



# Year 9 Curriculum



	Term 1	Term 2	Term 3
English	<p><b>'Of Mice and Men'</b> A whole class novel used to introduce core skills needed to analyze Literature texts at GCSE level.</p> <p><b>Conflict Poetry.</b> Comparing a selection of thematic poems to explore how language and structure are used for effect.</p>	<p><b>Writing for Different Purposes.</b> Students will examine a range of different non-fiction texts as an introduction to the skills needed to GCSE Language.</p> <p><b>An Inspector Calls</b> The first GCSE text students will study as part of their Literature qualification.</p>	<p><b>Romeo and Juliet.</b> The second GCSE text that students will study as the two starcrossed lovers face their fate.</p>
Mathematics	FDP, analyzing data, angles and trigonometry	Graphs, transformation and construction, sequences and inequalities and algebra.	Probability, transformation & further graphs and algebra.
Science	Students are introduced to the GCSE topics as follows: CB1 Key concepts CB2 Cells and Control CC1 States of matter CC2 Separation techniques CP1/ 2 Forces and motion	CB3 Genetics CB4 Natural Selection CC3 Atomic structure CP3 Conservation of energy	CC4 Periodic table CC5 Ionic bonding CC6 Covalent bonding CC7 Types of substance CP4 Waves



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<p>Art</p>	<p><b>Objects and Meaning</b>          Explore the meaning of objects in certain art. Explore the culture of their society and contemporary art practice –what motivates artists working today?          Research the work of the Young British Artists, particularly Damien Hirst, Emin and TaylorWood. Comment on their own and others’ work and express a reasoned judgements. Understand why artists use objects in their work and explain the symbolism behind them. Create work based on birth, life and death.</p>	<p><b>Objects and meaning (until Feb) Futurism (after Feb half term)</b></p>	<p><b>Futurism</b> Explore the work of the Futurist artists: Balla, Boccioni and Carra. Work from their own photography, direct observation and secondary sources linked to the wider theme of power, energy and speed; they will select images personal and meaningful to them such as dancers, transport, machines or robots to base their work on. Explore movement of shape and form linking to the art movement Futurism. Students will be encouraged to take risks with working on a variety of scales in different media.</p>
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<p>Computer Science</p>	<p>Students will be introduced to an array of emerging technologies and key concepts. Students will work collaboratively on small projects including e-safety and cyber-bullying. They will build confidence in using the school network and email etiquette.</p>	<p>Use of media software for the creation of a dynamic website to meet the needs of a client in a business context. This term will also include graphic manipulation, video editing and content creation.</p>	<p>Introduction to the fundamentals of problem solving, programming, pseudo code, flow diagrams, using software for business purposes such as presentations, databases, reports and spreadsheets.</p>



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Dance	<b>Horror.</b> Pupils explore the theme of 'Horror' in dance. Pupils learn repertoire from the popular music video 'Thriller' and 'Ghost Dances' by Christopher Bruce. These professional dance pieces are used as a basis for the creation of pupils own work based on this genre.	<b>Free Running.</b> Pupils explore the theme of Free Running and use key actions such as roll, jump, run and slide as a basis for choreography. Pupils combine gymnastics and physical skills to create a contemporary contact piece of dance.	<b>Hip Hop.</b> Pupils explore Hip Hop dance with a focus on performance skills. Pupils learn key motifs and develop these to create their own hip hop battle.
Drama	<b>Creating Original Drama</b> Students will build on their devising skills to create an original piece of drama. Working in groups the students will devise, script, cast, stage and rehearse their piece before performing it for the class. Students will then evaluate the process and performance in detail.	<b>'DNA'</b> Students will study the GCSE play text 'DNA'. Groups will interpret the text focusing on the message of anti-bullying and the dangers of peer pressure and communicate these through Brechtian methods. <b>Shakespeare/Stage Combat.</b> Basic stage combat skills will be developed. Students will combine combat skills and script for performance using non-verbal and Shakespearian language.	<b>Mask.</b> Exploring the world of mask through the theatre company of Trestle by focusing on using physical skills to bring to life a masked character. <b>Horror.</b> Students will create a chilling performance with a tense atmosphere of shock and terror.
French	Students will learn adjectives that go before the noun for example: petit, grand, beau/belle. They will also look at comparative adjectives, prepositions and rooms in the house.	Students will learn the partitive article, time phrases and modal verbs e.g vouloir and pouvoir.	Students will learn about Francophone countries.

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Spanish	Students will learn; how to use regular and irregular verbs, how to talk about family, personalities and descriptions and what they like to do in their spare time. Project work on the theme of Christmas in the Latin American world.	Students will use impersonal verbs, discuss school and the environment. Students will create a video about their environment (family, city, town, house, community).	Students will learn how to discuss the future of their family, city and community. They will write a blog about different communities in Latin America.
Geography	Topics covered include: Coping with hazards and challenging cities	Topics covered include: The geography of food and resource management.	Topics covered include: rivers and coasts, geography skills and decision making.
History	<b>The British Empire.</b> Why is the British Empire so controversial? Should the British Empire be a source of national pride?	<b>The Russian Revolution.</b> When did the Russian Revolution go wrong?	<b>The Conflict in Vietnam</b> Why did the world's superpower lose so heavily?
Music	<b>The Blues Extended</b> Recap of the 12 bar blues 7 <sup>th</sup> Chords, Swing music, Honky tonk and chord vamps.	<b>Musical Futures Band Project.</b> Songwriting, performance on keyboard, vocals, ukulele, guitar or percussion. Group work and band skills.	<b>Music Technology.</b> Exploring soundtracks. Adding music to a film genre. Exploring the impact of music on film. Exploring music technology to create a soundscape.
PE	<p><b>Year 9 will have three groups, 1 girls, 1 boys and a mixed top ability group.</b></p> <p><b>Mixed top ability</b> – Basketball, rugby, table tennis, netball, dance, athletics and optionally at the end of the year trampolining, rounders or cricket.</p> <p><b>Boys/Girl groups</b> – Netball, Dance, table tennis, fitness, football, dodgeball, hockey, trampolining, badminton, athletics and rounders.</p>		
RE	<p><b>Hinduism:</b> the basics of the religion such as Brahman, trimurti and reincarnation.</p> <p><b>Relationships:</b> Looking at all areas of relationships such as commitment, friendship and gender.</p>	<p><b>Equality:</b> Considering different opinions, racism and prejudice in the world.</p> <p><b>Religious views on Drug abuse:</b> looking at attitudes, affects and religious views on drugs.</p>	<p><b>Abrahamic Faiths:</b> basics of the three faiths and their links/differences.</p> <p><b>Islam:</b> detailed examination of the religion as it prepares students for the GCSE.</p>



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Technology	<p>Students rotate between the different subject areas during the year and cover these projects.</p> <table border="1"><tr><td data-bbox="360 459 1227 600"><p><b>Food-</b> pupils will work with basic food commodities to produce savoury and sweet foods. Recipes will be more complex/ challenging. <b>Textiles-</b> opportunities are provided for pupils to be creative and to design and make a fabric bag.</p></td><td data-bbox="1227 459 2054 600"><p><b>Product Design-</b> more complex and challenging skills are used to produce a small desk tidy using wood and plastic.</p><p><b>Character and Culture-</b> Discussing the importance of resilience.</p></td></tr></table>	<p><b>Food-</b> pupils will work with basic food commodities to produce savoury and sweet foods. Recipes will be more complex/ challenging. <b>Textiles-</b> opportunities are provided for pupils to be creative and to design and make a fabric bag.</p>	<p><b>Product Design-</b> more complex and challenging skills are used to produce a small desk tidy using wood and plastic.</p> <p><b>Character and Culture-</b> Discussing the importance of resilience.</p>
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# Year 9 Curriculum 2018/19



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