

Curriculum Map – Year 9

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	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	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	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. <i>*This section might be taught during enrichment week activities.</i>
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.

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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
Assessment	Digital Summative assessment using wayground.com for related topics and accuracy in student knowledge. Multiple choice questions.	Digital Summative assessment using wayground.com for related topics and accuracy in student knowledge. Multiple choice questions	Digital Summative assessment using wayground.com for related topics and accuracy in student knowledge. Multiple choice questions	Digital Summative assessment using wayground.com for related topics and accuracy in student knowledge. Multiple choice questions	Digital Summative assessment using wayground.com for related topics and accuracy in student knowledge. Multiple choice questions	Digital Summative assessment using wayground.com for related topics and accuracy in student knowledge. Multiple choice questions
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

Drama	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overview and Key Questions	Bertolt Brecht	Too Much Punch for Judy	Anne Frank's Diary	Anne Frank's Diary	Catch me if you can	Macbeth
Knowledge (incl. links to prior and future learning)	Studying Bertolt Brecht introduces students to essential concepts in modern theatre, particularly his influence on performance styles	Studying Mark Wheeler's playtext; Too Much Punch for Judy which opens up questions about drinking, driving responsibly. Family, friendships and community. Bertolt Brecht: knowledge from last term to assist	Looking at the true story and detailed diary of events from Anne Frank and linking it to verbatim theatre .	Looking at the true story and detailed diary of events from Anne Frank and linking it to verbatim theatre .	Character and lies. Confidence to convince. Set and Costume Design: Understanding how visual elements can	Character and motivations concentrating on Macbeth and Lady Macbeth plotting to kill the King. Plot and fate. The Witches.

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	and dramatic storytelling. Epic Theatre: focusing on political messages and audience engagement. Verfremdungseffekt (Alienation Effect): Learning how Brecht aimed to create a sense of distance between the audience and the characters, encouraging critical thinking rather than emotional immersion.	dramatic storytelling with a message. Learning how Brecht aimed to create a sense of distance between the audience and the characters, encouraging critical thinking rather than emotional immersion.	History: The holocaust horrors and concentration camps. Social studies: Antisemitism, racism and Politics.	History: The holocaust horrors and concentration camps. Social studies: Antisemitism, racism and Politics.	reflect themes and character motivations. Film Studies/ Media: Watching and analysing the acting on film.	Set and Costume Design: how visual elements can reflect themes and how Shakespeare used script to set the scene. Lighting and Sound: Familiarity with how lighting and sound can influence mood and atmosphere, enhancing the overall impact of the performance.
Skills (incl. links to prior and future learning)	Skill Development: Analysing and interpreting complex themes and messages in Brecht's plays encourages students to think critically about the material. Application: Students learn to discuss and critique the social and political implications of theatrical works. Performance. Skill Development: Mastering Brechtian techniques such as direct address, the	Skill Development: Analysing and interpreting complex themes and messages in a Brechtian style play encourages students to think critically. Application: Students learn to discuss and critique the social and political implications of theatrical works. Performance. Skill Development: Mastering Brechtian techniques such as direct address, the alienation effect, and the use of music. Application: Engaging in exercises that require	Research – finding out facts about real events. Using real words – turning real stories into drama. Acting truthfully – showing real people with respect. Teamwork – working together to make a performance. Understanding context – learning about prejudice.	Research – finding out facts about real events. Using real words – turning real stories into drama. Acting truthfully – showing real people with respect. Teamwork – working together to make a performance. Understanding context – learning about prejudice.	Basic Drama Skills Previous drama classes provide foundational skills in acting, improvisation, and basic stagecraft that can be built upon when creating an original show. Skills in analysing themes, character development, and narrative structures from literature studies can enhance scriptwriting and thematic exploration. Past group projects in various subjects can help students	Building Literature knowledge of Macbeth's plot, characters and some of Shakespeare's language which is transferable to the GCSE English Literature GCSE. Basic Drama Skills: classes provide foundational skills in acting, improvisation, and basic stagecraft that can be built upon when creating an original show.

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	alienation effect, and the use of music. Application: Engaging in exercises that require breaking the fourth wall, utilizing song, and creating distance between characters and audience.	breaking the fourth wall, utilizing song, and creating distance between characters and audience. Character Development.	Thinking carefully – asking questions about sources. Performing – using voice and movement to share truth.	Thinking carefully – asking questions about sources. Performing – using voice and movement to share truth.	navigate teamwork dynamics effectively in a theatrical context.	Skills in analysing themes, character development, and narrative structures from literature studies can enhance scriptwriting and thematic exploration.
Assessment Focus	Creating a piece of epic theatre with a didactic statement using key techniques.	Creating an expressionist piece of theatre using the script and Brechtian devices. ASSESSMENT FOCUS is Co-operation and Ideas.	Exploration of the subject is assessed rather than a set performance at the end of the scheme.	Performance about Prejudice for an audience as TIE (Theatre in Education). ASSESSMENT FOCUS is Performance or Presentation.	Analysis of film techniques and character. Written piece.	Evaluating own and each others work, verbally and in written form. ASSESSMENT FOCUS is Analysis and Evaluation.
Cross-curricular links	English Language and Literature Text Analysis: Creative Writing: History	English Language and Literature Text Analysis: Creative Writing History	History English Law Politics Social Studies	History English Law Politics Social Studies	Scriptwriting and Dialogue Art and Design Set and Costume Design Visual Storytelling	Scriptwriting and Dialogue Art and Design Set and Costume Design Visual Storytelling
Reading Opportunities	Encouraging students to write their own short plays or scenes that incorporate Brechtian techniques, such as direct address or social commentary.	Playtext reading and learning lines.	News articles to read. Diaries. Historic accounts.	News articles to read. Diaries. Historic accounts .	Reading film scripts.	Reading Shakespeare playtext.

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Careers (enrichment opportunities and futures)	Acting: Performing in theatre, film, television, or commercials. Engage in character study and physical performance. Director: Overseeing the artistic vision of a production. Work with actors and crew to bring a script to life. Playwright: Write original scripts for theatre. Adapt existing works for performance. Choreographer: Create and design dance routines for theatrical productions. Collaborate with directors to enhance storytelling through movement. Set Designer, Set Builder, Costumier, Hair and Wigs creator, Makeup artist, Lighting Designer or Engineer, Lighting Rigger, Sound Designer or Engineer, Producer, Stage Manager, ASM, Marketing, Creative Design (posters/ adverts), Composer, Musician.
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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.	Poetry - Moon on the Tides Students should read and analyse poems. They should develop their skills of analysing language, structure, themes and form.	19TH and 20TH Century Extracts The students will read and analyse extracts from several 19th and 20th Century novels/novellas. They should develop their skills of analysing language, form and structure.
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	The students have been taught since year 7 how to write to persuade, argue and inform.	They would have had previous knowledge of how to read and analyse poems so they will build on that knowledge.	They have read novels previously and have analysed language, structure and form so they will build on that knowledge.

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			unit with the focus on the GCSE Literature Paper One)			
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.	The students will develop their analytical skills, exploring key quotations/language and make reference to context, form and structure.
Assessment	The students are required to write an analytical essay based on the presentation of either a theme or character in the novel.	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 have to write a comparative essay on how a particular theme is presented in two poems.	The students will be given an extract from one of the named novel/novella that they have been introduced to and they will have to write an analytical essay.
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 PSICHE lessons) about some of the context	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.	The students will employ the skills that have learnt in writing analytical essays in English in other subjects across the curriculum.	The students will employ the skills that have learnt in writing analytical essays in English in other subjects across the curriculum.

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	and content in this story.					
Reading Opportunities	They will be encouraged to read other texts in preparation for their GCSEs but also to develop a love of reading.	They will be encouraged to read other texts in preparation for their GCSEs 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.		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.	They will be encouraged to read other novels and hopefully develop a passion for reading as they will be studying other texts 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 deliver speeches on issues that they may specialise in.	Inspiration to write poetry.	They might become an author in the future.

French	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overview and Key Questions	Mon Monde a moi Hobbies and opinions	Mon monde a moi	Projets d'avenir Jobs and future plans	Le meilleur des mondes	Le monde francophone	M 5 Le monde francophone

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	Friendships/celebrations clothes Talk about a past holiday	Activities / talk about holidays in more than one tense		The natural world/ helping the environment/ recycling Talking about food and eating habits	French speaking countries/ holiday activities/ cultural aspects of French speaking countries	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
Assessment	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

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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
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	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	Coasts or Glaciation Coasts: 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	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.	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.

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	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.		as most of us now live in urban areas.	features and Norfolk as a case-study for managed retreat. Glaciation: By the end of this unit of learning all students will be able to - Identify features of glaciation. - Describe glaciation processes. - Explain human impacts on glaciers. - Explain how the human and physical interact with glaciation. - Evaluate whether tourism has more benefits or negatives for glacial regions.		
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/glacier and teaches them how the structure of a river/glacier changes. This knowledge is important for pupils as rivers/glaciation 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/glaciation and 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 research different adaptations. Climate graph analysis and interpretation · Figure / graph interpretation	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 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.	Pupils will develop skills in plotting long profiles of a river/glacier, field sketches and using diagrams to accurately explain geographical processes. Pupils will have developed their ability to describe the processes that are taking place and to be able to explain what is causing them using key geographical terminology.	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, describe, calculate, explain, assess, reach a judgement and justify.	Pupils will develop an understanding of how fieldwork is planned, conducted, presented and evaluated. This will develop skills using graphs, data and sampling.

Curriculum Map – Year 9

Assessment	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 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)	Videos from Time for Geography emphasise the career opportunities available for students.Virtual field trips from sites like <i>Virtual Field Trips</i> .					Geography Field-trip to UK or Northern Ireland

German	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overview and Key Questions	auf in die Schule - Talking about your timetable - Using the present tense Using <i>weil</i> to give and justify opinions - Talking about school uniforms - Using adjectives with nouns	Describing a photo - Talking about school rules - Using modal verbs: <i>müssen, dürfen, sollen</i> Using opinion phrases with <i>dass</i> - Describing school life - Using the present tense with a future time phrase Practising the 40–50 word exam question	Endlich mal Freizeit! Talking about your free time Expressing preferences Using frequency phrases with correct word order Discussing how you spend time online Using separable verbs in the present tense Practising the <i>sch, sp, st</i> sounds at the start of words Inviting people out and buying tickets	Asking questions Practising the role-play section of the exam Expressing preferences about films and TV shows Using the imperfect and perfect tenses together Practising the <i>eu</i> and <i>ä</i> sounds Using the future tense to describe plans for the weekend Understanding the 'time – manner – place' rule	Kapitel 3: Meine Welt, deine Welt Describing festivals and cultural events Giving opinions and justifications Describing family members Using possessive adjectives Using relative pronouns Saying how you get on with people and why	Using time phrases Discussing a party Using two time frames together: past and future Using <i>in</i> + accusative or dative

Curriculum Map – Year 9

					Using pronouns and possessive adjectives in the dative Using qualifiers and intensifiers • Discussing equality and identity Using two time frames together: past and present Recognising feminine nouns Describing a family celebration in the past Practising word order	
Knowledge (incl. links to prior and future learning)	Vocabulary for school subjects, timetables, uniform/clothing, and opinion expressions. Present tense of regular & irregular verbs (lernen, finden, haben, sein); subordinate clauses with weil; adjectival endings with indefinite articles. Links: Builds on KS3 baseline; lays groundwork for GCSE Theme: School / Schultage.	Vocabulary for school rules, daily routines, and school life. Modal verbs (müssen, dürfen, sollen); subordinate clauses with dass; present tense with future time phrases; perfect & imperfect tenses (hatte, war, es gab). Links: Connects to KS3 modal verbs; prepares for GCSE 40–50 word writing task.	Vocabulary for leisure, digital media, hobbies, sports, and ticket purchasing. Adverbs of frequency; Time-Manner-Place word order; separable verbs in present tense; preference expressions (gern, lieber, am liebsten). Links: Extends KS3 leisure topics; foundation for GCSE Theme: Free-time activities.	Vocabulary for film/TV genres, weekend plans, and role-play question words. Combining imperfect (war, hatte) and perfect tenses; Future tense (werden + infinitive); Question formation & inversion. Links: Consolidates past tenses; prepares for GCSE Speaking Role-play and multi-tense writing.	Vocabulary for festivals, family members, physical/character traits, and role models. Possessive adjectives; relative pronouns; dative case with mit; dative pronouns/adjectives; imperfect of modal verbs (durfte, konnte). Links: Builds on KS3 Family & Relationships; prepares for GCSE Theme: Identity and Culture.	Vocabulary for parties, celebrations, time phrases, and directions. Prepositions with accusative/dative (in + Acc/Dat); combining past and future time frames. Links: Consolidates Year 9 grammar and multi-tense narrative skills for transition to Year 10 GCSE.
Skills (incl. links to prior and future learning)	Expressing and justifying opinions with weil; using present tense with time expressions to convey future intent; phonics focus on cognates (ch, sp, y, th). Links: Prepares for GCSE Speaking/Writing opinion justification.	Photo description techniques; asking/answering questions via inversion; structured 40–50 word writing under exam conditions; dictionary skills for unknown vocabulary. Links: Direct prep for GCSE Paper 4 (Writing 40-50 words) and Paper 2 (Speaking Photo Card).	Phonics focus on initial consonant clusters (sch, sp, st); listening/reading for specific details in digital contexts; transactional speaking (invitations, buying tickets). Links: Key functional skills for GCSE Speaking role-play.	Exam role-play practice; phonics focus (eu, ä sounds); combining timeframes in speaking and writing; structuring personal presentations. Links: Direct preparation for GCSE Speaking exam role-play and multi-tense tasks.	Deductive reading strategies for unfamiliar vocabulary; formulating arguments/debates on role models; past-tense event narration; noun gender recognition. Links: Prepares for Higher tier reading & critical writing at GCSE.	Integrating multiple time frames (past and future) in extended text; listening for specific dates/times; collaborative event planning. Links: Consolidates Year 9 communicative competency for KS4 entry.
Assessment	Formative assessment on timetable & opinion writing (weil clauses);	Summative 40–50 word exam-style written task on school life; speaking check on modal verbs & rules.	Listening and reading comprehension assessment on leisure & online media; short	Mid-year Speaking assessment (Role-play section practice); written	Reading & Writing assessment on Family, Relationships & Cultural	End of Year 9 Comprehensive Assessment (Listening, Reading, Speaking, and

Curriculum Map – Year 9

	vocabulary checks on school subjects & clothes.		speaking assessment (invitation role-play).	task combining past, present, and future tenses.	Festivals; vocabulary check on dative & possessives.	Writing covering Year 9 modules).
Cross-curricular links	Drama & Public Speaking (pronunciation and confidence); ICT (online timetabling and school software).	Citizenship & Social Studies (school rules, rights and responsibilities, comparative education systems in Germany vs. UK).	Computer Science & Media Studies (digital footprint, online safety, media habits).	Film & Media Studies (film genres, critical reviews, narrative structure).	Religious Studies & History (cultural festivals, traditions in German-speaking countries, equality, identity).	Music & Event Management (planning celebrations, social organization).
Reading Opportunities	Authentic German timetables; school prospectus extracts; blog posts on UK vs. German school uniforms.	Excerpts on the German school system (Gymnasium, Realschule, Hauptschule); literary text snippets on school life.	Articles on teen internet usage; online blogs about sports and hobbies in DACH countries.	Film reviews, TV schedules, magazine articles on youth culture in Germany, Austria, and Switzerland.	Profiles of German cultural figures and role models; short stories/articles on traditional festivals (Oktoberfest, Silvester).	Party invitations, event flyers, personal accounts of family celebrations in German-speaking regions.
Careers (enrichment opportunities and futures)	Education & Teaching careers; International School exchanges; Translation & Logistics.	Law, Compliance, & School Policy; Civil Service & Governance.	Digital Media, IT & E-Commerce; Sports Management & Coaching.	Film Industry, Journalism, Broadcasting, & Cultural Criticism.	Event Management, Social Work, International Relations, Equality & Diversity advocacy.	Hospitality, Tourism, Event Planning, Travel & Tourism sector.

Curriculum Map – Year 9

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 Thirties 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	Write a narrative account of the Battle of the Somme. 8 marks Explain the importance of the Treaty of Versailles. 12 marks	Explain the importance of the Russian Revolution. 8 marks	Summative assessment. Write a narrative account of D Day. 50	Summative assessment on the significance of the Holocaust with inference questions and a narrative account. 38 marks	Summative assessment on the significance of the Cold War with source questions.	Project on Vietnam, or the decades project.

Curriculum Map – Year 9

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	Number, ratio, measures & statistics. Key questions: How do number skills support GCSE problem solving? How are scale and data used to make decisions?	Geometry & number. Key questions: How do angle facts and bearings model space? How can number properties and approximation improve efficiency?	Number/fractions & algebra. Key questions: How can fractions and decimals be manipulated? How do linear graphs model relationships?	Algebra & ratio. Key questions: How do expressions, equations and quadratics develop from KS3 algebra? How are rates and direct proportion used?	Geometry, transformations & probability. Key questions: How do area, Pythagoras and transformations solve geometric problems? How do we model chance?	Geometry/measure & algebra. Key questions: How are 3D measures calculated? How do linear equations model unknown quantities?
Knowledge (incl. links to prior and future learning)	Place value/order; four rules; order of operations; BIDMAS. Measures/scale drawings; conversions; scale drawings, nets, isometric grids. Charts/tables/averages; frequency tables; statistical diagrams, line graphs, statistical averages.	Angles in polygons; regular polygons; angles in parallel lines; special quadrilaterals; bearings. Multiples/whole numbers; factors/prime factors; LCM/HCF; square/cube numbers; basic calculations. Rounding whole numbers/decimals; approximating calculations.	Decimals/fractions: calculation with decimals, fractions/reciprocals; writing one quantity as a fraction of another; adding/subtracting fractions; multiplying/dividing fractions; calculator fractions. Linear graphs: drawing graphs from equations; gradient of $y=mx+c$; finding	Expressions/formulae: basic algebra, substitution, expanding brackets, factorisation, quadratic expansion/factorisation, changing subject of a formula. Ratio, speed/proportion; direct proportion problems; best buys.	Perimeter/area: rectangles, compound shapes, circle area; triangle/trapezium area; circles; area of circle; answers in terms of pi. Transformations: rotation, reflection, translation, enlargement; more than one transformation; vectors. Probability:	Volumes/surface areas: prisms and shapes; volume/surface area of cuboid; volume/surface area of prism; volume/surface area of cylinders. Linear equations: solving linear equations, equations with brackets, equations

Curriculum Map – Year 9

			equation of a line; real-life graphs; simultaneous equations using graphs.		outcomes, non-happening event, mutually exclusive/exhaustive outcomes, experimental probability, expectation, choices/outcomes.	with variable on both sides.
Skills (incl. links to prior and future learning)	Secure GCSE number fluency; use scale/conversion; interpret data and select suitable averages/graphs.	Apply angle facts and bearings; use prime factorisation; estimate and check reasonableness.	Calculate with fractions/decimals; plot and interpret linear graphs; find gradients/equations; solve graphically.	Manipulate algebra; substitute, expand and factorise; rearrange formulae; solve ratio/rate/best-buy problems.	Calculate areas including circles; perform transformations; use vectors; calculate and interpret probabilities.	Calculate volume/surface area; form and solve linear equations; communicate multi-step reasoning clearly.
Assessment Focus	GCSE-style number/ratio/statistics questions; calculator and non-calculator fluency.	Geometry and number-properties assessment; bearings and approximation.	Fractions and linear-graphs assessment; graph interpretation.	Algebra manipulation and ratio/rates assessment.	Geometry/transformations/probability assessment.	End-of-year GCSE-style cumulative assessment and readiness review.
Cross-curricular links	Science: numerical accuracy, units, data and formulae. Computing: sequences/algorithms and data representation. Geography: scale and graphs.	Science: formulae and data; Computing: tables/graphs; Design Technology: measurement and scale.	Science/DT: measure, area, shape and accuracy. Geography: scale and spatial reasoning.	Science: formulae, volume, rates and time. Geography: timetables and scale.	Art/DT: symmetry, transformations and geometric design. Science: ratio and proportional reasoning.	Geography: maps/scale; Science: graphs and units; Food Technology: recipe ratio.
Reading Opportunities	Read and interpret mathematical vocabulary, symbols, worded problems and data tables; explain methods in complete mathematical sentences.	Read algebraic notation, formulae, chart titles/axes and contextual problems; identify key information and justify conclusions.	Read geometric notation, definitions and diagrams; interpret multi-step problem contexts and explain reasoning.	Read 3D diagrams, nets, equations and timetables; translate between words, symbols and representations.	Read angle/transformational notation and ratio contexts; compare alternative solution methods.	Read maps, scales, coordinates and graphs; interpret mathematical information from real-life sources.

Curriculum Map – Year 9

Careers (enrichment opportunities and futures)	Finance/accounting, retail, data analysis and business.	Engineering, computing, statistics and finance.	Architecture, construction, surveying and engineering.	Engineering, logistics, transport planning and manufacturing.	Design, architecture, engineering and data/statistics.	Surveying, GIS/mapping, engineering, transport and data science.
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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	Safe Me <u>Peer influence and substance education</u> - What are the short-term and long-term health risks and social consequences of alcohol consumption? - What are the physical, personal and legal consequences of illegal drug use and addiction? - How do we deploy assertive strategies to resist peer pressure and substance-related influences? - What is the truth about vaping and the marketing of nicotine	Responsible Me <u>Radicalisation, Digital Media & Civil Liberties</u> - Who are religious and right-wing extremists, and what are the dangers of extreme nationalism? - How do online misogyny, incel culture, and toxic internet spaces exploit young people? - How do algorithmic personalization and persuasive design accelerate online radicalisation? - Does the media's portrayal of global events impact minority groups, bias and discrimination? - Why do we celebrate Black History Month, and how do we actively	Future Me <u>Economic Wellbeing and Financial Literacy</u> - How can we make independent, informed and ethical financial decisions as we mature? - How do we avoid personal debt, cultivate savings habits and choose suitable bank accounts? - How do we manage a realistic household budget and manage internal and external spending pressures? - What are sophisticated online financial scams, identity	HealthyMe <u>Emotional Resilience, Independent Health & Prevention</u> - What is bereavement and how can people healthily process deep grief, loss, and separation? - How do we challenge unhelpful thoughts, navigate loneliness and build supportive connections? - How do a balanced lifestyle, stress management and good sleep hygiene prevent chronic illness? - Independent Health Monitoring: How do we self-examine for	Empowered Me <u>Sex, the Law and Consent</u> - How do male and female reproductive systems function, and what are the variations of fertility? - What is sexual intimacy and how do we safely gauge personal and emotional readiness? - How do different contraceptive methods prevent unintended pregnancy and STI transmission? - How do we explicitly seek, give or withdraw sexual consent both legally and morally?	Community Me <u>Philosophical Worldviews, Faith Representation & The Equality Act</u> - What is God like across world faiths and how do contrasting worldviews shape communities? - What is the Design Argument (Paley) and how does it defend a purposeful universe? - What is the First Cause Argument (Aquinas) and how does it address universal origins? - The Problem of Evil and Suffering: How do different belief systems process global hardship? - Why do people reject God? An exploration of Atheism,

Curriculum Map – Year 9

	pouches to young people? • What are the hidden health risks of excessive energy drink and high-caffeine consumption? • How does chemical dependency form and how do we access local substance cessation networks?	dismantle systemic prejudice? • What are hate crimes, and how do we safely identify and report prejudice-based language offline and online?	theft and digital fraud networks? • How do in-game loot boxes and unregulated online gambling fallacies target young consumers? • What are the legal realities of economic exploitation, including money mules and crypto scams?	testicular, breast and ovarian cancers? • What are immunisations, and how do vaccines protect personal and wider community health? • What is the societal importance and medical role of blood, stem cell, and organ donation?	• What are the legal definitions, behaviors, and early indicators of relationship coercion and control? • What are the legal protections against sexual harassment, stalking and domestic abuse online and offline?	Secularism and Humanism. • How does the Equality Act protect the freedom of religious belief and non-belief in modern Britain?
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Curriculum Map – Year 9

Knowledge (incl. links to prior and future learning)	The PSHCE curriculum is explicitly designed as a cyclical, spiral curriculum , ensuring that core themes, Relationships, Health, and Living in the Wider World, are revisited annually with increasing depth, complexity, and age-appropriate nuance. Rather than treating topics as isolated units, this progressive framework activates students' prior knowledge from Key Stage 1 and 2, solidifies foundational concepts in Year 7, and builds the critical scaffolding required for advanced future learning in Key	The PSHCE curriculum is explicitly designed as a cyclical, spiral curriculum , ensuring that core themes, Relationships, Health, and Living in the Wider World, are revisited annually with increasing depth, complexity, and age-appropriate nuance. Rather than treating topics as isolated units, this progressive framework activates students' prior knowledge from Key Stage 1 and 2, solidifies foundational concepts in Year 7, and builds the critical scaffolding required for advanced future learning in Key	The PSHCE curriculum is explicitly designed as a cyclical, spiral curriculum , ensuring that core themes, Relationships, Health, and Living in the Wider World, are revisited annually with increasing depth, complexity, and age-appropriate nuance. Rather than treating topics as isolated units, this progressive framework activates students' prior knowledge from Key Stage 1 and 2, solidifies foundational concepts in Year 7, and builds the critical scaffolding required for advanced future learning in Key	The PSHCE curriculum is explicitly designed as a cyclical, spiral curriculum , ensuring that core themes, Relationships, Health, and Living in the Wider World, are revisited annually with increasing depth, complexity, and age-appropriate nuance. Rather than treating topics as isolated units, this progressive framework activates students' prior knowledge from Key Stage 1 and 2, solidifies foundational concepts in Year 7, and builds the critical scaffolding required for advanced future learning in Key	The PSHCE curriculum is explicitly designed as a cyclical, spiral curriculum , ensuring that core themes, Relationships, Health, and Living in the Wider World, are revisited annually with increasing depth, complexity, and age-appropriate nuance. Rather than treating topics as isolated units, this progressive framework activates students' prior knowledge from Key Stage 1 and 2, solidifies foundational concepts in Year 7, and builds the critical scaffolding required for advanced future learning in Key	The PSHCE curriculum is explicitly designed as a cyclical, spiral curriculum , ensuring that core themes, Relationships, Health, and Living in the Wider World, are revisited annually with increasing depth, complexity, and age-appropriate nuance. Rather than treating topics as isolated units, this progressive framework activates students' prior knowledge from Key Stage 1 and 2, solidifies foundational concepts in Year 7, and builds the critical scaffolding required for advanced future learning in Key
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Curriculum Map – Year 9

	Stages 4, 5, and adulthood. Core Focus: Substance Education, Health Accountability & Risk Mitigation. Curriculum Codes: DATV (Drugs, Alcohol, Tobacco & Vaping), HPP (Health Protection & Prevention) Key Knowledge To Develop: Understanding the long-term physical, social, and legal consequences of alcohol, illegal drugs, and addiction; uncovering the marketing tactics of nicotine pouches and vaping to youth; identifying the risks of high-caffeine consumption.	Stages 4, 5, and adulthood. Core Focus: Radicalisation, Digital Media Risks & Civil Liberties. Curriculum Codes: RR (Respectful Relationships), OSA (Online Safety & Awareness), WO (Wellbeing Online) Key Knowledge To Develop: Defining religious and right-wing extremism alongside extreme nationalism; analyzing how online misogyny and incel culture exploit youth; understanding how algorithmic personalization accelerates radicalisation.	Stages 4, 5, and adulthood. Core Focus: Advanced Financial Literacy & Economic Safeguarding. Curriculum Codes: Living in Wider World, OSA (Online Safety & Awareness), WO (Wellbeing Online) Key Knowledge To Develop: Evaluating values relating to financial debt, savings and bank accounts; recognizing modern economic exploitation including online scams, money mules and crypto traps.	Stages 4, 5, and adulthood. Core Focus: Emotional Resilience, Independent Health & Prevention. Curriculum Codes: MW (Mental Wellbeing), HPP (Health Protection & Prevention), PHF (Physical Health & Fitness), HE (Healthy Eating) Key Knowledge To Develop: Understanding the psychological effects of bereavement, loss and separation; examining how independent health monitoring, sleep hygiene and clinical immunisations prevent serious illnesses.	Stages 4, 5, and adulthood. Core Focus: Statutory Sex Education, Legal Consent & Relationship Hazards. Curriculum Codes: ISR (Intimate & Sexual Relationships), BS (Being Safe), RR (Respectful Relationships) Key Knowledges To Develop: Revisiting reproductive anatomy and fertility variations; mastering the strict legal and moral definitions of seeking, giving and withdrawing consent; defining the legal thresholds of coercion, harassment, stalking and domestic abuse	Stages 4, 5, and adulthood. Core Focus: Philosophical Worldviews, Faith Representation & The Equality Act. Curriculum Codes: RR (Respectful Relationships), Living in Wider World Key Knowledge To Develop: Exploring ultimate questions, arguments for/against the existence of God (Paley, Aquinas) and processing worldviews like Atheism and Humanism; understanding how the Equality Act protects freedom of belief and non-belief.
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Curriculum Map – Year 9

Skills (incl. links to prior and future learning)	Key Skills To Develop: Deploying assertive strategies to successfully resist peer pressure and substance-related social influences; identifying chemical dependency and navigating local cessation networks. Spiral Progression: <i>Prior Learning:</i> Moves beyond the basic safety concepts and local exploration covered in Year 8 "Safe Me". <i>Future Learning:</i> Builds the analytical skills and chemical awareness necessary for advanced risk management and harm reduction strategies in Key Stage 4.	Key Skills To Develop: Deconstructing media bias and its impact on minority groups; safely identifying, reporting and challenging hate crimes and prejudice-based language online and offline. Spiral Progression: <i>Prior Learning:</i> Extends Year 8's foundational study of political systems, media bias and anti-discrimination laws. <i>Future Learning:</i> Prepares students to safely evaluate complex geopolitical issues, online echo chambers and misinformation landscapes as independent young citizens in Key Stage 4 and 5.	Key Skills To Develop: Managing a realistic household budget while navigating internal/external spending pressures; evaluating the traps of in-game loot boxes and unregulated online gambling constructs. Spiral Progression: <i>Prior Learning:</i> Builds upon the Year 8 focus on workplace stereotypes and personal goal setting. <i>Future Learning:</i> Lays the economic groundwork for future statutory post-16 independent living, complex wage calculations, credit card management, and university or career budgeting.	Key Skills To Develop: Developing healthy strategies to actively challenge unhelpful thoughts, manage loneliness and build strong clinical awareness through cancer self-examinations Spiral Progression: <i>Prior Learning:</i> Evolves the body image and self-esteem concepts studied in Year 8 "Healthy Me" into proactive, objective healthcare and independent monitoring. <i>Future Learning:</i> Scaffolds clinical literacy and resilience strategies for adult medical independence, healthcare navigation and long-term workplace wellness tracking.	Key Skills To Develop: Critically evaluating readiness for sexual intimacy and the efficacy of different contraceptive methods; identifying early warning signs of relationship toxicity, control, and abuse. Spiral Progression: <i>Prior Learning:</i> Progresses from the early boundary exploration, family models and friendship safety frameworks covered in Year 7 and 8. <i>Future Learning:</i> Establishes the clear baseline legal and moral parameters necessary for statutory Key Stage 4 modules on intimate relationships, sexual health choices and pregnancy options.	Key Skills To Develop: Constructing respectful, evidence-based arguments surrounding ultimate philosophical questions; evaluating the problem of evil and suffering while building empathy across diverse communities. Spiral Progression: <i>Prior Learning:</i> Deepens Year 8's exploration of media representation and religious stereotyping. <i>Future Learning:</i> Prepares students for senior-level social diversity, ethical decision-making and workplace inclusion frameworks mandated in modern professional environments.
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Curriculum Map – Year 9

Assessment Focus	Ipsative assessments measuring progress carried out at the start and end of each SOL.					
	Links to Bucks Agreed Syllabus for RE: Aligns with the core ethical and behavioural strands by challenging students to explore personal accountability, self-respect and moral boundaries when assessing risk and protecting their physical wellbeing. Links to Citizenship NC syllabus: Equipping students to understand the personal and legal consequences of choices involving illegal substances, while building the critical consumer skills needed to manage peer and	Links to Bucks Agreed Syllabus for RE: Promotes community cohesion by exploring how media representations impact minority faith and secular communities, while validating the active preservation of human dignity. Links to Citizenship NC syllabus: Investigation of the diverse national, regional, religious and ethnic identities in the United Kingdom, alongside the profound civic responsibility to foster mutual respect, challenge	Links to Bucks Agreed Syllabus for RE: Challenging students to explore the concept of fairness and evaluate how personal and collective values shape an individual's financial motivations and lifestyle choices. Links to Citizenship NC syllabus: Providing concrete skills in personal budgeting, managing financial risk, selecting financial products and identifying exploitative economic traps (such as money muling or online fraud).	Links to Bucks Agreed Syllabus for RE: Exploration of how different worldviews guide humans through universal existential experiences, providing structural perspectives on processing grief and bereavement, while establishing internal emotional control. Links to Citizenship NC syllabus: Equipping students with critical literacy regarding public health infrastructure, highlighting how preventive measures like vaccinations and personal medical tracking safeguard	Links to Bucks Agreed Syllabus for RE: Applies an ethical and moral lens to intimate relationships, encouraging students to evaluate human rights, bodily autonomy, and mutual accountability within maturing partnerships. Links to Citizenship NC syllabus: Ensuring students master the legal thresholds of sexual consent, coercion, harassment, stalking and domestic abuse under British law. Science/Biology (KS3) & English (KS3): Overlaps with the	Links to Bucks Agreed Syllabus for RE: Evaluation of ultimate questions, exploring arguments for the existence of God (Paley, Aquinas) and analyzing the Problem of Evil alongside secular, atheist and humanist perspectives. Links to Citizenship NC syllabus: Understanding of the legal liberties, protections, and institutional parameters mandated by the Equality Act 2010 within modern British society.

Curriculum Map – Year 9

	marketing influences. Science/Biology (KS3): Covers the effects of recreational drugs (including substance misuse) on behaviour, health and human life cycles.	prejudice and report hate crime	Mathematics (KS3): Links directly to real-world mathematical calculations.	the wider UK population. Science/Biology (KS3): Connects to the human immune system, vaccination principles, and taking personal responsibility for monitoring physical health and lifestyle.	biological mechanics of human reproduction and the critical analysis of media narratives regarding intimacy expectations.	
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The Chalfonts Community College

"Success is an Attitude"

[illegible]

The Chalfonts Community College

"Success is an Attitude"

[illegible]

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 which introduces students to what WJEC Hospitality and Catering will be like, students will be doing the Multicultural Food Project making dishes from around the World.	BBQ Spatula project In this rotation which introduces students to what OCR Engineering Manufacture will be like, students will make a BBQ Spatula out of aluminium and mild steel.	Tic Tac Toe project In this rotation which introduces students to what GCSE Design and Technology will be like, students will make a tic tac toe game out of card as a prototype and then wood and plastic using CAD/CAM and hand tools, and using a client for guidance and 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. A variety of drawing techniques and knowledge on stock forms, joints, and how to construct a coursework page and folder are also explored.
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 • Exploded drawing • Stock forms • Presentation techniques
Assessment Focus	Plan, prepare & make dishes from around the World.	Students are assessed on Planning:- 4 W's and drawing techniques Monitoring:- Research and use of manual controlled machines Evaluation:-Peer assessed, EBI Quality of finish when using plastic casing. Basic electronic skills.	Students are assessed on the creativity and presentation of their design ideas half way through the project. Students are also assessed on the quality of finish and accuracy of their finished tic tac toe game, using both hand tools and CAD/CAM, at the end of the project.
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.

Curriculum Map – Year 9

Reading Opportunities	Food fact of life	The Essential Engineer: Why Science Alone Will Not Solve Our Global Problems. Sustainable Materials – With Both Eyes Open. The Gecko's Foot: How Scientists are Taking a Leaf from Nature's Book. Sustainable Energy – Without the Hot Air	
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.