



English

CURRICULUM

Year 9 Summer 1 and 2

'Lord of the Flies'

Skills and knowledge:

1. Characteristics of Island Narratives
2. Focus on characterisation of central characters (e.g. Jack, Simon, Ralph, Piggy)
3. Focus on presentation of a theme (power, order, civilisation and savagery).
4. Analysis of effects of language and structure devices
5. Understanding of symbolism
6. Setting and context: 20th Century post war context
7. Comparing play text with film (1963, Peter Brook)

Links to prior learning:

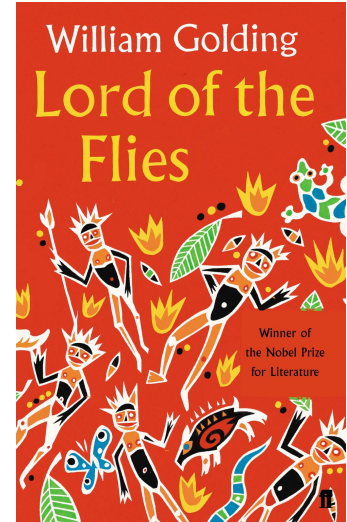
- Building on ability to understand plot and character in prose fiction
- Study of whole prose text ('Beowulf' and 'The Woman in Black,')

Links to future learning:

- Understanding of prose fiction to be developed through study of 'Boys Don't Cry' at GCSE
- Understanding of impact of context on text developed at GCSE

Links to whole school vision: 'Every Child a scholar'

- Building cultural capital through studying canonical 20th century text
- Developing understanding of impact of context on literary fiction





Maths

CURRICULUM

Year 9 Summer 2

Rates, probability and algebraic representation



Skills and knowledge:

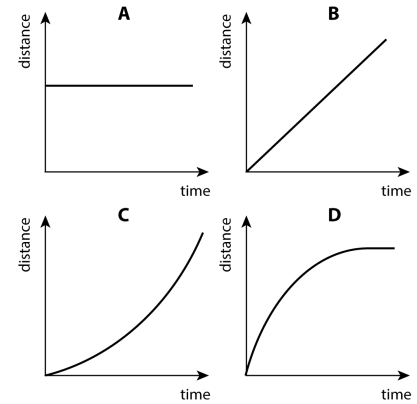
- Solve speed, distance and time problems without a calculator
- Solve speed, distance and time problems with a calculator
- Single event probability (R)
- Relative frequency - including convergence
- Expected outcomes, Independent events
- **Use tree diagrams (H)**
- **Use tree diagrams to solve without replacement problems (H)**
- Use diagrams to work out probabilities
- Draw and interpret quadratic graphs
- Interpret graphs, including reciprocal and piece-wise
- **Investigate graphs of simultaneous equations (H)**
- Represent inequalities

Links to prior learning:

- Time conversions
- Drawing and plotting graphs
- Probability of an event
- Linear graphs

Links to future learning:

- Velocity-time graphs
- Compound measures
- Conditional probability
- Factorising quadratics
- Simultaneous equations



Links to whole school vision and ethos: 'Every Child a Scholar'

Students further develop their understanding of graphs, probability and algebra. Building their confidence of these concepts allows them to aspire in many areas of Maths.





Science

CURRICULUM

SCIENCE Year 9 Summer 2

Quantitative chemistry - Chemistry

Skills and knowledge:

- Use a periodic table to calculate the relative formula mass of different compounds.
- Calculate the percentage mass of an element in a compound using information about its Mr and Ar.
- Use and rearrange the equation to equation to calculate the number of moles of a substance.
- Recall that amounts of substances are measured in moles and that one mole (mol) of any substance contains 6.02×10^{23} (Avogadro constant) particles.
- Balance equations using reacting masses.
- Explain the relationship between the amount of limiting factor used in a chemical reaction and the amount of product formed.
- Know that one mole of any gas will occupy 24 dm^3 at 20°C and 1 atm.
- Use the concentration of a solution to calculate the mass of solute in a given volume.
- Calculate the uncertainty of a measurement.
- Describe how you can find the volumes needed for two solutions to react together using titration.
- Calculate the concentration of a reactant
- Calculate the atom economy and percentage yield of a reaction.
- Explain why the actual yield of a reaction is not the same as the theoretical yield.

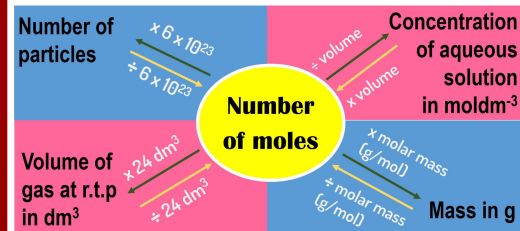


Links to prior learning:

Pupils cover the basics of atomic structure including the number of protons, neutrons and electrons in year 7, the periodic table in year 8 and go through the structure of the atom at a GCSE level near the beginning of year 9.

Links to future learning:

Studying this topic should allow pupils to improve their mathematical skills and apply the knowledge gained to unfamiliar examples involving calculations. Quantitative chemistry is also arguably one of the most important topics covered as all industrial chemical reactions utilise the equations to maximise yield and improve efficiency.



Links to whole school vision and ethos: 'Every Child a Scholar'

Confidence - this topic aims to teach pupils how to use and rearrange equations to calculate unknown variables. It also helps to improve pupils mathematical skills and allow them to perform contextual calculations and apply their knowledge.





Art

CURRICULUM

Year 9

Art is Powerful for Good & Bad 2D photography & print project



Skills and knowledge:

- Researching the ways that Art is used by different people for good and for bad
- Investigating and generating own ideas for issued based work
- Using photography and pixlr software to create a poster design
- Translating digital poster into an etching

Key Questions:

- Why are sometimes of art valued more than others?
- Why do some artists respond to the social and political events of their time?
- How does the relationship between public space and visual culture play out locally?

Links to prior learning:

Continuing to develop:

- Use of drawing for different purposes
- Ability to handle and manipulate range of different media
- Understanding of the role of the artist and the way this changes overtime

Links to future learning:

- Practical explorations this term used as a springboard to develop own project during summer term
- Introduces ways of working needed to be successful at GCSE



Links to whole school vision and ethos: 'Every Child a Scholar'

- Inclusion of artists and art practices from diverse backgrounds and cultures to reflect our school community and values
- Building increasing confidence in working with a range of different sources, materials, techniques and processes
- Reflecting on own and others work to share constructive feedback, recognising strengths and areas for development





Computer Science

CURRICULUM

Year 9 Summer 2

Programming Constructs

Skills and knowledge:

- Critical and analytical thinking skills in a scenario based environment.
- Understanding complex problems and find ways to overcome it.
- Students will learn recursion and how it works using loops.
- Students will learn selection in terms of programming with the use of statements and ensure conditions placed are accurate.
- Students will learn mathematical skills needed to complete challenges.

Links to prior learning:

- **Students have previously learn Python programming. This is a script based language and will now be doing a block based language**

Links to future learning:

- **Students will understand key concepts in programming and will be able to link it to other coding challenges.**

Links to whole school vision and ethos: 'Every Child a Scholar

- **Using previous knowledge to understand how to tackle coding challenges.**
- **Emphasis on logical and comparison thinking to attain goals and objectives.**





Dance

Year 9 Summer 2

Choreography



Skills and knowledge:

- Developing knowledge and skills required for safe dance practice, importance of warming up, cooling down and safety when performing movement.
- Development of vocabulary for performance skills.
- Development of dance vocabulary for choreography.
- Introduction to the use of props and the different types of stimuli (ideational, topical, historical, literary, visual and auditory).
- Looking into the different forms of dance structure to convey a story.
- Performance: how to perform a movement using physical, technical and expressive skills
- Choreography: How to create movement using action, space, dynamics, relationships and choreographic devices.
- Performing movement using style
- How to evaluate and critically appreciate performances.

Links to prior learning:

- Prior learning from previous Year 7 & 8 schemes of work as physical, technical, expressive and choreographic skills will overlap.

Links to future learning:

- Understanding of performance and choreographic concepts to be developed in Year 10, choreography and performance in a duo/trio, analysis of set works and contemporary dance.



Links to whole school vision: 'Every Child a scholar'

- Building cultural capital through studying a new dance style.
- Developing understanding of dance concepts and key terminology
- Confidence- Developing student confidence through the use and articulation of dance vocabulary in lesson as well as developing confidence when performing in front of an audience.
- Aspiration-Students are encouraged to improve on their own performance throughout SOW to achieve or exceed their level.
- Reflection- through dance appreciation of performances watched in lessons helps students to understand and reflect on what aspects of performance and choreography create and aesthetically pleasing performance.
- Respect- The study of dance teaches students the importance of respect through collaboration through group work and respecting dance cultures/genres through dancer appreciation.



Drama

Year 9 Summer 1 I Don't Like Mondays



Skills and knowledge:

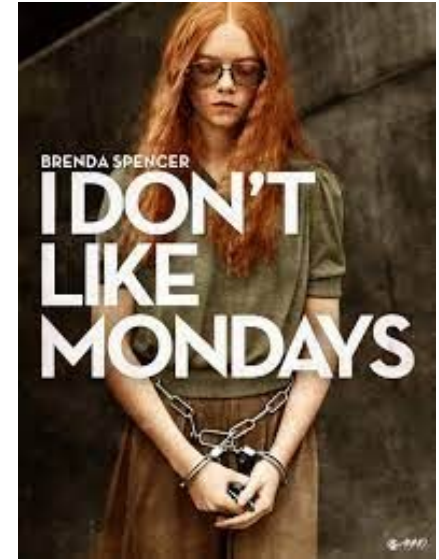
- **Memory**
- **Cultural Capital**
- **Vocal Skills**
- **Physical Skills**
- **Literacy**
- **Listening**
- **Confidence**
- **Script reading**

Links to prior learning:

- Vocal Skills
- Physical Skills
- Stage Presence

Links to future learning:

- Vocal Skills
- Physical Skills
- Stage Presence
- Scripts in Year 10



Links to whole school vision: 'Every Child a scholar'

- **High expectations of acting skill.**
- **Valuing the need to perform work that is prepared and successful.**



Design & Technology

CURRICULUM

Year 9 Summer 2



DESIGN AND TECHNOLOGY
2022



Skills and knowledge

Realising potential through challenge

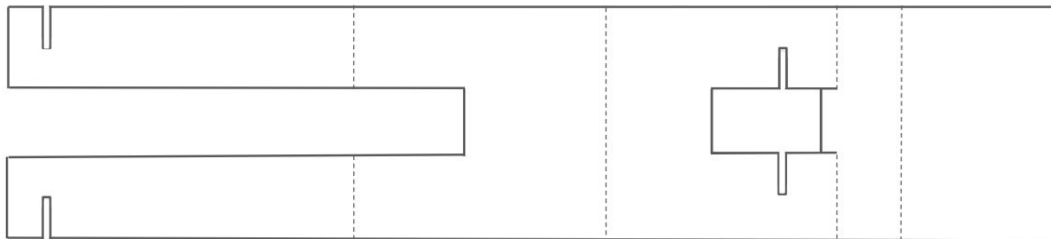
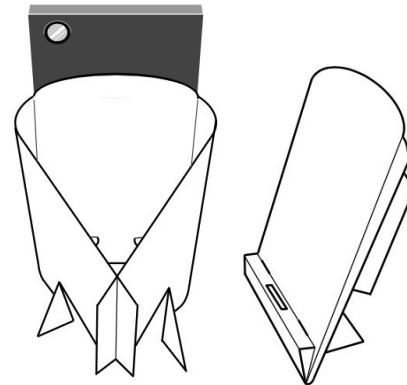
- Design literacy
- Numeracy
- Developing confidence
- Nets and surface developments
- CAD CAM CorelDraw
- Mobile phone dock design
- Working with paper and board



Delivering a curriculum accessible to all which provides a broad range of opportunities for students. We aim to develop self motivated students and confident learners. We aim to ensure that learners develop technical and practical competencies as well as a wider range of transferable skills.

Links to prior learning: Year 7-8 work schemes

Links to future learning: AQA GCSE NEA content.



Links to whole school vision and ethos: 'Every Child a Scholar'

Confidence: In taking on new challenges

Aspiration: To develop and improve outcomes

Reflection: On completed work and areas to improve

Respect: To classmates, staff and community





French

CURRICULUM

FRENCH Year 9



Special vacances (Special holidays)

Skills and knowledge:

1. Discussing holidays.
2. Asking questions using inversion.
3. Using the conditional tense.
4. Imagining adventure holidays.
5. Talking about what you will take on holidays
6. Describing what happened on holiday.
7. Using emphatic pronouns when visiting tourist attractions.

Links to prior learning:

Links to prior learning:

Y7 Summer 2- Mes passe temps
Y8 Spring 1- Paris Je t'adore

Links to future learning:

Y10 Summer 1- De la ville à la campagne.

Y10 Summer 2- Le grand large



Links to whole school vision and ethos: 'Every Child a Scholar'

- **Recognising and using complex grammar through routinisation.**
- **Using imagination and previous knowledge to discuss different events**
- **Relating language to real world scenarios**





Geography

CURRICULUM

Year 9 Summer 2

Fieldwork/Ecosystems

Skills and knowledge



- Locate major biomes are distributed, as well as looking at why they are found there and describe the features of different biomes..
- Explain the nutrient cycle and how it works and applying this understanding to the Amazon specifically
- Explain how different plants and animals have adapted to survive in the Amazon rainforest and explain how adaptation enables animals and plants to survive the warm and wet climate, along with protection from predators.
- Define deforestation and how we are the cause of deforestation due to our different needs including building materials, food, water and minerals.
- Explain how the Amazon rainforest can be protected and developed sustainably with a focus on afforestation, the creation of National Parks, agroforestry, education and selective logging.
- uses of a climate graph and how to read one in order to compare different climates of different biomes.
-

Links to prior learning: Year 7

Rivers physical and human environments involved interactions between physical and human processes. Understand of processes that can help develop geographical patterns and their specific characteristics and Year 8 Population

Links to future learning (AQA

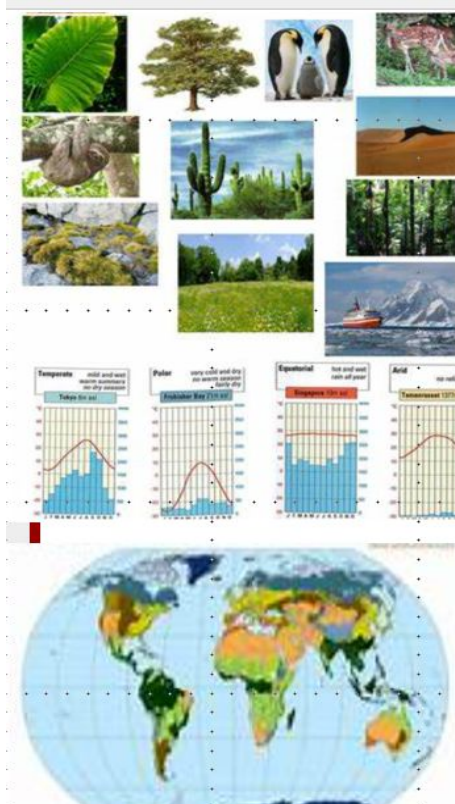
GCSE (9–1) Geography specification):

3.1.3 Section C: Physical landscapes in the UK

·3.1.3.1 UK physical landscapes

·3.1.3.3 River landscapes in the UK

3.3.2 Section B: Fieldwork



Links to whole school vision and ethos: 'Every Child a Scholar

Aspiration- Building foundations for Links to AQA GCSE (9–1) Geography specification.

Reflection- Develop awareness of values and attitudes to environments will vary depending on the opinions of stakeholders.





History

CURRICULUM

Year 9 Summer 2



Cold War - How close did the world come to nuclear war

Skills and knowledge:

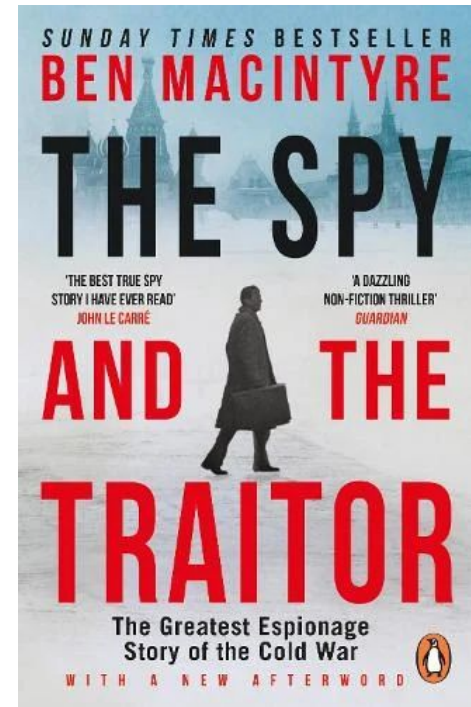
- What was the cold war? End of the econf world war, capitalism vs communism, yalta and the effect of the atomic bomb.
- The Iron Curtain and the evolution of the East and West Rivalry. Students will examine the marshall plan, the berlin blockade and airlift.
- Events in Asia - Korean War and Vietnam War.
- How did tensions escalate with the space race, arms race and NATO.
- Berlin: a divided city. Looking at the impact and cause of the Berlin wall.
- The Cuban Missile Crisis.

Links to prior learning:

- Y8 History - Rise of Dictators
- Y8 History - WW2 study

Links to future learning:

- Y11 - America's wars in Asia
- Y10 - Germany 1890 - 1945 study



Links to whole school vision: 'Every Child a Scholar'

Reflection - Students will have opportunity to reflect on events that are still playing an important role in their lives today.





Music



RE

CURRICULUM

Year 9 Summer 2

Understanding Christian and Muslim Beliefs

Skills and knowledge:

- Students will study the Six Muslim Beliefs and the Nature of God.
- Students will study the Christians' interpretation and belief in the Trinity.
- Students will learn various sources of wisdom related the topics being studied and practice how to use these accurately when responding to GCSE questions

Links to prior learning:

Students have been introduced to the Five Pillars of Islam and have studied the Abrahamic Faiths in Year 8

Links to future learning:

Students to start to apply these skills needed at KS4



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Links to whole school vision and ethos: 'Every Child a Scholar

Students build confidence in the application of their learning



PE

CURRICULUM

Year 9 Summer 2 -

Athletics, Cricket and Volleyball

Skills and knowledge:



- Starts to demonstrate core skills for the activity in isolation and under competitive pressure.
- Core skills are beginning to be performed consistently with a standard of accuracy, control and fluency.
- Starts to select and use appropriate skills as well as applying appropriate team strategies/tactics.
- Demonstrates awareness of and response to the strengths, weaknesses and actions of other performers.
- Communication with other player(s)/performer(s) is positive and constructive.

Links to prior learning:

Students have prior knowledge from year 8. Skills taught from previous sports can be transferable such as exploitation of space, outnumbering opponents, quick passes, movement off the ball and working with teammates positively.

Links to future learning:

Students to start to apply these skills in more complex situations such as being outnumbered and in different game scenarios.



Links to whole school vision and ethos: 'Every Child a Scholar'

Students build confidence in performing skills within modified games in order to re-create game-like situations.

Students to reflect on tactics and application of skills and whether they resulted in success.

Year 9 Summer 1+2

Athletics, Cricket and Volleyball

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PSHE

Personal, social, health and economic education

CURRICULUM

Year 9 Summer 2

Living In The Wider World



Skills and knowledge:

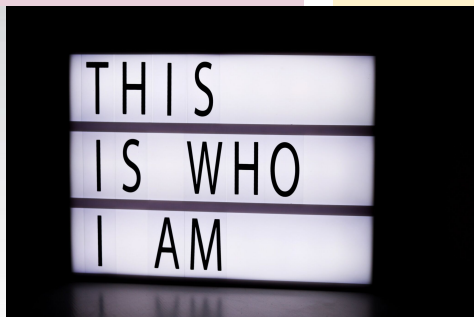
- Diversity
- Identity
- British Values
- UNICEF

Links to prior learning:

Links to future learning:



Links to whole school vision and ethos: 'Every Child a Scholar





Food Technology

CURRICULUM

Year 9 - Food Technology

Skills and knowledge: students will cover the following topics

- Pizza Making
- Making Sausage Rolls
- How to make a dough
- Pastry/types of pastries
- Alternative and specialised diets



Links to prior learning:

Building on the theory covered in Spring 2, regarding nutrition and clear kitchen rules, students will progress to practical work in the preparation of three dishes of varying complexity.



Links to whole school vision and ethos: 'Every Child a Scholar'

Students will display self-discipline and respect for the essential rules of the kitchen that ensure safety when using cookers, sharp utensils and maintaining maximum hygiene at all times. Nutrition and the seasonality of produce will be explored in the hope that students will make good decisions when choosing a menu and demonstrate respect for themselves and others by preparing fresh and nutritious dishes.



Spanish

CURRICULUM

Year 9 Summer 1



Jóvenes en acción
(Youth in action)

Skills and knowledge:

1. Talking about children's rights.
2. Understanding what fairtrade is/does.
3. Discussing the benefits of recycling and what you must do to protect the environment.
4. Talking about how your area has changed.
5. Using past and present tense to compare events.
6. Discussing people in the third person
7. Using 'one must' to describe what must be done.
8. Presenting an argument for/against.

Links to prior learning:

Y9 Summer 2- En forma

Links to future learning:

Y10 Summer 1- Intereses e influencias

Y11 Spring 1- Hacia un mundo mejor



Links to whole school vision and ethos: 'Every Child a Scholar'

- **Recognising and using complex grammar through routinisation.**
- **Talking about current events that we see in the news and discussing them in the global context.**
- **Learning how to have debates and to share time and respect others opinions**

