


<b>Year 9</b>	<b>Personal Development (eg careers, PSHE, etc)</b>	<b>Social Development (eg charities, current affairs)</b>	<b>Physical &amp; Mental health Development (eg sports, counselling)</b>	<b>Global Citizenship Development (trips, languages, exchanges)</b>	<b>Other/curriculum links (areas that are important to your specific curriculum)</b>
English	<ul style="list-style-type: none"> <li>Look at race, discrimination, ambition and the human condition.</li> </ul>	<ul style="list-style-type: none"> <li>Start to embed the 'because, but, so' argument, encouraging students to make informed and justified opinions.</li> </ul>	<ul style="list-style-type: none"> <li>mental health in the context of war conflict poetry, Macbeth and in the non-fiction element too.</li> <li>Present our arguments on physical health in our non-fiction work.</li> </ul>	<ul style="list-style-type: none"> <li>Subscribe to any online performances such as the RSC Michael Morpurgo abridged versions of Shakespeare's plays</li> </ul>	<ul style="list-style-type: none"> <li>Sequenced curriculum – KS3 covers many aspects and cultural capital which is later referenced in the set texts such as mythology, atavism, detectives and Victorian England, gothic fiction</li> </ul>
Maths	<ul style="list-style-type: none"> <li>Finance – working with decimals</li> <li>Percentages, VAT</li> <li>Money calculations</li> <li>Recipes</li> <li>Ratio and Proportion</li> <li>Numeracy Ninjas – ensures they are numerate</li> <li>Mind set</li> <li>Resilience</li> </ul>	<ul style="list-style-type: none"> <li>Peer assessment</li> <li>Finance – working with decimals</li> <li>Percentages, VAT</li> <li>Money calculations</li> <li>Recipes</li> <li>Ratio and Proportion</li> <li>Comparing data</li> </ul>	<ul style="list-style-type: none"> <li>Compound measures</li> <li>Modelling real-life situations</li> <li>Estimation</li> <li>Pythagoras</li> </ul>	<ul style="list-style-type: none"> <li>Ratio and proportion</li> <li>Exchange rates</li> <li>Scatter diagrams</li> </ul>	<ul style="list-style-type: none"> <li>Modelling real life situations – links with all departments.</li> <li>Maths Week</li> <li>Sequences and Fibonacci</li> <li>Plans and elevations</li> </ul>
Science	<ul style="list-style-type: none"> <li>Career links relevant to each Science lesson.</li> <li>Structure of atom eg Rutherford</li> <li>Mendeleev and Periodic Table</li> <li>Autonomous cars competition</li> <li>Faraday challenge</li> <li>Salters Festivals of Chemistry</li> </ul>	<ul style="list-style-type: none"> <li>Ethical links of smoking upon the NHS and obesity</li> <li>Animal charities in Squirrel project</li> <li>Science Club</li> </ul>	<ul style="list-style-type: none"> <li>GCSE Biol links to physical health)</li> </ul>	<ul style="list-style-type: none"> <li>Climate change EEL day</li> <li>Global warming in Chemistry GCSE</li> <li>Renewable energy resources</li> <li>Latin Binomial names for different species</li> </ul>	
MFL	<ul style="list-style-type: none"> <li>Freetime and balancing school</li> </ul>	<ul style="list-style-type: none"> <li>Changing the world – what we</li> </ul>	<ul style="list-style-type: none"> <li>Looking at healthy relationships and friendships</li> <li>Music topic</li> </ul>	<ul style="list-style-type: none"> <li>Trip to Barcelona/Paris</li> <li>Pen pal letters to France</li> </ul>	<ul style="list-style-type: none"> <li>Onatti Plays</li> </ul>

	<ul style="list-style-type: none"> <li>• Personal appearance and what makes us who we are</li> <li>• Aston Uni Taster Day</li> <li>• Careers talk with Language ambassadors from Aston Uni.</li> <li>• Talks from former student's ref languages and careers</li> <li>• Jobs and pocket money - aspirations and future plans</li> <li>•</li> </ul>	<p>would like to do topic.</p> <ul style="list-style-type: none"> <li>• Nature, environment, and ecological reform</li> </ul>		<ul style="list-style-type: none"> <li>• Film/TV project</li> <li>• Profiling and inventor</li> <li>• Planning trips to French speaking countries</li> </ul>	
PE	<ul style="list-style-type: none"> <li>• Lessons all focus on developing key skills and links these to how help in PE and how help in life (carers)</li> </ul>	<ul style="list-style-type: none"> <li>• Participation in Race for Life in lessons – raising funds.</li> <li>• School fun run.</li> <li>• Raising money for trips etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Whole unit focused of mental, physical, and social wellbeing.</li> <li>• Health development planned into all schemes of learning.</li> <li>• Focus of whole curriculum is on living a lifelong healthy lifestyle.</li> </ul>	<ul style="list-style-type: none"> <li>• Trips – European sports tour.</li> </ul>	<ul style="list-style-type: none"> <li>• Tier 3 vocabulary specific to Physical Education.</li> <li>• Each Physical Activity – links to history / role models / misconceptions etc.</li> </ul>
Music	<ul style="list-style-type: none"> <li>• Looking at the music industry and how it all work.</li> <li>• Students learn to evaluate and perform with confidence. This requires being supportive and respectful.</li> </ul>	<ul style="list-style-type: none"> <li>• Developing independence and teamwork.</li> <li>• Taking part in shows and concerts.</li> </ul>	<ul style="list-style-type: none"> <li>• Learning to play an instrument.</li> <li>• Joining extra-curricular groups.</li> </ul>	<ul style="list-style-type: none"> <li>• Band trips abroad</li> </ul>	<ul style="list-style-type: none"> <li>• English – song writing</li> <li>• Drama – Woman in Black</li> </ul>
Drama	<ul style="list-style-type: none"> <li>• Careers- Work on costume and set design Through watching Theatre productions.</li> <li>• Students perform their work in lesson thus developing confidence and public speaking abilities.</li> </ul>	<ul style="list-style-type: none"> <li>• Drama is a subject where students work in groups and develop their social skills.</li> <li>• Theatre trips</li> <li>• KS3 drama club</li> <li>• School show</li> </ul>	<ul style="list-style-type: none"> <li>• Schemes of Learning – Watching “There is something about Jaime – LGBTQ+”</li> <li>• Schemes of learning – “Blood Brothers” This deal with numerous themes such as adoption, class system, poverty, depression and mental health</li> <li>• Working in groups and performing works helps students develop their confidence and try and tackle any anxiety in relation to social or</li> </ul>	<ul style="list-style-type: none"> <li>• Schemes of learning – Hamilton – Diverse cast, theme of immigration and American history</li> <li>• Schemes of Learning – Watching “There is something about Jaime – LGBTQ+”</li> </ul>	<ul style="list-style-type: none"> <li>• All drama schemes of learning are developed to have elements or promote SMSC</li> </ul>

			performance in a safe environment		
History	<ul style="list-style-type: none"> <li>Lessons are focused around enabling students to develop self, paired and teamwork.</li> </ul>		<ul style="list-style-type: none"> <li>Less covered due to curriculum</li> </ul>	<ul style="list-style-type: none"> <li>Thematic study of Crime and Punishment up to current day.</li> </ul>	
Art and Photography	<ul style="list-style-type: none"> <li>In KS3 we look at, analyse, gain knowledge and skills, understand, and apply that understanding to our own work. This involves focus on art from around the world; different artists, photographers, craftspeople and designers, art from different cultures and careers</li> <li>Derek Russell</li> <li>Lisa Grue</li> <li>Frida Karlo</li> <li>Da vinci</li> <li>Julian Opie</li> <li>Burgerman</li> <li>David Despau</li> </ul>		<ul style="list-style-type: none"> <li>Art is good for expression, wellbeing, and mental health. This is emphasized in context, regularly.</li> </ul> 	<ul style="list-style-type: none"> <li>Trips to galleries pre Covid</li> <li>Virtual galleries in current times</li> </ul>	<ul style="list-style-type: none"> <li>Links to Maths with proportion and shape and line and pattern and golden section</li> <li>Links to English, context, meaning, narrative...</li> <li>History and Geography depending on where the artists were from and what was going on at the time..</li> <li>DT- drawing</li> <li>Perspective etc</li> </ul>
RS and Sociology	<ul style="list-style-type: none"> <li>Euthanasia/ saviour siblings/ organ donation/abortion</li> </ul>	<ul style="list-style-type: none"> <li>Human rights/ life of refugees EEL day</li> </ul>		<ul style="list-style-type: none"> <li>Death penalty around the world</li> </ul>	
Geography	<ul style="list-style-type: none"> <li>Ways to reduce energy consumption in the household. Ways to reduce personal Carbon Footprints and impacts on UK ecosystems.</li> </ul>	<ul style="list-style-type: none"> <li>Inequality in different regions. Reasons for the development gap. How aid and other approaches can reduce the development gap.</li> </ul>	<ul style="list-style-type: none"> <li>Human fieldwork, a visit to a local urban area. Opportunities for leisure and recreation in an urban setting.</li> </ul>	<ul style="list-style-type: none"> <li>Trade , aid and investment in an emerging country (India). Contrasting responses to natural hazards around the world.</li> </ul>	<ul style="list-style-type: none"> <li>Numeracy skills (analysis of data and map work). Strong links to sciences (natural resource use...)</li> </ul>
Computing and Business	<ul style="list-style-type: none"> <li>Careers in computing is talked about a lot in all areas of the computing curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>Computing developments in the news – New ideas/tech</li> </ul>	<ul style="list-style-type: none"> <li>Encouraging safe use of Technology – Screen time, content rated material</li> </ul>	<ul style="list-style-type: none"> <li>VEX robotics – Representing the school at competition</li> <li>Understanding our place in the world – regarding</li> </ul>	<ul style="list-style-type: none"> <li>Strong links to Mathematics when looking at Data Representation</li> </ul>

	<ul style="list-style-type: none"> <li>Personal experience using the theory we teach, and showing how it can be applied practically.</li> <li>Cybersecurity and rise in cyber crime</li> <li>Social rise in use of Technology and the impacts it can have on us personally</li> <li>VEX Robotics</li> </ul>	<ul style="list-style-type: none"> <li>Promote the safe use and disposal of technology</li> <li>Ethical use of computers in modern society</li> </ul>	<ul style="list-style-type: none"> <li>Understand the legislation regarding the use of Technology and its importance</li> <li>Esafety – links to Cyber bullying</li> </ul>	technology and historical breakthroughs and developments - WWW	<ul style="list-style-type: none"> <li>Programming using logic and reasoning</li> <li>MFL links</li> <li>Programming languages</li> </ul>
PSHE and Careers	<ul style="list-style-type: none"> <li>Maintaining positive, healthy relationships</li> <li>Promoting Inclusion</li> <li>Challenging Stereotyping and discrimination</li> <li>Challenging prejudiced based language</li> <li>Protected characteristics</li> <li>Developing employability skills</li> <li>Rights and responsibilities at work</li> <li>Managing and adapting to change</li> <li>Using Start Profile for Careers</li> </ul>	<ul style="list-style-type: none"> <li>Eco Committee Takeover Sessions – Plastic Pollution</li> </ul>	<ul style="list-style-type: none"> <li>The importance of Dental Check ups/ sun safety/ self examination</li> <li>Consent</li> <li>Risks and consequences of gambling</li> <li>Recognising scams</li> <li>Positive and negative use of prescription drugs including antibiotics</li> <li>Dealing with loss and bereavement</li> <li>Information, law, cultural values and consequences of alcohol, tobacco and substance use</li> <li>Sexual health</li> <li>Mindfulness</li> <li>Mental Health &amp; Wellbeing (including self harm and eating disorders)</li> </ul>	<ul style="list-style-type: none"> <li>Financial Literacy</li> </ul>	<ul style="list-style-type: none"> <li>Key Stage 3 Takeover Day</li> <li>Careers in Curriculum Weeks</li> </ul>
DT	<ul style="list-style-type: none"> <li>Sources of food- local food. Food miles. Changes in farming.</li> <li>Industrial revolution</li> </ul>		<ul style="list-style-type: none"> <li>Improving physical &amp; mental wellbeing. Linked to healthy eating, vitamins, minerals and balanced diet. Dangers of obesity.</li> </ul>		<ul style="list-style-type: none"> <li>Geography links – developing countries, malnutrition and illness.</li> <li>History, business studies</li> </ul>