

# Year 9 Curriculum Map



	Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>CORE</b>	<b>English</b>	Creative Writing – Writing descriptively, using a picture etc.  <b>Writing – A creative writing piece.</b>	Literary non-fiction – a selection of literary non-fiction texts and exam reading skills.  <b>Reading – Reading exam</b>	Persuade – Writing persuasively  <b>Writing – Persuasive opinion article</b>	Exploring cultures novels. Of Mice and Men  <b>Reading – Character essay.</b>	Shakespeare - Twelfth Night  <b>Reading – Character essay.</b>	Unseen Poetry – Learning the skills needed for analysing a poem.  <b>Reading – Unseen Poetry question.</b>
	<b>Maths</b>	<b>Set 1</b> Convert between fractions and decimals. Negative numbers(+,-,x,÷). Quadratic: sequences and nth term. Draw quadratic, cubic and reciprocal graphs Fractions -(+,-,x,÷), mixed numbers(+,-,x,÷)	<b>Set 1</b> Draw and find equations of linear graphs in the form $y=mx+c$ . Parallel and perpendicular lines. Solve problems involving direct and inverse proportion. Rules of indices. Expand two or more brackets. Factorise linear and quadratic expressions	<b>Set 1</b> Circle theorems. Trigonometry(SOHCAHTOA) and calculate exact values. Pythagoras’ theorem. Representing data – time series, scatter graphs, cumulative frequency- calculate averages and quartiles	<b>Set 1</b> Solve linear equations. Substitution into formulas. Change subject. Solve simultaneous equations. Estimation and rounding. Upper and lower bounds. Prime factorisation. Compound measures- density, pressure etc	<b>Set 1</b> Loci and constructions. Standard form. Surface area of prisms. Arcs lengths and area of sectors	<b>Set 1</b> <b>Reverse</b> percentages and compound interest Averages from grouped frequency. Probability from experiments and theories. Tree diagrams. Transformations – reflection, rotation, translation and enlargement
		<b>Set 2</b> Negative numbers and decimals (+,-,x,÷). Sequences and nth term. Fractions -(+,-,x,÷), mixed numbers(+,-,x,÷). Draw and find equations of linear graphs in the form $y=mx+c$ . Draw quadratic, cubic.	<b>Set 2</b> Rules of indices. Expand two or more brackets. Factorise linear expressions. Angles in polygons Trigonometry(SOHCAHTOA). Pythagoras’ theorem.	<b>Set 2</b> Representing data – scatter graphs, cumulative frequency- calculate averages and quartiles Estimation Solve linear equations. Substitution into formulas. Change subject. Solve simultaneous equations. Estimation and rounding.	<b>Set 2</b> Prime factorisation and use for LCM and HCF. Compound measures - density, pressure etc. Standard form. Solve linear inequalities	<b>Set 2</b> Area and circumference of circles. Surface area of prisms. Arcs lengths and area of sectors. <b>Reverse</b> percentages and compound interest Averages from grouped frequency.	<b>Set 2</b> Probability from experiments and theories. Tree diagrams. Transformations – reflection, rotation, translation and enlargement
		<b>Sets 3-4</b> Decimals (+,-,x,÷). BIDMAS. Negative numbers(+,-,x,÷). Linear sequences and nth term. Fibonacci sequence.	<b>Sets 3-4</b> Fractions -(+,-,x,÷), Direct and inverse Proportion. Sharing ratio. Expand one or two	<b>Sets 3-4</b> Angles in polygons, tessellate shapes and bearings. Representing data – construct	<b>Sets 3-4</b> Estimation and rounding. Substitution into for formulae. Change the subject. Prime factorisation	<b>Sets 3-4</b> Standard form Area and circumference of circles. Area of quadrilaterals and	<b>Sets 3-4</b> Percentage change Probability from experimental and theory Transformations –

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	Draw linear graphs in the form $y=mx + c$ . Find midpoints. Plot quadratic graphs	brackets. Factorise linear expressions.	frequency tables , scatter graphs, pie charts. Calculate mean from frequency table. Solving linear equations including brackets and unknowns on both sides. Inequalities.	– HCF and LCM. Constructions – angle and perpendicular bisectors. Elevations.	compound shapes. Volume of cuboids	reflection, rotation, translation and enlargement
	<b>Sets 5</b> Decimals (+,-,x,÷). BIDMAS. Negative numbers(+,-,x,÷). Linear sequences and nth term. Fibonacci sequence. Draw linear graphs in the form $y=mx + c$ . Find midpoints. Plot coordinates	<b>Sets 5</b> Fractions -(+,-,x,÷), Direct Proportion. Simplify ratio. Expand single brackets. Factorise linear expressions. Substitution into expressions.	<b>Sets 5</b> Angles in polygons, tessellate shapes and bearings. Representing data – construct frequency tables , scatter graphs, pie charts. Decimals (+,-,x,÷). Negative numbers(+,-,x,÷).	<b>Sets 5</b> Estimation and rounding. Factors and multiples. Prime factorisation – HCF and LCM. Constructions – angle and perpendicular bisectors. Elevations. Properties of circles, triangles and quadrilaterals.	<b>Sets 5</b> Squares, cubes and square roots. Mean, median, mod and range for set of data and from frequency tables. Areas of triangles, quadrilaterals and compound shapes. Surface area and volume of cuboids	<b>Sets 5</b> Percentage of an amount. Probability from experimental and theory Transformations – reflection, rotation, translation and enlargement.
<b>Combined Science: Trilogy</b>	<b>Skills for GCSE Science:</b> skills needed for safely planning experiments, collecting and analysing data. Also, development of theories and ethics of science.	<b>All the following topics will be taught over the course of the year with an end of year test. The order is dependent on class level and specialist teacher combinations.</b> <b>Biology:</b> cells, cell division, transport in cells, tissues, organs and organ systems in animals <b>Chemistry:</b> elements, metals and non-metals, acids and bases, the Earth’s atmosphere <b>Physics:</b> forces, energy, energy transfers				
<b>Beliefs and Values</b>	<b>Christian Beliefs</b> Key beliefs and concepts in Christianity. Comparisons with other belief systems, including atheism.	<b>Christian Practices</b> Key Christian practices. Comparisons with other belief systems, including atheism.	<b>Islamic Beliefs</b> Key beliefs and concepts in Islam. Comparisons with other belief systems, including	<b>Islamic Practices</b> Key Islamic practices. Comparisons with other belief systems, including atheism.	<b>Peace &amp; Conflict</b> Reconciliation & forgiveness Terrorism War Nuclear weapons Pacifism & peacekeeping	<b>Case study: Rwanda – Hotel Rwanda</b>

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			atheism.			
<b>PE - Girls</b>	Dance, Badminton, Football, gymnastics, Fitness, Hockey, Netball		Hockey & Dance Netball & Badminton Football & Gymnastics Fitness & Basketball	Tag Rugby Gymnastics & Football	Rounders & Athletics Tennis	Tennis & Athletics Rounders, Stoolball
<b>PE - Boys</b>	Hockey & Basketball		Gymnastics & Rugby Badminton & Football	Basketball & Hockey	Athletics & Cricket	Athletics & Cricket + Softball
<b>MFL - Spanish</b>	Identity and Culture: Who am I? Content: Describing friends and family grammar: comparatives, present tense, adjective agreement Assessment: Picture based speaking		Identity and Culture: Who am I? Content: Free time grammar: opinion + infinitive, present tense, past tense (preterite) future tense Assessment: Writing		Identity and Culture : Cultural Life / – Content: Film and TV, Technology	Identity and Culture: Revision of all topics. Assessment: Preparation of speaking conversation on Identity and Culture (all aspects)
<b>MFL - German</b>	<i>Theme 3: School</i> <b>Content</b> subjects, clothes, school day, rules, trips, German schools <b>Grammar coverage</b> present, perfect and imperfect tenses / denn & weil / asking questions / model verbs / the future / separable verbs			<i>Theme 1: Identity and Culture (Cultural Life)</i> <b>Content</b> music, film and TV genre, free-time activities, sports, festivals <b>Grammar coverage</b> <i>gern</i> , nouns and articles, word order rules, <i>möchte</i> , using several tenses		
<b>MFL - French</b>	<i>Identity and Culture: who am I?</i> family and describing people, relationships, discussing role models, describing a day/night out  regular verbs in the present tense, reflexive verbs, near-future tense, perfect tense, using different tenses in the same text			<i>Identity and Culture: free time</i> leisure activities, films and going to the cinema, sport, reading, music, 'new' technologies, TV  <i>depuis</i> + present tense, irregular verbs, negatives, comparatives, perfect tense+, direct object pronouns, imperfect tense		

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<b>Geography</b>	Changing Economic World – Development gap, newly emerging economies and the changing UK economy.		Living world – local and global scale ecosystems. The tropical rainforest. Hot desert environments.		Human geography fieldtrip project based on the regeneration of East London	
<b>History</b>	<b>Medieval and Renaissance Medicine</b> The impact of religion on medicine, Hippocrates and Galen. A comparison of the Black Death and the Great Plague.	<b>Medicine in eighteenth and nineteenth century Britain</b> Vaccinations, Pasteur’s Germ Theory and the impact of key individuals on medical understanding and treatments.  <b>Modern Medicine</b> The pace of change from 1900: Why has there been rapid change? Breakthroughs in modern medicine. The impact of the NHS.	<b>The Historic Environment</b> The British sector of the Western Front, 1914-1918: injuries, treatments and the trenches.	<b>Elizabethan England in 1558: society and government.</b> Who was the Virgin Queen?  Challenges at home and from abroad: the French threat, financial weaknesses.  Religious divisions in England in 1558 and the Religious Settlement.  The problem of Mary, Queen of Scots.	<b>Challenges to Elizabeth in England.</b> Plots and revolts at home.  Political and religious rivalry.	<b>Challenges from abroad.</b> The New World, and outbreak of war with Spain, 1585–88  The Spanish Armada
<b>Computing</b>	<b>Computer Systems</b> Computer systems and an introduction into Python programming	<b>Networks</b> Storage, Wired, Wireless Networks and Python Programming	<b>Networks</b> Network Topologies and Advanced Python Programming	<b>Algorithms</b> Algorithms Algorithms and Advanced Python Programming	<b>Practice controlled assessment</b>	
<b>GCSE Spanish</b>	<i>Identity and Culture: Who am I? -Friends and family</i>		<i>Identity and Culture: Who am I? -Free time</i>		<i>Identity and Culture : Cultural Life – Film and TV</i>	<i>Idenity and Culture: Cultural Life - Cultural</i>

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						<i>Celebrations and Festivals</i>
<b>GCSE German</b>	<p><i>Auf in die Schule</i> subjects, clothes, school day, rules, trips, German schools present, perfect and imperfect tenses / denn &amp; weil / asking questions / model verbs / the future / separable verbs</p>		<p><i>Freizeit</i> leisure, reading, music, TV, sport, festivals adverbs / gern, lieber, am liebsten / plurals / the conditional</p>		<p><i>Menschliche Beziehungen</i> what makes a good friend, relationship, weekend activities, role models, comparing various stages of life possessive adjectives / dative forms, prepositions / pronouns / model verbs in the imperfect</p>	
<b>Design and Technology - Resistant Materials</b>	<p><b>Vehicle project</b> This project forms a link between resistant materials and graphic products. The pupils will both make a product and package it. Learning to appreciate the need for packaging and the complexity of its design.</p>	<p><b>Small portable storage project</b> Pupils will manufacture a small storage box during this project which will also involve research tasks – Interview, product analysis &amp; specification, drawing skills – learning different drawing and rendering techniques and practical skills – learning how to use hand tools and electrical tools to make a small portable storage. If</p>	<p><b>Automata project</b> This project focuses on mechanisms and the construction of a working toy. It covers a lot of practical processes using both machine and hand tools as well as covering key elements of theory. CAD work is also incorporated into the project as a form of differentiation.</p>	<p><b>Pewter project</b> This project is a metal work project where pupils will design and make a pewter cast piece of jewellery. It is mainly a design and make project but key elements of the specification will be included into the theory lessons. CAD/CAM is an integral part of this project as it how the moulds are produced ready for casting. Packaging can also be included into this project so as to cover more of the graphic element of the curriculum.</p>	<p><b>Pod project</b> This project involves pupils designing and making pocket sized storage units using a thermoplastic called foamex. This material is easy to form and cut and allows pupils to produce very original and imaginative designs using CAD. The project lends itself really well to differentiation as the more able pupils can produce more complex designs whilst the</p>	<p><b>Chair design project</b> This project involves pupils using an ergonomics to design and make a scale model of a chair based on a set theme. This will cover several different areas of the curriculum</p>

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		time allows there is also scope to add differentiation through the use of CAD/CAM.			less able can produce designs which are less complex but still look very professional.	
<p>The year has been divided into 6 project areas (roughly six weeks long). All of which cover elements of the specification which will build students knowledge and understanding of the subject. All projects will involve designing, making and theory elements which will link together to form the core of the course. All have the potential to be linked to CAD/CAM depending on the dynamics of the group as either stand alone activities or as crucial differentiation activities. Homework's are seen as a key part of this and will be set both to compliment what is being taught during the projects and also to cover the very wide range of topics of the subject specification.</p>						
<b>Design and Technology - Textiles</b>	Students will be introduced to a number of skills and techniques in textiles including seams and shaping techniques.	Further development of skills will take place and students will design and make a basic kimono style top using the techniques they have learnt.	Students design and make a gathered or pleated skirt.	Research on the coursework begins. Students will decide on their theme and start collecting a range of information and inspiration to aide the coursework.	Continuation of the coursework, including looking at existing garments. Students then undertake a recycled project in which they make a product out of fully recycled materials.	Completion of recycled product. Students can then showcase their work from the year at an end of year Fashion Show which family and friends are invited to.
<b>Level 1/2 Hospitality &amp; Catering</b>	Unit 2 Equipment and skills. Knife skills/ holds Prepare Vegetables using different techniques. (Technique Mat). Soup – blender Coleslaw – food processor Swiss Roll – Hand	Unit 1 LO4: Know how Food can cause ill health. EHO visit? External Food Safety Certificate? Visit Canteen Kitchen High Risk practical with HACCP.	Unit 2: L01: Understand the importance of nutrition. Protein (jointing chicken) Carbohydrates (sauce making) Fats (rough puff pastry) Vitamins (fruit	Continue Nutrition and Practical Skills  Timeplans.	Unit 2 L02:  Understand Menu Planning Customer needs Environmental Factors	Practice Unit 2  Assessment Brief, Details of chosen dishes, Timeplans, 2 hour Practical

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	Whisk Pizza – Dough Hook choice and plan – assessment Advantages and disadvantages of large scale Catering Equipment		dish) Minerals. (cheesecake / live pate) With related practicals.			
<b>GCSE Drama</b>	<b>Improvisation (Sept)</b> A 3 week unit designed to bond the new class as a group, get rid of inhibitions and develop improvisation skills. <b>Scripted Work (Oct-Dec)</b> Students work on a piece of script applying a range of skills leading to performance in a naturalistic style. They also learn about performance spaces and a range of job roles in the theatre.		<b>Skills Workshops and Mock Devised</b> Students go on a journey through time and space looking at the origins of drama and the wide variety of techniques, styles and genres available to them – all using the story of Humpty Dumpty! They then go onto study monologues and are guided through the devising process to create their own piece of theatre incorporating the monologues and techniques they have learnt this term. This unit will act as a mock version of the final devised unit which takes place in the Summer Term. Students will write about the development of their piece as well as evaluating the final outcome in a written portfolio.			<b>Introduction to Set Text</b> Students will begin their practical of Blood Brothers by Willy Russell which is their set text for the written examination.
<b>BTEC Performing Arts</b>	<b>Musical Theatre Skills Workshops</b> Individual lessons focusing on singing, dancing and acting skills. Students assess and chart their progress in each skills area through practical workshops and a written skills audit. They produce performance work for the Gym and Dance display and Winter Concert.		<b>Musical Theatre History</b> Students will be taught about some of the pivotal repertoire that have changed the course of musical theatre history. They will combine their singing, dancing and acting skills to perform sections from these shows and will culminate in a group-directed number from a musical of their choice. Students assess and chart progress in their skills through practical workshops and written logbook records.		<b>Whole Class Musical</b> The class work as a whole, directed by their teacher, to rehearse and perform extracts from a selected musical. Students assess and chart progress in their skills through written logbook records.	
<b>BTEC Dance</b>	<b>Introduction to Dance</b>		<b>Fame</b>		<b>Dance Workshops and Final Performances</b>	





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<b>Studies</b>	<b>running a small business</b> - students will learn about understanding enterprise and entrepreneurship.	<b>running a small business</b> - students will learn about understanding enterprise and entrepreneurship.	<b>running a small business</b> - Students will learn about spotting a business opportunity.	<b>running a small business</b> - Students will learn about spotting a business opportunity.	<b>running a small business</b> Students will learn about putting a business idea into practice.	<b>running a small business</b> Students will learn about putting a business idea into practice.
<b>BTEC Health and Social Care</b>	<b>Unit 1: Human Lifespan Development</b> Understand the growth and development across the lifestages. This includes practical tasks and assessments and visiting nurseries and outside speakers	<b>Unit 1: Human Lifespan Development</b> Continue to explore six life stages of development and undertake more practical visits to locations such as Chailey Heritage and St Stephen's Primary School and Little Fair Care Home.	<b>Unit 1: Human Lifespan Development</b> Investigate how individuals deal with life's events	<b>Unit 1: Human Lifespan Development</b> Investigate how individuals deal with life's events Explore impact of life's events and how actions change events	<b>Unit 1: Human Lifespan Development</b> Practice assessment writing – learn how to approach case studies	<b>Unit 1: Human Lifespan Development</b> Assessment writing – prepare case study and write up as assessment under controlled conditions (25% of marks)
<b>Art and Design</b>	Portfolio "Still life"  Skills based learning the principals of line, tone, shape, pattern composition, texture Focusing on Still life.	Portfolio "Still life"  Primary observational drawing looking at the Golden section with reference to composition. Four way study incorporating techniques learnt.	Portfolio "Still life"  Researching and contextualising looking at the work of other artists and how their painting and drawing styles will influence	Portfolio "Still life"  Continuation of building up "Still life portfolio" Emphasis on printing techniques: block, mono, screen and colograph.	Portfolio "Still life"  Completion of "still life" project Evaluation and presentation of portfolio ready for internal moderation.	Portfolio "Sea life"  Introductoin to second portfolio unit. Reviewing skills based learning principals focusing on the natural word. Consolodation working towards, sustaining MEG

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			work.			predictions.
<b>GCSE PE</b>	Components of Fitness Health and Fitness	Fitness Testing	Principles of Training Training Methods	Muscular system	Skeletal System	Movement analysis
<b>Law</b>	<b>Introducing law and The hierarchy of the courts</b> students will learn what is law? Why we need law, Classificatin of law, the differences between civil and criminal law and the criminal courts and civil courts	<b>Lay people in the Courts Juries and Magistrates –</b> students will learn about juries, advantages and disadvantages of jury trials, alternatives to jury trial, lay maistrates, applying, training, the role of magistrates,advant ages and disadvantages of magistrates	<b>The legal profession and judges –</b> Students will learn about solicitors, barristers, legal executives, the types of judges, role of judges, qualifications, appointments and criticisms of judges.	<b>Criminal Courts – Magistrates Court &amp; Crown Court</b> students will learn about pre-trial, classification of offences, the trial at the Magistrates Court, Post trial, trial on indictment, sentencing in the Crown Court and appeals from the Crown Court	<b>Sentencing and Police Powers -</b> students will learn about the aims of sentencing, custodial sentences, community orders, fines, discharges, young offenders, stop and search, arrest, detention and the balance between police powers and individual rights.	<b>Civil Courts &amp; Tribunals and ADR –</b> Students will learn about civil claims, getting advice, funding a civil case, bringing a claim, remedies, problems and appeals, tribunals, ADR, Negotiation mediation, conciliation and Arbitration
<b>Sociology</b>	Introduction to Sociology .Studying Society;theories , concepts and research methods delivered by Mrs. McFarlane	Sociology of Families introduced. Theories and demographic trends	Sociology of families continued to include social policies and family diversity. Completion of topic.	Sociology of Education introduced :historical context and overview of policy initiatives	Sociology of Education continued to include differential achievement and theoretical perspectives.	Sociology of Crime and Deviance introduced
<b>Film Studies</b>	Intro to key skills & concepts (ends with a key concepts film test) Micro elements	Macro elements – Narrative & Genre. DEVELOPMENTS IN FILM INDUSTRY – PRODUCTION /	Practical Production skills building exercises – filming / editing	Critical Writing and storyboarding / scripting skills	Developments in Film (1900-present day)	US FILM – COMPARATIVE STUDY#1 (SINGIN IN THE RAIN & GREASE)*

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			DISTRIBUTION / EXHIBITION				*subject to change
	<b>I-Media</b>	Digital Graphics – Applying a range of designing and editing tools in creating a range of digital graphics	Website Development – Creating a multipage website using HTML, CSS and Javascript			Developing Computer Games – designing, creating and testing a range of digital games	