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Art	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overview and Key Questions	**Pop Art** How do you create artwork in the style of the Pop Art Genre?	**Pop Art** How do you create artwork in the style of the Pop Art Genre?	**Tattoo My Identity** How do tattoos create individuality and symbolism? (Māori)	**Tattoo My Identity** How do tattoos create individuality and symbolism? (Mehndi)	**The Power of the Word**	**The Power of the Word**
Knowledge (incl. links to prior and future learning)	Have a secure knowledge of the Genre of **Pop Art,** Looking at artists such as, Roy Lichtenstein, Andy Warhol, Peter Blake, Julian Opie and Class Oldenburg		Using Skills learnt, **developed** and **refined** from terms 1&2 apply these to further Cultural Knowledge to **Present** a Personal outcome Looking at Māori and Polynesian cultures.	Using Skills learnt, **developed** and **refined** from terms 1&2 apply these to further Cultural Knowledge to **Present** a Personal outcome. Looking at Mehedi designs and symbolism.	Using Skills learnt, **developed** and **refined** from terms 1-4 apply these to further Cultural Knowledge to **Present** a Personal outcome. Looking at Graphics, Graffiti and typography. Referencing Artists such as Bob & Roberta Smith	
Skills (incl. links to prior and future learning)	**Develop** and **experiment** with different techniques and materials. How to apply them in your work. **Refining** drawing and painting techniques used to create Art work in the style of different Pop artists. Links to GCSE assessment and grades.		**Experiment** with different techniques and materials. How to apply them in your work. **Refining** drawing and designing techniques used to create Cultural Identity tattoos and designs. Links to GCSE assessment and grades.		**Develop** and **experiment** with different techniques and materials. How to apply them in your work. **Refining** drawing, painting, designing and sculpture/3D skills techniques used to create Art 3D Art work inspired from Typography and Graphics. Links to GCSE assessment and grades	
Assessment Focus	**4 Main Assessment Objectives:** ● **Develop** ideas					

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	• **Refine** and improve your work • **Record**/ drawing/painting, Photography and modelling skills • **Present** your work and produce a final out come					
Cross-curricular links	Maths (e.g., proportion, scale, geometry, pattern, symmetry), English (e.g., storytelling through art, researching artists, creating art related to literature), Science (e.g., observing natural forms, creating scientific illustrations), and History/Geography (e.g., studying ancient art, creating landscapes, exploring cultural art forms). For example, using geometric shapes in art connects to Maths, while creating historical portraits links to History					
Reading Opportunities	Draw Like an Artist: Pop Art, by Patricia Geis	Art Is Everywhere: A Book About Andy Warhol, by Jeff Mack	Maui and Other Māori Legends: 8 Classic Tales of Aotearoa	Mehndi Designs, by Marty Noble	Art Makes People Powerful, by Bob and Roberta Smith	The Great Big Book of Amazing Creative Lettering, by Hinkler Pty Ltd
Careers (enrichment opportunities and futures)	Theatre Design, Costume design, Graphics, Gaming, Architecture, Engineering, Film, Television, Photography, Media, Education, Mental Health and Art Therapy, Illustration, Corporate/public Art[MH1] , Music festivals, Galleries. – Plus so many more!					

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Biology	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overview and Key Questions	What is a Cell and how are they different?	What is a microscope and how can they be used	What is a stem cell? How can it be used?	How are cells organised? How do we digest food?	What is the role and function of the circulatory, respiratory system? How are cells organised in a plant?	What is Photosynthesis and can farmers maximise growth of crops? Compare the two types of Respiration.
Knowledge (incl. links to prior and future learning)	Students will then learn about various cells and be able to explain how each is unique and why. Following this they will then learn about the various forms of particle transport.	Students will initially develop their understanding of the microscope and how technology has enabled us to see a whole new world.	Students will learn the use, applications and ethical concerns of stem cells. Students will then learn the key stages of mitosis.	Students will learn how tissues and organs link together to help the human body function as it does. They will look at the digestive system in particular detail and the chemistry of food.	Students will learn about the blood, heart, breathing and gas exchange in the body and how these components help us to function. Students will learn that plants require good organisation too and we look at this in detail including transport systems in plants, evaporation and the process of moving water through the plant known as transpiration.	Students will develop their knowledge of two key biochemical processes, explaining word equations and how these processes can be manipulated to ensure maximum output or not.

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Skills (incl. links to prior and future learning)	Drawing of a cell. How cells group How items move in the body.	Operation of the Microscope Microscope Calculations	History and past of stem cells and how the science has evolved with changing laws.	Using a variety of models such as representational, spatial, descriptive, computational and mathematical to solve problems, make predictions and to develop scientific explanations and understanding of familiar and unfamiliar facts.	Evaluating risks both in practical science and the wider societal context, including perception of risk in relation to data and consequences. Presenting observations and other data using appropriate methods.	Photosynthesis RP- ability to collect data, make observations and spot patterns.
Assessment Focus	B1 Cells	B1 Cells	B1 and B2 Cell Test	B3 Test	B4 Test	B8 Test
Cross-curricular links		Tech- Microscope and Technology	RS- Moral, social ethical issues of stem cell research.	Food and Nutrition - How The Digestive System Works	PE- Heart and Lungs in exercise	PE- Respiration Geography- use of land etc.
Reading Opportunities	Develop the written report with scientific writing.	History of the microscope	Reading to decipher controversial opinions	The Human Body.	The Human Body	Plants- how to grow.
Careers (enrichment opportunities and futures)	Lab Research	Lab Research worker.	Embryologist. Fertility Clinician.	Dietician Nutritionist	Cardiologist Physical Trainer Exercise Physiologist	Farmers Commercial Plant Growers

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Chemistry	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overview and Key Questions	What is an atom? How do we separate mixtures?	What is the periodic table and how was it developed?		How do elements bond to form different compounds?		What are endothermic and exothermic reactions?
Knowledge (incl. links to prior and future learning)	Students will be introduced to the current model of the atom and then learn about how Scientists have used various experiments to develop this. • Students will then learn and apply various separation techniques to split mixtures and be able to correctly	Students will learn about the history and development of the periodic table. Students will then delve into each group and explain patterns in reactivity.		Students will learn about the different types of bonding in Chemistry - namely ionic, covalent and metallic. They will do experiments around testing for different types of gases before		Students learn about reactions that give off heat (exothermic) and take in heat (endothermic) through lots of practical work. They will complete reaction profiles for these situations.
Skills (incl. links to prior and future learning)	-Isotope Calculations -Practicals involving -Separation Techniques - Basic atoms covered in Years 7 and 8 but no subatomic particles. Separation	• Spot patterns and Trends • Analyse Graphs • Manage Risk and Hazard with Practical and Demonstrations • Periodic table introduced in Years 7 and 8.		-Visualising and representing 2D and 3D forms including two dimensional representations of 3D objects. - Recognising, drawing and interpreting diagrams. -Translating from data to a representation with a model. Compounds are learnt about in Yr 7 and 8.		Making predictions or calculating quantities based on the model or showing its limitations. • Giving examples of ways in which a model can be

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	techniques used in Years 7 and 8.			tested by observation or experiment.
Assessment Focus	C1 Atoms	C1 and 2 Atoms and Periodic Table	C3 Bonding Test	C7 Energy Change Test
Cross-curricular links	Separation techniques in Food Technology.	Metals and uses of Technology in Technology and Product Design.	Metals and uses of Technology in Technology and Product Design.	Energy changes in Food Technology
Reading Opportunities	Atom- The Building block of everything	The Little Book of Elements	The Alkali Metals	Bill Bryson- Short History of Everything
Careers (enrichment opportunities and futures)	Forensic Science- Chromatography Chef- Separation techniques	Material Scientist	Material Scientists	Research Scientist

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Computing	Introduction to Cybersecurity	Google Applied Digital Skills Course	Media: Animation	Data Science	Python Programming with Sequences of Data	Physical Computing
Overview & Key Questions	Manipulating strings and lists. Creating a programming project.	Using the Google Applied Digital Skills Workspace Course to teach how the various Google Suite apps are used.	Creating 3D animations through object manipulation, and tweaking and adjusting lighting and camera angles.	Using data to investigate problems and make real-world changes.	Manipulating strings and lists. Creating a programming project.	Sensing and controlling with the micro:bit. **This section might be taught during enrichment week activities.*
Knowledge (incl. Links to prior and future learning)	- Taught the fundamental types of malicious involvement in computing. - Taught the difference between social threats and cyber threats. - Taught the Computer Misuse Act. - Taught how to prevent cyber attacks.	- Taught the various Google Suite Applications and their purposes in work: - Google Drive - Google Gmail - Google Docs - Google Slides - Google Sheets	- Taught how to use desktop publishing software or online alternatives to create media & animation. - Taught the elements of what makes digital animation possible, such as lighting, texture, etc. - Taught how to render an animation.	- Taught how to use Google Sheets to analyse and make data-driven decisions. - Taught how to use functions and formulae to answer data-driven questions. - Taught the terminologies that data science focuses on; i.e. correlations, outlines, etc.	- Taught how to create lists and access individual items. - Taught how to use 'selection' to control the flow of program execution. - Taught to successfully input coding language to perform an outcome. - Taught how to perform sting handling inside of a Python sequence.	- Taught what Micro:bits are. - Taught the most common inputs and outputs of Micro:bits. - Taught how to code for Micro:bit. - Taught how to communicate and generate various outputs. - Taught the differences between computer systems.
Skills (incl. links to prior and future learning)	- Able to identify suspicious communications, sites, etc. - Able to list and define the terms associated with Cyber Security. - Able to think critically regarding a scenario that poses ethical disputes. - Able to distinguish between a valid request for information and one that could result in social hacking.	- Able to adequately work autonomously (flipped classroom structure). - Able to follow clear instructions on an LMS or instructions-based video tutorial. - Able to use the various skills acquired in different scenarios after a demonstration. - Able to estimate a given time and work towards a due date.	- Able to use desktop publishing software or online alternatives to create a 3-10 second animation. - Able to demonstrate project-based and inquiry-based learning methods to create an outcome from a given scenario. - Able to correctly validate the reasoning behind the choices of the animation. - Able to read a rubric.	- Able to use a spreadsheet program to provide data-informed answers. - Able to use the investigative cycle. - Able to cleanse data for maximum efficiency. - Able to visualise a data set. - Able to use findings to support a recommendation. - Able to accurately define terminologies used in data science.	- Able to locate and correct common syntax errors. - Able to write programs that display messages, receive keyboard input, and use simple arithmetic expressions in assignment statements. - Able to use string handling techniques to perform operations based on user requirements using Python. - Able to combine key programming language features to develop solutions to meaningful problems.	- Able to use a development environment to write, execute, and debut a Python program for the Micro:bit. - Able to write programs that use the micro:bit's built-in input and output devices. - Able to use GPIO pins to generate output and receive input. - Able to decompose the functionality of a physical computer system into simpler features. - Able to design a physical computing artefact purposefully; keeping in mind the problem at hand, the needs and the available resources.
Assessment Focus	Summative assessment at the conclusion of the chapter to test for understanding.	Self-assessment completed at the end of a section of work to evaluate skills achieved.	Summative assessment at the conclusion of the chapter to test for understanding. Project-based Assessment to test the acquisition of skills with a rubric.	Project-based Assessment to test the acquisition of skills with a rubric and Summative Assessment to test for understanding.	Project-based Assessment to test the acquisition of skills with a rubric and Summative Assessment to test for understanding.	Project-based Assessment to test the acquisition of skills with a rubric and Summative Assessment to test for understanding.

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Computing	Introduction to Cybersecurity	Google Applied Digital Skills Course	Media: Animation	Data Science	Python Programming with Sequences of Data	Physical Computing
Cross-Curricular Links	Specific to IT / Computer Science	Wide array of uses in everyday life and across all subject matters and jobs.	Media / IT / Design / D&T	Specific to IT / Computer Science	Specific to IT / Computer Science	Specific to IT / Computer Science
Reading Opportunities	Reading case studies and content regarding Cybersecurity in an ever changing world.	Tasks are videoed and watched with earphones. Students need to interact with text throughout to complete work.	Reading images/content in order to reassure use in the creation of work.	Database understanding and reading through analytical data to capture.	Reading for syntax and coding specific contexts.	Reading tasks and homework articles on Physical Computer Systems.
Careers (enrichment opportunities & futures)	Cybersecurity / Network Protection Technician / Network Management / Cybersecurity Consultant	An array of jobs that requires an intermediate understanding of ICT.	Media Creation / Animation / SFX & CGI /	Data Management / Office Management / Operations Manager / Data Visualisation Specialists	App and Program Development / Web Development / Flow & Animation / Coding / Data Management / Data Analysis	Web Development / Network Management / General IT Support

English	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overview and Key Questions	Prose: 'Boys Don't Cry' by Malorie Blackman Students should develop the skills of analysing characters, themes and events. (Incorporate a writing task into this unit with the focus on Language Paper 1 Section B.)	English Language Paper One Students will be taught Language Paper 1 which focuses on: Explorations in Creative Reading and Writing'	Romeo & Juliet by William Shakespeare The students will read and analyse selected extracts from the play: - Romeo and Juliet.	Spoken Language It is a requirement from AQA that the students present a speech which will be assessed by their English teacher. They will be awarded either with a: Pass, Merit of distinction based on given criteria.	English Language Paper 2 with the focus on questions 3 and 5. The students will read a given extract and analyse how the writer uses specific language features in the extract (for example to describe a person). For question 5, the focus will be on how to present your arguments or points of view on a given statement	Poetry - Moon on the Tides Students should read and analyse poems. They should develop their skills of analysing language, structure, themes and form.

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Knowledge (incl. links to prior and future learning)	The students would have read other novels in year 7 and 8 and would have done similar tasks. They will continue in year 10 and 11 to study other novels.	They would have been taught some of the skills listed below that they will focus on in this unit and they will continue to build on them in preparation for their GCSEs in the future.	They should develop an understanding of the significance of context and analyse language, structure and form. **(A writing task will be incorporated into this unit with the focus on the GCSE Literature Paper One)**	The students have been taught since year 7 how to write to persuade, argue and inform.	The students would have learnt about language features when they did English Language Paper One. They would also have an understanding of how to analyse the effects of language features. They would have also learnt about writing to argue in year 7 and 8. Therefore, they should be able to develop topic sentences into coherent paragraphs.	They would have had previous knowledge of how to read and analyse poems so they will build on that knowledge.
Skills (incl. links	The students will analyse key quotations/language and make reference to context, form and structure. They will also be structuring detailed paragraphs.	They will learn how to retrieve relevant information from a text, analyse how a writer uses language features to (for example) describe a person. They will also understand structural features and how they are used effectively to convey certain ideas/messages by a writer. They will learn how to describe a picture and how to write a narrative.	The students will analyse key quotations/language and make reference to context, form and structure. They will also be structuring detailed paragraphs.	They have written speeches previously so they know how to: organise their ideas into paragraphs and also use the features of DAFOREST in the relevant writing styles.		The students have already learnt and will continue to learn more extensively how to analyse language and methods used in the poems. They will also be taught how to incorporate alternative interpretations of quotations.
Assessment Focus	The students are required to write an analytical essay based on the presentation of either a theme or	The students will do an English Language Paper One under strict exam conditions.	The students will write an analytical essay based on the presentation of a theme/emotion/ attitude/character in the play.	Students will deliver their speech. They will be awarded either a Pass, Merit or Distinction based on the GCSE criteria	The students will write either a speech, newspaper article or letter in which they present their points of view/arguments on a particular issue. The	The students will have to write a comparative essay on how a particular theme is presented in two poems.

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	character in the novel.				assessment will be marked out of 40 (24 for content and organisation and 16 for technical accuracy).	
Cross-curricular links to prior and future learning)	They might have to study this or other novels in other subjects such as Drama. They may also have relevant discussions (in for example their History, Science and PSCHE lessons) about some of the context and content in this story.	They should be able to use all the skills that they have learnt from studying this unit in other subjects.	They will transfer the skills learnt in English to other subjects. They might also study this text in Drama.	They might be asked to present speeches in other subjects.	In different subjects such as: History and PSCHE the students would have to present their arguments or points of view on certain topics. Therefore, they should be able to transfer the skills that they have learnt in English in these subjects.	The students will employ the skills that have learnt in writing analytical essays in English in other subjects across the curriculum.
Reading Opportunities	They will be encouraged to read other texts in preparation for their GCSESs but also to develop a love of reading.	They will be encouraged to read other texts in preparation for their GCSESs but also to develop a love for reading.	Reading the extracts from Romeo and Juliet should prepare them for the reading of other Shakespeare texts that they will be studying. It may also encourage some (if not all) of the students to select another Shakespeare's play and read it. They could also be encouraged to read other books/plays.		The students will be encouraged to read texts from different centuries and different genres and familiarise themselves with how writers use language effectively.	They will be encouraged to read other poems and hopefully develop a love for poetry as they will be studying at least fifteen poems in preparation for their GCSE Literature Paper Two exam.
Careers (enrichment opportunities and futures)	They may be inspired to be a writer.	They could be encouraged to study English in further education and become a lecturer or even a teacher in the future.	This might inspire the students to pursue a career in acting.	They might be encouraged to do a course in Public Speaking so they may go to schools and other institutions to		Inspiration to write poetry.

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				deliver speeches on issues that they may specialise in.		

French	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overview and Key Questions	Mon Monde a moi Hobbies and opinions Friendships/ celebrations clothes Talk about a past holiday	**Mon monde a moi** **Activities / talk about holidays in more than one tense**	Projets d'avenir Jobs and future plans	Le meilleur des mondes The natural world/ helping the environment/ recycling Talking about food and eating habits	Le monde francophone French speaking countries/ holiday activities/ cultural aspects of French speaking countries	M 5 Le monde francophone Le monde francophone research project
Knowledge (incl. links to prior and future learning)	Opinions- linking words to justify opinions Use of perfect and imperfect tense PPROF	Use of perfect and imperfect tense PPROF	Linking words Use of future and conditional tense PPROF	Modal verbs and PPROF	Recap of grammar points including PPROF	Recap of grammar points including PPROF and high level structures for GCSE success criteria
Skills (incl. links to prior and future learning)	Focus on Listening, Speaking, Reading and Writing	Focus on Listening, Speaking, Reading and Writing	Focus on Listening, Speaking, Reading and Writing	Focus on Listening, Speaking, Reading and Writing	Focus on Listening, Speaking, Reading and Writing	Focus on Listening, Speaking, Reading and Writing

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Assessment Focus	**Assessment** Weekly vocab tests End of topic quiz	**Assessment** Weekly vocab tests End of module 5 assessment L W R	**Assessment** Weekly vocab tests End of module 1 assessment L W R	**Assessment** Weekly vocab tests End of module 4 assessment L W R	**Assessment** Weekly vocab tests End of topic quiz	**Assessment** Weekly vocab tests End of module assessment L W R End of Year test LRWS
Cross-curricular links	Throughout the year students will discover links with other subjects including Maths, literacy, Art, Geography and History					
Reading Opportunities	Bimonthly Vocab lists from Sentence builders or Support books MFL Food competition	Bimonthly Vocab lists from Sentence builders or Support books Satchel Quizzes	Bimonthly Vocab lists from Sentence builders or Support books Satchel Quizzes	Bimonthly Vocab lists from Sentence builders or Support books Satchel Quizzes	Bimonthly Vocab lists from Sentence builders or Support books Satchel Quizzes	Bimonthly Vocab lists from Sentence builders or Support books Satchel Quizzes
Careers (enrichment opportunities and futures)	Career opportunities are discussed when certain topics are taught and when students are asked to reflect on how the vocabulary can link to Future plans. All topics also include a focus on discovering new cultural aspects of learning a language.					

Geography	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

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Overview and Key Questions	Biomes, What, where, why, Case Study Tropical Rain Forest Definition of 'ecosystem' and named examples Definition of 'biome' Where the World's main biomes are located. The climate of the tropical rainforest biome. (temperature and rainfall) How high rainfall has led to a unique structure in the Tropical Rainforest How the Lion Tailed Macaque has adapted to thrive in the tropical rainforest. The evidence for global warming The Human causes of global warming (CO2) The impacts of global warming How temperature and precipitation are measured How geographical information on weather is presented on a climate graph Where tropical cyclones form The impacts of tropical cyclones.	Middle East Geography of the Middle East, population, oil, water, Dubai Tourism, Yemen & Gaza wars Pupils will explore the human and physical features and challenges of life in the Middle East. Physically, pupils will develop an understanding of the climate, relief and biomes of the area and some of the challenges that exist as a result. From a human geography point of view, pupils will learn about wealth inequalities, the crisis in Yemen, sustainability and the challenges of developing a new source of wealth in Abu Dhabi after oil	Movement of People, International migration causes, processes, barriers Predicting future patterns Students will gain an understanding of global population trends in growth, density and distribution and how this may change over time. They will learn about population structures and how countries attempt to manage the opportunities and challenges of an aging population and migration. They will also explore the causes and impacts of our increasingly urbanised world as most of us now live in urban areas.	Rivers or Glaciation Pupils will need to know the 3 courses of a river and the different characteristics that exist in each. They will learn the different fluvial processes and use these to explain the formation of river landforms, including meanders, waterfalls and levees. Pupils will also investigate flooding, including the causes and impacts.	Coasts & Rivers: Pupils will need to know the characteristics of the different types of waves, and the impact these can have on the coast. This knowledge will allow them to explain the coastal processes such as characteristics and formation of headlands, bays, cliffs, wave-cut platforms, beaches, sand dunes, spits and bars. Pupils will then look at hard and soft engineering and manage retreat to combat coastal erosion. They will need to know the Dorset coast-line as a case study for coastal features and Norfolk as a case-study for managed retreat.	Fieldwork Pupils will study the effects that erosion, transportation and deposition have on a river. This will enable us to explain some landforms that form there. Through this knowledge, pupils will be able to plan and complete fieldwork. Pupils will also engage in a range of fieldwork projects around the school grounds and around the local area to develop their teamwork and their observation skills.
Knowledge (incl. links to prior and future learning)	Ecosystem, biotic / abiotic characteristics, biosphere, organism, food chain / webs, biome, tundra, coniferous & deciduous woodland, deserts, tropical rainforests, adaptations, causes of deforestation	This unit will build on the human and physical geography that pupils have learnt in the last two years. It will build on their understanding of the fragility of the planet as well as help them to engage with issues that are currently topical and frequently in the news. It will also boost their understanding of different cultures and customs from an area many pupils will not be familiar with.	Population distribution, density, growth, global population, population pyramids, birth & death rates, underpopulation, overpopulation, migration, migrants / immigrants, push & pull factors	This unit introduces pupils to the different features of a river and teaches them how the structure of a river changes across the different courses. This knowledge is important for pupils as rivers have been important in the development of major cities, including London.. They will also be introduced to the concepts of erosion, transportation and deposition that will be important for explaining physical processes. This knowledge of rivers and flooding will encourage pupils to make links to their work on weather in year 7.	This unit will build on pupils' KS3 knowledge of erosion, deposition and transportation in Y7 South America & Y8 Japan. We complete this unit at this point as the concept of weathering builds on their knowledge of weather hazards and their study of the living world gives them an understanding of the vulnerability of physical landforms.	This will prepare pupils for conducting fieldwork in the future and boost their ability to work with numerical and graphical data. Pupils will build on their previous knowledge of fluvial processes, studied earlier in year 9, to explain how the landscape can change over time.
Skills (incl. links to prior and future learning)	Build on their knowledge of globes, maps and atlases · Analyse and draw conclusions from geographical data · Interpret climate graphs · Use ICT to	Pupils will develop their ability to use data, photographs and maps to reach conclusions. Pupils will develop their ability to consider benefits and costs of decisions in the Middle East and evaluate their success.	Interpretation of data of UK and world maps, recognition of features on a 1:25,000 OS map, using weather & climate data to formulate a climate graph, applying data / information to design	Pupils will develop skills in plotting long profiles of a river, field sketches and using diagrams to accurately explain geographical processes. Pupils will have developed their ability to describe the	Pupils should be able to answer questions on this topic using maps, figures, articles, photographs, choropleth maps and apply this to their own knowledge. Pupils will develop their ability to compare,	Pupils will develop an understanding of how fieldwork is planned, conducted, presented and evaluated. This will develop skills using graphs, data and sampling.

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	research different adaptations. Climate graph analysis and interpretation · Figure / graph interpretation		choropleth maps, interpreting population pyramids, use of media sources to assess impacts on ecosystems, population growth and urbanisation, use Geographical Information Systems (GIS) to view, analyse and interpret places and data.	processes that are taking place and to be able to explain what is causing them using key geographical terminology.	describe, calculate, explain, assess, reach a judgement and justify.	
Assessment Focus	An exam-style paper, consisting of a mixture of questions ranging in marks from 1 to 8. These will include short answers, multiple choice, longer written answers and interpretation and use of given figures and data.	An exam-style paper, consisting of a mixture of questions ranging in marks from 1 to 8. These will include short answers, multiple choice, longer written answers and interpretation and use of given figures and data.	Research project creating data banks of the students in Year 9 with the aim of creating a migration flow map of the school community for display in school and on the school website.	An exam-style paper, consisting of a mixture of questions ranging in marks from 1 to 8. These will include short answers, multiple choice, longer written answers and interpretation and use of given figures and data.	An exam-style paper, consisting of a mixture of questions ranging in marks from 1 to 8. These will include short answers, multiple choice, longer written answers and interpretation and use of given figures and data.	Each piece of fieldwork will be assessed via a fieldwork report.
Cross-curricular links	Science	English, British values, Maths, Business	Links to Maths and Science & ICT	Science	Science	Maths, Art, Interviewing skills, teamwork, planning PSHE
Reading Opportunities	Progress in Geog pp262-280	Progress in Geog pp 142-160	Progress in Geog pp 162-180	Progress in Geog pp 22-40	Progress in Geog pp 102-120	
Careers (enrichment opportunities and futures)						Geography Field-trip to Northern Ireland

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History	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overview and Key Questions	How did WW1 start? What was trench warfare? Why did the Battle of the Somme fail to achieve a breakthrough and so shorten the war? How did it end?	Life in the Twenties and Thi How did WW2 start? How did it differ from WW1? Why was it a people's war? What were the key events? .	Why was WW2 a people's war? Why did civilians find themselves in the front line in WW2? How did WW2 end?	What was the Cold War? Why did it start after 1945?	What were the key events of the Cold War? Why did America go to war in Vietnam? How did the Cold War end?	How did Britain change after WW2? Project based learning on a Twentieth Century figure or event. "Through the Decades." The Windrush generation. The "Swinging Sixties." Britain in the 1970s From Thatcher to Blair.
Knowledge (incl. links to prior and future learning)	Warfare through the ages – 1066 and Medieval times in comparison with the English Civil War and then trench warfare.	Total warfare – war on land, at sea and in the air.	Total warfare – life on the Home Front: the Blitz, evacuation and rationing.	Hiroshima and Nagasaki.	The spread of communism.	Post war decline.
Skills (incl. links to prior and future learning)	Cause and consequence.	Change and continuity.	Change and continuity.	Cause and consequence.	Cause and consequence.	Change and continuity.
Assessment Focus	Does General Haig deserve the title: "Butcher of the Somme?"	Was the Treaty of Versailles "an Armistice for twenty years?" Marshall Foch, 1919	Was the atomic bombing of Nagasaki and Hiroshima justified?	Why was the Korean War a forgotten war?	Why did America leave Vietnam?	What were the "Winds of Change?"

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Cross-curricular links	English - war poetry.	Geography - the changing map of Europe.	Religion and ethics – a "just war?"	Geography – the changing world map.	Religion and ethics – a "just war?"	Politics – the Commonwealth.
Reading Opportunities	War Horse Private Peaceful	As I walked out one Midsummer Day	The Snow Goose: a story of Dunkirk			

Maths	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overview and Key Questions	<u>Set 1-3</u> Fractions and Decimals Averages Area of 2D Shapes <u>Set 4</u> Number Properties Representing Data 2D Shapes	<u>Set 1-3</u> 3D Shapes Algebraic Expressions Ratio and Proportion <u>Set 4</u> Negative Numbers Algebraic Expressions 3D Shapes	<u>Set 1-3</u> Linear Graphs Representing Data <u>Set 4</u> Units Averages	<u>Set 1-3</u> Angles Collecting Data <u>Set 4</u> Fractions Perimeter and Area	<u>Set 1-3</u> Transformations Solving Equations Scatter Graphs <u>Set 4</u> Probability Decimal Numbers	<u>Set 1-3</u> Constructions Pythagoras' Theorem <u>Set 4</u> Geometrical Reasoning
Knowledge **<u>Link to prior learning</u>**: See KS3 National	**<u>Set 1-3</u>** Calculations Multiples and Factors Prime Numbers and Prime factors	**<u>Set 1-3</u>** Approximation Rounding Upper and lower bounds	**<u>Set 1-3</u>** Equivalent Fractions Mixed numbers Ordering fractions Fractions and Decimals	**<u>Set 1-3</u>** Ratios Using ratios Dividing in a given ratio Proportion	**<u>Set 1-3</u>** Simplifying expressions Expanding brackets Factorising Algebraic fractions	**<u>Set 1-3</u>** Using different types of data Data collection Sampling and bias

Curriculum Map – Year 9

Curriculum for Mathematics **Future learning** See Year 10 Curriculum plan	LCM & HCF Term to term rules Using and finding the nth term Straight line graphs Gradients Parallel and perpendicular lies Line Segments **Set 4** Orders of Operations Negative Numbers Whole Number arithmetic Decimals Four operations Rounding – whole numbers, decimal places and significant figures Estimating answers Rounding Errors Squares, Cubes and Roots Indices Laws of Indices Standard form	Percentages, Fractions and Decimals Compound percentage change Percentages Triangles and quadrilaterals Circles and sectors **Set 4** Finding Multiples and Factors Prime numbers LCM & HCF Mixed Numbers Equivalent Fractions Ordering Fractions Four operations Fractions and Decimals Ratios Using Ratios Dividing in a given ratio	Four operations Reflections Rotations Translations Enlargements Combinations of transformations **Set 4** Percentages Percentages, Fractions and Decimals Percentage Increase and Decrease Compound Growth and Decay Simplifying expressions Expanding Brackets Factorising	Direct proportion Inverse proportion Angle facts Parallel lines Triangles Quadrilaterals Polygons Symmetry **Set 4** Solving and forming equations Identities Simultaneous Equations Solving Quadratic Equations Formulas Functions Term to term rule Position to term rule Finding a position to term rule	Solving inequalities Quadratic inequalities Graphing inequalities Calculating probabilities Listing outcomes Probability from experiments **Set 4** Coordinates Horizontal and Vertical Graphs Gradients Equation of a straight line graph Quadratic Graphs Interpreting real life graphs Drawing real life graphs	Averages and Range Averages for Grouped data Tables and charts Stem and leaf Frequency polygons Histograms Cumulative Frequency diagrams Time Series Scatter Graphs **Set 4** Direct Proportion Inverse Proportion Basic angle properties Parallel and intersecting lines Triangles Quadrilaterals Interior and Exterior angles Symmetry Reading scales Converting units – Length, Mass and Volume Metric and Imperial units Estimating in real life.
Skills (incl. links to prior and future learning)	Pupils will increase their resilience during the course by learning new concepts, using prior knowledge to develop mathematical fluency and applying skills to various situations and problems. Pupils will be challenged in all lessons and show they have learned from mistakes through multiple tasks, including connecting exercises. The challenge activities will have the aim of developing both skills and high aspirations in both this subject and life beyond. Resilience will also be developed within the Key maths skills below (fluency, reasoning and problem-solving). Pupils will have the opportunity to work together to build and share their ideas on topics, discuss misconceptions and how these topics can be used in real-life situations. Each topic in Maths contains many sub-topics and skills. As we go up in the year groups, these topics become more in-depth, build on prior knowledge from KS2 and prepare students for KS4. Therefore, topics repeat from year to year for consolidation and fluency. Students regularly review their learning with knowledge recall starters, interleaving homework tasks and self-assessment of classwork with discussions on misconceptions.					

Curriculum Map – Year 9

Assessment Focus	**See Knowledge.**
Cross-curricular links	Science - Measures and volume as used in science Design Technology – Use of shapes for different designs, angles in designs, 3D models vs 2D designs Art – Understanding of fractions and proportions within artwork History – Ratio and proportion in terms of geographical data or comparing from the past and present Science – Supporting finding missing information within investigations
Reading Opportunities	Collins KS3 Revision - KS3 Maths Higher Level All-in-One Complete Revision and Practice: Ideal for Years 7, 8 and 9 (Collins KS3 Revision)
Careers (enrichment opportunities and futures)	All pupils should be numerate and able to use mathematics at both work and in everyday life beyond school. Mathematics is fundamental to future success and closely linked with financial success. It enhances their ability to infer, problem solve, think logically, spot patterns as well as navigate through their chosen career with a well-equipped vocabulary. **Opportunities** Timetable rockstar competition, UKMT Challenge & Career themed lessons

Curriculum Map – Year 9

Music	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overview and Key Questions	Jamaican Music, History and Culture: Mento to Reggae	Jamaican Music, History and Culture: Mento to Reggae	Performing a 4 Chord Song	Performing a 4 Chord Song	Electronic Dance Music (EDM)	EDM/Film Music
Knowledge (incl. links to prior and future learning)	History and Culture: Mento –Reggae - Ska Reggae off beat rhythms Keyboard melody/chords Riffs – playing techniques	History and Culture: Mento –Reggae - Ska Reggae off beat rhythms Keyboard melody/chords Riffs – playing techniques	Understanding major scales and how to work out major and minor chords Working out chord progressions Structure of Pop Songs	Understanding major scales and how to work out major and minor chords Working out chord progressions Structure of Pop Songs	History of Electronic Dance Music (EDM) Scales and chords Instrumentation/synthesisers/fx EDM structure	Music for the moving image Explore tonality- major/minor/atonal Scales and chords Explore diegetic and non-diegetic music (underscoring)
Skills (incl. links to prior and future learning)	Keyboard Skills (performing bass note and chords- hands together, harmonica intro and trumpet riff)	Keyboard, bass guitar, drum kit and vocal skills.	Further develop performance skills- keyboard, bass guitar, drum kit, vocals (+ students own instruments if applicable)	Further develop performance skills- keyboard, bass guitar, drum kit, vocals (+ students own instruments if applicable)	Developing composition skills including looping, melodic and bass riffs	Development of melodies, ostinato patterns, motifs/leitmotifs, mickey-mousing
Assessment Focus	Keyboard Skills in pairs or individually (A Message To You Rudy)	Ensemble Performance (A Message To You Rudy)	Ensemble Performance of a well-known 4 chord song	Ensemble Performance of a well-known 4 chord song	Creation of a dance track using a DAW	Creation of a dance track/film music using a DAW
Cross-curricular links	Geography, History, literacy and numeracy	Geography, History, literacy and numeracy	Literacy and numeracy	Literacy and numeracy	ICT and numeracy	ICT, Media and numeracy
Reading Opportunities	History of Music from Jamaica	History of Music from Jamaica	History and development of Pop Music	History and development of Pop Music	History of EDM and development of music technology	History of EDM/Film music and development of music technology
Careers (enrichment opportunities and futures)	Keyboard skills: for the developing performer/composer	Session Musician: developing skills to perform music in particular styles	Covers Band Performer	Covers Band Performer	Composing using DAW	Composing using DAW

Curriculum Map – Year 9

Personal Development	Autumn 1 Safe Me	Autumn 2 Responsible Me	Spring 1 Future Me	Spring 2 Healthy Me	Summer 1 Empowered Me	Summer 2
Overview and Key Questions	<u>Drugs and Alcohol</u> 1. What are the effects and consequences of drug use? 2. What are the effects and consequences of alcohol? 3. How do I avoid peer pressure and other influences? 4. What is the truth about vaping? 5. What should I know about energy drinks and caffeine? 6. What are immunisations?	<u>Extremism and Terrorism</u> 1. Who are religious extremists? 2. Who are right wing extremists? 3. What is extreme nationalism? 4. What is online misogyny and incel culture? 5. Does the media's portrayal of events impact minority groups? 6. Why do we celebrate Black History Month? 7. Restart a heart (First Aid)	<u>Finance and Budgeting</u> 1. How can I make informed decisions? 2. How can I avoid debt and become financially savvy? 3. What kind of bank accounts are suitable for me? 4. Can I manage a household budget? 5. What are my human rights? 6. What are hate crimes?	<u>Bereavement</u> 1. What is bereavement and how can people cope with grief and loss? <u>Illness</u> 2. Can a healthy lifestyle prevent some cancers? 3+4. How do I check myself for cancers? (Breast/ovarian) 5. How do I check myself for cancers? (Testicular) 6. How important is sleep? 7. What happens when people donate blood? 8. How do I deal with unhelpful thoughts? 9. How do I deal with loneliness and build connections?	<u>Sex, the Law and Consent</u> 1. What is a vulva? 2. What is a penis? 3. How do you give or seek consent? 4. What is coercion and control? 5. What is harassment and stalking? 6. How do I resolve conflict? 7. How do I avoid pregnancy?	<u>Does God Exist?</u> ● Introduction to the question: What is God like? ● The Design Argument (William Paley) ● The First Cause Argument (Aquinas) ● The Problem of Evil and Suffering ● Atheism and Humanism: Why people reject God ● Debate & Assessment: "Is it reasonable to believe in God?"
Knowledge (incl. links to prior and future learning)	PSHE Association KS3-4 Core theme 1 - Health and wellbeing - Drugs, alcohol and tobacco H23. the positive and negative uses of drugs in society including the safe use of prescribed and over the counter medicines; responsible use of antibiotics H24. to evaluate misconceptions, social norms and cultural values relating to drug, alcohol and tobacco use	R39. the impact of stereotyping, prejudice and discrimination on individuals and relationships R40. about the unacceptability of prejudice-based language and behaviour, offline and online, including sexism, homophobia, biphobia, transphobia, racism, ableism and faith-based prejudice R41. the need to promote inclusion and challenge	L16. about values and attitudes relating to finance, including debt L18. to evaluate social and moral dilemmas about the use of money, including the influence of advertising and peers on financial decisions L19. to recognise financial exploitation in different contexts e.g. drug and money mules, online scams L15. to assess and manage risk in	R22. the effects of change, including loss, separation, divorce and bereavement; strategies for managing these and accessing support H10. a range of healthy coping strategies and ways to promote wellbeing and boost mood, including physical activity, participation and the value of positive relationships in providing support	R2. indicators of positive, healthy relationships and unhealthy relationships, including online R4. the difference between biological sex, gender identity and sexual orientation R5. to recognise that sexual attraction and sexuality are diverse R9. to clarify and develop personal values in friendships, love and	Engaging with Worldviews and Ultimate Questions in the Modern World

Curriculum Map – Year 9

	H25. strategies to manage a range of influences on drug, alcohol and tobacco use, including peers H26. information about alcohol, nicotine and other legal and illegal substances, including the short-term and long-term health risks associated with their use H27. the personal and social risks and consequences of substance use and misuse including occasional use H28. the law relating to the supply, use and misuse of legal and illegal substances H29. about the concepts of dependence and addiction including awareness of help to overcome addictions H19. the consequences of substance use and misuse for the mental and physical health and wellbeing of individuals and their families, and the wider consequences for communities H20. wider risks of illegal substance use for individuals, including for personal safety, career, relationships and future lifestyle H21. to identify, manage and seek help for	discrimination, and how to do so safely, including online L26. that on any issue there will be a range of viewpoints; to recognise the potential influence of extreme views on people's attitudes and behaviours H33. how to get help in an emergency and perform basic first aid, including cardio-pulmonary resuscitation (CPR) and the use of defibrillators	relation to financial decisions that young people might make L16. about values and attitudes relating to finance, including debt L17. to manage emotions in relation to money L18. to evaluate social and moral dilemmas about the use of money, including the influence of advertising and peers on financial decisions	H12. how to recognise when they or others need help with their mental health and wellbeing; sources of help and support and strategies for accessing what they need H5. to recognise and manage internal and external influences on decisions which affect health and wellbeing H16. how to take increased personal responsibility for maintaining and monitoring health including cancer prevention, screening and self-examination H19. the importance of taking increased responsibility for their own physical health including self-examination (especially testicular self-examination in late KS3). H21. how to access health services when appropriate H36. that certain infections can be spread through sexual activity and that barrier contraceptives offer some protection against certain sexually transmitted infections (STIs)	sexual relationships R10. the importance of trust in relationships and the behaviours that can undermine or build trust R13. how to safely and responsibly form, maintain and manage positive relationships, including online R14. the qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including in school and wider society, family and friendships, including online H34. strategies to manage the physical and mental changes that are a typical part of growing up, including puberty and menstrual wellbeing R16. to recognise unwanted attention (such as harassment and stalking including online), ways to respond and how to seek help R24. that consent is freely given; that being pressurised, manipulated or coerced to agree to something is not giving consent, and how to seek help in such circumstances R18. about the concept of consent in maturing relationships R25. about the law relating to sexual	

Curriculum Map – Year 9

	unhealthy behaviours, habits and addictions including smoking cessation				consent R26. how to seek, give, not give and withdraw consent (in all contexts, including online) R27. that the seeker of consent is legally and morally responsible for ensuring that consent has been given; that if consent is not given or is withdrawn, that decision should always be respected R28. to gauge readiness for sexual intimacyR30. to recognise when a relationship is abusive and strategies to manage this	
Assessment Focus	**Keywords:** Drugs, Alcohol, Vaping, Energy drinks, Caffeine, Peer pressure, Addiction, Dependence, Immunisations, Risk management	**Keywords:** Extremism, Radicalisation, Right-wing ideology, Nationalism, Misogyny, Incel culture, Media influence, Discrimination, Prejudice, Inclusion, First aid	**Keywords:** Money management, Debt, Financial decisions, Bank accounts, Budgeting, Human rights, Hate crimes, Exploitation, Risk, Social dilemmas	**Keywords:** Bereavement, Grief, Loss, Coping strategies, Cancer prevention, Self-examination (breast/ovarian/testicular), Sleep, Blood donation, Mental health, Loneliness, Connections	**Keywords:** Anatomy (vulva, penis), Consent, Coercion, Control, Harassment, Stalking, Conflict resolution, Pregnancy prevention, Sexual diversity, Trust, Respect, Abuse	**Keywords:** Belief in God, Design Argument, First Cause Argument, Problem of Evil, Atheism, Humanism, Debate, Worldviews, Religion, Philosophy

Curriculum Map – Year 9

PE	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overview and Key Questions	"Winter Sports". Any 2 sports/activities from hockey, football, rugby, basketball, netball, gymnastics, or orienteering. As well as an alternative international sport every other week e.g. handball, baseball, ultimate frisbee or dodgeball.	"Winter Sports". Any 2 sports/activities from hockey, football, rugby, basketball, netball, gymnastics, or orienteering. As well as an alternative international sport every other week e.g. handball, baseball, ultimate frisbee or dodgeball.	"Winter Sports". Any 2 sports/activities from hockey, football, rugby, basketball, netball, gymnastics, or orienteering. As well as an alternative international sport every other week e.g. handball, baseball, ultimate frisbee or dodgeball.	"Winter Sports". Any 2 sports/activities from hockey, football, rugby, basketball, netball, gymnastics, or orienteering. As well as an alternative international sport every other week e.g. handball, baseball, ultimate frisbee or dodgeball.	"Summer Sports". Any 2 activities from cricket, athletics and rounders as well as any winter sport they have yet to cover. As well as an alternative international sport every other week e.g. handball, baseball, ultimate frisbee or dodgeball.	"Summer Sports" Any 2 activities from cricket, athletics and rounders as well as any winter sport they have yet to cover. As well as an alternative international sport every other week e.g. handball, baseball, ultimate frisbee or dodgeball.
Knowledge (incl. links to prior and future learning)	Sports rules, tactics and technique. Benefits of healthy, active lifestyles	Sports rules, tactics and technique. Benefits of healthy, active lifestyles	Sports rules, tactics and technique. Benefits of healthy, active lifestyles	Sports rules, tactics and technique. Benefits of healthy, active lifestyles	Sports rules, tactics and technique. Benefits of healthy, active lifestyles	Sports rules, tactics and technique. Benefits of healthy, active lifestyles
Skills (incl. links to prior and future learning)	Head, heart and hands (HHH). Greater emphasis on hands.	Head, heart and hands (HHH). Greater emphasis on hands.	Head, heart and hands (HHH). Greater emphasis on hands.	Head, heart and hands (HHH). Greater emphasis on hands.	Head, heart and hands (HHH). Greater emphasis on hands.	Head, heart and hands (HHH). Greater emphasis on hands.
Assessment Focus	Head, heart and hands.	Head, heart and hands.	Head, heart and hands.	Head, heart and hands.	Head, heart and hands.	Head, heart and hands.
Cross-curricular links	Theoretical links to biology eg – muscles	Theoretical links to biology eg – muscles	Theoretical links to biology eg – muscles	Theoretical links to biology eg – muscles	Theoretical links to biology eg – muscles	Theoretical links to biology eg – muscles
Careers (enrichment opportunities and futures)	Extra-curricular clubs and sports teams	Extra-curricular clubs and sports teams	Extra-curricular clubs and sports teams	Extra-curricular clubs and sports teams	Extra-curricular clubs and sports teams	Extra-curricular clubs and sports teams

Curriculum Map – Year 9

Spanish	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overview and Key Questions	VIVAGCSE Module 1 – *Desconectate* (holidays, weather, preterite tense, present tense, what you do in summer, holiday preferences, giving opinions, describing where you stayed, using the imperfect, booking accommodation, dealing with problems, using 'usted')	VIVAGCSE Module 1 – *Desconectate* (holidays, weather, preterite tense, present tense, what you do in summer, holiday preferences, giving opinions, describing where you stayed, using the imperfect, booking accommodation, dealing with problems, using 'usted')	VIVAGCSE Module 2 – *Mi vida en el insti* (school subjects, opinions, school facilities, school uniform and timetable, subjects and teachers, comparatives and superlatives, justifying opinions, describing your school, using negatives, school rules and problems, plans for a school exchange, the near future, activities and achievements, object pronouns.)	VIVAGCSE Module 2 – *Mi vida en el insti* (school subjects, opinions, school facilities, school uniform and timetable, subjects and teachers, comparatives and superlatives, justifying opinions, describing your school, using negatives, school rules and problems, plans for a school exchange, the near future, activities and achievements, object pronouns.)	VIVAGCSE Module 3 – *Mi gente* (socialising and family, present tense, describing people, social networks, para + infinitives, present continuous tense, reading preferences, connectives, using ser and estar, using a range of relationship verbs, referring to past and present.)	VIVAGCSE Module 3 – *Mi gente* (socialising and family, present tense, describing people, social networks, para + infinitives, present continuous tense, reading preferences, connectives, using ser and estar, using a range of relationship verbs, referring to past and present.)
Knowledge (incl. links to prior and future learning)	Use of tenses/pronouns/ time phrases/high level vocab including opinions	Use of tenses/pronouns/ time phrases/high level vocab including opinions	Use of tenses/pronouns/ time phrases/high level vocab including opinions	Use of tenses/pronouns/ time phrases/high level vocab including opinions	Use of tenses/pronouns/ time phrases/high level vocab including opinions	Use of tenses/pronouns/ time phrases/high level vocab including opinions

Curriculum Map – Year 9

Skills (incl. links to prior and future learning)	Focus on Listening, Speaking, Reading and Writing	Focus on Listening, Speaking, Reading and Writing	Focus on Listening, Speaking, Reading and Writing	Focus on Listening, Speaking, Reading and Writing	Focus on Listening, Speaking, Reading and Writing	Focus on Listening, Speaking, Reading and Writing
Assessment Focus	**Assessment** Weekly vocab tests Year 9 Baseline test, start of term	**Assessment** Weekly vocab tests End of Module 1 Assessment L W R	**Assessment** Weekly vocab tests End of topic quiz	**Assessment** Weekly vocab tests End of module 2 assessment L W R	**Assessment** Weekly vocab tests End of topic quiz	**Assessment** Weekly vocab tests End of Year 9 Mock exam (Mod1-3) End of Year test LRWS
Cross-curricular links	Throughout the year students will discover links with other subjects including Maths, literacy, Art, Geography and History					
Reading Opportunities	Bimonthly Vocab lists from Sentence builders or Support books MFL Food competition	Bimonthly Vocab lists from Sentence builders or Support books Satchel Quizzes	Bimonthly Vocab lists from Sentence builders or Support books Satchel Quizzes	Bimonthly Vocab lists from Sentence builders or Support books Satchel Quizzes	Bimonthly Vocab lists from Sentence builders or Support books Satchel Quizzes	Bimonthly Vocab lists from Sentence builders or Support books Satchel Quizzes
Careers (enrichment opportunities and futures)	Career opportunities are discussed when certain topics are taught and when students are asked to reflect on how the vocabulary can link to Future plans. All topics also include a focus on discovering new cultural aspects of learning a language.					

Curriculum Map – Year 9

Technology	Rotation 1	Rotation 2	Rotation 3
Overview and Key Questions	**Food Technology** In this rotation students will be doing the Multicultural Food Project making dishes from around the World.	**BBQ Spatula project** In this rotation students will make a BBQ Spatula out of aluminium and mild steel.	**Board game project** In this rotation students will make a board game out of card using CAD/CAM and hand tools, using a client as inspiration.
Knowledge (incl. links to prior and future learning)	Students will learn about the different cuisines from around the World. Health & Safety in the Kitchen.	In this rotation students learn about technical drawing techniques, health and safety, and metal working techniques.	In this rotation students learn about how to use a client's inspiration in their designs, how to use CAD software, and how to use CAM hardware.
Skills (incl. links to prior and future learning)	Learn how to use: - Chopping board - knife skills - kettle - hob - oven - wooden spoon - washing up	Learn how to use a: ● Scribe ● Centre punch ● Hammer ● Engineers blue ● A screw driver, spanner and nuts and bolts ● File ● Pillar drill ● Abrasive paper	Learn how to use a: ● 2D Design software ● A laser cutter ● Colouring pencils ● Isometric grid paper ● Google slides software
Assessment Focus	Plan, prepare & make dishes from around the World.	Quality of finish and accuracy when using metal.	Quality of finish and accuracy when using wood.
Cross-curricular links	Maths using ingredients & amounts. English - writing up Recipes & Methods.	Maths – measuring with a ruler.	Business – CAD/CAM and scales of production. Maths – measuring with a ruler.
Reading Opportunities	Food fact of life	Technologystudent.com	

Curriculum Map – Year 9

Careers (enrichment opportunities and futures)	Preparing, Organising, cooking skills for confident adults in the kitchen.	Learning valuable metal working skills.	Learning about CAD/CAM careers in industry.