



# English

**CURRICULUM**

## Year 9 Spring 2

Non fiction:  
Travel Writing



### Skills and knowledge:

1. Identifying and analysing conventions of travel writing
2. Read and respond to unseen texts, analysing use of language, form and structure
3. Understanding use of narrative perspective
4. Identifying implicit and explicit information
5. Identifying writers' ideas
6. Comparing writers ideas across two texts

### Links to prior learning:

- Developing understanding of non-fiction writing from extracts and accounts in Y8 conflict unit

### Links to future learning:

- Ability to read and respond to unseen non-fiction texts (English Language Paper 2)
- Ability to evaluate and compare texts (English language paper 2)
- Identifying and analysing writers' ideas and perspectives (English Lang paper 1 and paper 2)

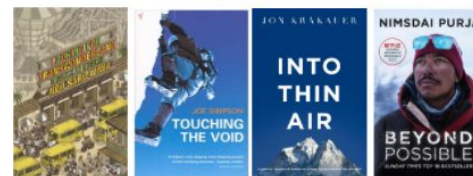
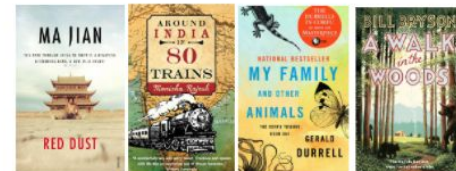
### Links to whole school vision: 'Every Child a scholar'

- 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.



## Year 9 English

Non-fiction: *Travel Writing*





# Maths

**CURRICULUM**

## Year 9

### Reasoning with Geometry



#### Skills and knowledge:

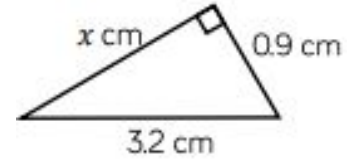
- Angles in parallel lines
- Solving angles problems (using chains of reasoning)
- Angle problems with algebra
- Conjectures with Angles
- Conjectures with Shapes
- Link constructions and geometrical reasoning (H)
- Order of Rotational Symmetry
- Rotation, Reflection and Translation of Shapes
- Find the result of a series of transformations (H)
- Squares and Square roots
- Determine whether a triangle is a right-angle
- Calculate missing sides of right-angled triangles
- Use Pythagoras Theorem on coordinate axes
- Explore proofs of Pythagoras Theorem
- Use Pythagoras theorem in 3-D shapes (H)

#### Links to prior learning:

- Angles on a Given Line and at a point
- Angles in a Triangle
- Angle sum of Polygons
- Properties of Triangles
- Lines of Symmetry
- BIDMAS
- Solving Equation

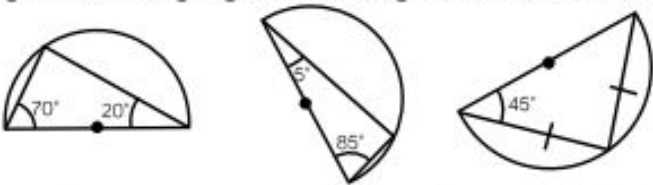
#### Links to future learning:

- Enlargement and Similarity
- Ratio and Proportion
- Compound Measures
- Probability
- Algebraic Representation



$$\begin{aligned} a^2 + b^2 &= \text{hyp}^2 \\ x^2 + 0.9^2 &= 3.2^2 \\ x^2 &= 3.2^2 - 0.9^2 \end{aligned}$$

Investigate the missing angles in the triangles within a semi circle.



#### 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 2

Health and disease, enzymes - Biology  
Bonding and structure - Chemistry



### Skills and knowledge:

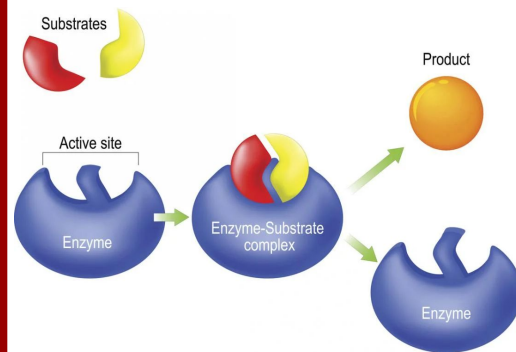
- Outline the interaction between communicable and non-communicable diseases and give examples.
- Explain the difference between cause and correlation
- Evaluate treatments for cardiovascular disease.
- Read, draw and interpret tables, charts and graphs related to risk-factors for disease.
- Outline the difference between a benign and a malignant tumour.
- Explain how risk factors have been identified for certain types of cancer.
- Use the lock and key model to explain enzyme action.
- Describe and explain graphs showing the effect of temperature and pH on enzyme activity.
- Explain why enzymes and bile are needed in digestion.
- Calculate the charges on ions formed by elements in different groups
- Explain how electrostatic forces hold ionic structures together.
- Explain the properties of ionic and covalent compounds in terms of their structure.
- Explain the uses and properties of diamond, graphite and graphene in terms of their structure.
- Explain the properties of metals in terms of electrostatic forces and delocalised electrons.

### Links to prior learning:

Pupils initially cover health, disease and the basics of enzyme action in year 8 and the basics of compound formation in both year 7 and year 8. Certain aspects of lifestyle and diseases are also covered in year 6

### Links to future learning:

Health and disease are revisited when pupils cover communicable diseases in year 10. Bonding and structure are essential for the remainder of the chemistry course in secondary school as there are references to different types of compounds; specifically for electrolysis. Due to the ever evolving lifestyle of humans, studying the onset and prevalence of non-communicable diseases is essential and can lead to relevant further education and careers such as data analysts and data scientists.

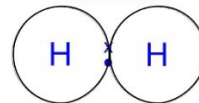


## Chemical Bonding

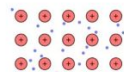
**Ionic**



**Covalent**



**Metallic**



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

**Confidence** - Due to increased misinformation available from untrusted sources, pupils need to be able to make the distinction that correlation does not necessarily imply causation. This is one of the aims of the biology topic.





# Art

## 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 Spring Term 2



### Skills and knowledge:

1. Create code including input and print scripts
2. Create variables and declare the data types for variables.
3. Use operators to effectively create programs to solve a number of scenarios.
4. Be able to use loops effectively and understand how recursion works.
5. To use stepping techniques to critically understand different elements of code.
6. To use IDE's and all it's functionalities to best advance technological skills.

### Links to prior learning:

Students have been learning Python Turtle and have been using this to create different objects

### Links to future learning:

Students will use their coding skills to use in a block based environment



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

Arts Mark - Design and Creation  
Analysing concepts.





# Dance

# Year 9 Spring 2

## Shadows



### 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 Shadows by Christopher Bruce, one of the six GCSE set works to study from the anthology.
5. Underpinning of context of the piece.
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 Christopher Bruce.
8. How to use props to enhance a performance that tells a story.
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

## Year 9

### Genre

### 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 and genre on performance.
- Developing skills through text, imagination and confidence.



# Design & Technology

**CURRICULUM**

Year 9 Spring 2



DESIGN AND TECHNOLOGY  
2022

# Skills and knowledge

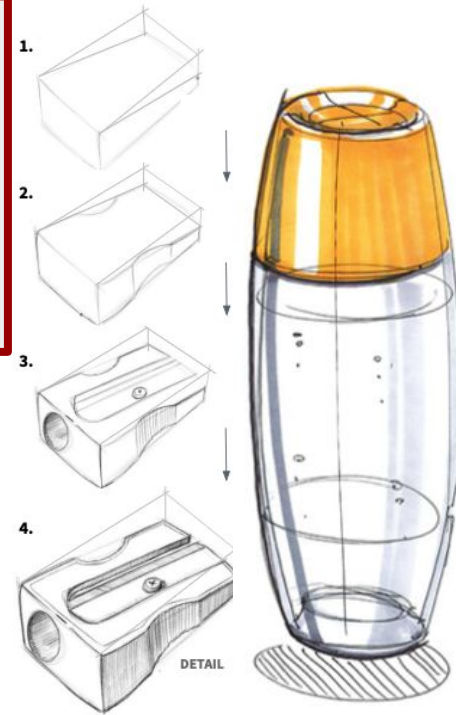
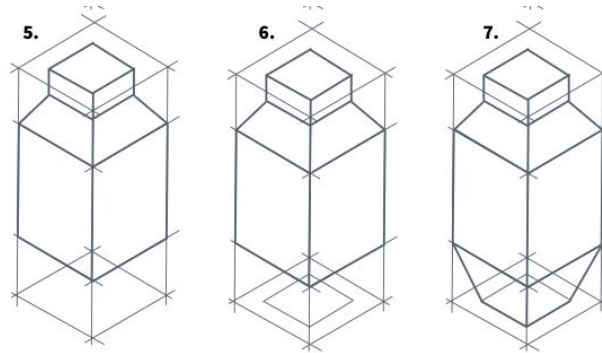
Realising potential through challenge

- 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







# 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 - Spring 2

### Hot deserts

## Skills and knowledge



- Define hot deserts and where are they located?
- Describe different abiotic and biotic components of hot deserts?
- Explain the different biodiversity issues here?
- Explain desertification, and what causes this?
- Discuss why is the Sahara desert important?
- Decision-making; evaluate the challenges and opportunities of developing the Sahara desert?

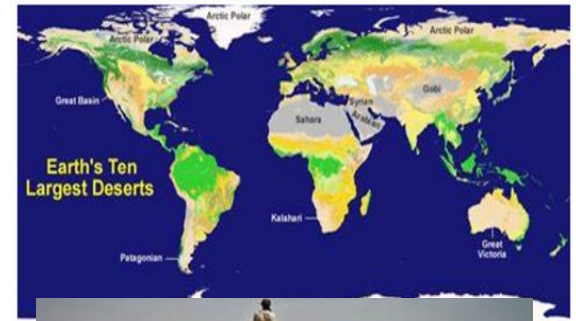
### Links to prior learning:

**Year 7-** Understand different geological features and tourism opportunities & understand how climates vary across a vast continent and **Year 8 -** Describe and understand key aspects of :physical geography including coasts.

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

#### **3.1.2 Section B: The living world**

##### 3.1.2.1 Ecosystems



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

**Confident:** Students build confidence for geological history of UK's physical landscape; specific knowledge and use appropriate key terminology.

**Reflection:** Students reflect on their previous learning and develop their understanding of the reasons why places have different physical landscapes.





# History

**CURRICULUM**

## Year 9 Spring 2

### Changing attitudes to women in the 20th Century.



#### Skills and knowledge:

- What was the attitude towards women during the Victorian era? Including but not limited to 'spheres of difference', patriarchy, beauty standards, gender roles.
- Women in World War I. Examining the jobs that women carried out during WWI, women's role on the frontline, how this changed the perception of women and the development of the suffragette movement.
- How did feminism and stereotypes change in the 1960s? Examining popular culture like fashion, music and women's changing role in society.
- 1970s and 1980s feminism in the UK - Examining the role that women played in campaigning for equal roles in society. Reclaim the night movements, workplace strikes.
- The Metoo movement.
- Students decide on the most significant movement in changing perceptions of women.

#### Links to prior learning:

- Y8 History - WWI.
- Y9 History - Changing attitudes to different social groups.

#### Links to future learning:

- Preparing students for GCSE by practicing exam style questions and studying academic texts.
- Understanding of the impact of underrepresented groups and social change.



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

- Cultural Capital through study of feminism and marginalised groups in History..
- Encouraging independent scholarly practice.





# Music

**CURRICULUM**

## Year 9 Spring 2

### Grime



#### Skills and knowledge:

- Using Bandlab to programme a MIDI Grime beat.
- Using Bandlab to develop a LOOP based composition.
- Developing a longer Bandlab composition that displays an awareness of structure.
- Developing an understanding of how to add and manipulate vocal samples in Bandlab.
- Developing an understanding of the option to add effects in Bandlabs to enhance the Grime 'sound'.

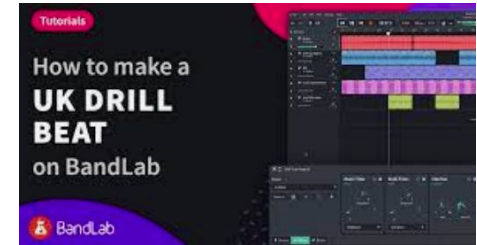


#### Links to prior learning:

- Students have previously programmed MIDI Bass Riffs in Badlab.
- Students have previously imported and positioned acapella vocal samples in Bandlab.
- Students have previously studied Rap

#### 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.





RE

**CURRICULUM**

## Year 9

### What does it mean to be a Sikh?

#### Skills and knowledge:

- To identify and explain key Sikh beliefs about the oneness of God and be able to make comparisons with other faiths studied
- To be able to evaluate the role of Guru Nanak in Sikhism
- To evaluate the role of the ten Gurus
- To understand the early years of Sikhs in the British society
- To be able to explain and evaluate at least one Sikh celebration and make comparison with one other religious festival in Britain



#### Links to prior learning:

Students were introduced to the history of Sikhism in year 7

#### Links to future learning:

Students might be required to make comparison between key Christian celebration with any other religious tradition in Britain at GCSE



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

Students should be able to show more respect for other faiths apart from Christianity and Islam, which are less evident in the local community.





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 2

### Skills and knowledge:

- Body Image
- Eating Disorders
- Self-Harm
- Peer Pressure
- Internet Safety - 'Selfies'
- Internet Safety - Online Gambling



### EATING DISORDERS CHILDREN AND TEENS

95%  
OF EATING DISORDER  
CASES OCCUR IN  
PEOPLE AGES  
12 THROUGH 25



OF CHILDREN WHO HAVE  
ANOREXIA, APPROXIMATELY  
25% ARE MALE AND  
75% ARE FEMALE

**MEN  
STRUGGLE  
WITH  
BODY IMAGE  
TOO**



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

During this half-term we will take a sensitive look at a range of topics that are more prevalent among teenagers than the rest of society, enabling students to appreciate the complexities that these conditions present. Students will also explore issues of internet safety from a range of aspects so they can make informed and intelligent decisions about their activities online as compared with virtually. Reflection and self-respect underpin our approach to these subjects.





# Food Technology

**CURRICULUM**

## Year 9 : Spring 2



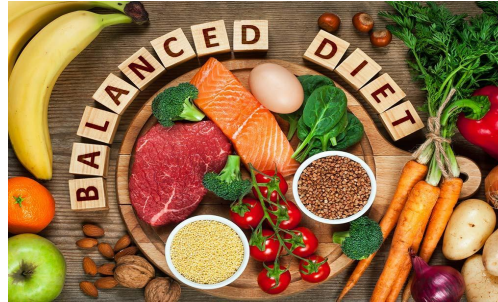
**Skills and knowledge:** students will cover the following topics

- 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.







# Spanish

**CURRICULUM**

## Year 9 Spring II

¿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.

