**Year 9 Curriculum Map – Oct to Dec 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:

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| **Foundation - Algebra*** Basics of Algebra
* Expanding and factorising single brackets
* Expressions and substitution into formulae
 | **Higher - Algebra*** Basics of Algebra
* Setting up, rearranging and solving equations
* Sequences
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| **English** | Students will build on their knowledge base of the conventions of gothic horror studied in Year 7 and study an anthology of challenging 19th Century and 21st Century gothic style texts. Furthermore, students will revisit and develop their poetic analysis and study unseen poetry. They will cement this by writing their own poetry and justify their linguistic and structural choices.  |
| **Science** | Students begin topic 12 for Biology (microbes), Chemistry (innovative materials) and Physics (exploring space). The topics are taught on a rota so the order may vary by class. Each topic takes 2 weeks and cumulate in a tri-test covering all three topics, in the week before the Christmas holiday. The Biology topic gives pupils an understanding of disease, linked with Unit 3 in the GCSE content. The Chemistry topic gives pupils a modern look on the materials we use and links well with technology and other STEM subjects. The Physics topic has links to GCSE Triple science, but sparks interest in many pupils. These are the last topics covered in KS3 Science.  |
| **Geog** | Students will build on their knowledge of 3.1.2 Section B: The living world. They will complete their study of a Tropical Rainforest ecosystem. The characteristics of a rainforest, the environmental and economic impacts of deforestation and strategies used to manage the rainforest sustainably. Students will then study the characteristics of a Hot Desert and how plants and animals adapt to survive in such an extreme and harsh environment.  |
| **Hist** | Students will study unit AD America, 1920–1973: Opportunity and inequality America. They will study Part 1 – the Boom. They will consider the people that did not benefit from the boom such as farmers, African-Americans and Immigrants. They will learn about the causes and consequences of Prohibition. They will investigate the causes and consequences of the Wall Street Crash. |
| **RS** | Students will study a unit of Philosophical questions where they will evaluate questions such as, Is there Life After Death? What happens when we die? Is there a meaning to our lives? Who are we? Where did we come from? The origins of the universe and HumansThe relationship between scientific views and religious Does God exist? Atheist vs Agnostic vs Theist debates. |
| **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.  |
| **DT** | 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** | Students spend ten weeks in the Food area of Technology. Students are provided with a cookbook and 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, friends and friendship, extended families. They add to their knowledge of French grammar, with a focus on developing confidence and security in using three tenses: present, past, future. 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 extensive use of the future and past tenses. They add to their knowledge of German grammar, with a specific focus on pronouns, verbs, present, past and future tenses, developing justified opinions. |
| **PE** | 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 2 students will be given the choice of several artists linked to insects to focus their second research page on. There will be an emphasis on independent and in-depth research/analysis in order to prepare students for GCSE Fine Art. Students will produce work in the style of their chosen artist using artist images as well as high-resolution imagery of insects.  |
| **Drama** | During this unit students will develop their understanding and knowledge of the traditions of pantomimes. Students will begin to master skills in Drama such as characterisation, performance discipline, cooperation and body language/facial expressions. This will be done through understanding the main features of pantomime, exploring the acting style of “Commedia Dell’arte”, creating characters from and script. During this unit students will also have the opportunity to look at the different aspects of the Performance industry in terms of design by looking at set design, lighting, sound and costume in preparation for the Technical Award in Performing Arts at KS4. |
| **Music** | In unit 2, year 9 students will learn more about ‘pop’ music and then, with assistance, students are able to choose a song to work on in ‘bands’. This is the next step to working independently, using their skills and knowledge that has been built from previous years. |
| **ICT** | Students will spend this half term studying Component 1 – Exploring User Interface Design Principles And Project Planning Techniques as part of an early 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 and 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. |