



The Ridgeway School & Sixth Form College

...Inspiring Learners For Their Future

*'Our shared vision is that our students, colleagues and families will be part of a **FAIR** community.'*

*We will support our school **Family to Achieve** their potential, and **Inspire** students to **Reach** the very best destinations.'*



Year 9 Curriculum Overview

RESPECT | HONESTY | ENDEAVOUR | CREATIVITY | COMMUNITY

Year 9 English Curriculum Overview

Year 9	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	
	Unit 1- Global Identities		Unit 2: Past and Present		Unit 3: Telling Tales		Unit 4: Shakespeare
	Justice, Action and Change Y9 English begins with an exploration of fiction and non – fiction texts written by authors from diverse backgrounds. We build from the exploration of tolerance and equality in Y8 to analysing how writers craft texts to bring about change. Additionally, it provides an opportunity for students to express opinions on societal and global issues by writing an article about climate change.		World War One through Literature Leading on from this, Y9 English enhances analysis skills through detailed examination of early 20 th century texts written to criticise World War One as a result of the writers’ experiences. After exploring these writers’ craft and intentions, we focus on developing the students’ own craft.		Recreation We explore an anthology of model descriptive and narrative extracts from texts from a range of genres and time periods. The students will then develop their creative writing through emulating these style models.		Tragedy Finally, building on the second unit, we will study Shakespeare’s tragedies. Whilst Y7 focused specifically on the tragedy of Macbeth, we examine the patterns, structure, and characters in a range of Shakespearean tragedies. Also, we revisit and develop non- fiction writing by crafting a newspaper using tragedy as a stimulus.

Year 9 Maths Curriculum Overview

Year 9	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Number (Indices and Standard Form)	Mensuration	Algebraic Manipulation	Graphs	Solving Equations & Inequalities	Data Handling
	Factors, Multiples & Primes	Angles	Sequences	Ratio & Proportion	Percentages	Transformations
	Accuracy		Constructions			Probability

Year 9 Science Curriculum Overview-

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 9	<ul style="list-style-type: none"> ● Biology- Living things 3 ● Chemistry- 3 	<ul style="list-style-type: none"> ● Biology- Living things 3 ● Chemistry- 3 	<ul style="list-style-type: none"> ● Biology- Our Environment 3 ● Physics-Energy and Waves 3 	<ul style="list-style-type: none"> ● Biology- Our Environment 3 ● Physics-Energy and Waves 3 	<ul style="list-style-type: none"> ● Chemistry-3 ● Physics-Forces and Electricity 3 	<ul style="list-style-type: none"> ● Chemistry-2 ● Physics-Forces and Electricity 3

Year 9 Computer Science Curriculum Overview

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 9	<ul style="list-style-type: none"> ● Computational Thinking ● Algorithms and Logical Thinking ● Abstraction and Decomposition 	<ul style="list-style-type: none"> ● Computer Architecture ● Memory and Storage 	<ul style="list-style-type: none"> ● Advanced Programming Concepts ● Lists and Arrays 	<ul style="list-style-type: none"> ● Networks and the Internet ● Protocols and Standards ● Cyber Attacks and Networking Threats 	<ul style="list-style-type: none"> ● Database and Relational Tables ● Validation and Data Entry Forms ● Searching, Filters and Queries 	<ul style="list-style-type: none"> ● House Style and Marketing ● Promotional Items and Business Documents

Humanities

Year 9 Geography Curriculum Overview

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 9	Balancing economic development and environmental issues Decision Making Exercise: Peru	Urban environments	Plate tectonics, earthquakes, volcanoes and tsunamis	Globalisation; opportunities and challenges	The importance of Cold environments	UK physical landscapes and human interactions

Year 9 History Curriculum Overview

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 9	Unit 1: Why did Extremism increase in the Inter-War Period?	Unit 1: Why did Extremism increase in the Inter-War Period? Unit 2: Why was the Holocaust allowed to happen?	Unit 2: Why was the Holocaust allowed to happen?	Unit 3: What was the legacy of the Second World War?	Unit 4: How did decolonisation cause the Cold War?	Unit 5: What is Modern Conflict?

Year 9 RE Curriculum Overview

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6

Year 9	God in the 21 st Century	War and Peace	An ethical study into the Holocaust	Evil and Suffering	Life after Death	When does Life begin and End?
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Year 9 PSHE Curriculum Overview

Year 9	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Living in the Wider World	Health & Wellbeing	Health & Wellbeing	Living in the Wider World	Relationships	Living in the Wider World
	<u>Safety off and online</u>	<u>Seep and Healthy Routines</u>	<u>Drugs and Alcohol</u>	<u>Extremism</u>	<u>Sexual health and Safety</u>	<u>Preparing for Work</u>
	<ol style="list-style-type: none"> The Law Issues and scenarios Reporting and penalties Sexualised material Sexually explicit material Social media and loneliness Child sexual exploitation 	<ol style="list-style-type: none"> Quality of sleep Sleep strategies Impact of poor sleep Devices to sleep Emotional Wellbeing Mental Wellbeing Physical health 	<ol style="list-style-type: none"> Substances Alcohol Short Term Alcohol Long Term Tobacco Drugs and the Law Acid Attacks 	<ol style="list-style-type: none"> Anti Racism and tolerance Prejudice and Discrimination Extreme groups Leaders of extreme groups Extremism Religion and Extreme groups 	<ol style="list-style-type: none"> Delaying Sex Healthy communication Pornography Revenge Porn Harassment 	<ol style="list-style-type: none"> Self attributes and goals How to achieve Workplace skills Enterprises Work skills Employability Navigating Financial Institutions

Languages

Year 9 French Curriculum Overview

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 9	<ul style="list-style-type: none"> • Ma vie sociale d'ado – Making arrangements and choices on how to spend free time. 	<ul style="list-style-type: none"> • Bien dans sa peau – Healthy living, wellbeing and habits. 	<ul style="list-style-type: none"> • À l'horizon – Future plans and describing childhood. 	<ul style="list-style-type: none"> • Spécial vacances – Describing a dream holiday and all of the arrangements for this. 	<ul style="list-style-type: none"> • Moi dans le monde – learning about legal rights in France and the UK, expressing your own priorities in life. 	<ul style="list-style-type: none"> • Le bonheur – learning language for shopping and expressing what things make you happy.

Year 9 German Curriculum Overview

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 9	Vorbilder – describing people who are role models	Musik – expressing opinions on music/ music from German speaking culture	meine Ambitionen – ambitions and future plans	die Kindheit – describing one's childhood	Rechte und Pflichten – rights and responsibilities	Eine bessere Welt – how the world could be improved

Year 9 Spanish Curriculum Overview

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 9	<ul style="list-style-type: none"> Somos así – talking about things you like to do, interests and famous people 	<ul style="list-style-type: none"> Oriéntate – talking about work, jobs and future aspirations 	<ul style="list-style-type: none"> En forma – talking about healthy habits 	<ul style="list-style-type: none"> Jóvenes en acción – talking about global issues 	<ul style="list-style-type: none"> Una Aventura en Madrid – talking about visiting other countries/cities 	<ul style="list-style-type: none"> Recap of vocabulary and grammar from all the terms

Creative and Performing Arts

Year 9 Art Curriculum Overview

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Junk Food Goes Pop		Pop Art facial Features	Pop Art facial Features CONTINUED	Experimenting and Exploring	
Year 9 Art	<p>Students will start to explore the concept that Art is an important part of our popular culture and influences our surroundings. Students will research the POP ART movement and use everyday objects to create Art. Composition, colour and shape are the key elements of the style students will work in. They will build on observational drawing skills, focusing on accuracy of shape and line, tone and creating depth. They will look at logo and font design. Students will research the Artist Peter Blake and create a work inspired by his grid artwork, combined with junk food and popular culture.</p> <p>In Term 1 students take part in Manga Week, in collaboration with the LRC as part of LitFest 24.</p>		<p>Continuing to work in a Pop Art Style, students will work on creating Pop Art Facial features. They will look in detail at Roy Lichtenstein’s paintings using comic book images. Students will create a series of drawings looking at realistic facial features compared to Pop Art style facial features. Students will create large scale Pop Art Eyes or Mouths using a variety of materials and focusing on colour and material application.</p>	<p>Pop Art Personal response Using the GCSE method of creating a more independent outcome. Students will reflect on the work they have created so far and design their own final outcome to the Pop Art project. They will have the choice of material, scale and images. They will experiment with colour schemes and composition. They will show clear influence from at least one Pop Artist and from Popular culture. They will use Photography and digital editing as A design method. Students will use their own choice of materials. This will allow students to explore techniques further and become more confident with decision making.</p>	<p>The emphasis will be on practical skills and using a variety of techniques to mirror the style of different Artists. Students will start to understand the GCSE framework and show clear understanding of different artist’s techniques with printing methods, painting and clay work. Each practical outcome will focus on the exploration and experimentation of the technique whilst sticking to the style of the given artwork. Students will gain confidence in application of materials, observational drawing, colour and 3d construction.</p>	

Year 9 Drama Curriculum Overview

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 9	Unit 1: Physical Theatre	Unit 2: Scripted (Curious Incident)	Unit 3: Issue-based Theatre	Unit 4: Technical Theatre	Unit 5: Devising Techniques	Unit 6: Theatre in Education Final Project
	<p><i>As an Actor...</i></p> <p>Students will start to explore the concept that that movement is an essential way of communicating with an audience. They will begin to understand that the emotion of a character affects the manner in which a physical sequence is performed. Students will develop a deeper understanding of modern physical theatre within the context of a contemporary company. They will focus on the style of Frantic Assembly.</p>	<p><i>As a Director/Actor...</i></p> <p>Students will contextualise their knowledge of physical theatre through exploration of a key play text, The Curious Incident of the Dog in the Night Time. The play explores social issues/themes including non-nuclear families, neurodivergence, bullying and identity. Students will practically respond to key scenes in the style of Frantic Assembly.</p>	<p><i>As an actor</i></p> <p>This term students will study the play text 'The Stones' through practical exploration. The text centres on the key themes/issues of peer pressure, bullying and crime and punishment. Though predominantly scripted work, students will devise their own material based on the given themes.</p>	<p><i>As a Designer....</i></p> <p>Students will focus on the technical elements of performance, e.g., Costume, lighting, set and sound. They will also be introduced to 'Theatre Evaluation' using GCSE frameworks. Students will be informed of the opportunities to study the design pathway at GCSE level.</p>	<p>In preparation for their unit 6 project, students will explore devising techniques from a range of theatre companies including Paper Birds and Frantic Assembly. Students will gain a further understanding of how to approach a devised project in response to a range of given stimuli. Students will experience the creation of material, and giving/receiving informed feedback to make improvements.</p>	<p>This term is an opportunity for students to contextualise all styles and content covered so far in the year, applying their knowledge to a final devised performance. Students will study the history of Theatre in Education and relevant social issues/topics for the target audience of year 9 students. Groups will create an original performance centred on a chosen issue, exploring a range of naturalistic and non-naturalistic drama techniques.</p>

Year 9 Music Curriculum Overview

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 9	British Anthems	World Music	Music and the Media		Songwriting	
	<p>Appraising Students learn about influential and musically significant British Anthems – ranging from ‘Jerusalem’ to ‘Hey Jude’. They will learn to recognise the features of British Music and how it has influenced music from around the world over decades.</p> <p>Composing Students will learn to recognise the compositional features of British Music and how British musicians use harmony, melody, rhythm, texture and lyrics to create their specific style.</p> <p>Performing Students will re-visit musical notation and learn to play one of three British Anthems which create different levels of challenge. The final piece will be performed to the teacher live.</p>	<p>Appraising Students learn about the importance of studying music from around the world. They explore 8 areas of the world in detail – learning about the musical instruments and vocal style alongside the cultural, historical, religious and theatrical aspects of the music. They learn to recognise the musical features and influences of music from around the world in listening tasks – and how modern artists use these influences in current music.</p> <p>Composing Students work with a partner to compose a piece of fusion music – incorporating the features learned through the presentations. This is produced on Garage Band but must demonstrate practical skills such as using chords, melody, rhythm and texture.</p> <p>Performing The fusion composition is performed to the teacher privately.</p>	<p>Appraising Students learn about the importance of how music is used in different aspects of the media. Focussing on advertising, gaming and finally film music, they learn about how composers use the elements of music to manipulate and control our reaction to things. They explore the difference between short, impactful extracts and more complex, elongated pieces. The focus is on the composers’ choices and our natural reaction to them. Students learn how to talk and write about the musical features of different extracts – highlighting in detail the precise compositional features that create the desired impact.</p> <p>Composing Students create 3 adverts using music technology putting into action the learned features. Students create a piece of film music in response to a given clip – which must demonstrate the features covered in appraising work.</p> <p>Performing Students perform their adverts to the teacher for assessment. The film music composition is performed to the teacher and class for the final assessment of the module.</p>		<p>Appraising Students are expected to apply all the knowledge and practical skills covered throughout KS3 in order to analyse songs of different era and genre. They carry out analysis work in order to prepare them for the big practical assessment. Students must produce a file of evidence which includes all the marketing and other material to accompany their song.</p> <p>Composing Students apply their skills to compose an original song in whatever genre they choose. They must produce the chords, melody, and accompaniment and record their final song using music technology with support.</p> <p>Performing The final recording is assessed by the teacher as the final assessment of both Y9 and KS3.</p>	

Year 9 Design & Technology Curriculum Overview – Subjects taught in rotation

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 9	<p>Food Development of more complex skills in preparation, cooking and presentation:</p> <ul style="list-style-type: none"> - Accuracy and precision - Garnishing - Variety of knife and cooking methods - Complex techniques <p>Food provenance (grains and cereals) Diet analysis Sensory analysis Recipe design and modification</p>	<p>Graphics Introduction to Photoshop Rendering previously in drawn designs digitally with colour Computer Aided Design</p> <p>Existing Playing cards How playing cards have evolved historically</p> <p>Skills workshops linked to designers (Summer Term) Technical drawing, illustration, printed Graphics</p>	<p>Resources</p> <p>Computers with Photoshop, fine liners, Playing cards</p> <p>(Summer term) Water colours, pen and ink, craft knives, cutting mats</p> <p>Health & Safety</p> <p>Reinforce safe use of craft knives and cutting mats</p> <p>Research History timeline of the 'playing card'</p>	<p>Product Design</p> <ul style="list-style-type: none"> ● Introduction to tools and equipment ● Health & Safety in the workshop ● Design ● CAD / CAM ● Materials ● Construction ● Quality checks ● Evaluation 	<p>Textiles</p> <ul style="list-style-type: none"> ● Tools and equipment <p>Independent use of equipment</p> <ul style="list-style-type: none"> ● Health and safety <p>In the workshop, use of dyes and printing inks</p> <ul style="list-style-type: none"> ● Research- appreciation of designs from chosen genre <p>Contemporary embroidery - <i>Maurizio Anzeri & Victoria Villasana</i></p>	<ul style="list-style-type: none"> ● Resources and material <p>Greater range of threads, printing techniques and range of fabrics</p> <ul style="list-style-type: none"> ● Modelling and embellishment <p>Curved stitching, block embroidery, printing, paper pattern making</p> <ul style="list-style-type: none"> ● Design <p>One-line drawings, modifying portraits & photos, repeat patterns</p> <ul style="list-style-type: none"> ● Construction <p>Embroidered stretched canvas portrait. Circular travel bag, with casing</p> <ul style="list-style-type: none"> ● Quality Control <p>Accuracy of curved stitching and block</p>

						embroidery. Repeat patterns, even casing.
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Year 9 PE Curriculum Overview

Students will experience a breadth of activities, learning, refining and combining skills, techniques, tactics into effective performance. Experience differentiated competition and practically demonstrate our School Values in a range of physical activities.

- Students will learn how to prepare themselves safely both physically and mentally, for all activities.
- Students will learn how and why they need to perform skills, techniques and tactics safely, following rules and procedures.
- Students will learn skills, refine them and combine them into effective performances.
- Students will practically demonstrate our School Values in a range of physical activities
- Students will experience differentiated competition across a range of activities.

	Term 1	Term 2	Term 3 & 4 – Student ‘Pathways’		Term 5	Term 6
Year 9	2 activities on a rotation from: Fitness Suite Volleyball Basketball Handball X-Country	2 activities on a rotation from: Fitness Suite Volleyball Basketball Handball X-Country	Student Choice Outwitting Activities Pathway Rugby, Football, Badminton, Netball, Basketball, Handball, Hockey, Benchball, Dodgeball, Endball, Table Tennis Swimming/Alternative Pathway Water polo, Swimming, Personal Survival, Lifesaving, Golf, Ultimate Frisbee, Handball,	Student Choice Outwitting Activities Pathway Rugby, Football, Badminton, Netball, Basketball, Handball, Hockey, Benchball, Dodgeball, Endball, Table Tennis Swimming/Alternative Pathway Water polo, Swimming, Personal Survival, Lifesaving,	2 activities on a rotation from: 9 Athletic Events Running – 100m /200m 800m/ 8x50m relay Jumping – Long/High & Triple Throwing –	2 activities on a rotation from: 9 Athletic Events Running – 100m /200m 800m/ 8x50m relay Jumping – Long/High & Triple Throwing –

			<p>Dodgeball, Table Tennis, Boxercise, Fitness Suite</p> <p>Creative Pathway Dance, Gymnastics, Trampoline, Vaulting, Wii Dance, Fitness Suite</p>	<p>Golf, Ultimate Frisbee, Handball, Dodgeball, Table Tennis, Boxercise, Fitness Suite</p> <p>Creative Pathway Dance, Gymnastics, Trampoline, Vaulting, Wii Dance, Fitness Suite</p>	<p>Discus/ Shot and Javelin</p> <p>Short or Full Tennis Striking & Fielding Golf/Frisbee</p>	<p>Discus/ Shot and Javelin</p> <p>Short or Full Tennis Striking & Fielding Golf/Frisbee</p>
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