



English

CURRICULUM

Year 9 Spring 1

Poetry of Identity and Belonging

Skills and knowledge:



1. Identifying and analysing poetic devices studied in Y7 and Y8.
2. Studying the work of individual poets in depth: George the Poet, Imtiaz Dharker, Grace Nichols,
3. Identifying and analysing presentation of themes and ideas across a poet's body of work
4. Comparing the presentation of a theme in poems written by different poets
5. Analysing and understanding the impact of socio-historical context on a poet's work

Links to prior learning:

- Developing understanding of poetry from Year 7, Introduction to poetry and Y8, Conflict poetry

Links to future learning:

- Ability to compare the presentation of themes across multiple poems (GCSE Poetry anthology)
- Ability to compare texts (GCSE Poetry and English Language Paper 2)



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

- Develop cultural capital through increasing understanding of the world
- Emphasis on reading supports literacy across curriculum
- Inclusion of writers from diverse backgrounds and cultures to reflect our school community and values.



Maths

CURRICULUM

Year 9

Reasoning with Number



Skills and knowledge:

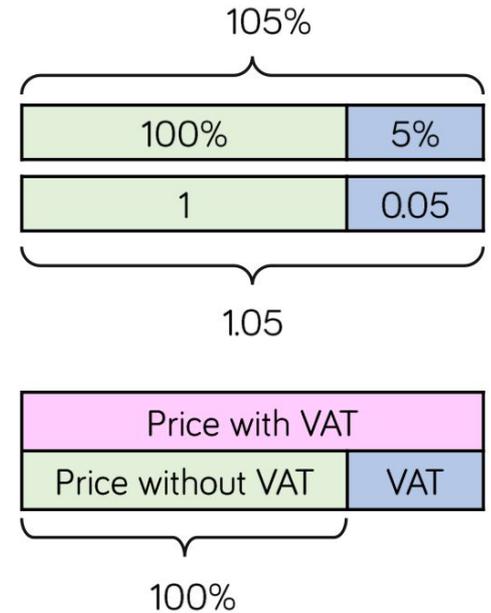
- Integers, real and rational numbers
- Understand and use surds (H)
- Work with directed number
- Solve problems with integers and decimals
- HCF and LCM
- Adding, subtracting, multiplying and dividing fractions
- Solve problems with fractions
- Numbers in standard form
- Use equivalence of fractions, decimals and percentages
- Calculate percentage increase and decrease
- Express a change as a percentage
- Solve reverse percentage problems
- Solve problems with repeated percentage change (H)
- Solve problems with bills and bank statements
- Calculate simple interest
- Calculate compound interest
- Solve problems with Value Added Tax
- Calculate wages and taxes
- Solve problems with exchange rates
- Solve unit pricing problems

Links to prior learning:

- BIDMAS
- Calculations with fractions
- Product of prime factors

Links to future learning:

- Reasoning in geometry
- Reasoning with proportion
- Representation of probability



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

Students develop their abstract learning, as it forms the very basis of algebraic manipulation itself. Building their confidence of these concepts allows them to aspire in many areas of Maths.





Science

CURRICULUM

SCIENCE Year 9 Spring 1

Energy Transfers - Physics

Organisation - Biology



Skills and knowledge:

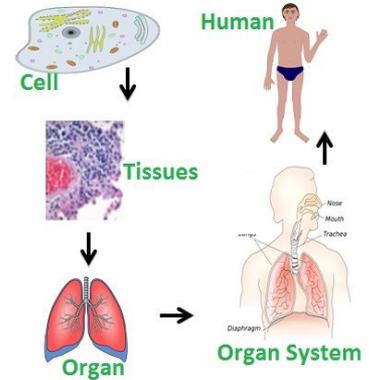
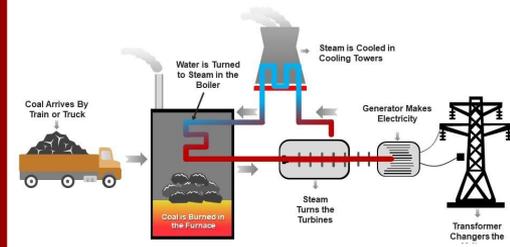
- State what is meant by renewable and nonrenewable sources of energy
- Describe how fossil fuels are formed
- Describe how electricity is generated
- Compare the ways that wind, solar, geothermal, hydroelectric, tidal and wave power are used
- Explain environmental issues that come from using these different energy resources
- Discuss reasons why some of these energy resources are more reliable than others.
- Compare the advantages and disadvantages of renewable and non-renewable energy resources
- Explain environmental issues that come from using these different energy resources.
- Explain how the lungs, heart, blood vessels and blood are adapted.
- Explain how the structures of root hair cells, the phloem and xylem are adapted to allow them to perform their functions.
- Explain how light intensity, temperature, air flow and humidity affect the rate of transpiration.

Links to prior learning:

Pupils cover basic cell structure and organisation during the Autumn term of Year 7. They also cover the basics of energy resources; along with electricity generation in the Autumn term of Year 8.

Links to future learning:

Energy resources is a pivotal topic for humanity and continues to gain importance due to global effects such as climate change, global warming and global dimming. There are many opportunities available for further study and to educate the general public on the importance of renewable energy and sustainability.



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

Aspiration - Renewable energy and sustainability are paramount to the survival of the entire human population. There is therefore a massive demand on the discovery of alternative energy sources and to improve the efficiency of current energy resources.

Respect - students will be able to appreciate the importance of providing renewable energy to ensure a sustainable future





Art

Year 9

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



Skills and knowledge:

- Discussion based exploration of different types of Art in public spaces
- Researching the ways that Art is used by different people for good and for bad
- Collecting and creating graffiti style letter forms
- Investigating and generating own ideas for issued based work

Key Questions:

- Why is some Art seen as vandalism?
- 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 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

Skills and knowledge:



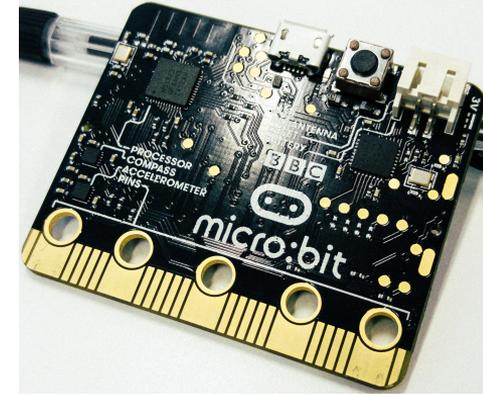
1. Students will expand on their problem solving skills in a scenario based environment.
2. Students will be communicating with a user interface in a block based environment.
3. Students will learn how to analyse and visualise data effectively.
4. Students will get an insight into how to automate tasks while using the Microbit.
5. Students will learn basic principles in programming that can be transferred to other avenues.

Links to prior learning:

Students would have had prior programming experience this includes using Scratch.

Links to future learning:

Programming is a large part of the Computer Science curriculum and the skills learnt will be beneficial for the learning to come.



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

Arts Mark - Design and Creation
Analysing concepts.
Data Visualisation and analysis.





Dance

Year 9



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 GCSE vocabulary for performance skills.
3. Development of GCSE vocabulary for choreography.
4. Introduction to a GCSE performance unit of the Set Phrase and an underpinning of the performance aspect of the GCSE specification.
5. Performance: how to perform a movement using physical, technical and expressive skills and using the success criteria to give an outstanding performance.
6. Performing movement using musicality, rhythm, direct correlation and timing.
7. Using counts and breaks within the movement to develop technical skills.
8. 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

Year 9

Let Him Have It.

Skills and knowledge:

- Narration
- Duologue acting
- Group scene acting
- Memory
- Cultural Capital
- Vocal Skills
- Physical Skills
- Literacy
- Listening
- Confidence
- Use of props
- Use of set



Links to prior learning:

- Exploration of real life events in year 7 and year 8 such as Titanic and the Holocaust.
- Previous exploration of performing scripts in year 7 and 8 such as Anne Frank and Evacuees.

Links to future learning:

- Exploration of real life events in year 10 such as Hillsborough.



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

- Developing understanding of impact of context (in this case, 1950's Britain) on performance.
- Developing skills through text, imagination and confidence.





Design & Technology

CURRICULUM

Year 9 Spring 1



Skills and knowledge

Realising potential through challenge

- Design literacy
- Numeracy skill
- Developing practical confidence
- Nets and surface developments
- CAD CAM CorelDraw
- Cardboard structures
- Social and moral considerations
- Working with paper and board
- Paper and board sources and origins and manufacture
- Paper and board commercial processes.



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.

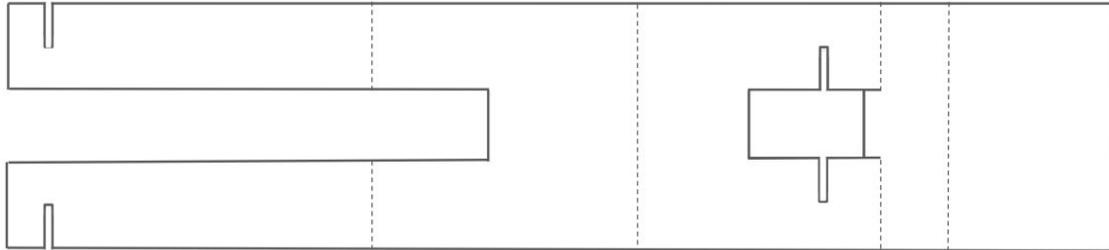
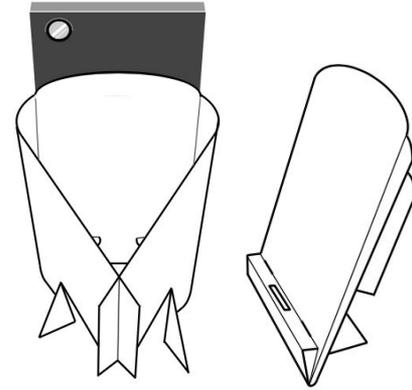
Links to prior learning:

Year 7- 8 work schemes.

Links to future learning:

AQA GCSE NEA content. **AQA**

Links to further academic learning and employment within the creative sector.



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

Confidence: Developing confidence in taking on new challenges. Building ongoing confidence through successful practical outcomes and positive feedback.

Aspiration: Aspire to develop and improve outcomes.

Reflection: Reflecting on design iterations and planning improvements. Ongoing reflection on evaluations and outcomes.

Respect: To oneself, classmates, staff and community. 'Respect DT'





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 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 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.





French

CURRICULUM

FRENCH Year 9 Spring I

Bien dans sa peau (Healthy living)

Topic: Health and Fitness

Skills and knowledge:

1. Talking about parts of the body
2. Talking about sport
3. Learning about healthy eating
4. Making plans to be healthy
5. Using past, present and future tenses together
6. Talking about teenage health issues



Links to prior learning:

Y7 Spring I C'est Perso

Y8 Spring I T'es Branché(e)

Links to future learning:

Y10 Spring I Le temps des loisirs



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 reflect on their own health habits**





Geography

CURRICULUM

Year 9

Emerging economic country:

China

Skills and knowledge:



- Describe the features of emerging countries and the population, land mass, reserve of natural resources and large coastlines. (BRICS and MINTs)
- Describe the change in employment structure in emerging countries
- Explain the decline of the primary sector and growth of the secondary sector in India and China.
- Describe the location of China, its human and physical features and investigate the quality of life in urban and rural areas.
- Explain the factors that have contributed to China's rapid economic success. the location of megacities and the factors that have caused their growth.
- The location of megacities and the factors that have caused their growth.
- Explain the role of TNCs in China and the advantages and disadvantages of Nike as a TNC in China.

Links to prior learning:

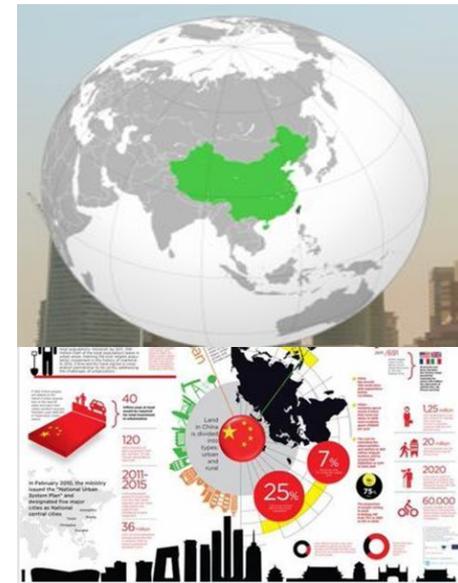
Year 7: Examine how population is measured and the factors which controls growth and interpret the stages of the demographic transition model and apply examples to them

Links to future learning:

GCSE (9–1) Geography specification:

3.2.1 Section A: Urban issues and challenges

3.3.1 Section A: Issue evaluation



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

Confident: Students develop transferable skills to build confidence for geological awareness of the political, economic and social impact that emerging economies have on the UK.

Reflection: Students reflect on their previous learning and develop their understanding of more complex content building on what they already learnt..

Respect: explore social and political norms and compare them to what our lived experience in the UK is





History

CURRICULUM

Year 9 Spring 1 Migration through time



Skills and knowledge:

- What is migration? Analysing push and pull factors of migration, why study migration, what's the ethnic proportion of Islington/London/the UK.
- Early settlers migration to the UK, including Romans, Celts, Vikings and Normans.
- Jewish Migration. Did attitudes change over time?
- Why were Jewish people invited to the UK in 1066, Edward I's expulsion order, European pogroms, the Holocaust and the modern day positive impact.
- How white was early modern Britain? Students will investigate the presence of black and Asian migrants in the 15/16th Century and the role of John Blanke.
- What was the experience of the Windrush generation?
- Students will investigate why Windrush migrants came to Britain, what their experience was of living in the UK, how did British politicians make it increasingly harder for people to migrate to the UK.

Links to prior learning:

- Norman migration to Britain - Y7 History
- Push and Pull factors of migration - Geography
- Roman/Celtic migration - primary school study
- The Holocaust - Y8 History

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.

Empireland



SATHNAM SANGHERA



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

- Cultural Capital through study of Empire.
- Encouraging independent scholarly practice.





Music

CURRICULUM

Year 9 Spring 1

“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.

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.

Für Elise

LUDWIG VAN BEETHOVEN
(1770-1827)
arr. A.L.C





RE

CURRICULUM

Year 9

Influential People



Skills and knowledge:

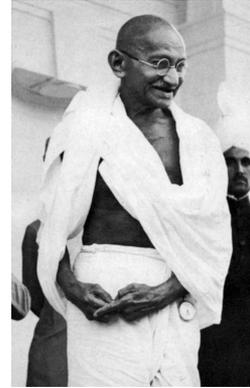
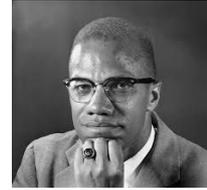
- To be able to describe an influential figure who has made an impact
- To study the work of the following influential figures and evaluate their impact on society.
 - Louis Farrakhan
 - Richard Dawkins
 - Malcolm X
 - Mahatma Gandhi
 - Oscar Romero

Links to prior learning:

Students have studied religion in the news in Year 7

Links to future learning:

At KS4, students will be expected to make references to key influential figures as part of their source of wisdom and authority.



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

To develop confidence in their own beliefs and show respect and tolerance for other people's faith.





PE

CURRICULUM

Year 9 Football and Basketball



Skills and knowledge:

- Can consistently demonstrate core skills and some advanced skills for the activity in isolation and under competitive pressure.
- Core skills and some advanced skills are beginning to be performed consistently with a standard of accuracy, control and fluency.
- Selects and uses 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.





PSHE

Personal, social, health and economic education

CURRICULUM

Year 9 - Spring 1



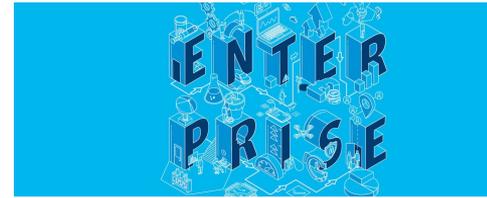
Skills and knowledge:

- Employability Skills
- Entrepreneurs
- Self-Management Skills
- Overcoming Obstacles to Learning
- Local Enterprising People



Links to prior learning:

Having worked on self-management of finances in Autumn 2, students will now look at the adult world of employment and overcoming obstacles in life more generally.



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

Students are encouraged to research a local business/enterprise and find out how this business established itself and the difficulties it faced and solutions arrived at. Student will see resilience and relate this to themselves by overcoming obstacles to achieving their own personal goals.





Spanish

CURRICULUM

Year 9 Spring 1

¿Llevas una dieta sana?
Learning about diet choices



Skills and knowledge:

- Talking about dietary options
- Writing about active lifestyle
- Talking about your daily routine
- Talking about getting fit and ailments
- Giving a presentation about fitness and routine using complex sentences

Links to prior learning:

- Linked to their prior learning on PSHE
- Implementation of speaking skills that had been used in early years
- Use of stem changing verbs.

Links to future learning:

- Developing the use of sequencers in their expression which is capital to get good results in GCSE.



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

Students reflect about their own and real healthy habits and how this contributes or has consequences in their own everyday life and has echoes in their social environment.

