



# English

CURRICULUM

## Year 9 Autumn and 2

*The Giver* by Lois Lowry



### Skills and knowledge:

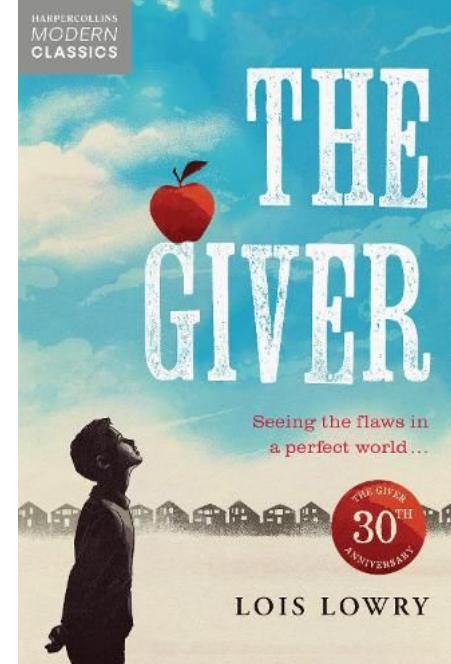
1. Characteristics of dystopian narratives and how the novel draws on this
2. Focus on characterisation of central characters
3. Focus on the presentation of a theme (individual vs society, freedom, memory)
4. To what extent the novel can be considered a coming of age story
5. Analysis of effects of language and structure devices
6. Understanding of symbolism
7. Comparing play text with film

### 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'



- Developing understanding of context on literary fiction
- Emphasis on reading supports literacy across the curriculum



# CURRICULUM

## Maths

## Year 9



### Skills and knowledge:

Solve one- and two-step equations and inequalities

Solve one- and two-step equations and inequalities with brackets

Inequalities with negative numbers

Solve equations with unknowns on both sides

Solve inequalities with unknowns on both sides

Solving equations and inequalities in context

Substituting into formulae and equations

Rearrange formulae (one-step)

Rearrange formulae (two-step)

*Rearrange complex formulae including brackets and squares*

### Links to prior learning:

Patterns and sequences

Four operations

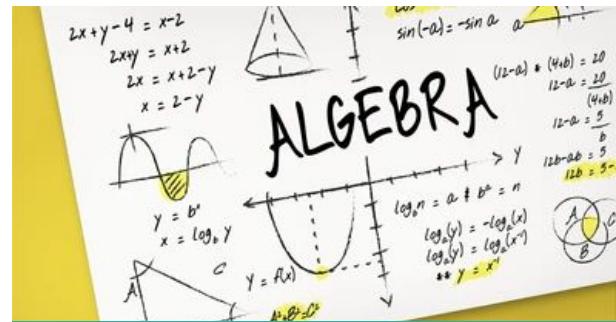
Function machines

### Links to future learning:

Simultaneous equations

Solving quadratic equations

Regions



X + Y = ?

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

Students further develop their abstract learning. Building their confidence of these concepts allows them to aspire in many areas of Maths.





# Science

**CURRICULUM**

## SCIENCE Year 9 Autumn 2

Atoms, Elements, Compounds and Mixtures - Chemistry

Energy Transfers - Physics

### Skills and knowledge:

- Describe the structure of an atom
- Describe the properties of subatomic particles
- Identify compounds from their formulae and properties
- Describe what isotopes are and calculate the mass of isotopes
- Balance chemical symbol equations
- Describe the processes of distillation, evaporation, filtration and chromatography
- Understand how the model of the atom evolved over centuries
- Draw out the electronic structure of elements according to their mass and proton number
- Identify energy stores and give examples of energy systems.
- Recall and apply the following equations:  
 $E_k = \frac{1}{2}mv^2$  and  $E_p = mgh$
- Define power and describe how it can be measured.
- Describe and explain the processes of conduction and convection using particle theory.
- Explain a number of ways that energy transfer can be reduced in the home.

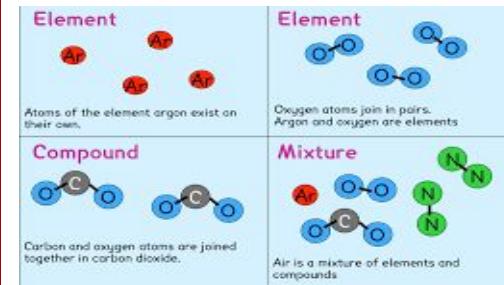
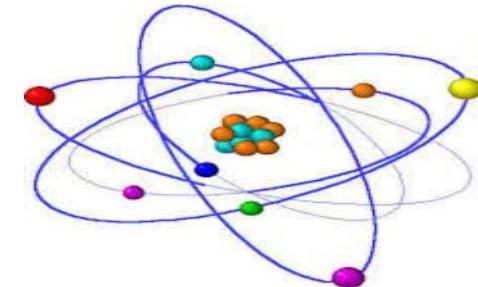


### Links to prior learning:

In Year 8, students study mass and number, the structure of an atom, and basic separation techniques including filtration and distillation. Pupils also cover energy stores during the Autumn term in Year 8

### Links to future learning:

During Year 10, pupils cover the structure of the atom in more detail during Physics. Separation techniques is also covered in Year 11 when pupils cover chemical analysis. Energy transfers continues to be a pivotal topic to be studies as it leads on to energy resources - a topic which is very important for future generations as it leads to understanding global warming and climate change



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

**Aspiration** - Pupils can use the knowledge gained to work as a chemist or as someone who formulates and purifies food and beverages.

**Respect** - Students can appreciate how the world is made up a variety of materials, compounds and mixtures

**Confidence** - Energy transfers forms the basis of modern civilisation. Pupils will build their confidence in being able to explain how this is done on a macro scale



# CURRICULUM

## Art

# Year 9 Autumn 2

## Art in Public Spaces

### Skills and knowledge:

- Discussion based exploration of different types of Art in public spaces
- Researching the Contemporary sculpture competition 4th Plinth
- Investigating and generating own drawing ideas for issued based work
- Exploring 3D modelling materials
- Translating design ideas into 3D maquettes
- Evaluating and presenting work to an audience
- Submitting ideas to the school competition



### Links to prior learning:

Continuing to develop students

- 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 will inform the development of a photographic poster and a drypoint etching next 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

### Coding

#### Skills and knowledge:

1. Students will learn to program code in a block based environment.
2. Students will learn critical thinking skills.
3. Students will be given scenarios where they would have to debug a problem.
4. Students will develop their experience using technological tools and give them first hand experience of programming within Scratch's IDE.
5. Students will learn the essence of Computer Science.



#### Links to prior learning:

Students would have been taught some level of coding in primary school.

#### Links to future learning:

Students will be learning to code in Scratch which is a good start to more advanced programming environments they will be doing later on such as code.org and Python.



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

Students will learn lifelong skills such as critical thinking, logical reasoning and understanding of complex scenarios. Students will also develop on their technological proficiency which are skills required in today's technological world.





# Dance

**CURRICULUM**

# Year 9

My name is...

## 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 literary stimuli and how to use a stimuli to create movement.
5. Underpinning of historical context of the literary stimuli used.
6. Cross curricular links with Science.
7. Performance: how to perform a movement using physical, technical and expressive skills
8. Choreography: How to create movement using action, space, dynamics, relationships and choreographic devices that emulate the style of Fosse.
9. Performing movement using musicality, rhythm, direct correlation and timing.
10. 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 and ethos: '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

**CURRICULUM**

## Year 9 Autumn 2

Islington Actors



### Skills and knowledge:

1. Definition and characteristics of 'strong' acting.
2. Characterisation: How are a variety of characters in a variety of plays presented?
3. Extract focus: Application of the Physical and Vocal skills and Stanislavski Acting Method.
4. Using video extracts and scripts to explore characters.

### Links to prior learning:

- Building on ability to perform a 'real' and 'fully developed' character from the Year 7, Evacuees. Year 8 HMS Windrush, Missing and Our Day Out.

### Links to future learning:

- Understanding of how acting skills developed in Year 10, Acting. Stanislavski and Script SOW.

All action in theatre must have in justification, be logical, coherent and real.  
~ Constantin Stanislavski

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



- Building cultural capital through studying local actors and their careers.
- Developing understanding of what constitutes 'strong' acting.



# Design & Technology

**CURRICULUM**

# Year 9 Autumn 2



DESIGN AND TECHNOLOGY  
2022



## Skills and knowledge

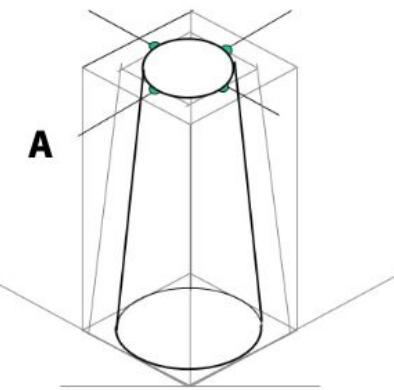
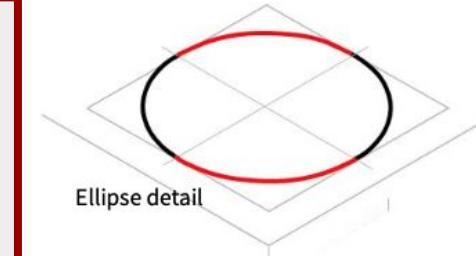
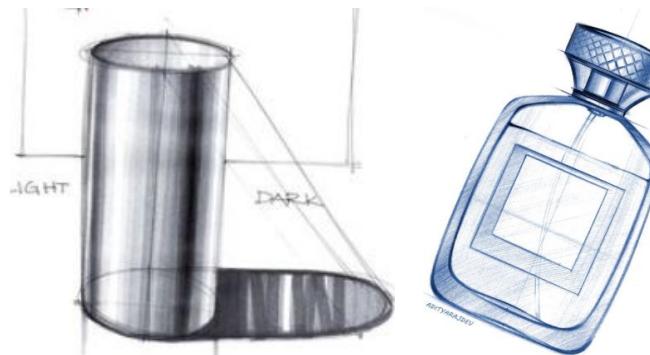
Realising potential through challenge

- Visual literacy
- Design literacy
- Numeracy skill
- Listening skill
- Annotating design sketches
- Sketching techniques
- Crating techniques
- Rapid and thumbnail sketching
- Drawing circles and ellipses
- Rendering techniques

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





# French

**CURRICULUM**

# FRENCH Year 9 Autumn 2



Bien dans sa peau (Fine within himself)

## Skills and knowledge:

1. Learning the parts of the body
2. Using *á* + the definite article.
3. Talking about sport and fitness.
4. Using *il faut*.
5. Learning about healthy eating.
6. Using the future tense.
7. Making plans to get fit using three tenses together.
8. Talking about teenage health issues.

## Links to prior learning:

Y8 Summer 2- Chez moi chez toi.  
Y7 Autumn 2- C'est perso

## Links to future learning:

Y10 GCSE M2- Les temps de loisirs.  
Y10 GCSE M4- De la ville à la campagne.



## 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.
- Allowing students to pose hypothetical questions and imagine from the context of languages.





# Geography

**CURRICULUM**

## Year 9

Development gap



### Skills and knowledge

- use geographical language to define 'development' indicators
- evaluate the strengths and weaknesses of different approaches to measuring development.
- Applying indicators to different contexts- evaluating their strengths and weaknesses
- identify social, environmental, economic and historic reasons for some countries being less developed.
- evaluate different government policies to tackle low development.
- identify and explain the role TNCs play in global inequality
- devise an approach on how to tackle working conditions in NEEs
- evaluate the different forms of Aid



### Links to prior learning:

Year 8: Population and migration, Russia;

Year 7: Africa and global development.

### Links to future learning:

AQA (9–1) Geography specification

3.2.1 Section A: Urban issues and challenges

3.2.2 Section B: The changing economic world)

3.2.3.1 Resource management; 3.4 Geographical skills.



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

**Confidence:** To value and transfer their skills learnt in 7&8 into year 9 taking on new challenges.

**Aspiration:** To develop and improve their skills learnt as part of the national curriculum expectation to progress in Geography through year 9.

**Reflection:** Pupils to talk about the geography they already know from their experience in year 7&8, using this as a basis for challenge in lessons

**Respect:** To explore development and inequality to help foster empathy and a sense of global citizenship.



# History

CURRICULUM

## **Year 9 Autumn I**

*What was the most important reason for progress in African American Civil rights.*

### **Skills and knowledge:**

- Were African Americans better off after abolition? Focusing on the reconstruction period, the Jim Crow laws and the KKK.
- How did the lives of African Americans improve? Analysing the events of WW2, the death of Emmett Till, Brown vs Topeka, bus boycotts and the actions of Martin Luther King.
- How significant was the civil rights movement? Including MLK, sit-ins, civil rights act.
- How far have civil rights come? Students will study the death of Martin Luther King, the Black Panther groups, opposition to the movement, Rodney King and the disproportionate incarceration of African Americans.



### **Links to prior learning:**

- Building on ability to understand cause and consequence.
- Study of revolutionary movements and significance.

### **Links to future learning:**

- Preparing students for GCSE by practicing exam style questions and studying academic texts.
- 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 racial equality and migration in the 20th Century.
- Encouraging independent scholarly practice.





# Music

**CURRICULUM**

# Year 9 Autumn 2

## “Beethoven”

### Skills and knowledge:

- Keyboard performance of ‘Fur Elise’ & ‘Moonlight Sonata’ (2 hands).
- Using Bandlab to develop a contemporary ‘loop’ using a Beethoven sample.
- Developing a longer Bandlab composition that displays an awareness of structure.
- Developing an understanding and awareness of Beethoven and music of the classical period.
- Developing the ability to read bass clef notation more fluently.



### 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.

Für Elise

LUDWIG VAN BEETHOVEN  
(1770-1827)  
arr. ALC

### 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 make musical decisions that bring about improvements.



RE

CURRICULUM

## Year 9

### Restorative Justice

#### Skills and knowledge:

- Analysing case studies on restorative justice
- Evaluating Christian attitudes to restorative justice
- Evaluating Muslim attitudes to restorative justice
- Evaluating the law in the UK on restorative justice



#### Links to prior learning:

- Students have studied the characteristics of god in year 7.
- Students have studied the Five Pillars of Islam in year 8

#### Links to future learning:

- Students will study Islam and Crime and Punishment in KS4



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

- Students are expected to develop resilience and confidence when dealing with challenging issues.





PE

CURRICULUM

## **Year 9 Autumn 1 + 2**

Badminton, Tennis & 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.





**CURRICULUM**

# Food Technology

## Year 9 :Autumn 2

**Skills and knowledge:** students will cover the following topics

- Food safety and hygiene in the kitchen
- The correct utensil for the job
- Eating Seasonally Calendar
- Couscous Salad preparation
- Pizza Making
- Making Sausage Rolls



### Links to prior learning:

Building on the theory covered in Autumn half-term 1 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: '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.





# CURRICULUM

## PSHE

Personal, social, health and economic education

## Year 9 Autumn 2

### 'Money Matters' - Financial Education



**Skills and knowledge:** students will cover the following topics:

- What is budgeting - creating your own budget
- Savings, loans and interest
- Financial Products
- The dangers of debt and how to avoid it



### Links to prior learning:

In Autumn Term 1, students concentrated on personal development with an emphasis on the concept of self-management and self-regulation. This half-term they apply this, hopefully demonstrating that they understand the ideas around budgeting, financial products, credit and generally behaving in a financially responsible way.



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

Students are encouraged to **reflect** on their own relationship to money and their spending habits with a view to being able to see how self-management applies within the context of finances. An informed and confident view about basic financial products and budgeting will lead to a **confident** approach from students when dealing with money.





# Spanish

**CURRICULUM**

## Year 9 - Spanish

¡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 Summer 2: ¿Qué hacemos?

Y7 Summer 2: Mi familia y mis amigos

### Links to future learning:

Y11 GCSE M7:A currar!

Y11 GCSE M8: Hacia un mundo mejor

Y10 GCSE M5: Ciudades



### 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.