

**YEAR 9 CURRICULUM**

<b>Subject</b>	<b>Topic Focus</b>	<b>Skills Focus</b>
English	Prose – 'Of Mice and Men'	Writing skills: spelling, punctuation, vocabulary. Students need to show understanding of a text's genre, audience and purpose
	Creative Writing	Students will read and analyse a range of fables, myths and legends exploring a range of forms. The unit will develop inferences skills.
	English Language - Exam	Students will learn a range of reading and writing skills in preparation for a GCSE style exam. Main focus will be analysis of fiction.
	English Language - Exam	Students will read and analyse poetry as well as writing their own.
	Shakespeare	Reading and analysing a
	Poetry	Reading and analysing poems.
Maths	Number	Calculations (whole numbers and decimals) Special numbers: factors, multiples, primes, HCF and LCM. Index notation Calculating with fractions and percentages
	Algebra	Simplifying Substitution Brackets – expanding and factorising Using expressions & formulae Solving equations and inequalities Sequences
	Geometry & measures	Angle and side properties of shapes Perimeter, area and volume
	Statistics	Collecting, representing and interpreting data. Scatter graphs and correlation Averages
Science	Biology	Photosynthesis
		Respiration
		Chemosynthesis
		Evolution
		Inheritance
		Genetic Modification New Technology in Biology

**YEAR 9 CURRICULUM**

		Turning Points in Biology
		Detection in Biology
	Chemistry	The Periodic Table
		Chemical reactions
		Earth's resources
		Climate
		Heat Transfer
		New Technology in Chemistry
		Turning Points in Chemistry
	Detection in Chemistry	
	Physics	Work
		Contact Forces
		Pressure
		Electromagnets and Magnetism
Waves		
New Technology in Physics		
Turning Points in Physics		
Detection in Physics		
Business Studies	<p><b><u>Theme 1</u></b>            Topic 1.1 - Enterprise and entrepreneurship            Topic 1.2 - Spotting a business opportunity            Topic 1.3 - Putting a business idea into practice            Topic 1.4 - Making the business effective            Topic 1.5 - Understanding external influences</p>	<p><b><u>Key information and assessment skills</u></b></p> <p>The new GCSE Edexcel Business 9-1 Course starts this academic year following a few changes made to the content students study. The main difference to this new specification is the removal of Controlled Assessment and the focus of assessing students solely on examinations. The specification is broken into two elements; Theme 1 (content studied in Year 9 and Theme 2 (content studied in Year 10). The main focus in Year 11 will be revision and going over concepts that students have particularly struggled with in both themes and really consolidating their knowledge. We will also be paying particular attention to exam technique and ensuring students have got to grips with the correct style of answering questions.</p> <p>There will be frequent assessments on the three types of exam skills and checking knowledge and understanding of key concepts.</p>

**YEAR 9 CURRICULUM**

Citizenship	Theme 1 British Values	What is the UK's role in key international organisations?
	Rights and Responsibilities	This unit explores the laws a society requires and why 3.3.2 What are a citizen's rights and responsibilities within the legal system? 3.3.3 How has the law developed over time, and how does the law protect the citizen and deal with criminals? Students will be assessed throughout using examination style questions especially source based and extended writing tasks
	Politics and Participation	In this theme students will look at the nature of political power in the UK and the core concepts relating to democracy and government. This includes how government operates at its various levels within the UK, how decisions are made and how the UK parliament works and carries out its functions. It also looks at the role of political parties, the election system, how other countries govern themselves and how the citizen can bring about political change.  3.4.1 Where does political power reside in the UK and how is it controlled? 3.4.2 What are the powers of local and devolved government and how can citizens participate?
Computing	Introduction to Programming: Using Python	Programming basics, data types, algorithms, flow charts, programming simple instructions.
Engineering	Basic skills reading drawings measuring marking out- steel/acrylic reading drawings measuring marking out- steel/acrylic	Skill builder test pieces & safety in the workshop
	Bottle opener	Applying skills-steel/acrylic- Intermediate drawing/using work instructions
	Bike bracket	Working to a brief and specification-CAD/CAM-2D -3D printer Aluminium
	Handheld device	Disassembly - electromechanical devices Engineering maintenance
	Team project-Rocket tester	Industrial context Quantity production processes- casting etc.
Food Technology	Functions of ingredients	Steaming, boiling, simmering,

**YEAR 9 CURRICULUM**

	Food, nutrition and health	Vegetable preparation, Use of
	Food Safety - Buying and storing food, preparing and cooking food, food spoilage, food poisoning	Knife skills, Using a blender, Preparing, combing and shaping.
	Food Choice - Factors affecting food choice, food choices, British and International cuisines, Sensory evaluation	General practical skills related to specific country chosen. Sensory Testing - Changing taste and aroma through use of infusions, herbs and spices, paste, jus and reduction.
	Food labelling and marketing, Nutritional needs and health	Consideration of nutritional needs and food choices when selecting recipes, including making decisions about the ingredients, processes, cooking methods and portion sizes.
French	Holidays	To learn about holiday habits/to talk about a past holiday/ to express wishes for Future holidays. Grammar focus on 3 tenses
	Technology	To explore the topic of technology, use of mobile phones, the internet and computers.
	My local area	To describe my area
	School	To learn about school/ talk about future plans
	Magazine Article	Understanding of Soap Operas & stereotypes. Develop skills in analysing a magazine article looking at language, layout & design. Advance technical skills within Photoshop.
	Mock Preparation	Analyse & respond to an unseen media. (Print) Answer questions on audience & institution based on the study of Television/Radio Comedy.
	Video production	Analyse film opening title sequences. Research, plan, create & evaluate own title sequence based on set brief. Advance technical skills in Premiere. Continue to create & evaluate own title sequence.
Geography	Topic 4: The UK's evolving Physical Landscape: Enquiry Question: Why does the physical landscape of the	The Rock Cycle The distribution of the UK's main rock types. How glaciation has affected the physical landscape of the UK.

**YEAR 9 CURRICULUM**

	UK vary from place to place?	Why are there distinctive landscapes throughout the UK How can human activities have both positive and negative impacts on UK landscapes
	Topic 4a: Coastal change and conflict Enquiry question: Why is there a variety of distinctive coastal landscapes in the UK and what are the processes that shape them?	How geological structure and rock type influence the formation of coastal landscapes of erosion. To know how and why coastal stacks form. How the interaction of physical and human processes are causing change on one coastal landscape How human activities can direct and indirect effects on coastal landscapes. Different types of soft and hard engineering techniques used on coastal landscapes.
	Topic 5: The UK's evolving landscape Enquiry question: Why is there a variation in the human landscapes in the UK and what are the processes that shape them?	How population, economic activities and settlements influence key elements of the human landscape. The UK economy and society is increasingly linked to and shaped by the wider world. UK economy and society is increasingly linked to and shaped by the wider world. Context of the city influences its functions and structure. City changes through employment, services and the movement of people. To understand how and why inequalities have developed in the chosen UK urban area. How the changing city creates challenges and opportunities. How ways of life in the city can be improved by different strategies. Investigating dynamic urban areas: investigate how and why quality of life varies within urban areas Investigating changing rural areas: investigating how and why deprivation varies within rural areas in the UK.
History	<b>Introduction to GCSE Unit</b>  Edexcel Paper 2 Period Study and British depth study. Section A: The American West Section B:	<b>Paper 2 : Exam is worth 40% of total mark.</b>  AO1 : Demonstrate knowledge and understanding of the key features and characteristics of the period studied. (20%) AO2 : Explain and analyse historical events and periods studied using second order concepts such as causation, consequence, similarity, difference, change, continuity and significance (20%)

**YEAR 9 CURRICULUM**

	Anglo-Saxons and Normans.1060-88	
ICT	Create an E-Safety Video using Adobe Premiere Pro	How to use the internet safely, what makes a secure password, Cyber Bullying, Digital footprint/tattoo, using CEOP website and safer social networking. How to plan a project/storyboard and create a video using Adobe Premiere Pro
	Using ICT efficiently (theory for mock)	Input, output and storage devices, data types, methods of communication, collaboration, The Data Protection Act and using ICT efficiently.
Law	The English Legal System: Courts and Processes The Magistrates Courts	An outline understanding of the following: negotiation; sources of legal advice and funding a civil claim, i.e. Legal Help, Citizens Advice Bureaux, private finance, Civil Legal Representation, insurance, conditional fees, bringing a civil claim for damages. The trial: An understanding of the difference between a Small Claims and a Fast Track hearing in the County Court. Post-trial: An outline understanding of the following: civil remedies (damages and injunctions); appeals.
	The English Legal System: The County Courts	An understanding of the following: qualification and selection; disqualification, discharge and deferral; the role of juries in criminal and civil cases
	Computing Concepts	Computer systems, hardware, software, systems life cycle, algorithms and flow charts
Media Studies	Intro to Media Studies Theory	Understanding: <ul style="list-style-type: none"> <li>• Representation</li> <li>• Stereotypes</li> <li>• The News</li> <li>• Censorship</li> <li>• Genres</li> </ul> Skills: <ul style="list-style-type: none"> <li>• Introduction to basic Photoshop</li> <li>• Image manipulation</li> </ul>
	Advertising	Understanding: <ul style="list-style-type: none"> <li>• Advertising &amp; marketing</li> <li>• Representation within advertising</li> </ul> Skills: <ul style="list-style-type: none"> <li>• Research real media text</li> <li>• Plan a TV advert</li> <li>• Filming techniques</li> <li>• Introduction to basic editing using Premiere</li> </ul>
	Soap Operas	Understanding:

**YEAR 9 CURRICULUM**

		<ul style="list-style-type: none"> <li>• Stereotypes within a narrative</li> <li>• Conventions within soap opera narratives</li> <li>• Scheduling</li> </ul> <p>Skills: Analytical</p>
	Magazine Design	<p>Understanding:</p> <ul style="list-style-type: none"> <li>• Magazine design &amp; genres</li> <li>• Language</li> <li>• Layout</li> <li>• Colour</li> <li>• Typography</li> <li>• Representations &amp; possible issues</li> </ul> <p>Skills:</p> <ul style="list-style-type: none"> <li>• Advanced Photoshop skills</li> <li>• Creativity</li> <li>• Writing skills</li> </ul>
	Textual Analysis	<p>Understanding:</p> <ul style="list-style-type: none"> <li>• Lifestyle magazines</li> <li>• Language</li> <li>• Layout</li> <li>• Colour</li> <li>• Typography</li> <li>• Representations &amp; possible issues</li> </ul> <p>Skills:</p> <ul style="list-style-type: none"> <li>• Analytical</li> <li>• Written</li> </ul>
	Social Media	<p>Understand:</p> <ul style="list-style-type: none"> <li>• Social media platforms</li> <li>• Online Advertising &amp; marketing</li> <li>• Photography</li> <li>• Web development</li> </ul> <p>Skills:</p> <ul style="list-style-type: none"> <li>• Set up an online blog</li> <li>• written</li> </ul>
	Theory	Students will learn about design and technology outside of school and put into practice the things they have learnt in a practical sense.

**YEAR 9 CURRICULUM**

<p>PE Core</p>	<p>At the start of the year, and based upon their ability, students are setted in to ability groups for the entire academic year in PE. A students' grade from the previous year and their extra-curricular commitment can also influence which group they fall into. There are opportunities for students to move and down sets at the end of each half term.</p> <p>Students will follow a programme of lessons in different sports or activities each half term. Upon completion of the school year, students will have taken part in up to 12 different sports or activities.</p> <p>At the end of each half term, students are assessed and graded on the activities covered. These grades are not only based on their practical ability, but also on their tactical understanding, their knowledge of the rules, their ability to coach and lead, their analysis of performance and their knowledge of how to improve.</p>	<p>Cognitive (mind) and motor (action) skills are learnt and developed in four different, National Curriculum influenced, topic areas: "Outwitting an Opponent", "Replicating Actions", "Performing at Maximal Levels" and "Problem Solving".</p> <p>These areas and the activities within them are the same as in Year 7 and 8, but skills and concepts are covered in greater detail, with a larger emphasis on more complex skills and tactics.</p> <p>"Outwitting an Opponent" – Football, Rugby, Basketball, Hockey, Cricket, Netball, Badminton, Rounders, Tennis, Handball</p> <p>"Replicating Actions" – Gymnastics, Dance</p> <p>"Performing at Maximal Levels" – Athletics, Swimming, Health Related Exercise</p> <p>"Problem Solving" – Outdoor Adventurous Activities (OAA)</p> <p>*the skill areas that students follow are sometimes dependent on the facilities and equipment we have available at that time. There is no guarantee that students will follow all named areas*</p> <p>Each time students are graded, an average PE grade is created. For example, a talented footballer (grade 4+) that isn't that skilled in swimming (grade 2-) may have an average PE grade of 3.</p> <p>Students are also graded on their effort and commitment. Those that listen and behave well and consistently have the correct kit will usually be at the higher end of the A-E grade scale.</p>
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**YEAR 9 CURRICULUM**

PE - BTEC Sport	Unit 2: Practical Sports Performance	<p><i>Learning aim A:</i> Understand the rules, regulations and scoring systems for selected sports Students will begin the year learning and understanding certain rules, regulations, scoring systems and roles of officials within two selected sports. This will then be given to them as an assignment that they have to complete in form of a PowerPoint presentation.</p> <p><i>Learning aim B:</i> Practically demonstrate skills, techniques and tactics in selected sports Once this is completed they will be moving on to identifying relevant skills, techniques and tactics of an individual sport and a team sport. This will be completed using a number of practical lessons but the majority will be classroom based theory lessons discussing how all of these areas can be applied into a game situation. Once students have a firm understanding of each area they will be required to complete log books identifying how to perform the skill with the correct technique, how this will support their performance and how they can apply tactics to each specific area to outwit their opponent.</p> <p><i>Learning aim C:</i> Review of sports performance Once they have completed their log books they will spend multiple lessons analysing their own individual performance and creating a plan on how to develop their identified areas for development. This will form their last assignment for the unit that will identify their areas for development and how they need to improve these skills.</p>
Religious Education	Beliefs and teachings	God as omnipotent, loving and just, and the problem of evil and suffering • the oneness of God and the Trinity: Father, Son and Holy Spirit. • Different Christian beliefs about creation including the role of Word and Spirit (John 1:1–3 and Genesis 1:1–3). • Different Christian beliefs about the afterlife and their importance, including: resurrection and life after death; judgement, heaven and hell.
	<u>ISLAM</u>	The six articles of faith in Sunni Islam and five roots of Usul ad-Din in Shi'a Islam, including key similarities and differences. • The Oneness of God (Tawhid), Qur'an Surah 112. • The nature of God: omnipotence, beneficence, mercy, fairness and justice (Adalat in Shi'a Islam), including different ideas about God's relationship with the world: immanence and transcendence. • Angels, their nature and role, including Jibril and Mika'il.

**YEAR 9 CURRICULUM**

		<ul style="list-style-type: none"> <li>• Predestination and human freedom and its relationship to the Day of Judgement.</li> <li>• Life after death (Akhirah), human responsibility and accountability, resurrection, heaven and hell.</li> <li>Jesus Christ and salvation</li> <li>• Beliefs and teachings about:             <ul style="list-style-type: none"> <li>• the incarnation and Jesus as the Son of God</li> <li>• the crucifixion, resurrection and ascension</li> <li>• sin, including original sin</li> <li>• the means of salvation, including law, grace and Spirit</li> <li>• the role of Christ in salvation including the idea of atonement.</li> </ul> </li> </ul>
	Theme A: Relationships and families	<p>Students explore the importance of the family as the bedrock of society, they look at the changing attitudes towards sexual relationships, the use of contraception and religious views about this.</p> <p>Students look at the importance of marriage in both Islam and Christianity, why people get married, religious teachings regarding marriage, civil partnerships and homosexuality.</p> <p>Religious and secular views on same sex partnerships, polygamy.</p> <p>Religious and secular views on divorce and remarriage.</p> <p>Parenting and the role of parents in bringing up their children</p>
	Practices Worship and festivals	<p>Different forms of worship and their significance:</p> <ul style="list-style-type: none"> <li>• liturgical, non-liturgical and informal, including the use of the Bible</li> <li>• private worship.</li> <li>• Prayer and its significance, including the Lord’s Prayer, set prayers and informal prayer.</li> <li>• The role and meaning of the sacraments:             <ul style="list-style-type: none"> <li>• the meaning of sacrament</li> <li>• the sacrament of baptism and its significance for Christians; infant and believers’ baptism; different beliefs about infant baptism</li> <li>• the sacrament of eucharist (Communion) and its significance for Christians, including different ways in which it is celebrated and different interpretations of its meaning.</li> </ul> </li> <li>• The role and importance of pilgrimage and celebrations including:             <ul style="list-style-type: none"> <li>• two contrasting examples of Christian pilgrimage: Lourdes and Iona</li> <li>• the celebrations of Christmas and Easter, including their importance for Christians in Great Britain today.</li> </ul> </li> </ul>
Resistant Materials	Skills based tasks	Students learn about materials and practice producing wood working joints.

**YEAR 9 CURRICULUM**

	Putting the skills into practice	Students Design and bird house in the style of a mini coursework project. Students get to put the practice into a product and learn what is involved in the design process.
	Putting the skills into practice	Continuing the bird house project students learn how to design on CAD and produce scale working drawings.
	Theory	Students will learn about design and technology outside of school and put into practice the things they have learnt in a practical sense.
Textiles	Product Design - Design task to design and make a decorated carrier.	Developing understanding of Product Design. Using a design specification. Presenting design ideas. Applying subject knowledge of decorative processes and learning new construction processes.
	Construction Processes	A variety of construction processes required in manufacture.