

CURRICULUM MAP – Year 9 Core 2023-2024

SUBJECTS TAUGHT	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p align="center">English</p>	<p>Crime and Punishment - ‘Stone Cold’</p> <p>This unit introduces students to the 1980’s and prepares students to write an evaluative analysis of a novel through close analysis of an extract. This unit prepares students for studying ‘An Inspector Calls’ in Year 10.</p> <p>Pupils will write an analysis of an extract from ‘Stone Cold.’</p> <p>Pupils will also understand the formal structure of magazine articles and writing to persuade.</p>	<p>Conflict Poetry</p> <p>This unit introduces students to some of the poems from the GCSE anthology. This unit prepares students to write one comparison of two poems. Pupils will be taught language, structure, and form analysis for each poem, as well as comparative skills throughout. Poems covered include:</p> <p>The Charge of the Light Brigade Bayonet Charge War Photographer Exposure</p> <p>Pupils will be introduced to the concept of ‘reporting’ war and the emotive language used for this purpose.</p>	<p>‘Of Mice and Men’ Modern Novel</p> <p>This unit prepares students to write an analysis of a novel, without an extract, based on AQA Literature Paper 2, Section A.</p> <p>AO1, AO2 and AO3 skills are covered to prepare students for studying ‘An Inspector Calls’ in Year 11.</p> <p>This text enables students to engage with issues such as racism, friendship, justice etc.</p>	<p>Dystopian Fiction</p> <p>This unit prepares students to write a short story / extract in the ‘Dystopian Fiction’ genre. The unit will be delivered with reading analysis (looking at real writers’/ student models) to feed into writing skills.</p> <p>Students will access a variety of extracts from the genre, which include: ‘1984’; ‘Fahrenheit 451’; ‘The Maze Runner’; ‘Animal Farm’</p> <p>This prepares students to use skills needed for answering GCSE Language Paper One, Section B which include: Crafting language to suit form Vocabulary for effect Sentence structure for effect Using punctuation effectively.</p>	<p>Introducing Shakespeare’s ‘Romeo & Juliet</p> <p>This unit is designed to further students’ knowledge of Shakespeare from KS3 and begin to study ‘Romeo & Juliet,’ our chosen text for AQA Literature Paper One.</p> <p>Students will develop knowledge of context and start with Act One. Students will build on their understanding of the Assessment Objectives (AO1, AO2 and AO3 analysis) required for AQA Literature Paper 1.</p>	<p>Reading 21st Century Fiction</p> <p>This unit is designed to help students engage with and prepare for the reading non-fiction elements of the GCSE English Language Paper 2.</p> <p>This unit will also include some time for creative writing, in which students will complete opinionated pieces, based on a relevant topic.</p> <p>This is in line with AQA Language Paper 2, Section B.</p>
<p align="center">Maths</p>	<p>Fluency of Number</p> <p>Round a number to the nearest 10, 100 or 1000.</p>	<p>Geometrical reasoning</p> <p>Draw the lines of symmetry in a 2D shape</p>	<p>Calculating in Ratio</p> <p>Convert between fractions, decimals, and percentages</p>	<p>Analysing Data & Probability</p> <p>Calculate the probability of an equally likely event,</p>	<p>Geometrical reasoning</p> <p>State the different properties of quadrilaterals</p>	<p>Problem Solving</p> <p>Find a pattern or solution</p>

	<p>Multiply and divide integers and decimals by 10, 100, or 1000</p> <p>Add and subtract decimals</p> <p>Simplify a fraction</p> <p>Calculate with negative numbers</p> <p>Apply the order of operations correctly</p> <p>Round to any number of decimal places</p> <p>ELC – Unit Content</p> <p>Place Value</p> <p>Whole Number Calculations</p> <p>Four Operations</p> <p>Money</p> <p>Fractions</p> <p>Clocks and Time</p> <p>Geometry</p>	<p>Measure an angle</p> <p>Find the area and perimeter of a rectangle</p> <p>State the different properties of quadrilaterals</p> <p>Construct a triangle</p> <p>Reflect a shape in a line and rotate a shape around a point.</p> <p>Convert between different measures such as cm and m</p> <p>ELC - Unit Content</p> <p>Geometry</p> <p>Symmetry</p> <p>Compass Points</p> <p>Measurement</p> <p>Use of Measures</p> <p>Perimeter, Area and Volume</p> <p>Statistics</p>	<p>Write one number as a percentage of the other</p> <p>Find equivalent ratios</p> <p>Simplify a ratio</p> <p>Calculate with negative numbers</p> <p>Apply the order of operations correctly</p> <p>Round to any number of decimal places</p> <p>FS1 – Unit Content</p> <p>Negative Numbers in Context</p> <p>Positive and Negative Numbers</p> <p>Decimals</p> <p>Percentages</p> <p>Ratio and Proportion</p> <p>Earning Money</p>	<p>knowing that probability outcomes sum to 1.</p> <p>Construct and complete a two-way table</p> <p>Perform arithmetic with decimals</p> <p>Identify square and cube number</p> <p>Calculate square roots list multiples, factors and primes</p> <p>FS1 – Unit Content</p> <p>Factors, Multiples, Squares and Cubes</p> <p>Probability</p> <p>Averages and Range</p> <p>Area and Perimeter</p> <p>Introduction to Algebra</p>	<p>Construct a triangle</p> <p>Reflect a shape in a line and rotate a shape around a point.</p> <p>Convert between different measures such as cm and m</p> <p>Find the area and circumference of a circle</p> <p>Enlarge a shape given a positive scale factor</p> <p>Find missing angles in parallel lines</p> <p>FS2 - Unit Content</p> <p>Types of Numbers</p> <p>Properties of Triangles and Quadrilaterals</p> <p>Angles</p> <p>Perimeter, Area and Volume</p> <p>Geometry of a Circle</p> <p>Features of Circles</p>	<p>Use a range of strategies when solving problems</p> <p>Draw a scatter diagram and interpret the correlation</p> <p>Draw a tree diagram with replacement and calculate probabilities from it</p> <p>FS2 - Unit Content</p> <p>Conversion Graphs</p> <p>Speed, Distance and Time</p> <p>Averages from frequency tables</p> <p>Scatter Graphs</p> <p>Writing Algebraic Rules</p>
<p>Science JW</p>	<p>Making materials</p> <p>Materials of the future</p> <p>Ceramics</p> <p>Polymers</p> <p>Composites</p> <p>Recycling materials</p> <p>Material failures</p>	<p>Force fields and electromagnets</p> <p>Force fields</p> <p>Static electricity</p> <p>Current electricity</p> <p>Resistance</p> <p>Electromagnets</p>	<p>Plant growth</p> <p>Reactions in plants</p> <p>Plant adaptations</p> <p>Plant products</p> <p>Growing crops</p> <p>Farming problems</p> <p>Organic farming</p>	<p>Chemistry revision and projects</p> <p>Separating substances</p> <p>Chemical reactions</p> <p>Physical and chemical</p> <p>Periodic table</p> <p>Earth and atmosphere</p> <p>Projects: carbon capture; electrolysis; nanoparticles</p>	<p>Physics revision and projects</p> <p>Models in science</p> <p>Energy</p> <p>Forces</p> <p>Waves and fields</p> <p>Machines</p> <p>Projects: ears & eyes; going faster; speed limits</p>	<p>Physics transition</p> <p>Differences</p> <p>Fields</p> <p>Cause and effect</p> <p>Links between variables</p> <p>Models and research</p>

<p>Science JD</p>	<p>Genetics and evolution</p> <p>Environmental and inherited variation DNA Genes and extinction Natural selection Recreating animals</p>	<p>Reactivity</p> <p>Types of explosion Reactivity Energy and reactions Displacement Reacting metals Nobel</p>	<p>Forces and Motion</p> <p>Forces and movement Energy for movement Speed Turning forces More machines Supplying energy</p>	<p>Biology revision and projects</p> <p>Cells, systems and movement Other organ systems Reproduction & health Energy in ecosystems Genetics & evolution Projects: animal smuggling; enzyme investigation; teeth</p>	<p>Chemistry transition</p> <p>Ions Energy transfers Rates of reaction Chemical equations and standard form</p>	<p>Biology transition</p> <p>Diseases and their threats Control systems Testing medicines Ecology Combatting pandemics</p>
<p>History</p>	<p>What's out there? Explorers and Exploration</p> <ul style="list-style-type: none"> • Britannia rules the waves. • Age of discovery • Columbus and America. • What happened when we got there? 		<p>World War 2</p> <ul style="list-style-type: none"> • Causes and build-up. • The Battle of Britain. • The Blitz. • What did Nazi Germany want? • The Home Front. • VE and VJ day – weapons of mass destruction. 		<p>Stone age to Iron age Britain</p> <ul style="list-style-type: none"> • How do we know? • Iron age life. • Stonehenge. • Iron age life. • Technology and tools. • Hill forts. 	
<p>Geography</p>	<p>Map skills</p> <p>Look at maps - familiarise Latitude and Longitude OS maps and symbols Grid references Reading distances on a map Reading height on a map Drawing your own map</p>	<p>Weather and climate</p> <p>Weather forecast – reports and symbols Factors that affect the climate Causes of rain Air masses Climate graphs High and low pressure Beast from the east Tropical storms</p>	<p>River</p> <p>Why are rivers important? Drainage basin Rivers long profile Erosion and transportation Waterfalls Meanders Flooding</p>	<p>Coasts</p> <p>Features of a coastline Waves Headlands Bays Stacks Longshore drift Spits Coastal erosion</p>	<p>Population</p> <p>Population distribution Population explosion Consequences of over population Change in population structures Population pyramids Controlling population Ageing population Migration</p>	<p>Development</p> <p>What is development? Measure development Human development index Causes of uneven development How to increase development</p>
<p>Arts Award</p>	<p>Discover/Explore Award- Project Introduction</p> <p>Artform Knowledge and Understanding/ Creativity:</p> <ul style="list-style-type: none"> • Introduction to Arts Award (Discover/ Explore awards), using project templates as a recognisable structure • Take part in a range of structured arts activities 		<p>Discover/ Explore Award- Project Development</p> <p>Artform Knowledge and Understanding/ Creativity:</p> <ul style="list-style-type: none"> • Explore the work of an artist through basic research or active experience. 		<p>Discover/Explore Award- Project Completion</p> <p>Artform Knowledge and Understanding/ Creativity:</p> <ul style="list-style-type: none"> • Take part in a range of structured arts activities. • Learn about the arts through practical experience and interaction. 	

	<ul style="list-style-type: none"> Learn about the arts through practical experience and interaction Development of more personal creative and practical explorations within the arts. <p>Communication:</p> <ul style="list-style-type: none"> Record how creative work was completed using some subject specific language. Take part in basic discussions or activities with support from others. 		<ul style="list-style-type: none"> Demonstrate commitment to arts activities by applying basic arts skills within structured activities Show creative responses within arts activities Learn about the arts through practical experience and interaction Development of more personal creative and practical explorations within arts activities. <p>Communication:</p> <ul style="list-style-type: none"> Record how creative work was completed using some subject specific language. Take part in basic discussions or activities with support from others. 		<ul style="list-style-type: none"> Develop areas of personal interest in the arts. Explore the work of an artist through basic research or active experience. Explore the work of an arts organisation through basic research or active experience. <p>Communication:</p> <ul style="list-style-type: none"> Share information with others using basic communication skills. Present information to others in an appropriate format for the project Take part in basic discussions or activities with support from others. 	
Food Tech	<p>Basic Home cooking skills</p> <p>Introduction to Basic Cooking Skills, breakfast dishes.</p> <p>To give students the opportunity to gain practical cooking skills with healthy options whilst gaining knowledge of the importance of health, safety and hygiene in the kitchen.</p>	<p>Basic Home cooking skills</p> <p>Snack & lunch dishes.</p> <p>To give students the opportunity to gain practical cooking skills with healthy options whilst gaining knowledge of the importance of health, safety and hygiene in the kitchen.</p>	<p>Basic Home cooking skills</p> <p>Dinner dishes.</p> <p>To give students the opportunity to gain practical cooking skills with healthy options whilst gaining knowledge of the importance of the safe use of equipment and safe use of storage of food.</p>	<p>Basic Home cooking skills</p> <p>Lunchbox recipes.</p> <p>To give students the opportunity to gain practical cooking skills with healthy options whilst gaining knowledge of the importance of the safe use of equipment and safe use of storage of food.</p>	<p>Basic Home cooking skills</p> <p>Picnic food.</p> <p>To give students the opportunity to gain practical cooking skills with healthy options whilst gaining knowledge of the importance of healthy eating and nutrition.</p>	<p>BTEC Level 1 Home cooking skills</p> <p>Seasonal recipes.</p> <p>To give students the opportunity to gain practical cooking skills with healthy options whilst gaining knowledge of the importance of healthy eating and nutrition.</p>
Esports	<p>Unit 1:</p> <p>Learners investigate different genres of esports games and the professional teams that play them. They will study the online and live tournaments and leagues in which these esports team compete.</p> <p>Learning aims</p>		<p>Unit 2:</p> <p>Learners will investigate different types of global sports organisations; they will create a brand for an esports organisation as well as a plan to promote their chosen brand.</p> <p>Learning aims</p> <p>A Investigate a global sporting organisation B Develop a brand for an esports organisation</p>			

	A Investigate different genres of esports games B Explore different professional esports teams C Examine esports tournaments and leagues.		C Design a logo and merchandise for an esports organisation D Create a plan to promote the brand.			
RSE (SELF)	Peer influence, substance use and gangs Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation	Community and careers Equality of opportunity in careers and life choices, and different types and patterns of work	Respectful relationships Families and parenting, healthy relationships, conflict resolution, and relationship changes	Emotional wellbeing Mental health and emotional wellbeing, including body image and coping strategies	Intimate relationships Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography	Financial decision making Saving, borrowing, budgeting and making financial choices
	Football	Rugby	Hockey	Fitness	Athletics	Rounders
Physical Education	<p><u>Aims</u></p> <p>The national curriculum for physical education aims to ensure that all pupils:</p> <ul style="list-style-type: none"> <input type="checkbox"/> develop competence to excel in a broad range of physical activities <input type="checkbox"/> are physically active for sustained periods of time <input type="checkbox"/> engage in competitive sports and activities <input type="checkbox"/> lead healthy, active lives. <p>Pupils to be taught:</p> <ul style="list-style-type: none"> <input type="checkbox"/> use a range of tactics and strategies to overcome opponents in direct competition through team and individual games [for example, badminton, basketball, cricket, football, hockey, netball, rounders, rugby and tennis] <input type="checkbox"/> develop their technique and improve their performance in other competitive sports [for example, athletics and gymnastics] <input type="checkbox"/> perform dances using advanced dance techniques within a range of dance styles and forms <input type="checkbox"/> take part in outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group <input type="checkbox"/> analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best <input type="checkbox"/> take part in competitive sports and activities outside school through community links or sports clubs. 					