

## **Year 9 Curriculum Plans**

| Core Subjects      | Autumn Term   |  |   |  |
|--------------------|---|--|---|--|
| Biology            | Cell Biology- Explore how structural differences between types of cells enables them to perform the specific functions within organisms.                                |  | Organisation - Investigate how t cardiovascular system work, as we conditions which can affect then   | vell as exploring a range of   |
| Chemistry          | Atomic Structure- Explore the historical development of the periodic table and models of atomic structure that have developed over time as new evidence emerged.        |  | Structure and Bonding - Investigate structure bonding and the properties of matter, as well as how materials may offer new applications in a range of different technologies. |  |
| English            | Rhymes through Time - Students will master how to closely analyse and compare poems from different eras considering language, form, structure and context.              |  | The Curious Incident of the Dog engage in a class reading of the own narrative writing.   | in the Night Time - Students will play text as inspiration for their                     |
| Geography          | North America - Human and Physical features of North America  |  | North America/Incredible Ice worlds   |  |
| History            | What was so great about the 'Gr   | eat War'?  | What were the experiences of potential the Great War?   | eople that fought for Britain in   |
| Maths - Foundation | Introduction to number - a focus on factors, multiples, primes and negative numbers   | Introduction to algebra - Efficiently manipulating algebraic expressions | Decimals and rounding - How to efficiently estimate answers   | Averages and range - Using a range of data to analysis spread                            |
| Maths - Higher     | Introduction to number - Using proficient methods for 4 operations, estimation and HCF and LCM Introduction to algebra - Efficiently manipulating algebraic expressions | Indices and standard form  Solving equations                             | Averages and range - Using a range of data to analysis spread   | Angles - Exploring and applying basic angle facts, angles in polygons and parallel lines |



| Physical Education | Healthy Body  | Healthy Mind          | Healthy Body                       | Healthy Mind          |
|--------------------|---|-----------------------|------------------------------------|-----------------------|
|                    | Football, Netball, Badminton                                      | Location of Muscles   | Handball, Rugby, Basketball        | Antagonistic Pairs    |
|                    |   | Healthy Relationships |                                    | Healthy Relationships |
|                    |   | Manners and Respect   |                                    | Leadership Skills     |
| Physics            | Particle Model of Matter- Invest used to explain the behaviour of | •                     | Energy - Explore the concept of    | energy.               |
| RE                 | What does it mean to be human?                                    |                       | What is the relationship between r | eligion and science?  |
| Spanish            | Oriéntate - Discussing jobs and t                                 | he world of work.     | <u> </u>                           |                       |



| Core Subjects      | Spring Term  |   |  |  |
|--------------------|--|---|--|--|
| Biology            | Disease - Exploring a range of communicable and noncommunicable diseases that affect both animals and plants.  |   | Infection Response - Explore how reducing contact with them, as we barriers and the immune system pathogens.   | well as how the body uses  |
| Chemistry          | Quantitative Chemistry - Identifying different types of chemical reaction and investigating how quantitative chemistry allows scientists to make predictions about the behaviour of other chemicals. |   | Chemical Changes -Investigate d<br>how they can be used to predict<br>formed.  | <del>_</del>   |
| English            | Narrative Writing - Inspired by extracts from 'The Curious Incident of the Dog in the Night Time', students will craft their own short story based on the key themes and ideas.                      |   | Shakespeare's Macbeth - A who looking at key themes and ideas part of students' end of year example.   | •  |
| Geography          | Incredible Ice worlds - How Ice has shaped our world. Outstanding Oceania  |   | Outstanding Oceania (cont) - Hu<br>Oceania   | man and Physical features of   |
| History            | Boom, Bust, Buildings, Booze and Bad men - did the 1920s really 'roar' for people in Britain, the USA and Germany?   |   | Did the world learn anything fro<br>in 1930s Germany?<br>What was the 'Holocaust'?<br>Why did it take so long for Black<br>Did Britain embrace the 'Windru | Americans to get the vote?   |
| Maths - Foundation | Representing data - Drawing and interpreting a range of diagrams   | Fractions, decimals and percentages - Using fractions, decimals and percentages to solve problems | Forming and solving algebraic equations  | Angles - Exploring and applying basic angle facts, angles in polygons and parallel lines |



| Maths - Higher     | Representing data - Drawing and interpreting a range of diagrams       | Fractions and percentages - Calculating and manipulating fractions and percentages Ratio - Exploring multiplicative relationships | Pythagoras and Trigonometry  Proportion - Exploring multiplic | cative relationships   |
|--------------------|--|---|---|--|
| Physical Education | Healthy Body<br>Handball, Rugby, Basketball                            | Healthy Mind Sedentary Lifestyles Healthy Relationships Empathy   | Healthy Body Volleyball, Gymnastics, OAA                      | Healthy Mind Functions of the Skeletal System Healthy Relationships Resilience |
| Physics            | Energy Resources - Investigate energy resources and energy generation. |   | Electricity - Investigate electric of matter.                 | charge as a fundamental property   |
| RE                 | Is God real? If so, where is God?                                      |   |   |  |
| Spanish            | En forma - Talking about diet a  | nd healthy lifestyles.  |   |  |



| Core Subjects      | Summer Term   |   |  |
|--------------------|---|---|--|
| Biology            | Bioenergetic - Investigate how plants harness the Sun's energy in photosynthesis to make food.  | Bioenergetics - Explore metabolism and the process by which energy is transferred by aerobic and anaerobic respiration.  Synoptic review of the curriculum.                     |  |
| Chemistry          | Electrolysis - Investigate the process of electrolysis.   | Energy Changes - Investigate how the interaction of particles often involves transfers of energy due to the breaking and formation of bonds. Synoptic review of the curriculum. |  |
| English            | Activism - A look at literature written or themed around activists as inspiration for pieces of transactional writing (letters, speeches, articles, leaflets and essays).                     |   |  |
| Geography          | Resource management - Food, water and energy  |   |  |
| History            | 'When two tribes go to war' - what was the 'Cold War, why did it start and how was it 'fought'?  Cold War crises - the Berlin Blockade and the Cuban Missile Crisis - who 'won' the Cold War? | David vs Goliath - Why couldn't the Americans win in Vietnam?  Why did the Russians lose to the Taliban in Afghanistan in the 1980s?  |  |
| Maths - Foundation | Ratio and proportion -Exploring multiplicative relationships  Real life and linear graphs - Plotting and interpreting graphs  | Probability - Calculating the chances of outcomes  Perimeter and area   |  |
| Maths - Higher     | Real life and linear graphs - Plotting and interpreting graphs  Probability - Calculating the chances of outcomes   | Accuracy and bounds Perimeter, area and circles   |  |



| Physical Education | Healthy Body  | Healthy Mind                   | Healthy Body  | Healthy Mind           |
|--------------------|---|--------------------------------|---|------------------------|
|                    | Athletics   | Components of Fitness          | Softball, Cricket, Rounders   | Principles of Training |
|                    |   | Healthy Relationships          |   | Healthy Relationships  |
|                    |   | Communication                  |   | Co-operation           |
| Physics            | Atomic Structure - Explore the structure of the atomic model.         | tructure of the atom and the   | Radioactivity - Investigate ionisi radioactive materials in the wor | <del>-</del>           |
| RE                 | What does it mean to be religious i                                   | n the 21 <sup>st</sup> century | Is death the end?   |                        |
| Spanish            | Jóvenes en acción - Talking about children's rights and world issues. |                                |   |                        |



| Taster Year   | Autumn Term  |   |  |
|---------------|--|---|--|
| Subjects      |  |   |  |
| Aut C Decieus | Doublesite   |   |  |
| Art & Design  | Portraits  |   |  |
|               | Students develop their drawing skills, look at the different facial for  | eatures, facial mapping and explore a variety of media and        |  |
|               | techniques. Students will reference the work of artists and produ  | ice a condensed GCSE unit.  |  |
|               | , , , , , , , , , , , , , , , , , , ,  |   |  |
| Computing     | Computer Hardware and Computer Software  | Programming Skills, Computer Memory and Storage                   |  |
| Drama         | Component 1:   | Component 1:  |  |
|               | Understanding Drama- 'DNA' by Denis Kelly  | Understanding Drama-  |  |
|               | Students study a full and substantial play text, focusing on   | Students will prepare for a written examination to show their     |  |
|               | elements including: characterisation, plot structure and vocal and physical skills.  | understanding and knowledge of 'DNA'.                             |  |
|               |  |   |  |
|               |  | Component 3: Texts in Practice:                                   |  |
|               | Theatre scene - Gothic Horror, students will study a line theatre production and evaluate the performance and design elements. | In small groups, students will perform two contrasting scenes     |  |
|               |  | from the play text as part of their end of term assessment point. |  |
|               |  |   |  |
|               |  | Theatre trip  |  |
|               |  | meatre trip   |  |
|               |  | Students have the opportunity to see a live theatre production to |  |
|               |  | deepen knowledge, understanding and appreciation of theatre       |  |
| Food          | Produce a wide range of healthy products using a range of different cookery skills.  |   |  |
|               | Explore food provenance, food safety, food science, food choice and nutritional needs and health.                              |   |  |
| French        | Je me présente - Introductions and classroom language.   |   |  |
|               |  |   |  |



| Music | Chords and Harmony (Don't look back in Anger performance | Use Music Sequencing and Technology |
|-------|--|-------------------------------------|
|       | ensemble)  | Exploring Composition               |
|       | Jazz and Blues   |                                     |
|       |  |                                     |
|       |  |                                     |

| Taster Year<br>Subjects | Spring Term  |   |
|-------------------------|--|---|
| Art & Design            | Portraits  | Urban Architecture  |
|                         | Students develop their drawing skills, look at the different facial features, facial mapping and explore a variety of media and techniques. Students will reference the work of artists and produce a condensed GCSE unit. | Students explore the theme Urban Architecture, to produce an individual condensed GCSE unit, working in a range of media and processes to create a final outcome.   |
| Computing               | Programming Techniques  Moral, Legal, Cultural and Environmental Concerns  | Computational logic Algorithms  |
| Drama                   | Use of performance space  Students experiment with using differing theatre space styles, for example: thrust, traverse, site-specific and 'in the round' to develop performance skills and use of proxemics.               | Theatre Practitioners  Students will study contrasting theatre practitioners, for example, Konstantin Stanislavski and Bertolt Brecht to develop knowledge and understanding of naturalism and nonnaturalism. |



|        | Practitioners - Introduction to two different approaches to theatre/performance work: Stanislavski and Brecht through practical exploration. | Devised Performance Work  Students work collaboratively in small groups to create a devised performance from a given stimulus. |
|--------|--|--|
|        |  | Students will perform their devised work as part of their end of year assessment point.  |
| Food   | Produce a wide range of healthy products using a range of different cookery skills.  | Produce a range of healthy products using a range of different cookery skills  |
|        | Explore food provence, food safety, food science, food choice and nutritional needs and health   | Portioning a chicken   |
| French | Mes passe-temps - Discussing hobbies and free time activities.   | 1  |
| Music  | Solo performance skills  | GCSE set works - Africa by Toto, Remixing using music technology   |

| Taster Year<br>Subjects | Summer Term  |                     |
|-------------------------|--|---------------------|
| Art & Design            | Urban Architecture   |                     |
|                         | Students explore the theme Urban Architecture and Graffiti, to produce an individual condensed GCSE unit, working in a range of media and processes to create a final outcome. |                     |
| Computing               | Data Representation  | Programming Project |
|                         | Programming Project  |                     |



| Drama  | Narrative structure- devised work based on a stimulus, focusi   | ng Spontaneous improvisation- focus on creative thinking/making                    |  |
|--------|---|--|--|
|        | on non-naturalistic techniques and non-linear narrative.  | links through acting   |  |
| Food   | Produce a wide range of healthy products using a range of different cookery skills.  Explore food provence, food safety, food science, food choice and nutritional needs and health |  |  |
| French | Ma zone - Describing where you live and giving directions.  |  |  |
| Music  | Popular music - performing and arranging (Stand by me   | Composition – Free choice  |  |
|        | performance ensemble)   | Musical futures - 'In at the deep end' - self taught/directed performance/ensemble |  |