



English

CURRICULUM

Year 9 Summer 1 and 2

'Lord of the Flies'

Skills and knowledge:

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

Links to prior learning:

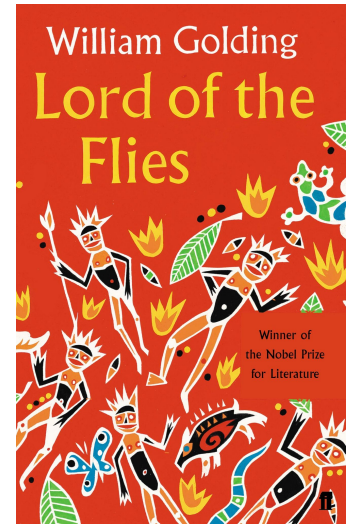
- Building on ability to understand plot and character in prose fiction
- Study of whole prose text ('Beowulf' and 'The Woman in Black,')

Links to future learning:

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

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

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





Maths

CURRICULUM

Year 9

Representations and revision



Skills and knowledge:

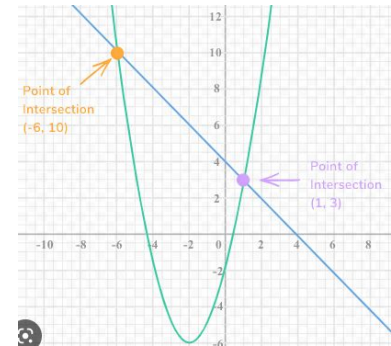
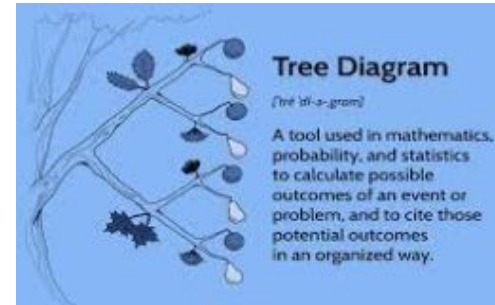
- Single event probability (R)
- Relative frequency - include convergence
- Expected outcomes
- Independent events
- **Use tree diagrams (H)**
- **Use tree diagrams to solve 'without replacement' problems (H)**
- Use tree diagrams to work out probabilities
- Draw and interpret quadratic graphs
- Interpret graphs, including reciprocal graphs.
- **Investigate graphs of simultaneous equations (H)**
- Represent inequalities

Links to prior learning:

- FDP
- Fraction of an amount
- Two-way tables
- Multiplying and adding fractions and decimals
- Solve equations and inequalities

Links to future learning:

- Venn diagrams
- Problem solving conditional probability
- Trigonometric graphs



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

Students develop their conceptual understanding of probability and graphs which aids them in their development of making sense of what outcomes are and the difference between theoretical and experimental. They will also learn to represent probabilities on diagrams therefore giving them the confidence to aspire in many areas of maths.





Science

CURRICULUM

SCIENCE Year 9 Summer I

Types of matter - Chemistry
Electricity - Physics



Skills and knowledge:

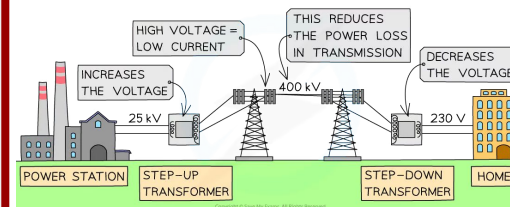
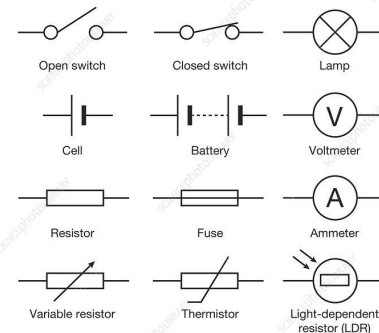
- Describe the different states of matter
- Describe the uses of nanoparticles
- Recall the standard circuit symbols and draw and describe simple circuit diagrams.
- Describe the relationship between current, charge and potential difference.
- Recall and apply the equation: $Q=It$.
- Recall and apply the equation: $V=IR$.
- Explain how and why Ammeters and Voltmeters are connected differently.
- Construct series and parallel circuits from circuit diagrams.
- Explain how LDRs and Thermistors can be used in circuits.
- Describe the difference between AC and DC.
- Describe features of the three-core cables.
- Rearrange the following equation calculations: $E=Pt$ and $E=QV$.
- Rearrange the following equation calculations: $P=VI$ and $P=I^2R$.
- Describe and explain the structure and function of the national grid.
- Explain electrostatic attraction and repulsion.

Links to prior learning:

In year 4, pupils are first introduced to electrical circuits including how to construct a simple series electrical circuit and identify basic components. In year 6, the topic is expanded to look at how increasing the number of cells affects the brightness of a lamp.

Links to future learning:

Pupils will revisit aspects of the electricity topic in year 11 when learning about transformers, motors, dynamos and transformers. The topic is also revisited and forms an integral component of A-level physics and BTEC applied sciences. It is also covered when doing apprenticeships or courses in construction or training to become an electrician.



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

Respect - Electricity is an integral part of our daily lives. Learning about the processes by which electricity is delivered from a power plant to plug sockets allows pupils understand the complexities involved.





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 Summer I

Introduction to Python Programming

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 block based programming.

Links to future learning:

Students will use their block based coding skills to use in a high level programming environment.

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

Arts Mark - Design and Creation

Analysing concepts

High expectations and Independent Learning

Build confidence





Dance

Year 9 Summer 1

Emancipation of Expressionism

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 Emancipation of Expressionism by Kenrick H20 Sandy, one of the six GCSE set works to study from the anthology.
5. Underpinning of context of the piece and the origins of street dance.
6. Underpinning of the seven different types of street dance forms used in the piece.
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 Christopher Bruce.
9. How to use props to enhance a performance that tells a story.
10. Performing movement using musicality, rhythm, direct correlation and timing.
11. 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 collaboration through group work and respecting dance cultures/genres through dancer appreciation.



Drama

Year 9 Summer 1 Political Theatre



Skills and knowledge:

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

Links to prior learning:

- Vocal Skills
- Physical Skills
- Stage Presence

Links to future learning:

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



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

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



Design & Technology

CURRICULUM

Year 9 Summer 1



DESIGN AND TECHNOLOGY
2022



Skills and knowledge

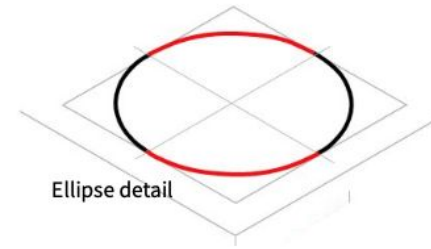
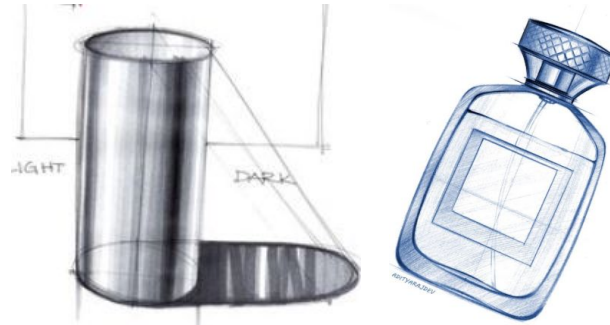
Realising potential through challenge

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

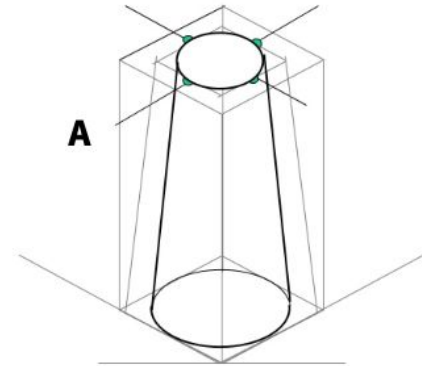
Delivering a curriculum accessible to all which provides a broad range of opportunities for students. We aim to develop self motivated students and confident learners. We aim to ensure that learners develop technical and practical competencies as well as a wider range of transferable skills.

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



Ellipse detail



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

A l'Horizon (Future Horizons)

Topic: Jobs and Aspirations



Skills and knowledge:

1. Talking about jobs and careers
2. Talking about what you used to want to do when you were younger (past tense)
3. Talking about what you aspire to become (future)
4. Discussing the importance of learning languages with a focus on careers

Links to prior learning:

Y7 Spring I C'est Perso

Links to future learning:

Y11 Spring II Bon Travail



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 future aspirations and careers**





Geography

CURRICULUM

Year 9 Summer 1

Energy as a global resource: Issues evaluation



Skills and knowledge

Explain where energy comes from and how demand changes.

Describe the energy make up of the UK.

Evaluate the different means of energy production

Examine energy in India.

Links to 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):

- 3.2.3 Section C: The challenge of resource management
 - 3.2.3.1 Resource management
 - 3.2.3.4 Energy
 - 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'

Confident: Build students confidence writing. 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.



History

CURRICULUM

Year 9 Summer 1



Why was Jack the Ripper never caught?

Skills and knowledge:

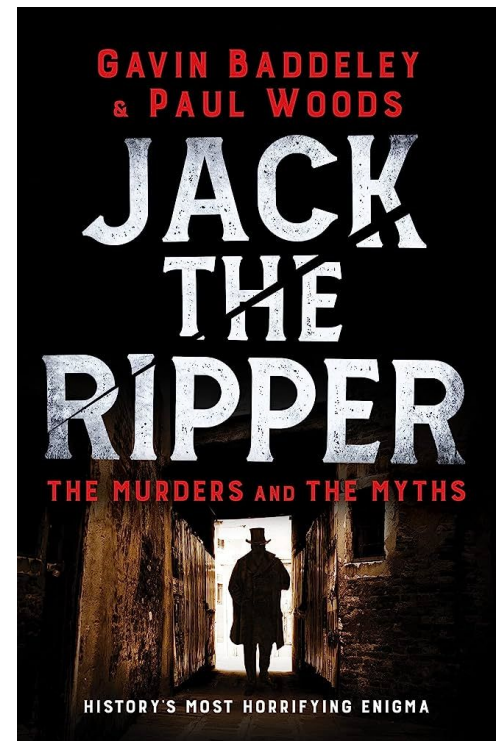
- How did conditions in Whitechapel help a killer? Focusing on the high levels of crime, pollution and housing.
- Who were Jack the Ripper's victims? Students will explore the clues that the killer left behind and compare the similarities between them.
- Who was Jack the Ripper? Students will cross analyse their notes on the victims with witness reports and suspect profiles.
- Were the police to blame for failing to catch the ripper? Students will examine causes such as lack of technology, police errors and their knowledge of the conditions in whitechapel.
- How has the media represented Jack the Ripper?

Links to prior learning:

Migration - Y9 History
Crime and punishment - PSHE

Links to future learning:

This enquiry will build on students' abilities to compare and analyse causes in preparation for GCSE History.



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

Reflection - Students will have opportunity to reflect on life in London and develop their understanding on the difficulties that migrants face in the UK.





Music

CURRICULUM

Year 9 SUMMER I

Skills and knowledge:

- Editing and arranging vocal samples in Bandlab.
- Selecting and positioning Loops in Bandlab.
- Adjusting volume using automation.
- Using the pitch shift and reverse functions to edit audio.
- Organising ideas to fit a given song structure.
- Producing a complete cover or remix of a given track.
- Identifying what makes a song successful.
- Identify and discussing what an artist has been more successful.

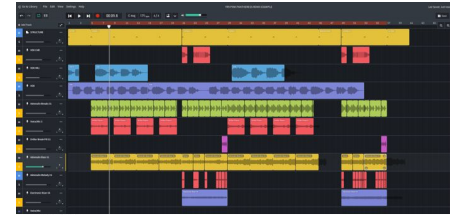
Links to prior learning:

- Students have previously performed pop song Riffs on the keyboard.
- Selecting instrumental voices and recording different parts on the keyboard.

Links to future learning:

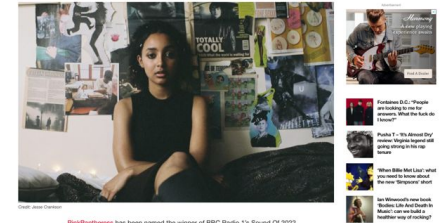
- Students will go on to give a final keyboard performance (solo & ensemble)

Picture here that relates to the curriculum



PinkPantheress crowned BBC Radio 1's Sound Of 2022 winner
She beat out Wet Leg, Yid Aci, Baby Queen, ENY and more for the title

By **Benny Ng** | 10 January 2022



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 Summer 1

The Relationship between Religion and Science

Skills and knowledge:

- Integrating scientific knowledge in RE
- Evaluating science and religion
- Understanding the use of sources of wisdom and authority, through studying the views of Richard Dawkins on religion
- Demonstrating empathy and tolerance for people of faith and non faith

Links to prior learning:

The study of Inspirational People in the Autumn Term, study of Philosophical Questions in Year 7 and also the study of Natural and Moral Evil in Year 8

Links to future learning:

The study of the 'Origins' at KS4



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

Students to build confidence in their beliefs and also be able to show respect for other people's opinion. Also to show better understanding of community cohesion, linked to British Values.



PE

CURRICULUM

Year 9 Summer 1 -

Athletics, Cricket and Volleyball

Skills and knowledge:



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

Links to prior learning:

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

Links to future learning:

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



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

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

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



PSHE

Personal, social, health and economic education

CURRICULUM

Year 9 Summer I Relationships and Sex Ed.



Skills and knowledge:

- Students will understand the primacy of 'consent' as it applies to sexual relationships
- Students will evaluate what makes positive relationships
- Students will gain an understanding of various methods of contraception and maintaining sexual health
- Students will explore the diversity of types of relationships including LGBT ones



Links to prior learning:

Having explored Body Image/Domestic Violence and Peer Pressure during the Spring term, this further develops student appreciation of how peer pressure can affect the types of relationships we forge and the behaviours we display and the interplay between this and the concept of consent within sexual relationships of all types.



CONSENT



Freely Given
Reversible
Informed
Enthusiastic
Specific

Planned Parenthood®

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

The exploration of these topics will enable students to be confident and safe when navigating complex relationships and to have a knowledge and respect for a broad range of differing relationships



Food Technology

CURRICULUM

Year 9: Food Technology



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



Summer COUSCOUS SALAD



Links to prior learning: Building on the theory covered in Spring half-term II 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.





Spanish

CURRICULUM

SPANISH Year 9

En forma 2



Skills and knowledge:

- Talking about what foods you eat and how often.
- Discussing whether you have a healthy diet.
- Talking about what sports you play and when you do them.
- Talking about how often and from when you began playing a sport.
- Describing your daily routine.
- Giving advice on how to stay fit and healthy using 'se debe'.
- Recognising parts of the body.
- Expressing pain and talking about what hurts.

Links to prior learning:

Y7 Spring 2- Mi tiempo libre (My free time)

Y8 Spring 2- A comer

Y8 Summer 1- ¿Qué hacemos?

Links to future learning:

Y10 Module 4- Intereses e influencias

Y11 Module 8- Hacia un mundo mejor



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

- **Recognising and using complex grammar through routinisation.**
- **Opening up conversation into the wider context of speech e.g. giving advice, expressing pain and empathy etc.**
- **Linking sport and food to everyday life and making connections with other cultures in their lifestyle.**

