prepare job adverts and interview questions and carry out interviews.</p>	<p>Students will create a business plan for a new product. They will combine all of the knowledge they have gained to complete a plan, and create a pitch for the product.</p>
Design Technology	<p>The End of year goals for DT are that: - Pupils are able to confidently use different references to design with, -</p>	<p>Jewellery Project: Pupils will research and develop their knowledge of jewellery design,</p>	<p>Table Project: Cont... This will build on wood working skills, making more complex joints,</p>	<p>Mono Amp project: Cont... Materials such as MDF, Plastics and even concrete may be used to create</p>

	<p>Choose the correct tools for basic design and make task, - Analyse and test work - Understand basic technical principles of materials, inline with the national curriculum.</p>	<p>pewter casting and enameling, using different colours and effects to making attractive and purposeful jewellery to meet the requirements of users.</p> <p>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>managing and forming metal and different ways of finishing wooden products for a user.</p> <p>Mono Amp project: This project will develop pupils understanding and skills in electronics by designing and making a mono amp for a mobile phone.</p>	<p>a finished product whilst exploring iterative design through prototyping ideas and designs.</p> <p>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. Although pupils will not make a working controller, they will make lots of prototypes and explore this field of making.</p>
Drama	<p>By the end of Year 9 pupils should be able to:</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>Students will be introduced to the course. Looking at Knowledge and Understanding of influential practitioners in the theatre and watch recorded and live performances as models. .</p> <p>The focus will be on the creation of drama, concentrating on the key practitioners and styles.</p> <p>Students experiment with these styles and create a short script applying one or more of the styles and associated techniques.</p>	<p>This term, the focus is on applying practitioner knowledge into three set scripted texts with a view to presenting outcomes.</p> <p>Students will study how to write a detailed portfolio on their rehearsal and production of their log book.</p> <p>Students learn the areas of the stage and staging configurations, as well as the roles and responsibilities of each playwright studied.</p> <p>Students will study key age appropriate simple extracts from</p>	<p>Students will learn how to use the command words necessary to evaluate live theatre.</p> <p>The focus this term is on evaluation and extended written analysis from the audience perspective.</p> <p>Students will get a chance to appreciate a range of theatre to develop their audience responses.</p> <p>Key age appropriate extracts from <i>Blood Brothers</i>, <i>Woman In Black</i> and <i>Curious Incident</i> will be evaluated.</p>

	<p>Performing Take on a variety of realistic and stereotypical roles, staying in character no matter what happens in performances, adapting where necessary.</p> <p>Use a variety of appropriate vocal skills to create a range of characters different from themselves.</p> <p>Use appropriate physical 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</p>	<p>Students will study the health and safety requirements of working in drama.</p> <p>They will also understand the importance of the written log as evidence and start to build a portfolio of work to track their creative process.</p>	<p><i>Blood Brothers, Woman In Black and Curious Incident</i> to help them prepare for the demands of scripted work and understand the processes involved with each associated playwright.</p>	
--	--	---	--	--

	suggest a number of ways it can be improved, frequently employing drama terminology in a sophisticated manner.			
Food Preparation and Nutrition	<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>
Media Studies	<p>At the end of Year 9 students will be able to demonstrate knowledge and understanding of key concepts:</p> <ul style="list-style-type: none"> Representation Audience 	<p>Introduction to the course. Briefly looking at RAIL (Representation, Audience, Industry and Media Language.)</p> <p>Focus on media industries. Exploring film, TV, radio and video games.</p>	<p>A focus on Newspapers. Looking at the key concepts of institution and representation in more detail. Students will explore tabloids and broadsheets before creating their own using Adobe Photoshop.</p>	<p>Students will explore the magazine industry with a focus on representation, audience and language (media). Students will work to a brief demonstrating knowledge and</p>

	<ul style="list-style-type: none"> ● Institution ● Language (media) <p>Students will also acquire knowledge of media industries. Looking at TV, newspapers, video games and magazines.</p> <p>They will be able to demonstrate Photoshop practical skills.</p> <p>And students will know and be able to apply narrative theories to texts. (Propp's stock characters, Todorov's equilibrium theory and Binary opposition).</p>	<p>Focus on media language. Mise-en-scene, sound and cinematography. Applying these to the crime drama genre.</p>	<p>Students will also look at audience in relation to video games. A case study of Pokemon Go will explore the uses and gratifications theory.</p>	<p>understanding acquired throughout the year.</p> <p>This will be in the format of a completed magazine and front cover and contents page.</p>
<p>Music</p>	<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, ● How to analyse and write about music and place it in context, ● How to develop musical ideas. 	<p>KEYBOARD SKILL - Performance. 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,</p>	<p>COVER VERSION - performance 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</p>	<p>FREE COMPOSITION and PERFORMANCE 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 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</p>

	<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>expression and difficulty of the performance part they have learned and will be assessed after 7 lessons.</p> <p>PROGRAM MUSIC - Composition 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 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.</p>	<p>THEME AND VARIATION 2 - Performance and composition</p> <p>Following on from the year 8 module students will explore existing Theme and Variation style compositions. They will analyse how the different musical elements have been varied and combined to create contrast. They 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.</p> <p>Curriculum link - Maths: <i>Transformation and reflection linking to shape and pattern in musical structure including sequence, inversion and retrograde patterns.</i></p>	<p>development of harmony and texture and the structure and fluency of their composition.</p> <p>s.</p>
Psychology	<p>In year 9, students will learn</p> <ul style="list-style-type: none"> ● that psychology is about understanding how and why humans think and behave 	<p>Students will be introduced to the subject of psychology - they will learn what it is and how it helps us to understand human thoughts, feelings and behaviour.</p>	<p>Students will start to explore how to research human thoughts and behaviour in more detail.</p> <p>They will work in small groups to plan and conduct a research project of their choice within the class.</p>	<p>They will learn about the effects of social groups on our identity and how we adjust to fit in.</p>

	<ul style="list-style-type: none"> ● the different types of psychologist and what they do ● how psychology has developed over time ● how psychology is researched using scientific methods ● whether our thoughts and behaviour are set from birth, or whether they develop through our life experiences 	<p>They will learn about the different kinds of psychologist and how they help people - for example criminal psychologists, research psychologists, clinical psychologists, sports psychologists.</p> <p>Students will start to understand how psychology is an evidence-based subject - we use scientific methods to learn about how the brain works and why people think and act in different ways.</p> <p>Students will learn about some important historical psychologists, what they found out, and how they have helped us to understand our thoughts and behaviour.</p>	<p>They will use skills developed in maths and science to plot their findings and analyse what they have discovered.</p>	<p>They will examine how and why we are all different - for instance personality types - and how psychologists test these differences and evaluate their effect on our thinking and behaviour.</p>
--	--	--	--	--