



English

CURRICULUM

Year 9 Autumn and 2

Dystopian Literature



Skills and knowledge:

1. Identifying and analysing conventions of dystopian literature
2. Using dystopian conventions in own writing
3. Extract analysis with focus on: setting, personification, imagery,
4. How do writers create new worlds and imagine the future?
5. Understanding socio-historical context of key dystopian texts and how it links to the texts.
6. Understanding of the history and development of the genre, including early Utopian texts.

Links to prior learning:

- Building on ability to understand plot and character in prose fiction
- Study of whole prose text (*Beowulf*, *Tyrese Walker*)

Links to future learning:

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



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



- Cultural Capital through study of canonical 20th century texts
- Developing understanding of context on literary fiction



Maths

CURRICULUM

Year 9 Autumn 1

Straight line graphs



Skills and knowledge:

Lines parallel to the axes, $y = x$ and $y = -x$
Using tables of values Compare gradients
Compare intercepts Understand and use $y = mx + c$
Write an equation in the form $y = mx + c$
Find the equation of a line from a graph Interpret gradient and intercepts of real-life graphs

Model real-life graphs involving inverse proportion

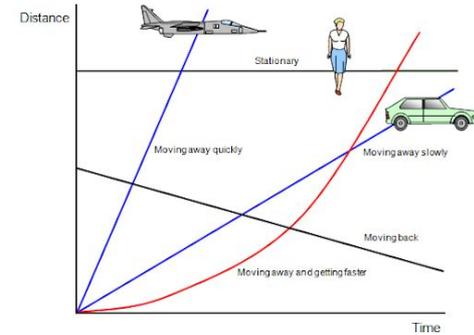
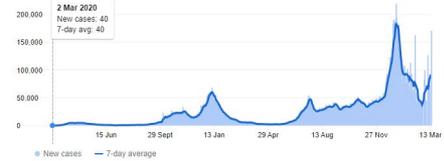
Explore perpendicular lines

Links to prior learning:

Interpreting graphs
Multiplying with decimals
Dividing with decimals
Plotting coordinates
Substitution
Drawing tables

Links to future learning:

Compound measures
Quadratic and cubic graphs
Transformations
Simultaneous equations
Parallel and perpendicular lines



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

The topic builds confidence in our scholar to understand steepness of lines and how graphs can be used to represent data, this topic is related to Geography and Science, hence builds confidence in those subjects too





Science

CURRICULUM

SCIENCE Year 9 Autumn 1

Cell structure - Biology

Transport in cells - Biology

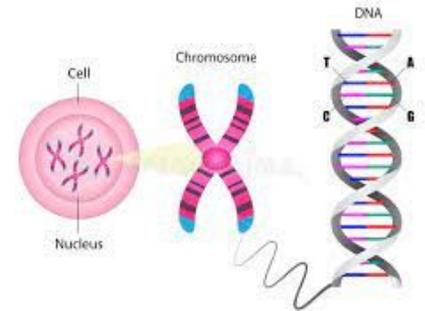
Skills and knowledge:



- Describe and explain structural differences between animal, plant and bacterial cells.
- Prepare a microscope slide, view it under a microscope and calculate the magnification.
- Relate the structures of specialised cells to their specific functions.
- Explain the relationship between chromosomes, genes, DNA and the nucleus.
- Describe in detail the different stages of the cell cycle.
- Evaluate the similarities and differences between binary fission and mitosis.
- Compare and contrast diffusion, osmosis and active transport.
- Explain how the rate of diffusion is affected by the difference in the concentration of particles, the temperature and the surface area available for diffusion.
- Calculate surface area to volume ratios.
- Explain how humans' lungs, small intestines, plants' leaves and fish's gills are adapted for efficient exchange of substances.

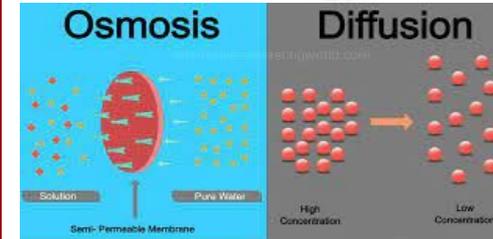
Links to prior learning:

The basic structure of animal and plant cells, the structure of a microscope and diffusion are initially taught to pupils in year 7. Pupils also cover the basics of DNA in terms of genetic information and also compare a few specialised cells.



Links to future learning:

Being a foundation topic for all of biology, pupils can expect to see cells and transport being revisited throughout the course. It is also integral in biology during further education.



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

Respect - Pupils will learn to appreciate the complexities that go into the inner workings of the human body.

Confidence - Pupils are made to use a microscope here as part of a required practical. This revisits basic lab safety and how to apply transferable practical skills





Art

Year 9 Autumn 1

Curate



Skills and knowledge:

Art has value in unequal measures

Practical exploration of Art Histories

- Identifying and discussing links & connections between artworks overtime
- Working collaboratively to curate group exhibition
- Creating own narrative responses to wide range of different artworks
- Understanding the ways in which art gains and holds value
- Exploring (His)stories of art as process of selection and exclusion
- Developing series of personal practical responses to selected artworks in 2D media

Links to prior learning:

- Understanding of the role of the artist and the way this changes overtime
- Ability to handle and manipulate range of different media
- Ability to create artworks that explore personal observations



Links to future learning:

- Practical explorations this term will inform the development of issues based work next term.
- Introduces ways of working needed to be successful at GCSE
- Develops awareness of styles and movements within Art & Design to help support personal choices 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 cultural capital and ability confidently interpret visual culture
- Reflecting on own and others work to share constructive feedback, recognising strengths and areas for development





Computer Science

CURRICULUM

Year 9 Autumn 1



Skills and knowledge:

1. Students will learn how to use digital tools appropriately.
2. Students will understand their responsibilities online.
3. Students would have a better understanding of risks faced online
4. Students will learn how to protect others and themselves.
5. Students will get an insight into the legal aspects of online safety.
6. Students will learn preventative methods of harms that may come their way once online.

Links to prior learning:

Students have been taught E-Safety previously. Where they underwent various tasks

Links to future learning:

This is part of government criteria and has an impact on all aspects of a child both in school and out of school.

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

Students will learn transferable skills where they will be learning to use the Google platform by incorporating E-Safety aspects of it. These skills can be used in other subjects and also in aspects outside of school.





Dance

Year 9 Autumn 1

Fosse



Skills and knowledge:

1. Developing knowledge and skills required for safe dance practice, importance of warming up, cooling down and safety when performing movement.
2. Development of vocabulary for performance skills.
3. Development of dance vocabulary for choreography.
4. Introduction to Bob Fosse and his dance background.
5. Underpinning of historical context to understand the origins of the style of Fosse.
6. Performance: how to perform a movement using physical, technical and expressive skills
7. Choreography: How to create movement using action, space, dynamics, relationships and choreographic devices that emulate the style of Fosse.
8. Performing movement using musicality, rhythm, direct correlation and timing.
9. 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 during collaboration through group work and respecting dance cultures/genres through dancer appreciation.



Drama

Drama Year 9 Autumn 1

Macbeth



Skills and knowledge:

1. Definition and characteristics of Elizabethan Theatre.
2. Characterisation: How are Macbeth, Lady Macbeth, Duncan and Malcolm presented?
3. Extract focus: Shakespearean Language.
4. Using scripts to explore characters.

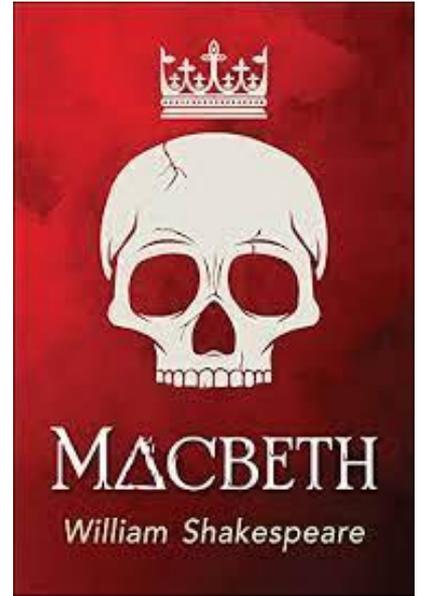


Links to prior learning:

- Building on ability to perform Shakespeare from Year 8 Othello SOW.

Links to future learning:

- Understanding of stock characters to be developed in Year 10, Hamlet.



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

- Building cultural capital through studying an example traditional theatre/performance.
- Developing understanding of Elizabethan Theatre and Shakespearean Language.



Design & Technology

CURRICULUM

Year 9 Autumn 1



DESIGN AND TECHNOLOGY
2022



Skills and knowledge

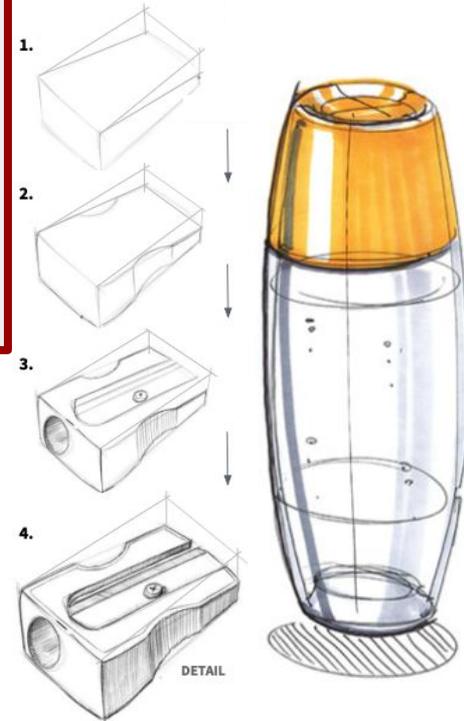
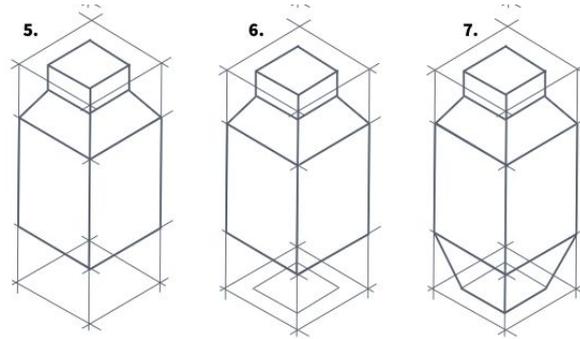
Realising potential through challenge

- Visual literacy
- Design literacy
- Numeracy skill
- Listening skill
- Confidence in knowledge
- Sketching techniques and skills
- Crating techniques
- Rapid and thumbnail sketching

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 9 students have developed key skills enabling them to confidently approach graphic challenges.

Links to future learning:
GCSE AQA NEA and exam 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





Food Technology

CURRICULUM

Year 9 :Autumn I



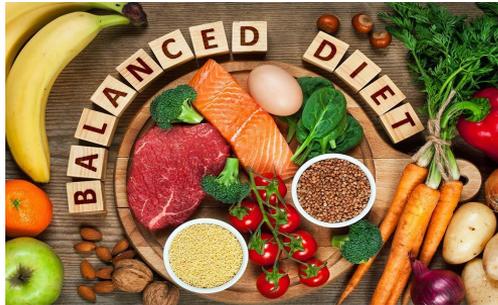
Skills and knowledge: students will cover the following topics

- Food safety and hygiene in the kitchen
- Balanced diet
- Food sources
- Preservation
- Making Fresh fruit Creations



Links to prior learning:

Students learn the health and safety requirements for a practical food lesson. Students work through a Food booklet, which helps develop their basic knowledge and skills.



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



Mutual **respect** and tolerance of those with different faiths and beliefs. Students are encouraged to select and confidently use a variety of appropriate utensils, and electrical equipment with some precision. Students are encouraged to **reflect** on their own food preparation and to reduce food waste.



French

CURRICULUM

FRENCH Year 9 Autumn 1



Ma vie sociale d'Ado

Skills and knowledge:

1. Talking about social media.
2. Using present tense verbs.
3. Giving your opinion about someone.
4. Using direct object pronouns.
5. Arranging to go out.
6. Using the future tense.
7. Describing a date/ music event.
8. Using the perfect tense
9. Using all three tenses together.

Links to prior learning:

Y7 Autumn 2: Qui suis-je?
Y8 Summer 1: Mon identite
Y8 Spring 2: Paris je t'adore

Links to future learning:

Y10 GCSE M1: Qui suis-je?



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

- Recognising and using complex grammar through routinisation.
- Participating in real world scenarios that relate to every young person.
- Encouraging students to explain their preferences and to agree/disagree with each other



Geography

CURRICULUM

Year 9 Autumn 1

Climate Change



Skills and knowledge

Global patterns of climate change and greenhouse gas emissions • Antarctica the frozen continent

- Consequences of climate change in the UK
- Understand the concept of climate change, the role of greenhouse gases, the interaction and interconnection of the Earth's spheres, principles of weather and climate and changing glaciers
- explain the contribution of using natural resources, energy development, economic growth, population change on the world's changing climate
- Identify and classify the causes of climate change and investigate the causes and consequences of climate change
- Understand that action to face climate change requires international agreement and collaboration Investigate controversial issues
 - Consider a range of evidence of climate change and critically reflect on different viewpoints detecting bias and future actions as a geographer
 - Justify impacts on the environment and people.

Prior Learning Year 8 –Understanding of physical and human environments involved with interactions between physical and human processes. Developed understanding of how the relationship between people and environments inter-link, and that trying to achieve sustainable development will affect planning and management of these areas.

Links to future learning: (AQA GCSE (9–1) Geography specification):

3.1.2 Section A: The challenge of natural hazards

- 3.1.1.3 Weather hazards
- 3.1.1.4 Climate change
- 3.1.2 Section B: The living world
- 3.3.1 Section A: Issue evaluation



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

Confidence: Using PEEL writing technique to develop and justify written argument on the effects of climate change.

Reflection- students reflect on the benefits of adaptation and mitigation strategies for climate change.

Aspiration: To develop and improve their skills learnt as part of the national curriculum expectation to progress in Geography through year 8.





History

Year 9 Autumn 1

*How did life change for Africans?
Why did the Slave Trade end?*



Skills and knowledge:

- What was African culture like before the Slave Trade? Learning through studying artefacts and African Kingdoms.
- What was the transatlantic slave trade? Students will be able to explain the process and the conditions for enslaved people.
- The African experience of slavery in the caribbean, including life on plantations, revolts and development of culture.
- Understanding interpretations of passive and active slave revolt.
- Why did Britain abolish the slave trade? What were the causes and effects of the abolition movement?
- Investigating the impact of the American Civil war on the abolition of slavery.
- Revision and assessment.

Links to prior learning:

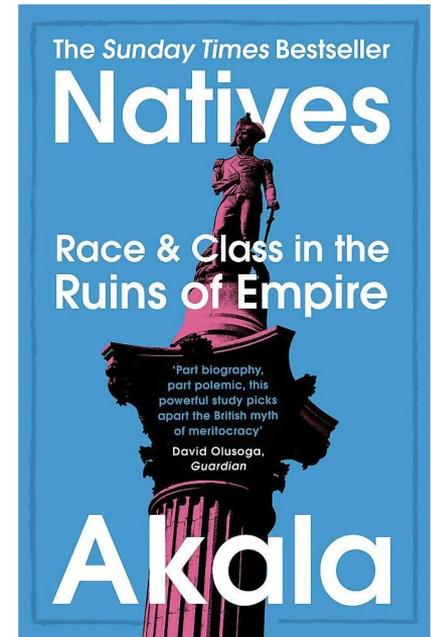
- Building on ability to understand cause and consequence.
- Study of revolution and significance links to Y8 History.
- Study of transatlantic slavery in Y7 History.
- Study of African music.

Links to future learning:

- Elizabethan History in Y11.
- Understanding of the impact of forced migration ties into the GCSE thematic study.

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

- Cultural Capital through study of Britain's effect on the world in the 17th Century.
- Encouraging independent scholarly practice.





Music

Year 9 Autumn 1

Minimalism



Skills and knowledge:

- Understanding and performing 'Tubular Bells' (Solo & Ensemble).
- Understanding and performing using more complex metre.
- Programming Bandlab to (a) play Tubular Bells and (b) apply a phasing technique to "I'll Be Back".
- Creating and developing an idea using a Minimalist technique.
- Develop an understanding of Minimalism and Minimalist composing techniques (Steve Reich and Terry Riley).
- Keyboard Performance (2 hands) of "Dead Things".

Links to prior learning:

- Students previously studied ostinato bass lines.
- Students previously performed in ensembles (duet).
- Students have performed left and right hands keyboard parts.
- Students have previously programmed Bandlab to play melodic patterns.

Links to future learning:

- Students will go on to develop ideas into longer compositions.

TUBULAR BELLS

Theme from THE EXORCIST

By MIKE CLDFIELD

CLAPPING MUSIC

FOR TWO PERFORMERS

Moderate Reggae



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

- Students are expected to display real resilience in repeatedly practising to make progress.
- During performing, composition and arranging work students are expected to listen extremely carefully, to reflect deeply and musical decisions that bring about improvements.





RE

CURRICULUM

Year 9 Autumn 1

The Meaning of Life

Skills and knowledge:

- Evaluating arguments for and against abortion, including religious as well as non religious arguments
- Evaluating arguments for and against euthanasia, including religious as well as non religious arguments
- Debating the law on abortion and euthanasia in the UK

Links to prior learning:

Students had studied the Abrahamic Faiths in year 8 and how they're linked to British Values

Links to future learning:

Students will be studying Religion and the Family and the Origin of Life in KS4. In addition, students will develop better evaluation skills for KS4



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

Students will be able to show confidence through debating arguments for and against these moral dilemmas.





PE

CURRICULUM

Year 9 Autumn 1+ 2 Badminton and Handball



Skills and knowledge:

- Demonstrates core skills and advanced skills under pressure and in game situations.
- Starts to select and use appropriate skills in relevant game situations and knowledge of how/when to use specific skills in a game.
- Have awareness of the strengths, weaknesses and actions of other performers and know how to exploit them.
- Communication with other player(s)/performer(s) is positive and constructive.
- Know the rules/regulations of the game and can explain them to others.

Links to prior learning:

Students will have the knowledge of when to apply the skill and how best to execute it based on previous teaching.

Links to future learning:

Students will have to work out how to consistently apply these skills to their game situation and link it to KS4 concepts such as types of movement, skill classification and guidance and feedback.



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

Students will start to respect their teammates and opponents and begin to play fairly. Students will aspire to improve their basic skills and start to use tactics and strategies in order to beat an opponent.





PSHE

Personal, social, health and economic education

CURRICULUM

Year 9 Autumn 1

Skills and knowledge:



1. Keeping Good Mental Health
2. Personal Development and Growth
3. Self-Management
4. Growth v Fixed Mindsets
5. Interpersonal Soft Skills
6. Working Life Skills
7. Successfully Dealing With Stress

Links to prior learning:

- Building on work done in Years 7 & 8 students will explore the concept of the various mindsets with regard to learning and the need to get into strong self-management habits to ensure that they achieve their potential academically as they choose their options for GCSE



Self-Management Skills

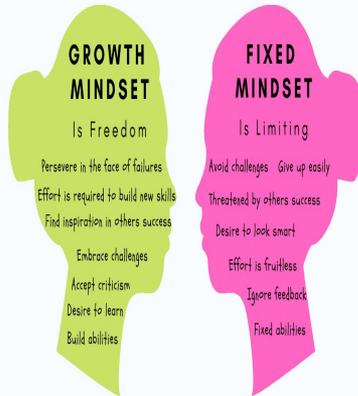
Links to whole school vision: 'Every Child a Scholar'



- Understanding the difference between a growth and a fixed mindset underpins every student's ability to approach their learning in a scholarly fashion. The idea that making mistakes, reflecting on them and having the resilience and drive to improve are fundamental to academic achievement.

What is Stress?

There is no definition of stress that everyone agrees on, what is stressful for one person may be pleasurable or have little effect on others. We all react to stress differently.





Spanish

CURRICULUM

SPANISH Year 9 Autumn 1 and 2



¡Oriéntate! (Orientate yourself!)

Skills and knowledge:

1. Saying what you have to do at work using Tener que.
2. Saying what job you would like to do.
3. Using correct adjective agreements.
4. Talking about your future.
5. Using the near future in different contexts.
6. Describing your job.
7. Using three tenses together to describe your job.



Links to prior learning:

Y8: ¿Qué hacemos?

Y7: Mi familia y mis amigos

Links to future learning:

Y11 GCSE M7: A currar!

Y11 GCSE M8: Hacia un mundo mejor



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

- Recognising and using complex grammar through routinisation.
- Giving students the opportunity to plan and aspire through a different lens
- Using real world scenarios to practice everyday language from the understanding of someone from the Spanish-speaking world.