



## Year 9 Curriculum Map 2018-19



SUBJECT	AUTUMN CONTENT & SKILLS	SPRING CONTENT & SKILLS	SUMMER CONTENT & SKILLS
<b>ENGLISH</b>	<p><b>Post 1914 Novel</b>  <i>Lord of the Flies</i>  <i>Anita and Me</i>  <i>Animal Farm</i>  <i>Of Mice and Men</i>  <i>To Kill a Mockingbird</i>  <i>Primo Levi</i>                      GCSE Lit Extract Question                      Character / Theme                      GCSE Reading Paper 4 Style Q</p>	<p><b>Shakespeare</b>  <i>Villains</i>  <i>Romeo and Juliet</i>  <i>Hamlet</i>                      GCSE S/S Non-Fiction Writing                      GCSE Extract Question                      Character / Theme</p>	<p><b>Power and Conflict Poetry cluster</b>                      Section B Poetry: students will answer one comparative question on one named poem printed on the paper and one other poem from their chosen anthology cluster.                      GCSE 2017 paper 2 section B  <b>Modern Drama</b>                      Section A Modern texts: students will answer one essay question from a choice of two on their studied modern prose or drama text.  <i>An Inspector Calls</i>                      GCSE 2017 paper 2 section A</p>
<b>MATHS</b>	<p><b>DELTA</b>                      powers, roots and quadratics, inequalities, equations, formulae, collecting and analysing data multiplicative reasoning and non linear graphs  <b>THETA</b>                      indices, standard form, expressions and formulae dealing with data and multiplicative reasoning, constructions, equations, inequalities and proportionality  <b>PI</b>                      number calculations, sequences and equations                      Geometry in 2D /3D , algebraic and real life graphs</p>	<p><b>DELTA</b>                      accuracy and measures                      graphical solutions and trigonometry mathematical reasoning  <b>THETA</b>                      circles, pythagoras and prisms, sequences and graphs                      Comparing Shapes  <b>PI</b>                      multiplicative reasoning and probability                      polygons and transformations</p>	<p><b>DELTA</b>                      Calculations, checking and rounding, Indices, roots, reciprocals and hierarchy of operations, Factors, multiples, primes, standard form and surds                      Algebra: the basics, setting up, rearranging and solving equations, sequences  <b>THETA</b>                      Either Higher (ABOVE) or Foundation (BELOW)  <b>PI</b>                      Integers and place value, decimals, indices, powers and roots, factors multiples and primes                      Algebra: the basics, Expressions and substitutions into formulae.</p>
<b>SCIENCE</b>	<p>Introduction by way of investigative science:                      Respiration, plants and photosynthesis, fit and healthy, reactions of metals and compounds, patterns of reactivity, electrical circuits, magnets and electromagnets</p>	<p>Cells and transport, , atomic structure, , conservation and dissipation of energy,                      Required practicals involving a variety of maths and investigative skills (completed in the course of years 9,10,11)</p>	<p>Cell division, the periodic table, energy transfer by heating, energy resources                      Revision and end of year mock. Use of standard form and orders of magnitude, use ratios, fractions and percentages, represent data using appropriate decimal places or significant figures. Use graphical data to establish a correlation</p>
<b>HISTORY</b>	<p>Crime and Punishment 1000-1900:                      Knowledge and understanding of chronology, key vocab.                      Crime and Punishment 1000-1900:                      Key skills:</p>	<p>Whitechapel (Depth Study) 1980-1900                      Whitechapel – context                      Tensions                      Police organisation                      Jack the Ripper case</p>	<p>Early Elizabethan England, 1558-1588</p>

	<p>Explain style questions Judgement style questions</p>	<p>The workhouse Key skills: Usefulness of sources Following up sources Crime and Punishment 1000-1900: Or Early Elizabethan England, 1558-1588</p>	
<b>GEOGRAPHY</b>	<p><b>Natural/Tectonic Hazards</b> Tropical Storms Extreme weather in UK Using different graphical techniques to present information. Carrying out personal research. Drawing and annotating diagrams and sketches. Describing and interpreting information from maps and graphs. Finding evidence from photographs. Using OS maps.</p>	<p><b>Climate Change- Global and UK focus</b> Physical landscapes in the UK Drawing cross sections. Drawing labelled sketches and diagrams. Drawing sketches from photos. Using and describing information in photos. Using OS and atlas maps. Literacy-describing landforms and processes.</p> <p><b>Coastal landscapes</b></p>	<p>Coastal landscapes  River landscapes  Fieldwork</p>
<b>PHILOSOPHY &amp; ETHICS</b>	<p><b>Content: Religion, Peace and Conflict.</b> Origins of conflict in Northern Ireland and the Middle East. Introduction to the costs of war. Introduction to Just War Theory and its use the evaluation of choices engage in recent conflicts. Christian and Muslim Attitudes to war including consideration of Pacifism as well as greater and lesser Jihad. Forgiveness and reconciliation. The aims of punishment and evaluation of Justice. <b>Skills:</b> Philosophical enquiry, critical thinking, debating extended writing skills, generating balanced arguments. Empathy and emotional skills.</p>	<p><b>Content: Religion, wealth and poverty.</b> Relative and absolute poverty. Causes of poverty. Fair trade. Religious responses to global poverty. World debt and global finances. Occupational morality. Exploitation. Homelessness. Salvation army, Tear fund, Christian Aid. <b>Skills:</b> Philosophical enquiry, critical thinking, debating extended writing skills, generating balanced arguments. Empathy and emotional skills.</p>	<p><b>Content:</b> Christianity The nature of God Creation Jesus Christ Salvation The Afterlife. Forms of Worship: Sacraments Pilgrimage and Celebration. Christianity in Britain and the Church in the Local Community The Worldwide Church <b>Skills:</b> Philosophical enquiry, extended writing skills, generating balanced arguments.</p>
<b>FRENCH</b>	<p><b>En pleine forme!</b> Talking about healthy eating. Discussing healthy lifestyles. Talking about how diet affects health. Talking about resolutions to be healthier. Talking about what life will be like in the future. <b>Rendez-vous</b> Organising a party. Suggesting activities and making excuses. Talking about a festival or event that you have been to. Talking about traditions and festivals.</p>	<p><b>Un metier, une rêve!</b> Talking about jobs and qualities needed for certain professions. Discussing ideal jobs and ambitions. Talking about part-time jobs. Talking about success and failure. <b>Home, town, neighbourhood and region</b> Describing furniture and household chores. Describing your home.</p>	<p><b>Home, town, neighbourhood and region</b> Talking about compass points, surrounding and types of accommodation. Describing what a town is like and saying what you can do there. <b>Me, my family and friends</b> Talking about yourself and your family. Talking about getting on with others. Talking about personal relationships. Talking about future relationships</p>

<p style="text-align: center;"><b>GERMAN</b></p>	<p><b>Ausflug nach Düsseldorf</b>          Planning a trip and asking for tourist information.          Saying what you can see and do in a town and what you are going to do.          Asking for and giving directions.          Buying train tickets.          Describing a past trip.  <b>Die Umwelt</b>          Describing where you live and giving your opinion of it.          Talking about ways to travel.          Talking about ways to be environmentally friendly.          Talking about environmental problems and solutions.</p>	<p><b>Schule und Zukunft</b>          Talking about part-time jobs, spending and saving.          Comparing school life in Germany and the UK.          Talking about school subjects and plans for next year.          Discussing jobs and future careers.          Talking about the school day.          Discussing school life in Switzerland.  <b>Me, my family and friends</b>          Talking about yourself and your family.          Talking about getting on with others.</p>	<p><b>Me, my family and friends</b>          Talking about personal relationships.          Talking about future relationships.  <b>Technology in everyday life</b>          Talking about social networks.          Talking about social media.          Talking about mobile phones.          Talking about mobile technology.</p>
<p style="text-align: center;"><b>DESIGN AND TECHNOLOGY</b></p>	<p><b>Horticulture</b>          Principles of the maintenance of equipment  <b>Motor Vehicle Studies</b>          Introduction to General Health &amp; Safety          Vehicle Engine Lubrication  <b>Food Preparation &amp; Nutrition</b>          Students learn how to make samosas, veggie burgers and pizza as they consider food that could be sold at a music festival.          They are encouraged to design tasty, healthy snacks to make in class, and to consider the importance of healthy eating for teenagers.  <b>Design &amp; Technology</b>          In order to make effective design choices students will need a breadth of core technical knowledge and understanding that consists of:          new and emerging technologies          energy generation and storage</p>	<p><b>Horticulture</b>          Prepare ground for sowing or planting under supervision  <b>Motor Vehicle Studies</b>          Introduction to engineering equipment and materials          Vehicle Cooling Systems  <b>Food Preparation &amp; Nutrition</b>          Food, Nutrition &amp; Health:          Health, Safety &amp; Hygiene  <b>Design &amp; Technology</b>          In order to make effective design choices students will need a breadth of core technical knowledge and understanding that consists of:          developments in new materials          systems approach to designing</p>	<p><b>Horticulture</b>          Care for a planted areas  <b>Motor Vehicle Studies</b>          Fuel &amp; Exhaust Systems  <b>Food Preparation &amp; Nutrition</b>          Food Science:  <b>Design &amp; Technology</b>          In order to make effective design choices students will need a breadth of core technical knowledge and understanding that consists of:          mechanical devices          materials and their working properties.</p>
<p style="text-align: center;"><b>MUSIC</b></p>	<p><b>Unit 1 : Introduction to GCSE and music theory (notation) Area of study 4 fusion of musical styles</b>          An exploration of music from around the world designed to improve knowledge of sharps and flats.  <b>Unit 2 : Structure (Form) Area one form and area 4 pop music</b>          The structure of popular song. Working towards producing an original song composition.          Introductions, lyric writing, melody structure, instrumental and contrasting sections.</p>	<p><b>Unit 3 and 4 : Jazz and Rock and roll (vocal) Popular music area 4</b>          Historical context and styles, call and response, blues scales including minor pentatonic. Repeating bass patterns and song styles including use of chords and melody. Influence of jazz on rock and roll.</p>	<p><b>Unit 5 : Texture (Orchestral) Film music area 3</b>          The use of layers of sound in pop and TV music. The composition task will be to produce some applied music for a television emergency drama.  <b>Unit 6 Musical futures.</b>          Solo and ensemble performances</p>

	Ensemble playing and solo song work		
<b>ART</b>	<b>Workshops</b> Throughout this term, students will work through a range of workshops covering 2D and 3D techniques as well as Critical studies and Art History.	<b>Mini Surfaces project</b> Following the standard GCSE structure with additional focus on sustained pieces of work over 5 hrs. Additional workshops on annotation and embedding the AO's will be used to confirm the students understanding and ensure consistency.	<b>Primary resource collecting</b> In preparation for YR 10's thematic project students will visit the Sainsbury Arts Centre To include photos, sketches and artist research.
<b>DRAMA</b>	<b>Blood Brothers</b> <b>Anne Frank</b>	<b>Film, TV and Advertising</b>	<b>Documentary Drama</b>
<b>CHILD DEVELOPMENT</b>	<b>Unit R018</b> Understand reproduction and the roles and responsibilities of parenthood The structure and function of the male and female reproductive systems	Understand antenatal care and preparation for birth. The stages of labour and the methods of delivery	Understand postnatal checks, postnatal provision and conditions for development Conditions for development
<b>TEXTILES</b>	<b>Workshops:</b> Throughout this term, students will work through a range of workshops covering 2D and 3D techniques as well as Critical studies and textiles Art History.	<b>Mini Surfaces project</b> - Following the standard GCSE structure with additional focus on sustained pieces of work over 5 hrs. Additional workshops on annotation and embedding the AO's will be used to confirm the students understanding and ensure consistency.	<b>Primary resource collecting</b> In preparation for YR 10's thematic project students will visit the Sainsbury Arts Centre To include photos, sketches and artist research.
<b>BUSINESS</b>	<b>Content</b> 3.1 Business in the real world (1.1-1.7) The purpose and nature of business Basic functions and types of business Sole traders Partnerships Private Limited Companies Public Limited Companies Not for profit organisations <b>Skills</b> AO1: Demonstrate knowledge and understanding AO2: Apply knowledge and understanding. AO3: Analyse and evaluate	<b>Content</b> 3.1 Business in the real world (1.1-1.7) Setting business aims and objectives Main stakeholders of businesses Factors influencing the location decision of a business The purpose of business planning <b>Skills</b> AO1: Demonstrate knowledge and understanding AO2: Apply knowledge and understanding. AO3: Analyse and evaluate	<b>Content</b> 3.2 Influences on business (2.1-.2.3) Methods of expansion Benefits and drawbacks of expansion Influence of technology Ethical and environmental considerations The economic climate <b>Skills</b> AO1: Demonstrate knowledge and understanding AO2: Apply knowledge and understanding. AO3: Analyse and evaluate
<b>PE</b>	<b>Rugby, Football Netball, Health Related Fitness.</b> How different methods of training can help improve fitness levels and performance in competitive situations.	<b>Handball, Hockey, Cross Country, Volleyball</b> Develop a range of tactics and strategies to overcome opponents in competitive situations.	<b>Rounders, Softball, Athletics, Tennis</b> Analysis of performance – compare performances of yourself and that of elite performers with previous ones to achieve personal bests.