



2024-25 Year 9 Curriculum Plan

Subject	Autumn Term	
Art	<p><u>Portraiture Project</u>- Introduce pupils to the Art Project/sketchbook structure. They will focus on drawing skull structures and facial features in various media. Exploration into the Invention of the camera and how it affected Art.</p>	<p>Portraiture – Contextual Studies Students will be introduced to various portraiture-based artists (AO1), materials and techniques (AO2).</p>
Computing	<p>Python Programming II:- This unit introduces learners to how data can be represented and processed in sequences, such as lists and strings. The lessons cover a spectrum of operations on sequences of data, that range from accessing an individual element to manipulating the entire sequence. Great care has been taken so that the selection of problems used in the programming tasks are realistic and engaging: learners will process solar system planets, book texts, capital cities, leaked passwords, word dictionaries, ECG data, and more.</p> <p>Media – Animations:- Films, television, computer games, advertising, and architecture have been revolutionised by computer-based 3D modelling and animation. In this unit learners will discover how professionals create 3D animations using the industry-standard software package, Blender. By completing this unit learners will gain a greater understanding of how this important creative field is used to make the media products that we consume</p>	
Drama	<p>Conscience alley</p> <p>Students will learn what conscience alley is and how to perform it in its simplest form.</p> <p>Students will learn what adaptations are and what they could symbolically represent.</p> <p>Students will perform directed adaptations.</p> <p>Students will devise and implement their own adaptations for performance</p> <p>Students will have an initial introduction to hot seating</p>	<p>Hot seating</p> <p>Students will deepen their knowledge of hot seating and create their own characters that link together to create a story.</p> <p>Students will devise their own performance including hot seating and conscience alley.</p>
English	<p>Striving to be better.</p> <p>What makes us want to be heroic?</p>	<p>Finding our own voice.</p> <p>What makes us want to be heroic?</p>



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	<p>What is the difference between heroism and cowardice?</p> <p>The Power of Rhetoric</p> <p>Developing knowledge of rhetoric and learn how it can be used by activists to affect change.</p> <p>Developing persuasive ability – building on the knowledge of rhetoric gained in Y7 and Y8 and express our own beliefs on what makes us heroic.</p>	<p>What is the difference between heroism and cowardice?</p> <p>The Power of Stories</p> <p>A study of the ‘Tragic Hero’ and what it means to be heroic.</p>
Geography	<p>North America - Is this Continent in Peril? Students start this year by studying maps of North America and then learning about all the natural disasters that occur on the continent, from earthquakes, volcanic eruptions, hurricanes and tornadoes. They will then explore human disasters, from Mexico’s cartel, the pros and cons of immigration, Niagara Falls, de-industrialisation and problems in Las Vegas. Completing the unit reading the Wolves and Wilderness in Yellowstone, exploring the importance of not disturbing the food chain.</p>	
History	<p>India and the British Empire - Exploring the significance of the impact of colonisation on India, and deciding if the resulting changes were positive or negative.</p> <p>The First World War - Studying the causes of the ‘Great War’ and the consequences for countries involved. Challenging the idea that it was a ‘white man’s war’ through source analysis.</p>	
Maths	<p>Algebra Expressions and Brackets</p> <p>Algebra Solving Equations</p> <p>Sequences</p> <p>Number, Arithmetic and Approximations</p> <p>Angles and Shape</p> <p>Ratio and Proportion</p>	
Music	<p>Elements of Music - focus on tempo, dynamics, rhythm and melody, harmony and style</p>	<p>Composition of an original song</p> <p>Associated theory work on pitch and rhythm</p>



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	Music Theatre	Masters of Music – Andrew Lloyd Weber	
RE	<p>What makes us human? Christianity and Humanism</p> <p>Why does Evil Exist? Christianity/Judaism</p>		
Science	<p><i>Biology -</i></p> <p><i>Cell Biology:</i> Prokaryotic and Eukaryotic cells, stem cells and cell division by mitosis. Principles of diffusion and active transport</p>	<p><i>Chemistry -</i></p> <p><i>Elements, Mixtures and Compounds:</i> The structure of the atom and techniques to separate mixtures.</p>	<p><i>Physics</i></p> <p><i>Energy and Motion:</i> Energy stores and transformations, and how things move.</p>
Spanish	<p>Students will learn: How to use 2nd person plural verb forms and use these along with previously-taught vocabulary to be able to speak in more formal manner.</p> <p>Students will also recap: A large variety of key vocabulary seen over the past two years and the rules for conjugating regular verbs into past tense. They will consolidate their knowledge of using past tense in new contexts, such as talking about Mexico, to be able to talk about a past holiday. They will also recap using final syllable stress to perfect their spoken language and intonation.</p>		
Technology DT	<p>Development of D&T principles: Health and safety recap. Formal communication (perspective, orthographic and isometric). Design sheet skills and techniques. Research into design styles (art nouveau) . Electronic systems theory.</p> <p>Practical application:</p> <p>Pupils will use equipment to shape and smooth a timber base, mark out and cut using a range of tools and equipment to prepare their level arm.</p>		
Technology Food	<p>Year 9 did not have food technology in year 8 so some of the key principles and expectations will be revisited from year 7 as a recap.</p> <ul style="list-style-type: none"> Health and safety in the kitchen 	<p>Hygiene routines (washing up and keeping the kitchen clean)</p> <p>safety routines</p> <p>cutting boards</p>	



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	<ul style="list-style-type: none"> • Components of a healthy diet • Reading Recipes • Introduction to the eatwell guide Dietary requirements (special diets)	cutting skills (bridge and claw method)
PSHE	Employability Skills Online Reputation Enterprise and Employability Skills Me as a Citizen The Labour Market Payslips	Intimate Relationships Portrayal of Sex Deepfakes and Sextortion Consent Pleasure in Intimate Relationships STIs Contraception Abortion
PE	<u>Rotation 1: Rugby, Netball and Basketball</u> (6 x lessons of each)	
	Students will continue to build upon the three strands of; Healthy Body; developing more advanced practical invasion games skills of passing over distance, receiving the ball one handed or with different parts of the body, outwitting an opponent with different methods, advanced footwork, defending using different techniques and advanced shooting. Healthy Mind; explaining the three stages and benefits of a warm up, the different types of movement available at a joint and the rules, regulations and key points of how to perform skills and tactics in rugby, netball and basketball Healthy Relationships; students will take on further leadership roles in lesson and develop manners and respect when working with others	
	<u>Rotation 2: Football, Handball and Health Related Fitness</u> (6 x lessons of each)	
	Students will continue to explore the three strands of; Healthy Body; practical invasion games skills as above and applying knowledge of components of fitness and methods of training to develop a fitness training programme to improve an identified area of weakness.	



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	<p>Healthy Mind; understanding the role of the skeleton and the rules, regulations, tactics and key points of how to perform skills in football and handball and how to apply principles of training to optimiser performance in HRF</p> <p>Healthy Relationships; students will continue to take on leadership roles in lesson and develop communication skills when working with others</p>
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Spring Term			
Art	<table border="1"> <tr> <td>Portraiture – Contextual Studies continued.</td> <td>Portraiture – Final response</td> </tr> </table>	Portraiture – Contextual Studies continued.	Portraiture – Final response
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Computing	<p>Data Science:- In this unit, learners will be introduced to data science, and by the end of the unit they will be empowered by knowing how to use data to investigate problems and make changes to the world around them. Learners will be exposed to both global and local data sets and gain an understanding of how visualising data can help with the process of identifying patterns and trends.</p> <p>Representations – going audio visual:- In this unit, learners will focus on making digital media such as images and sounds, and discover how media is stored as binary code. You will draw on familiar examples of composing images out of individual elements, mix elementary colours to produce new ones, take samples of analogue signals to illustrate these ideas, and then bring all these things together to form one coherent narrative.</p>		
Drama	<table border="1"> <tr> <td> <p>Stimulus</p> <p>Students will learn what a stimulus is and work with a range of stimuli to create different characters.</p> <p>Students will learn about improvisation and rehearsed improvisation and use these techniques to devise a performance from a given stimulus.</p> </td> <td> <p>Live theatre</p> <p>Students will watch recorded Live theatre performances and evaluate the actors contribution to performance. This will help students to reflect on their own performances.</p> <p>Students will write a review of a live theatre performance.</p> </td> </tr> </table>	<p>Stimulus</p> <p>Students will learn what a stimulus is and work with a range of stimuli to create different characters.</p> <p>Students will learn about improvisation and rehearsed improvisation and use these techniques to devise a performance from a given stimulus.</p>	<p>Live theatre</p> <p>Students will watch recorded Live theatre performances and evaluate the actors contribution to performance. This will help students to reflect on their own performances.</p> <p>Students will write a review of a live theatre performance.</p>
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	<p>The Power of Stories</p> <p>Studying 'Romeo and Juliet', focusing on the tragic hero and the Greek origins of tragedy.</p> <p>Learning the tropes of writing a tragedy</p> <p>Learning the structure of a tragedy with a focus on Aristotle and Freytag Learning how Shakespeare uses 'heroic couplets'</p>	<p>Literature as Art</p> <p>Studying an anthology of poetry covering the major poetry movements, and appreciating how poetry can express heroism and cowardice. Consolidating our knowledge of the heroic couplet.</p>
<p>Geography</p>	<p>Antarctica - Why is this Continent being Threatened? Students will review the earth's history of ice ages, the power of ice, using maps and GIS to locate glaciers, ice caps and sheets. Then delving into the Geography of the ice continent, the race to the South Pole, importance and threats to Antarctica and how we can protect the continent from future disasters. Students will have the opportunity here to undertake fieldwork in more detail here, learning presentation techniques</p>	
<p>History</p>	<p>The interwar years - Examining the similarities and differences between dictatorships and democracies in Europe and America between the World Wars.</p> <p>The Holocaust - Examining the significance of the Nazi policies towards the Jewish people and the escalation of violence used in the 'Final Solution'.</p> <p>Case Study: History that appeals to me - An opportunity to undertake personal research focusing on an event or short period of history that interests you. Class led instruction to complete your case study.</p>	
<p>Maths</p>	<p>Fraction Arithmetic</p> <p>Constructions</p> <p>Percentages</p> <p>Probability</p> <p>Formulas</p> <p>Indices</p>	



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	Multiples, Factors and Primes		
Music	<p>Elements of Music - focus on tempo, dynamics, rhythm and melody, harmony and style</p> <p>Film Music</p> <p>Different styles of Pop music</p>	<p>Music Technology project – EDM</p> <p>Associated theory work on pitch and rhythm</p> <p>Masters of Music – John Williams</p>	
RE	<p>Should the decision be based on the situation? Christianity/ Islam/ Humanism</p> <p>Why is Prophet Muhammad (PBUH) important?</p>		
Science	<p><i>Biology -</i></p> <p><i>Human Organisation Part 1:</i> The digestive system and enzyme action. Metabolic processes.</p>	<p><i>Chemistry -</i></p> <p><i>The Periodic Table:</i> The history of the atom and the periodic table, and groups 1, 7, and 0.</p>	<p><i>Physics -</i></p> <p><i>Molecules and Matter:</i> Kinetic theory of matter, changes of states and calculating the density of materials</p>
Spanish	<p>Students will learn: How to use 3rd person plural verb forms in the past tense to talk about past events and will link this to new cultural knowledge to be able to talk about the history of Peru. They will also learn new vocabulary and structures linked to the world of work to be able to talk about jobs and future plans.</p> <p>Students will recap key vocabulary linked to festivals as well as lesser-used verbs to be able to describe cultural and important events.</p>		
Technology DT	<p>Development of D&T principles: levers and mechanisms. Developing cutting, drilling and finishing techniques to produce a lever arm and base for lighting project. Use of recycled materials (plastics and metal) for the lighting shade with theory around sustainability.</p>		
Technology Food	<p>Macronutrients</p> <ul style="list-style-type: none"> Carbohydrates, protein and fats 	<p>Safe use of the hob</p> <p>Safe use of the oven</p>	



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	<ul style="list-style-type: none"> ○ What are they made up of? ○ What are they used for? ○ What happens if we don't have enough or have too much? <p>Micronutrients</p> <ul style="list-style-type: none"> ● Vitamins & minerals <ul style="list-style-type: none"> ○ What are the key vitamins and minerals we get from our diet? ○ Why do we need these vitamins and minerals? <p>What happens if we don't get enough?</p>	
PE	<p><u>Rotation 2: Football, Handball and HRF</u> (6 x lessons of each)</p> <p>Students will finish Rotation 2 during the first half of Spring term.</p>	
	<p><u>Rotation 3: Table tennis, Flag Football and Gymnastics</u> (4 x lessons of each)</p> <p>Healthy Body; practical skills of selecting and applying a range of more advanced shots in table tennis, applying invasion games core and advanced skills within flag football and advanced vaulting skills within gym.</p> <p>Healthy Mind; being able to apply the components of fitness and principles of training within a range of sports and the rules, regulations, tactics and key points of how to perform core and advanced skills.</p> <p>Healthy Relationships; students will further develop the qualities of developing empathy and resilience when working with others in a range of scenarios</p>	
PSHE	<p>Respectful Relationships</p> <p>Marriage</p> <p>Families and Parenthood</p> <p>Extremism and Radicalisation</p>	<p>Healthy Lifestyle</p> <p>Healthy Eating and Exercise</p> <p>Unhealthy Choices</p> <p>Body Image Ideals</p>



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	<p>Onlines Respect</p> <p>Conflict in Relationships</p> <p>Love and Abuse</p>	<p>FGM</p> <p>Self Checking</p> <p>First Aid</p>
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Summer Term		
Art	<p>Portraiture – Contextual Studies.</p> <p>Students will continue refining and experimenting with texture, pattern and mixed media to the research they have collated during the Spring term.</p>	<p>Portraiture – Final response.</p> <p>Students will devise a final response to their project to demonstrate the depth of understanding and skill accrued across a range of media through their portraiture investigations.</p>
Computing	<p>Introduction of cyber security:- This unit takes learners on a journey of discovery of techniques that cybercriminals use to steal data, disrupt systems, and infiltrate networks. The learners will start by considering the value their data holds and what organisations might use it for. They will then learn about social engineering and other common cybercrimes, and finally look at methods to protect against these attacks.</p> <p>Applying programming skills with physical computing:- This unit applies and enhances the learners’ programming skills in a new engaging context: physical computing, using the BBC micro:bit. In the first half of the unit, learners will get acquainted with the host of components built into the micro:bit, and write simple programs that use these components to interact with the physical world</p>	
Drama	<p>Specialism exploration</p> <p>Students will have one lesson on each of the following specialisms</p> <p>Acting, singing and dancing, lighting, sound, costume make up and set design</p> <p>They will learn new skills in each of these areas for example how to create a bruise using stage makeup, how to use tulle to make a variety of costumes, model box design</p>	<p>Specialism</p> <p>Students will work in a group and choose the specialist area they would like to focus on.</p> <p>Students will be given a brief and they will fulfil the brief from their chosen area. For example If the brief is to perform a catwalk Actors and dancers, will perform a routine or scene, make up artists and costume</p>



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		makers will create the looks, others will design and provide lighting set and sound.
English	<p>Striving to be better.</p> <p>What makes us want to be heroic?</p> <p>What is the difference between heroism and cowardice?</p> <p>The Power of Stories</p> <p>Studying the novel 'Heroes', focusing on what makes us a hero and why we have the urge to be heroic.</p> <p>Learning how a writer can manipulate the structure of a novel to impact the reader</p>	<p>Striving to be better.</p> <p>What makes us want to be heroic?</p> <p>What is the difference between heroism and cowardice?</p> <p>Literature as Art</p> <p>Studying an anthology of dystopian heroes with a focus on how writers create heroic characters.</p> <p>Creating our own dystopian hero and dystopian setting.</p>
Geography	<p>Oceania - Is this Continent Down Under? Students will finish their KS3 curriculum exploring Oceania and the impact of climate change. They will debate whether Australia is a continent, country or region, delving into higher level analysis of volcanic eruptions and the global impacts. The focus will be on climate change, the impact to the oceans, mangroves, and the Great Barrier Reef. Students will the evaluate the impact of plastic pollution, environmental refugees, migration and the commonwealth, the threat of underpopulation, wildfires and the weather systems at play in Oceania. Students will finish this unit, exploring disaster management, and evaluate the importance of trees in our ecosystems through climate change fieldwork on site.</p>	
History	<p>Black and British - Investigating the causes of migration from the Caribbean to the UK after the Second World War. Considering the consequences of settlement for incoming migrants and British society as a whole.</p> <p>The Cold War - Exploring the causes of conflict between the West and the East after the Second World War. Considering the consequences of the development of nuclear weapons at the time as well as the longer term impact for society today.</p>	
Maths	Geometric Relationships	



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	<p>Perimeter, Area and Volume</p> <p>Linear Graphs</p> <p>Compound Measures</p> <p>Statistics</p>		
Music	<p>Elements of Music - focus on tempo, dynamics, rhythm and melody, harmony and style</p> <p>Music Theatre</p>	<p>Composition of an original song</p> <p>Associated theory work on pitch and rhythm</p> <p>Masters of Music – Andrew Lloyd Weber</p>	
RE	<p>How does Reincarnation affect a Hindus life?</p> <p>Does religion encourage equality? Sikhi</p>		
Science	<p><i>Biology -</i></p> <p><i>Infection & Response:</i> Pathogens and body defences. The immune system and principles of immunisations. The development and testing of drugs</p>	<p><i>Chemistry -</i></p> <p><i>Bonding:</i> Ionic, covalent and metallic bonding. Properties of substances formed through each type of bonding.</p>	<p><i>Physics -</i></p> <p><i>Circuit Electricity:</i> investigating current, potential difference and resistance in series and parallel circuits</p>
Spanish	<p><i>Students will learn:</i> key vocabulary linked to films and television to be able to describe a crime film. They will also learn how to use previously-seen possessive adjectives to claim possession.</p> <p><i>Students will recap:</i> Using the future tense along with direct-object pronouns to be able to describe plans for the summer holidays.</p>		
Technology DT	<p>Finishing techniques, decoration, evaluating skills and future developments.</p>		
Technology Food	<p>Food science 2 - micro-organisms</p> <ul style="list-style-type: none"> What causes food poisoning? 	<p>Hygiene practices</p>	



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	<ul style="list-style-type: none"> • How can we prevent food poisoning? (Cooking food) • How can we prevent food poisoning? (Storing food) 	
PSHE	<p>Peer Influence, Substance Use and Gangs</p> <p>Healthy Friendships</p> <p>Peer Pressure</p> <p>Gangs</p> <p>Knife Crime</p> <p>County Lines</p> <p>Risks of Gangs and County Lines</p>	<p>Setting Goals</p> <p>Financial Goals</p> <p>Desert Island Project</p> <p>Pathways into Careers</p> <p>Recruitment</p> <p>My Career</p> <p>My Options</p>
PE	<p style="text-align: center;"><u>Rotation 4: Athletics</u> (6 x lessons of each)</p> <p>Healthy Body; practical athletics skills, including advanced techniques to generate power into jumps and throws and pacing to run for distance.</p> <p>Healthy Mind; apply the short-term effects of exercise to sports scenarios and tactics of race running for either speed or distance</p> <p>Healthy Relationships; students will focus on developing communication when feeding back to a partner on technique and providing guidance to improve performance</p>	
	<p style="text-align: center;"><u>Rotation 5: Rounders, Tennis and Cricket</u> (4 x lessons of each)</p> <p>Healthy Body; introduction of more advanced practical skills of batting, bowling, fielding, serving, forehand and backhand shots and rallying within the different sports.</p> <p>Healthy Mind; applying knowledge of long term effects of exercise to sports specific scenarios and advanced tactical play within the three sports</p>	



BURSCOUGH
PRIORY ACADEMY

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	<p>Healthy Relationships; students will develop the qualities of cooperation within team sports and when working with others 1-1</p>
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