



## Curriculum Document Year 9 Autumn Term

<p><b><u>Mathematics</u></b></p> <p>Set 1:</p> <ul style="list-style-type: none"><li>• Primes, Factors and Multiples</li><li>• FDP</li><li>• Ratios</li><li>• Percentages</li><li>• Surds and indices</li><li>• Product Rule for Counting</li><li>• Straight line graphs</li><li>• Simultaneous equations</li><li>• Quadratics</li><li>• Proportion</li><li>• Rearranging formulae</li></ul> <p>Set 2:</p> <ul style="list-style-type: none"><li>• FDP</li><li>• Percentages</li><li>• Primes, Factors and Multiples</li><li>• Laws of indices</li><li>• Surds</li><li>• Ratio</li><li>• Straight line graphs</li><li>• Quadratic Graphs</li><li>• Simplifying expressions, expanding and factorising</li><li>• Rearranging formulae</li><li>• Solving Equations and simultaneous equations</li><li>• Proportion</li></ul> <p>Set 3:</p> <ul style="list-style-type: none"><li>• Percentages</li><li>• Primes, Factors and Multiples</li><li>• Surds</li><li>• Standard form</li><li>• Laws of indices</li><li>• Proportion</li><li>• Simplifying expressions</li><li>• Substituting into formulae</li><li>• Simultaneous Equations</li><li>• Straight line graphs</li></ul>	<p><b><u>English</u></b></p> <ul style="list-style-type: none"><li>• Of Mice and Men</li><li>• To Kill a Mocking Bird –Equality</li></ul> <p>BLM movement- 2020 and Current affairs Read OMAM and watch film Language Paper 1&amp;2 focus Extract analysis Debate Descriptive writing Non-fiction writing Drama Context- The Great Depression Microcosm Racism and equality</p> <p><b><u>Computing</u></b></p> <p>Staying Safe Online: This unit re-visits the topic of internet safety but this time looking at digital footprint and how it can effect your future as well as Sexting and relationships. HTML Website: You will be developing your coding skills by earning to code using HTML to create a website about yourself, your hobbies and interests. You will learn to use tags to create your webpages.</p> <p><b><u>History</u></b></p> <p>What was Medieval medicine like?</p> <ul style="list-style-type: none"><li>• Hippocrates</li><li>• Galen</li><li>• Hospital Care</li><li>• Black Death</li><li>• Peasants revolt</li></ul> <p>How did the Renaissance period impact medicine?</p> <ul style="list-style-type: none"><li>• The Great Plague</li><li>• Vesalius</li><li>• Pare</li><li>• Sydenham</li><li>• Royal Society</li></ul>	<p><b><u>Character Development</u></b></p> <p><b><u>ATM &amp; SMSC</u></b></p> <p><b>Being me in my World</b></p> <ul style="list-style-type: none"><li>• Young people around the world</li><li>• Peer approval</li><li>• Social groups and influences</li><li>• Community identity</li><li>• Adolescent brain and behavior</li><li>• Perceptions/ misperceptions</li></ul> <p><b>Celebrating Difference</b></p> <ul style="list-style-type: none"><li>• Protected characteristics: marriage, pregnancy and disability</li><li>• Diversity across the world</li><li>• Positive and negative language</li><li>• Types of bullying</li><li>• Recognising prejudice</li></ul> <p><b><u>RSE</u></b></p> <p><b>Taught predominantly in English in Year 9</b></p> <ul style="list-style-type: none"><li>• Reconciliation and ending relationships, this includes different (non-sexual) types of relationship</li><li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li><li>• The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal</li><li>• The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships</li><li>• How the different sexually transmitted infections (STIs), including HIV and AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing</li><li>• About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment</li></ul>
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<ul style="list-style-type: none"><li>• Rearranging formulae</li></ul> <p>Set 4/5:</p> <ul style="list-style-type: none"><li>• Multiplication and division</li><li>• Fractions</li><li>• Percentages</li><li>• Prime Factorisation</li><li>• Standard form</li><li>• Ratio</li><li>• Proportion</li><li>• Simplifying expressions</li><li>• Solving Equations</li><li>• Simultaneous Equations</li><li>• Straight line graphs</li><li>• Inequalities</li></ul> <p><b>Science</b></p> <p>B1 Cell structure and transport C1 Atomic structure C2 The periodic table P4 Electric circuits P5 Electricity in the home</p> <p>B2 Cell division B3 Organisation and the digestive system C2 The periodic table C3 Structure and bonding P2 Energy transfer by heating P3 Energy resources</p> <p><b>Geography</b></p> <p>Physical Landscapes in the UK – Coasts (Paper 1)</p> <ul style="list-style-type: none"><li>• Processes</li><li>• Landforms</li><li>• Human influence</li><li>• Examples and Case studies of coastlines</li></ul> <p>Physical Landscapes in the UK – Rivers (Paper 1)</p> <ul style="list-style-type: none"><li>• Processes</li></ul>	<p><b>Drama</b></p> <p>Rehearsal techniques:</p> <ul style="list-style-type: none"><li>• Approaching short scene extracts using a range of new rehearsal techniques which provide a deeper insight of how to interpret scripts and characters.</li><li>• Power of pauses</li><li>• One word script</li><li>• Hot-seating</li><li>• On-Text Improvisation</li><li>• Off-text improvisation</li></ul> <p>Devising 'The .38':</p> <ul style="list-style-type: none"><li>• Using a poem as stimuli</li><li>• Pupils have to work on extended project to build their own plot-line and write a monologue/ scripted scenes for a piece of original theatre</li></ul> <p><b>PE</b></p> <p>Boys' PE:</p> <ul style="list-style-type: none"><li>• Table Tennis - students use their skills with more tactical awareness in competitive situations</li><li>• Fitness - students will understand how to work out safely using varying training methods whilst learning about the components of a healthy diet</li><li>• Wellbeing - students will learn about the body, nutrition and the effects of exercise while undertaking classes such as HIIT, Insanity &amp; Cross Fit</li><li>• Football - students use their basic and some advanced skills with more tactical awareness in competitive situations</li><li>• Non Traditional - students will undertake a variety of sports such as Dodgeball and Benchball</li></ul> <p>Girls' PE:</p> <ul style="list-style-type: none"><li>• Wellbeing - students will learn about the body, nutrition and the effects of exercise while undertaking classes such as HIIT, Insanity &amp; Cross Fit</li><li>• Gym/Trampoline - students, using visual guidance, will develop their ability in creating routines either on the Trampoline or on a Gym mat</li><li>• Netball - students use their skills with more tactical awareness in competitive situations</li></ul>	<ul style="list-style-type: none"><li>• Female Genital Mutilation (FGM)</li></ul>
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<ul style="list-style-type: none"><li>• Landforms</li><li>• Human influence</li><li>• Examples and Case studies of coastlines</li><li>•</li></ul> <p><b><u>Technology – Food</u></b></p> <p>Theory:</p> <ul style="list-style-type: none"><li>• Health and hygiene rules of the kitchen</li><li>• Government guidelines on healthy eating</li><li>• Importance of eating correct nutrition</li><li>• What nutrition does for our bodies, mental and physical well being</li><li>• How to incorporate government guidelines into our daily diet</li><li>• Importance of meal times</li><li>• Gelatinisation of sauces</li><li>• Reduction sauce</li><li>• Carbohydrates and starch,</li><li>• sweet and savoury carbohydrates</li><li>• hidden fats and sugars</li><li>• Reducing fat and sugar in the diet</li><li>• Food swaps</li></ul> <p>Practical skills:</p> <ul style="list-style-type: none"><li>• Baking</li><li>• Melting method</li><li>• Creaming method)/ banana bread</li><li>• Cake (Whisking method) stained glass cookies</li><li>• Pastry (Rubbing-in method) scones</li><li>• Reducing sugar in cakes eg banana bread</li><li>• Principles of food hygiene and safety</li><li>• Increase practical skills</li><li>• Increase confidence using equipment and cookers</li><li>• Prepare a selection of both savoury and sweet dishes</li></ul> <p>Assessment: self and peer assessment from dishes made and teacher assessment on particular pages within the work booklet</p> <p>Knowledge test</p>	<ul style="list-style-type: none"><li>• Fitness - students will understand how to work out safely using varying training methods whilst learning about the components of a healthy diet</li></ul> <p><b><u>RS</u></b></p> <p>Introduction Unit</p> <p>Foundation unit : Buddhist and Christian teachings</p> <p><b><u>Languages</u></b></p> <p><b>French:</b></p> <p>My world</p> <ul style="list-style-type: none"><li>• Culture: French literature, French fashion designers, French slang language</li><li>• Likes and dislikes – Using “aimer” (to like) + noun or infinitive</li><li>• After - school clubs and activities – Present tense verbs</li><li>• Describing your friends – Reflexive verbs</li><li>• Describing a birthday celebration – Perfect tense</li><li>• What you are going to wear – Near future tense</li><li>• Reading and listening skills – Understanding extended texts and answering in English, translation into English, multiple choice</li><li>• Speaking and writing skills – Using a range of language, translation into French, analysing sample written work on this topic to identify vocabulary content and grammar studied in this topic</li></ul> <p>My world – Music</p> <ul style="list-style-type: none"><li>• Culture: Origins of French music, French singers</li><li>• Talking about musical tastes</li><li>• What you used to be like – Past tense</li><li>• Comparing primary and secondary schools – Comparative</li><li>• How things have changed – Present and the past together</li><li>• Interviewing a young refugee – Asking and answering questions in three tenses</li><li>• Reading and listening skills – Understanding authentic French texts – multiple choice, translation into English</li><li>• Speaking and writing skills – Preparation for role play and photo card, accuracy in writing, translation into French, analysing sample written work on this topic to identify vocabulary content and grammar studied in this topic</li></ul> <p><b>Spanish:</b></p> <p>What we are like</p> <ul style="list-style-type: none"><li>• Culture: Hispanic TV programmes, singers, sports</li></ul>	
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### **Technology – Product Design**

The design process, understanding the criteria.  
History of design. Design movements. Iconic design and designers  
Anthropometrics and ergonomics. Inclusive design.  
Modelling and prototyping. Analysis and evaluation.

### **Technology – Textiles**

5 mini projects using a variety of different material areas including;  
Metal, board, polymers, wood and textiles  
Design task in the style of a GCSE NEA

- Mood board
- Design specification

- Talking about things you like – Irregular verbs in the present tense
- Talking about your week – Regular verbs in the present tense
- Films – Near future tense
- Talking about a birthday – Preterite
- Life as a celebrity – Using three tenses together
- Listening skill - Understanding descriptions of days out, using the four Ws (Who? / Where? / What? / When?) when listening

### **Healthy living**

- Culture: Hispanic foods, sports personalities
- Diet – Direct object pronouns
- Having an active lifestyle – Stem changing verbs
- Daily routine – Reflexive verbs
- Getting fit – Using “se debe / no se debe” (you must / you must not)
- Ailments – Using “me duele(n)” (it hurts)
- Speaking skill – Developing a conversation about fitness and routine, using more complex sentences

### **Art**

Our main intention over Year 9 is to have students ready, should they wish, to embark on GCSE Art/Photography. Whilst the National Curriculum is still at the heart of what we do, we will use the Assessment Objectives used at GCSE to demonstrate how their work fits into the GCSE mark scheme. Students will continue to develop and build upon their drawing skills by recording different drawing methods using the formal elements. They will focus on using natural forms. They will explore using different materials. They will explore artists who capture natural forms in their work.

Students will learn how to develop a design whilst exploring different colourways, building upon and growing their colour theory knowledge. We will build upon their printmaking experiences from Year 7 and 8. They will create a 4 colour, lino print. They will learn about different printmaking artists alongside their work. They will review and evaluate their work as it progresses.