**Year 9 Curriculum Map – January to February half term**

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| **Maths** | The start of the GCSE course continues to ensure that the basics are covered and secure at both tiers, giving an opportunity to revisit and plug any gaps in knowledge from KS3 before developing into the KS4 content:   |  |  | | --- | --- | | Foundation:  Graphs, Tables and Charts   * Tables * Charts and graphs * Pie charts * Scatter graphs   Fractions and Percentages   * Fractions * Fractions, decimals and percentages * Percentages | Higher:  Interpreting and Representing Data   * Averages and range * Representing and interpreting data * Scatter graphs   Fractions, Ratio and Percentages   * Fractions * Percentages * Ratio and proportion | |
| **English** | Students will begin studying ‘The Woman in Black’ and develop their ability to write in an extended manner about the characterisation and themes explored in this text. |
| **Science** | Students have completed the KS3 science curriculum. In order to prepare for the GCSE science course, students complete a unit on scientific skills. This includes experimental design, practical skills, evaluation and critical thinking. The unit gives students chance to link science to careers as well as giving them the key skills needed to successfully complete the GCSE course.  The working scientifically unit cumulates in a short assessment before the half term break to consolidate the learning. |
| **Geography** | Students will continue to study AQA Geography GCSE 9-1. They will study a unit on Natural Hazards. They will learn about plate tectonics; the distribution of earthquakes and volcanoes; the physical processes that lead to volcanic and earthquake activity; the effects and responses to natural hazards and what can be done to reduce the impact of natural hazards. Students will be assessed through regular low stakes knowledge tests and via formal written assessments focussed on the geographical skills and knowledge needed at GCSE. |
| **History** | Students will continue to study AQA History GCSE 9-1. They will continue to develop their historical skills and second-order concepts such as causation, significance, interpretations and source skills. Students will be focusing on the 1930s, 1940s and 1950s. They will study the Great Depression, the New Deal, the Second World War and the Civil Rights Movement. All of the topics will help students to understand and explore the time that they live in by giving them an awareness of economic and political concepts. Students will take part in activities that deepen their ability to make inferences from complex written and visual sources. Students will be assessed through regular low stakes knowledge tests and by formal written assessments. |
| **Religious Studies** | Students will study an introduction to Islamic beliefs and practices. This will be  linked to some aspects of AQA GCSE Paper 1, but will also be linked to morals, ethics and religion and culture in Britain. The unit is deigned to help promote education and tolerance and dispel social stereotypes that have been built in some of our local areas.  Students will investigate key areas of Islam such as; the life of Muhammed and the history of Islam, Islam around the world/Islamabhobia and the Media, The five pillars of Islam, Sunni and Shia. |
| **Graphics** | In year 9 students will gain experience in responding to a design brief to develop a corporate identity. For 10 weeks they will develop the branding and packaging for a sports company. They will use nets to create 3-dimensional promotional products. Students then gain experience in using CAD applications such as *Photoshop*, *Google Sketchup* and *Techsoft 2D Design* and will use Computer Aided Manufacturing to create a final product. Homework will be set weekly. This will typically reinforce work covered in lessons or will be designed to prepare students to make progress in subsequent lessons. |
| **Design Technology** | Students will spend ten weeks in each area of technology. Two major areas are covered in the DT area. CAD CAM projects supplement the more traditional manufacturing skills focused on in previous years and a structures topic blends the theoretical knowledge covered with practical activities. Homework that relates to the topics currently covered is set every two lessons. |
| **Food & Nutrition** | Students will spend ten weeks in the Food area of Technology. Students are provided with a cookbook and then make a range of complex dishes over the ten weeks building upon their making skills. Students complete a booklet in theory lessons covering topics such as nutrition, food waste and food provenance. Homework is to bring ingredients to the lesson the following week. |
| **Textiles** | Students will spend ten weeks in the textiles area of technology. Two major areas are covered in this time: construction of a product and decoration of a surface which will use a wide range of techniques including appliqué and hand embroidery. Students will illustrate their visual journey through theme research and product design. Homework that relates to the topics currently covered is set every two lessons. |
| **French** | Students continue to develop their skills of listening, speaking, reading and writing. They study topics related to making arrangements to go out/socialising, including use of the 24-hour clock, arranging an evening out and discussing key characteristics of role models. They add to their knowledge of French grammar, with a focus on developing confidence and security in using three tenses: present, past, future and they develop the skills of combining tenses in extended pieces. They develop their use of time expressions, a range of pronouns, reflexive verbs and justified opinions. |
| **German** | Students continue to develop their skills of listening, speaking, reading and writing. They study language related to holidays, including formation of the past tense.  They add to their knowledge of German grammar, with a specific focus on formations of the imperfect tense with *“war”, “hatte”* and *“es gab*”. They also learn about the formation of the perfect tense with “*haben”* and “*sein”*, asking and responding to questions and further developing justified opinions. |
| **PE** | During the mock exams which take place in the sports hall, students will have one indoor lesson which will be circuit training and one lesson outside on the MUGA which will be either hockey or football. When the exam are not taking place the following will apply.  Students will take part in activities listed below depending on their group. Netball, Table Tennis, Rugby, Badminton, Hockey and Basketball. At the end of the half term students will undertake the PFL (Personal Fitness level) along with an assessment within the activity. Students are tracked and monitored against their own baseline score only. |
| **Art** | Project 1. Entomology – In Half-Term 3 students will be given more freedom to choose their own direction for the Entomology project. They will need to produce a final outcome that shows understanding of the topic and also their chosen artist’s artwork and techniques. Students will also complete a self-evaluation to assess their progress so far. |
| **Drama** | Blood Brothers  Students will study the play of Blood Brothers by Willy Russel. They will gain an understanding of the key theme of class division in the play and look at and explore the writer Willy Russell. Students by studying this play will be able to perform and portray characters and roles with varying ages and practice and develop their use of accent and dialogue. Students will revisit the skill of narration and understand what a prologue is and how this could be incorporated when devising their own work. Throughout this Unit students will also have the opportunity to find out what a “conscience alley” is and participate in one |
| **Music** | In unit 3, year 9 students will develop their skills further on a chosen instrument. Additionally, students will become more familiar with the scoring and the tuning of their chosen instrument. Through practical work, students will learn how to practice independently and learn how to set their own realistic practice goals. |
| **ICT** | Students will spend this half term studying Component 1 – Exploring User Interface Design Principles And Project Planning Techniques as part of an early entry qualification in Digital Information Technology. The skills learned from these projects teach new perspectives and understanding on the world of technology and enhance the student’s digital capability. The unit supplements the more traditional Office and ICT skills focused on in previous years blends the theoretical knowledge covered with practical activities as part of a Key Stage 4 qualification. Homework that relates to the topics covered is set on Doddlelearn.co.uk online homework platform every two lessons. |