

### Curriculum Map – Year 9 (page 1 of 15)

	Autumn Term – first half	Autumn Term – Second half	Spring Term – First half	Spring Term – Second half	Summer Term – First half	Summer Term – Second half
<b>English</b>						
<p><b>Intent</b> To introduce the skills required for studying both English and English Literature at GCSE, with opportunity to practise similar exam style questions.</p>						
<b>Implementation</b>	<p><b>Creative Writing</b> Write a description inspired by an image</p> <p><b>Conflict Poetry</b> A comparison of language and structural devices in presenting the theme of war/conflict.</p>	<p><b>Conflict in Fiction and Non-Fiction</b></p> <p>Exam preparation and revision</p> <p><b>Speak Out Challenge:</b> Conflict in Art</p>	<p><b>Classic Literature</b> A study of 19<sup>th</sup> or 20<sup>th</sup> century literature. Respond to two questions in 45 minutes focused on an extract from the novel and the novel as a whole.</p> <p><b>Speak Out Challenge:</b> memorise an extract from a Shakespeare play or sonnet</p>	<p><b>Shakespeare and the Media</b> An exploration of how Shakespeare's themes are still relevant in today's society.</p>	<p><b>Shakespeare:</b> A study of a Shakespeare play Respond to two questions in 45 minutes focused on an extract from the play and the play as a whole.</p> <p><b>Speak Out Challenge:</b> Prepared reading</p>	
<p><b>Impact</b> Evaluation of the knowledge and skills learned during the year will be achieved by comparison with the KS3 Subject Descriptors for Pathways in Year 9</p>						

## Curriculum Map – Year 9 (page 2 of 15)

Subject	Autumn Term – first half	Autumn Term – Second half	Spring Term – First half	Spring Term – Second half	Summer Term – First half	Summer Term – Second half
<b>Maths</b>						
<p><b>Intent</b> To build on the knowledge of number gained at KS3. To fill in the areas of knowledge where the pupils have struggled to grasp the concept from the previous two years after an analysis of Year 9 examinations. To gain a full understanding of ratio and proportion, an important topic at KS4. To gain a full understanding of 3D shape. To continue to look at problem solving, with the pupils being allowed to work more independently.</p>						
<b>Implementation</b>	<p>Mastery in in the use of Ratio and proportion. Mastery in 3D shape, volume , surface area, drawing nets. Revision of previous work. Application of knowledge to problem solving.</p>		<p>Consolidation of the KS3 curriculum. Analysis of the Year 9 exams and looking for areas where the class has demonstrated a lack of understanding of key concepts. A return to Number and Algebra topics to ensure that the knowledge achieved meets expectations moving to KS4. Revision of previous work. Application of knowledge to problem solving.</p>		<p>Moving to KS4 curriculum ensuring a good knowledge and understanding of Statistics, averages and graphs. Extending to Cumulative Frequency and Histograms. Extending knowledge of the application of algebra. Ensuring good understanding of angles. Extending work on Percentages and Fractions. Extending to an introduction to Trigonometry Revision of previous work. Application of knowledge to problem solving.</p>	
<p><b>Impact</b> Pupils assessed per unit to reflect on their knowledge compared to the KS3 topic descriptors for Pathways in Year 9. Evaluation of learning with check out exercises on a regular basis. Pupils’ ability to approach mathematical problems monitored and pupils able demonstrate their reasoning clearly.</p>						

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	Autumn Term – first half	Autumn Term – Second half	Spring Term – First half	Spring Term – Second half	Summer Term – First half	Summer Term – Second half
<b>Biology</b>						
<p>Intent</p> <p>To be able to prepare for the end of the Biology KS3 Science course focusing on the microscopic principles underpinning variation in animals and plants - with the aim to seamlessly phase into the complimentary topics of Cells and Ecology in the GCSE specification. Underpinning these will be a simple framework for any investigative work, longer written pieces of work, and research into real-world examples.</p>						
Implementation	<p><b>9B1: Variation and Environment</b></p> <p>Heredity and Variation Genes Natural Selection Ecosystems</p>		<p>KS3 Biology Revision (Years 7-9) - End of KS3 Science Exam</p> <p><u>GCSE Science:</u> B1 Cells (required practical on microscopy and osmosis) B7 Ecology (required practical on sampling)</p>			
<p>Impact</p> <p>The KS3 Pathway test will decide which course the pupils will be able to access at GCSE (Separate Science or Combined Science). This will then lead into topic tests designed to mimic GCSE exam papers that develop skills using command words from Science GCSE.</p>						
<b>Chemistry</b>						
<p>Intent</p> <p>To be able to prepare for the end of the Chemistry KS3 Science course focusing on chemical reactions and analyses. To seamlessly phase into the relevant topics of the development of the atomic model and the practical application of these models in the GCSE specification. Underpinning these will be a simple framework for any investigative work, longer written pieces of work, and research into real-world examples.</p>						
Implementation	<p><b>9C1: Metals and reactions</b></p> <p>Metal properties Oxidation Metal reactions with water Metal reactions with acid Displacement reactions Extraction of metals</p>		<p>KS3 Chemistry Revision (Years 7-9) - End of KS3 Science Exam</p> <p><u>GCSE Science:</u> C1 Atomic Structure and the Periodic Table C8 Chemical analysis (required practical on chromatography)</p>			
<p>Impact</p> <p>The KS3 Pathway test will decide which course the pupils will be able to access at GCSE (Separate Science or Combined Science). This will then lead into topic tests designed to mimic GCSE exam papers that develop skills using command words from Science GCSE.</p>						

## Curriculum Map – Year 9 (page 4 of 15)

	Autumn Term – first half	Autumn Term – Second half	Spring Term – First half	Spring Term – Second half	Summer Term – First half	Summer Term – Second half
<b>Physics</b>						
<p><b>Intent</b> To be able to prepare for the end of the Physics KS3 Science course focusing on forces and energy. To seamlessly phase into relevant topics of energy and the energy transfer pathways using the thermal store as a major example in the GCSE specification. Underpinning these will be a simple framework for any investigative work, longer written pieces of work, and research into real-world examples.</p>						
<b>Implementation</b>	<p><b>9P1: Forces and their Effects</b> Review of Y7 Forces Forces and Motion Review of gravity and weight Hooke’s Law Energy stores and transfers Pressure = force / area Moment = force x distance from pivot</p>		<p>KS3 Physics Revision (Years 7-9) - End of KS3 Science Exam</p> <p><u>GCSE Science:</u> P1 Energy (required practical on specific heat capacity) P3 Particle model of matter (required practical on density)</p>			
<p><b>Impact</b> The KS3 Pathway test will decide which course the pupils will be able to access at GCSE (Separate Science or Combined Science). This will then lead into topic tests designed to mimic GCSE exam papers that develop skills using command words from Science GCSE.</p>						
<b>Games</b>						
<p><b>Intent</b> Pupils understand how to implement the games playing skills they have learned in Years 7 &amp; 8 into preparing for and taking part in competitive games and/or competitions. Pupils enjoy feeling valued as a team and begin to make firm decisions about the activities they might pursue in KS4 and into young adulthood. Pupils continue to make the best of the extra-curricular sporting opportunities available to them to extend their learning further. Pupils consider whether they would be suitable to take Physical Education as a KS4 option.</p>						
<b>Implementation</b>	Boys: Football Girls: Badminton	Boys: Football Girls: Hockey	Boys: Hockey Girls: Football	Boys: Rugby Girls: Basketball	Boys: Softball Girls: Striking & Fielding	Boys: Tennis Girls: Volleyball
<p><b>Impact</b> Assessment through extensive informal pupil questioning and sharing of work, ideas and skills. Pupils also fill out staff awarded assessment grades on their half-termly tracker and staff monitor and record this for both games and non-games activities. Pupils are sufficiently enthused and motivated by the PE curriculum that they attend the sports related House activities and participate in aspects of the school’s extra-curricular programme. Within games lessons, pupils undertake a sports education model and assume a variety of roles and responsibilities. MSFT scores as an indication of aerobic fitness (VO2 Max) are recorded before the end of the year. Pupils engage with Sports Day and Legacy Day. Pupils complete an annual sports survey and possibly attend the annual Sports Awards Evening.</p>						

## Curriculum Map – Year 9 (page 5 of 15)

Subject	Autumn Term – first half	Autumn Term – Second half	Spring Term – First half	Spring Term – Second half	Summer Term – First half	Summer Term – Second half
<b>PE</b>						
<p>Intent</p> <p>Pupils demonstrate a developed understanding of how to exercise safely and effectively and at a higher intensity. They enthuse about all aspects of the non-games curriculum and can see measurable improvements in their performance. They can analyse and constructively criticise their own and others' work using key language. Pupils embrace more challenging tasks as individuals that are relative to their physical and emotional development. Pupils consider whether they would be suitable to take Physical Education as a KS4 option.</p>						
Implementation	<p>All pupils in their other PE lesson then complete the following until Easter:</p> <ul style="list-style-type: none"> <li>- Gymnastics/trampolineing</li> <li>- Basketball (boys)</li> <li>- Young Netball Leaders (girls)</li> <li>- Dance (girls)</li> <li>- HRE/Cross Country (boys)</li> <li>- Swimming</li> <li>-They then do a term of track and field athletics in the summer term</li> </ul>					
<p>Impact</p> <p>Assessment through extensive informal pupil questioning and sharing of work, ideas and skills. Pupils also fill out staff awarded assessment grades on their half-termly tracker and staff monitor and record this for both games and non-games activities. Pupils are sufficiently enthused and motivated by the PE curriculum that they attend the sports related House activities and participate in aspects of the school's extra-curricular programme. Improved MSFT scores as an indication of aerobic fitness (VO2 Max). Pupils engage with Sports Day and Legacy Day. Pupils complete an annual sports survey and possibly attend the annual Sports Awards Evening.</p>						

### Curriculum Map – Year 9 (page 6 of 15)

	Autumn Term – first half	Autumn Term – Second half	Spring Term – First half	Spring Term – Second half	Summer Term – First half	Summer Term – Second half
<b>BEE</b>						
<p><b>Intent</b>                      In Year 9, our curriculum allows pupils to gain an even broader understanding of computing, teaching them practical skills which can be applied in later life. We build children’s aspirations demonstrating possibilities for their future lives. BEE values underpin all that we do in curriculum fostering independence and resilience.</p>						
<b>Implementation</b>	App Shed – Pupils creating an app on science revision (online) visual programming	Photoshop / Multimedia project creating their own festival and producing marketing material	Virtual Reality developing technology. Intro to Computer Science. Digital Resilience.	Computer Programming – Differentiated on ability and interest, Python written language and Scratch visual language	Personal & business finance – working with outside agencies preparing pupils for adult life	Digital Art or Python prep for computing pupils Business prep for Business pupils
<p><b>Impact</b>                      Regular monitoring throughout the year to gauge impact of the curriculum through assessment, evaluation and pupil voice. Learning is measured through careful analysis of the application of skills across the curriculum; showing how acquisition of knowledge is enhanced dramatically by expectations to evidence quality thinking and demonstrate individual understanding.</p>						

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Subject	Autumn Term – first half	Autumn Term – Second half	Spring Term – First half	Spring Term – Second half	Summer Term – First half	Summer Term – Second half
<b>PSHEE &amp; Citizenship</b>						
<p>Intent: Pupils learn about the nature of rules and laws and the justice system, including the role of the police and the operation of courts and tribunals, particularly applied to young people. They build on previous knowledge of the UK Parliament by discussing 'Brexit' and the potential implications of leaving the EU, as well as understanding the role the EU has as part of the UK's democratic system. Pupils prepare for their Option choices by taking part in a careers programme focused on self-reflection and skills assessments. They are given the opportunity to investigate possible career paths and understand post-16 options. Pupils can recognise a positive relationship and understand the law in regards to sexting and consent. They know how to stay safe in relationships and to make informed choices that are best for them and their health and well-being, look after their mental health and know how to respond to peer pressure and abuse within relationships.</p>						
Implementation	<p>Crime</p> <ul style="list-style-type: none"> <li>• Just Desert</li> <li>• CSO's/Police</li> <li>• Anti-social behaviour</li> <li>• CJS</li> <li>• Trial by jury</li> <li>• Youth court</li> </ul>	<p>Careers</p> <ul style="list-style-type: none"> <li>• Skills assessment</li> <li>• Work Values</li> <li>• Options</li> <li>• Career paths</li> <li>• Fast tomato</li> <li>• Colleges</li> <li>• Career Companion</li> </ul>	<p>Positive Relationships (RSE)</p> <ul style="list-style-type: none"> <li>• Body image</li> <li>• Sexual health</li> <li>• Contraception</li> <li>• HIV issues</li> <li>• Sexuality</li> <li>• Pregnancy</li> <li>• 'Last Orders' play</li> </ul>		<p>EU and Brexit</p> <ul style="list-style-type: none"> <li>• E.U.</li> <li>• Brexit</li> <li>• Political</li> <li>• British values</li> <li>• Immigration</li> <li>• How it affects us</li> </ul>	
<p>Impact: Pupils complete two formal Citizenship assessments. Pupils reflect on their PSHEE and Citizenship learning through group work, discussion and written responses.</p>						
<b>History</b>						
<p>Intent To ensure pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world in the twentieth century. By the end of Year 9, pupils should understand the political, social, economic, cultural and technological changes that Britain and other countries went through in this often turbulent century.</p>						
Implementation	<p>Timeline of the C20th (chronology)</p> <p>Causes and events of WW1: including trench warfare, the role of British Empire troops and the Home Front</p>	<p>Interpretations/convincing assessment on the role of General Haig</p> <p>The end of the war</p> <p>War memorials</p> <p>Votes for Women</p> <p>Treaty of Versailles</p> <p>Rise of the dictators in Europe in the 1930s</p>	<p>Year 9 EXAM</p> <p>Causes and key events of WW2, including the Holocaust</p>	<p>The wind of change: post WW2</p> <p>End of WW2</p> <p>Social Reforms in Britain</p> <p>Role of Women</p> <p>Empire Windrush</p>	<p>Suez and the end of empire</p> <p>Rise of the East</p> <p>The Cold War</p> <p>Tensions in the 21<sup>st</sup> century</p>	<p>Start the GCSE</p>
<p>Impact Pupils' ability to ask perceptive questions, think critically, weigh evidence, analyse arguments and develop supported judgements. Periodic evaluations of pupils' knowledge and skills through assessments and exams will be achieved by comparison with the KS3 Subject Grade Descriptors.</p>						

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<b>Subject</b>	<b>Autumn Term – first half</b>	<b>Autumn Term – Second half</b>	<b>Spring Term – First half</b>	<b>Spring Term – Second half</b>	<b>Summer Term – First half</b>	<b>Summer Term – Second half</b>
<b>Geography</b>						
<p><b>Intent</b> To ensure that pupils gain an understanding of plate tectonics, environmental issues and river processes. By the end of Year 9, pupils should be able to explain the causes, effects and responses to these topics and be able to justify option that people have when dealing with these issues.</p>						
<b>Implementation</b>	<p><b><u>Plate Tectonics</u></b> How has the earth changed over geological time? Plate tectonics, earthquakes, volcanoes, super volcanoes and tsunamis. How humans can manage to live in hazardous areas.</p>		<p><b><u>Environmental Issues</u></b> What is your environmental impact on our planet? Dealing with Global warming. How can special environments be protected? The design of sustainable living for the future.</p>		<p><b><u>Water on the Land</u></b> How river systems shape the landscape. How can people manage the landscape and influence the natural processes? Planning for flooding in vulnerable areas. How does countries manage their water supply?</p>	
<p><b>Impact</b> Evaluation of the knowledge and skills learned during the year will be achieved by comparison with the KS3 Subject Descriptors for Pathways in Year 9.</p>						



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	<b>Autumn Term – first half</b>	<b>Autumn Term – Second half</b>	<b>Spring Term – First half</b>	<b>Spring Term – Second half</b>	<b>Summer Term – First half</b>	<b>Summer Term – Second half</b>
<b>Religious Studies</b>						
<p>Intent</p> <p>To ensure pupils gain a knowledge and understanding of philosophical and ethical issues within a social and cultural context. By the end of Year 9 pupils should be able to evaluate the concept of reality and the reality of God, Jewish responses to the Holocaust and the ethical issues of life and death.</p>						
<b>Implementation</b>	<p><b>Reality</b> - What is real? (Plato’s Cave) Key task: Explain the Analogy <b>God</b> - Who is this Christian God? Philosophical arguments for the existence of God Key task – “9/11 shows that God is not real.” <b>The Holocaust</b> Elie Wiesel/Once Key Text <b>Community</b> - What was life like for the Jewish community before the Holocaust? Key task -The diversity of pre-war Jewish life <b>Persecution</b> - Who was involved in the Holocaust? Key task - “The Holocaust was not only a Jewish tragedy, but also a human one.”</p>		<p><b>Antisemitism</b> - Why did the Holocaust happen? Key task - “Antisemitism before 1933 contributed to the Holocaust, but did not make it inevitable” Holocaust Memorial Day <b>Response: Prayer</b> – What were the responses to the Holocaust? Key task – “God does not answer prayers.” Key task - Review of Elie Wiesel <b>Suffering</b> – Why do we suffer? The story of Job Key task – “The story of Job would have helped the Jews during the Holocaust.” God on Trial – Who is responsible for the Holocaust? prosecution/defence Ethics/<b>Values</b> – Cannibalism; Is it ever right to eat someone? Key task -Is it ever right to eat someone?</p>		<p><b>Soul</b> - Boat Story-Philosophy day What is the soul? Greek ideas about the soul Christian ideas about the soul Key task - There is no such thing as a soul <b>Ethics</b> - How do we decide the right thing to do? Key task – ‘Doctors play God with babies’ lives’.</p>	
	<p>Impact</p> <p>Evaluation of the knowledge and skills learned during the year will be achieved by comparison with the KS3 Subject Descriptors for Pathways in Year 9 by means of assessment and book work monitoring.</p>					

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Subject	Autumn Term – first half	Autumn Term – Second half	Spring Term – First half	Spring Term – Second half	Summer Term – First half	Summer Term – Second half
<b>French</b>						
Intent: Pupils will have a good knowledge of at least three time frames, a rich and varied vocabulary and the ability to interest and inform the reader and listener. The basic grammar required for GCSE will be covered to enable pupils to be ready for GCSE at KS4.						
Implementation	Identity and Culture -Talking about Facebook (using present tense) - Giving opinion about someone. - Arranging to go out (the near future tense) - Describing a date (the perfect tense)	Identity and Culture -Body Parts -Talking about sport -Learning about healthy eating ( future tense) -Making plans to get fit (future tense)	Future Aspirations, Study and Work  Describing Jobs (masculine/feminine nouns) Learning languages (modal verbs) Saying what you used to do (the imperfect tense) Describing your future and past	Local area, holiday and travel  Discussing holidays Imagining adventure holidays (the conditional tense) Discussing what happened on holiday (combining tenses)	International and global dimensions  Discussing what you are allowed to do  Explaining what is important to you  Describing what makes you happy	Revisions  Cultural lessons (la Révolution française film study Roland Garos)
Impact: Pupils assessed per unit to reflect on their knowledge compared to the KS3 topic descriptors for Pathways in Year 7. Regular informal assessments take place to check progress in all four skill areas.						
<b>German</b>						
Intent: Pupils will be ready to learn for the GCSE, able to communicate in three time frames and give justified opinions within a variety of topics, as well as knowing how to learn vocabulary effectively.						
Implementation	Holidays	Going to town – directions and buying things	School and future plans	Celebrations	The environment	Planning a trip somewhere/GCSE preparation
Impact: Pupils will be assessed in accordance with the pupil checklist for Year 9 as well as the assessment framework for pathways in Languages in Key Stage 3.						

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	Autumn Term – first half	Autumn Term – Second half	Spring Term – First half	Spring Term – Second half	Summer Term – First half	Summer Term – Second half
<b>Spanish</b>						
<p>Intent:</p> <p>Pupils should consolidate their understanding and be able to manipulate the basic grammar concepts of verb conjugations in the present, near future and preterite tenses as well as reflexive verbs and common radical changing verbs. They should be able to use some impersonal verbs, comparatives and superlatives. They should also be able to understand and use the conditional and simple future tenses and recognise situations where these can be used. They should have a reasonable idea of how to pronounce new words and be able to speak and understand some language both written and spoken on topics they understand. They should be able to use a variety of strategies to access previously unknown language and to make their own spoken work richer. They should have an understanding of and empathy with Spanish speaking peoples around the world.</p>						
Implementation	Somos así – talking about media/social media	Oriéntate – talking about the world of work	En forma talking about diet and health Exchange – dealing with a guest in your house	Jóvenes en acción- the wider world: fairtrade and recycling	Una aventura en Madrid - learning about the capital, shopping	Revision/ Project work - consolidation and cultural themes
Impact: Pupils will be assessed in accordance with the pupil checklist for Year 9 as well as the assessment framework for pathways in Languages in Key Stage 3.						
<b>Italian</b>						
<p>Intent: Pupils will have a good knowledge of at least three time frames, a rich and varied vocabulary and the ability to interest and inform the reader and listener. The basic grammar required for GCSE will be covered to enable pupils to be ready for GCSE at KS4.</p>						
Implementation	Daily routine Household jobs Pocket money Reflexive verbs Adverbs	Social media Free time What makes a good friend Future tense	Celebrations What I like to read Media Conditional tense	Going to a restaurant Making comparisons Using future and conditional together	Holidays Transport Buying tickets At the hotel Imperfect tense	Lost and stolen property Complaining and asking for help on holiday
Impact: Pupils assessed per unit to reflect on their knowledge compared to the KS3 topic descriptors for Pathways and the demands of the GCSE. Regular informal assessments take place to check progress in all four skill areas. Clear progress made in all tenses needed for GCSE and emerging ability to communicate across 3 time frames in a way that will inform and interest the reader and listener.						

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	<b>Autumn Term – first half</b>	<b>Autumn Term – Second half</b>	<b>Spring Term – First half</b>	<b>Spring Term – Second half</b>	<b>Summer Term – First half</b>	<b>Summer Term – Second half</b>
<b>Latin</b>						
Intent To be able to read increasingly complex Latin stories using verbs in four indicative and two subjunctive tenses and nouns in the nominative, accusative, genitive and dative cases. To be able to recognise and translate Latin present and past participles. To have an understanding of life in the city of Alexandria during the 1 <sup>st</sup> century AD, and in the towns of Aquae Sulis (Bath) and Deva (Chester) in Roman Britain.						
Implementation	Alexandria, Egypt, 1 <sup>st</sup> century AD. Glassmaking. Use of the genitive case. Noun/adjective agreement.	The religion of Isis. Medicine in the ancient world. Latin imperatives. Pronouns 'hic' and 'ille'. Present participles.	Aquae Sulis (Bath) – Roman Britain. Past participles – perfect passive.	Religious beliefs / Superstitions. Past participles – perfect active. Neuter nouns.	Roman Army. Training and weapons. Subjunctive verbs in 'cum' sentences and indirect questions.	The Roman camp in Deva (Chester). Subjunctive verbs using 'ut' – purpose clauses, indirect commands and result clauses.
Impact Evaluation of the knowledge and skills learned will be carried out through regular vocabulary tests, written translation and comprehension tasks and completion of the Cambridge Latin Course attainment test at the end of Book II of the Cambridge Latin Course. The skills acquired will prepare pupils for the Latin GCSE course and in particular the reading of extracts from Latin literature texts in KS4.						
<b>Music</b>						
Intent: Pupils are able to use the elements of music in a way that is appropriate to the style, genre or tradition being studied, with increasing articulation and expressive control. In addition to pupils' ability to use and manipulate the most appropriate elements, they are also increasingly able to understand the methods by which the elements can be brought together to make an effective, high quality outcome.						
Implementation	Understanding the conventions of Reggae. Learning and identifying the stylistic characteristics of Reggae, and how the style developed in Kingston, Jamaica. It looks at syncopation, off-beat rhythms, riffs, improvisation and dotted rhythms. The unit explores the link between lyrics and local / political issues and how the music supports them.	Film Music – looking at techniques that film composer may use to create drama, suspense or to create a particular emotion or mood to enhance and support the visual impact. The unit covers a variety of film music performance tasks as well as a compositional activity.	Understanding the conventions of Disco - This unit will include historical development of the disco dance genre, musical features and traditions and a variety of performance based activities.			
Impact: Pupils will be assessed on their progress of their ability to use musical devices, compositional techniques and expressive manipulation of the elements of music appropriate to the conventions of the style, genre or tradition being studied.						

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	<b>Autumn Term – first half</b>	<b>Autumn Term – Second half</b>	<b>Spring Term – First half</b>	<b>Spring Term – Second half</b>	<b>Summer Term – First half</b>	<b>Summer Term – Second half</b>
<b>ART</b>						
Intent - To build on the skills learned so far, and develop a greater understanding of an Art movement, through a series of studies of Surrealism. By introducing painting with acrylics and looking in greater depth at detail, pattern and textures in natural forms.						
Implementation	<p>SURREALISM - Students will study the Surrealist Artists and will create their own composition using watercolour paint. They will learn how to use perspective and will explore dreamscapes and fantasy art.</p> <p>FELT PACKAGING - Students will look at packaging as a source of inspiration for this unit and will design and make a 3 dimensional textiles piece of work. They will learn how to create pattern pieces and construct their chosen piece from felt, using sewing techniques and decorative techniques.</p>		<p>LANDSCAPES - Study of the work of David Hockney. Experimentation with a variety of media including charcoal and oil pastel on a series of landscape pieces, which will help them develop ideas for a final piece.</p> <p>STILL LIFE - In this unit, students will learn how to use acrylic paints on a still life composition.</p>		<p><u>Mixed Media</u> This project involves pupils exploring a range of different media and techniques in order to build greater confidence in their skills at a more sophisticated level. Pupils will experiment with acrylic paints, watercolours, charcoal, collage and mixed media on a variety of different subject matter, including landscapes, wood grain, metal, glass and fruit. This unit of work will help to prepare pupils for GCSE Art/Textiles or Photography.</p>	
	Impact – Pupils will be assessed formally once in the year with an observational drawing test of a natural form. They will also be monitored for progress through formative methods throughout the year.					

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Subject	Autumn Term – first half	Autumn Term – Second half	Spring Term – First half	Spring Term – Second half	Summer Term – First half	Summer Term – Second half
<b>Drama</b>						
<p><b>Intent</b> The units across the Year 9 curriculum are fully embedded in the requirements from AQA for the GCSE specification for Drama. Pupils will continue to build upon the skills they have acquired throughout Years 7 &amp; 8 and implement these in their study of two key theatre practitioners through both devised and scripted performance as well as critical reviewing of live theatre.</p>						
Implementation	<p><b><u>Driving Ambition</u></b> – Exploration and development of issue based drama using abstract and non-naturalistic techniques and the increase of tension, focusing on the style of theatre practitioner Bertolt Brecht.</p>	<p><b><u>The 39 Steps</u></b> – The unit develops pupils Multi Rolling, Comedy, Melodrama and Physical performance skills as they explore the play script and learn an extract for assessed performance.</p>	<p><b><u>Persecution</u></b> – Pupils will study how persecution has impacted upon our cultural history using drama as a Brechtian tool to explore how this was allowed to happen and the consequences in today’s society.</p>	<p><b><u>The Crucible</u></b> – Practical exploration of the themes and characters from Arthur Miller’s play. Linking in persecution, realism of character, skills developed through the exploration of script and the increase in tension in performance.</p>	<p><b><u>Theatre Review</u></b> – watching and writing a critique of a piece of live theatre focusing specifically on Acting in performance..</p>	<p><b><u>Playing God</u></b> – This unit focuses on the idea of Man playing God – pupils will create devised work from research including the exploration of Konstantin Stanislavski’s methods of realism in performance.</p>
<p><b>Impact</b> Impact - Pupils are assessed in the Autumn and Spring term on their ability to create, perform and analyse their own and others’ practical work using key vocabulary linked to every unit. Assessment will be through verbal feedback, peer assessment, self evaluation and marking using KS3 descriptors linked closely to criteria used at Key Stage 4. During the Summer term, pupils will be assessed through their review of live performance and the writing of a Devising Log.</p> <p>Big Picture Thinking – Students will explore real life issues through drama and develop ways to access and address these. They will study two contrasting drama scripts, both used within the professional theatre and use these skills to critically recognise specific acting styles and techniques from two contrasting theatre practitioners in the written form. The on-going development of collaboration, resilience, communication and confidence will continue to be at the core of each unit of work as we prepare our pupils for future challenges.</p>						

### Curriculum Map – Year 9 (page 15 of 15)

Subject	Autumn Term – first half	Autumn Term – Second half	Spring Term – First half	Spring Term – Second half	Summer Term – First half	Summer Term – Second half
<b>Technology</b>						
<p><b>Intent</b> To further develop their knowledge and practical skills gained in Year 7 and 8 in preparation for KS4 courses in this subject.</p>						
<p><b>Food Technology</b> To study a topic as a practice non-exam assessment task in preparation for KS4 option Food subjects. To learn high-level practical skills with greater freedom of choice in what they make.</p>						
<p><b>Design Technology</b> To gain clear insight into a range of resistant materials and their working properties in order to enable the design &amp; manufacture of commercially viable products.</p>						
<b>Implementation</b>	<p>Pupils spend half the year studying Food Technology and half the year studying Design Technology.</p> <p><b>Food Technology</b> Pupils spend half the year studying Food Technology and half the year studying Design Technology. Pupils study a course called 'Diet and Diversity' in preparation for the KS4 Food courses. Practical work has a lot of choice and high skill in the products made. They learn about food choice, cultural, moral, religious choices and British foods. Food Provenance, transference of heat and food processing is also taught in preparation for the AQA GCSE Food Preparation and Nutrition course. A Food study topic is completed over 4 weeks at the end of this course, in preparation to practise a non-exam assessment task for the GCSE course. Practical work related to the theory – stromboli, a choice from a variety of cultural dishes, a typically British dish, a filo pastry dish, a preserve, sausage rolls, a free choice sweet and free choice savoury dish to fit the food study topic.</p> <p><b>Design Technology</b> In Design Technology, pupils embark upon two exciting projects that cover a range of skills. The first is a packaging project that focuses on the power of branding and incorporates advanced CAD/CAM skills. The second project encompasses all of the skills gleaned throughout the Key Stage 3 years, giving pupils the opportunity to design &amp; build a bedside lamp. This project utilises a range of different tools &amp; materials, requires advanced knowledge of CAD/CAM and involves a clear understanding of how to market a commercially viable product.</p>					
<p><b>Impact</b></p> <p><b>Food Technology</b> To learn topics ready for GCSE curriculum and high level practical skills to produce quality products to take home and be evaluated by the family. Assessment through verbal feedback, marking using GCSE marking framework for non -exam assessed task and an end of course written test.</p> <p><b>Design Technology</b> To prepare pupils for the GCSE Design Technology option. To enable students to produce high quality commercially viable products. Assessment through verbal feedback, marking using GCSE marking framework for non -exam assessed task and an end of course written test.</p>						