



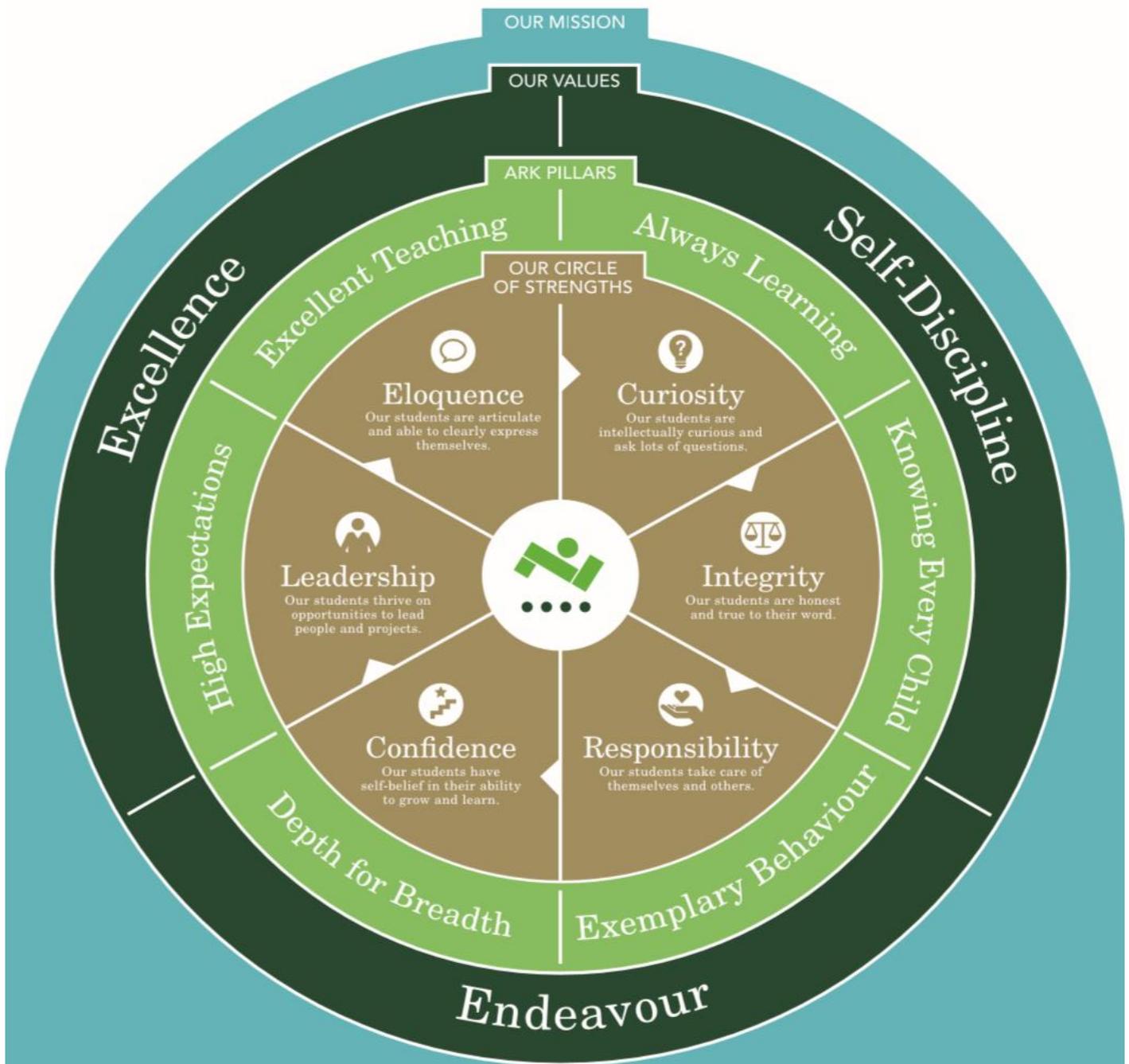
Ark Evelyn Grace
Academy

Year 9 Curriculum Overview 2019-20



<http://evelyngraceacademy.org/>

September 2019.v1



We provide a transformational education that enables our students to live happy and fulfilling personal and professional lives.

‘Cleverer and kinder every day’

Cleverer and kinder every day

Our Curriculum vision

Intent

Knowledge - we have designed a curriculum which is of relevance to our context and student body. At the heart of our curriculum is knowledge and information that adds to our students' cultural capital. The more you know the more you can think about, as you cannot think about that which you do not know. We have decided what the key knowledge is that will enable our students to leave our academy cleverer and kinder. It is shared with our students and parents in curriculum booklets.

Vocabulary – our curriculum will be vocabulary rich as closing the advantage gap is about closing vocabulary gaps between word poor and word rich households.

Mastery – our curriculum will include well-planned opportunities to retrieve essential knowledge and master its application.

Fertile Questions – all of our schemes of learning use questions to stimulate our students' curiosity and develop their independent learning. These questions require developed responses from our students and each lesson provides part of a response to the enquiry question which is answered through acquired and applied knowledge.

Backwards planning - We have identified the essential knowledge for each subject in each year, planning backwards from Year 11. The curriculum therefore sequences this knowledge in an order which helps to grow and develop our students' minds.

Enrichment - We also offer a broad and varied enrichment programme so that students may explore and develop their talents and character beyond the classroom.

Implementation

Groupings - students are set across the core subjects (English, Maths, Science and MFL) in all year groups using prior and current attainment data. Students who have excelled in languages follow the Mandarin excellence programme (MEP). Across other Key Stage 3 (Y7-9) subjects, groups are mixed achievement. There is a focus on the core but time is still devoted to practical and expressive subjects.

Careful groupings can significantly improve student progress and we are committed to taking the time and effort required to get groupings right for our students. Groups are reviewed throughout the year, and changes made where appropriate.

Planning - Our curriculum has been thoroughly planned with high expectations and challenge, thinking about what we are teaching and the context and sequence of topics. We give our departments timetabled co-planning time to train and also to prepare their curriculum. This book contains a curriculum overview for each subject laying out the key knowledge that our students will be learning throughout Year 9.

The implementation of our curriculum prioritises;

SAY IT: Eloquence and vocabulary are key to our students becoming clever and kinder.

WRITE IT: We have a whole school approach to improving the quality of writing.

KNOW IT: Our curriculum is knowledge-rich with embedded strategies such as the _____ model to help our students memorise and apply essential knowledge.

Our priorities are backed up with an emphasis on fertile questions and vocabulary. Fertile questions open our students' minds to possibilities and allow them to think about and explore topics. We focus on vocabulary identifying the key vocab that our students need in every lesson.

Impact

The impact of our curriculum will be reflected in our outcomes across every year and also how our students act, perform and how they are perceived in our local community.

To support this, we carefully analyse attainment data to target students so that they may attend mastery lessons after school, so that the gaps in understanding are bridged. We also monitor attendance at enrichment activities.

Year overview

Subject	Number of lessons
English	6
Maths	5
Science	5
Mandarin/Spanish	3
Geography	2
History	2
RE	1
Computing	1
Music	1
PE	2
Art/Drama/Design & Technology (Each subject is studied for one term)	2
Total	30

Assessment

At EGA, assessing students learning is a vital component of every lesson and every unit of work. This involves checking how students are doing with each new concept, idea or skill introduced. If we find out a student doesn't 'know it', we review how we taught it and go back and approach the learning in a different way. This could be giving students more practice or a different way of consolidating their learning.

Assessment takes place in lessons on an ongoing basis and could include in-class targeted questioning, evaluative tasks, whiteboards/traffic lights, short quizzes, etc.

This feeds into the Assessment cycle where students will take formal assessments that take place during the times shown below. We will use that data to set students where appropriate and to inform interventions.

Term	Type	Subjects	Dates
Autumn	Assessment	All subjects	Wednesday 27 th November – Wednesday 11 th December
Spring	Assessment	All subjects	Monday 16 th March – Friday 20 th March
Summer	Assessment	All subjects	Monday 22 nd June – Thursday 2 nd July

Below you will see what reports you should expect to receive and when.

Year group	Autumn - December	Spring	Summer - July
9	Data report	Data report/Tutor report	Data report

Curriculum Overview

The following documents the essential knowledge and skills that all our Year 8s will need to know in each subject area.

English (Mastery) – Year 9	
Term 1	<p>Literary Heritage - ‘Jane Eyre’ by Charlotte Bronte Victorian attitudes to children and childhood Is good behaviour Godly? What did Victorians believe happened to naughty children? Did wealth mean that as a child you were treated differently? Rural isolation What did living in the countryside mean? Why were people leaving the countryside and moving to the big cities? Christianity Can you be a Christian and a hypocrite? Are there different types of Christian? Are all Christians’ kind? Grammar and Writing (across Terms 1 and 2) - Sustaining a thesis; apostrophe of omission; avoiding present tense apostrophe errors</p>
Term 2	<p>Literary Heritage - ‘Jane Eyre’ by Charlotte Bronte Victorian sickness Who has access to medicine? What illnesses meant certain death? Juxtaposition in <i>Jane Eyre</i> Helen and Jane The city and the countryside Good and evil</p>
Term 3	<p>Literary Heritage – ‘Romeo and Juliet’ by Shakespeare The Prologue How does Shakespeare use The Prologue to interest the reader? How is it linked to the idea of Elizabethan fate? Foreshadowing in <i>Romeo and Juliet</i> When Juliet sees Romeo in a tomb The role of a character’s fatal flaw The form of the tragedy How is it different to comedy Is Romeo and Juliet a love story? Grammar for Writing (across Terms 3 and 4) - Commenting on literary theory; avoiding contradictions; apostrophes for words ending in – s; it’s and its</p>
Term 4	<p>Literary Heritage – ‘Romeo and Juliet’ by Shakespeare AC Bradley’s lectures on Shakespearian character Exposition, rising tension and catastrophe What makes a Shakespearean character tragic? The sonnet form Is it only used as a form to express love? What does Shakespeare use the sonnet form to symbolise?</p>
Term 5	<p>Literary Heritage – Poetry Anthology Extended metaphors How do poets use extended metaphor? ‘Paradise Lost’; ‘The Road Not Taken’; ‘Night Mail’; ‘The Canterbury Tales’; What similarities and differences are there in the poems we study? What are the differences between physical and metaphorical journeys? How do we compare poems? Lives of Milton, Chaucer, Auden, Grace Nichols, Wallace Willis How their lives influenced their writing How do we write about context? Grammar for Writing (across Terms 5 and 6) - Comparing texts; chronological and non-chronological composition; first and third person narratives</p>
Term 6	<p>Literary Heritage – Poetry Anthology Extended metaphors ‘Paradise Lost’; ‘The Road Not Taken’; ‘Night Mail’; ‘The Canterbury Tales’; Lives of Milton, Chaucer, Auden, Grace Nichols, Wallace Willis</p>
Homework	Students will receive homework at least twice weekly to consist of reading and comprehension questions; revision exercises; practise papers and questions; research
To stretch myself...	I will be given wider reading for each of the units. This will support my understanding of the texts and the contexts they were written in. I can practise my understanding on sites such as BBC Bitesize and Seneca
KS4 Exam Board	AQA

Maths (Mastery) – Year 9

<p>Term 1</p>	<p>Graphs and Proportion</p> <p>Unit 1 – Coordinates</p> <ul style="list-style-type: none"> ◁ Plot coordinates in all four quadrants ◁ Find the midpoint of a line segment joining two points ◁ Find an endpoint of a line segment, given the midpoint and one endpoint ◁ Solve problems using coordinate grids <p>Unit 2 – Linear Graphs</p> <ul style="list-style-type: none"> ◁ Identify the equations of horizontal and vertical lines ◁ Plot coordinates from a rule to generate a straight line ◁ Identify key features of a linear graph ◁ Make links between the graphical and the algebraic representation ◁ Identify parallel lines from algebraic equations <p>Unit 3 – Proportion</p> <ul style="list-style-type: none"> ◁ Recognise when two quantities are directly or inversely proportional to each other ◁ Recognise the graphical representation of a proportional relationship ◁ Solve proportion problems ◁ Interpret and use conversion graphs and other graphs of proportional relationships <p>Unit 4 – Scales and Standard Form</p> <ul style="list-style-type: none"> ◁ Use standard form to express very large and small numbers ◁ Convert between standard form and ordinary numbers ◁ Order large and small numbers
<p>Term 2</p>	<p>Algebra</p> <p>Unit 5 – Sequences</p> <ul style="list-style-type: none"> ◁ Recognise that linear and quadratic expressions can be used to represent sequences of different types ◁ Recognise arithmetic and geometric sequences and appreciate other sequences that may arise ◁ Solve problems involving linear and non-linear sequences in a variety of contexts <p>Unit 6 – Expanding and Factorising</p> <ul style="list-style-type: none"> ◁ Multiply a term over a single bracket ◁ Expand products of two or more binomials ◁ Factorise expressions into a single bracket ◁ KS4 Content: Factorise quadratic expressions where the coefficient of x^2 is equal to one <p>Unit 7 – Changing the Subject</p> <ul style="list-style-type: none"> ◁ Write expressions, equations and formulae to represent relationships ◁ Use substitution to find the value of one variable given other values ◁ Make links between solving linear equations and rearranging formulae ◁ Apply “changing the subject” to equations of straight lines ◁ Manipulate familiar formulae such as formulae for area and perimeter
<p>Term 3</p>	<p>2D Geometry</p> <p>Unit 8 – Constructions</p> <ul style="list-style-type: none"> ◁ Use the standard ruler and compass constructions for: <ul style="list-style-type: none"> ○ perpendicular bisector of a line segment ○ constructing a perpendicular to a given line from/at a given point ○ bisecting a given angle ◁ Understand and use the perpendicular distance from a point to a line as the shortest distance to the line <p>Unit 9 – Congruence</p> <ul style="list-style-type: none"> ◁ Know the criteria for congruence of triangles ◁ Apply properties of plane figures, and the criteria for congruence, using appropriate language <p>Unit 10 – Pythagoras’ Theorem</p> <ul style="list-style-type: none"> ◁ Derive Pythagoras’ theorem ◁ Use Pythagoras’ theorem to find missing sides in right-angled triangles ◁ Solve associated problems in other shapes where right-angled triangles exist ◁ Deduce whether a triangle is right-angled by considering its sides <p>Unit 11 – Angles in Polygons</p>

	<ul style="list-style-type: none"> ◁ Derive the proof of the sum of the angles in a triangle ◁ Find the formula for sum of the angles of any polygon ◁ Understand and use the sum of the exterior angles of a polygon ◁ Solve problems involving the angles/number of sides in a regular polygon
Term 4	<p>Equations and Inequalities</p> <p>Unit 12 – Linear Equations and Inequalities</p> <ul style="list-style-type: none"> ◁ Form and solve linear equations and inequalities in one unknown, including those where the unknown appears on both sides ◁ Rearrange and solve linear equations and inequalities given in any form, including those involving fractions and brackets <p>Unit 13 – Graphical Solutions</p> <ul style="list-style-type: none"> ◁ Use linear and quadratic graphs to estimate values of x for given values of y ◁ Use linear graphs to find approximate solutions of simultaneous linear equations ◁ KS4 content: Solve simultaneous equations algebraically ◁ Find approximate solutions to contextual problems from given graphs of a variety of functions including: <ul style="list-style-type: none"> ○ Piecewise linear (e.g. real-life linear graphs) ○ Exponential ○ Reciprocal
Term 5	<p>Handling Data and Probability</p> <p>Unit 14 – Probability</p> <ul style="list-style-type: none"> ◁ Understand and use the probability scale from 0 to 1 ◁ Understand and use the language associated with probability ◁ Understand the relationship between relative frequency and theoretical probability ◁ Understand that different trials of an experiment may produce different outcomes ◁ Systematically list outcomes using a variety of representations ◁ Use Venn diagrams and understand the meaning of union and intersection ◁ KS4 content: Frequency tree diagrams <p>Unit 15 – Working with Data</p> <ul style="list-style-type: none"> ◁ Appreciate the difference between discrete and continuous data ◁ Understand why the exact mean cannot be found from grouped data ◁ Find an estimate of the mean from grouped data and continuous data ◁ Describe, interpret and compare distributions, involving appropriate measures of central tendency and spread <p>Unit 16 – Scatter Graphs</p> <ul style="list-style-type: none"> ◁ Plot scatter graphs ◁ Describe the type of correlation observed ◁ Interpret correlation in context
Term 6	<p>Geometry</p> <p>Unit 17 – Similarity and Enlargement</p> <ul style="list-style-type: none"> ◁ Enlarge shapes from a given centre, with and without coordinate grids ◁ Understand that the corresponding angles of similar shapes are equal ◁ Solve problems involving similar triangles <p>Unit 18 – Transformations</p> <ul style="list-style-type: none"> ◁ Translate a shape by a given vector ◁ Reflect a shape in a line, including on coordinate axes ◁ Rotate a shape about a centre, including on coordinate axes ◁ Identify the type of transformation carried out by comparing an object and image <p>Unit 19 – Trigonometry</p> <ul style="list-style-type: none"> ◁ Develop an understanding of the trigonometric ratios ◁ Solve problems using trigonometric ratios in right-angled triangles
Homework	<p>We will be using HegartyMaths. 2 pieces will be set by your teacher each week and you must meet the following expectations.</p> <ol style="list-style-type: none"> 1. You watch the video and copy the examples/make notes in your maths book. 2. You complete the quiz online and show your working out in your maths book. 3. You mark the quiz in your book and make any corrections.
To stretch myself..	<p>You can look at the building blocks available on HegartyMaths and complete more challenging content from the topic you are currently covering or revisit a topic you have already been taught.</p>
KS4 Exam Board	<p>Edexcel/Pearson</p>

Science (GCSE) – Year 9

<p>Term 1</p>	<p>Physics-Energy P1 Conservation of energy, P1.1 How is energy transferred from one energy store to another? P1.2 How do energy stores change in a closed system? P1.3 How is work and energy related? P1.4 What is gravitational potential energy and how is it calculated P1.5 How are kinetic & elastic stores and how can we calculate them? P1.6 What happens to wasted energy? P1.7 How do we use useful and wasted energy transfers to determine the efficiency P1.8 How is the usefulness of appliances rated? P1.9 How is energy related to power? Chemistry-Atomic Structure C1 Atomic structure C1.1 What is the basic structure of an atom? C1.5 How did scientists prove the structure of atoms? C1.6 What are the types, charges and masses that make up particles that make up an atom? C1.7 What are ions? C1.2 How do we represent how atoms are rearranged to form new compounds? C2 The periodic table: C2.1 How was the periodic table made up? C2.2 How are electronic structures obtained from the periodic table? C2.3 What are the trends of group 1- the alkali metals in the periodic table? C2.4 What are the trends of group 7- the halogens? C1 Separating techniques: C1.3 What methods can we use to separate mixtures of compounds? C1.4 How can we separate dissolved substances? Required Practical: How do scientists use observations from chromatography?</p>
<p>Term 2</p>	<p>Biology-Cell biology B1 Cells: B1.1 How can we see what cells look like? B1.2 What are the structure and function of plant and animal cells? B1.3 what is the order of magnitude of eukaryotic & prokaryotic cells? B1.4 How does the different types of animal cells relate to the function? B1.5 How does the different types of plants cells relate to the function? B1.6 What affects the rate of diffusion? B1.7 How does osmosis differ from diffusion and how is the rate affected? B1.8 How do we investigate the rate of osmosis in plants? B1.9 What is the importance of active transport? B1.10 How do large multicellular organisms exchange materials with their environment? Required Practical1: How can we use a microscope to calculate the real size of a cell? Physics-Energy Energy transfer by heating: P2.1 How does the thickness of a material affect its rate of energy transfer by conduction? P2.2 ? P2.3 ? P2.4 How does the mass of a substance affect how quickly its temperature changes when heated? P2.5 How can we reduce the rate of energy transfers from our home? Required Practical 2: What factors affect the quality of an insulator? P3 Energy resources: P3.1 What fuels are used to generate electricity in order to meet our energy demands? P3.2 How are tides and waves used to generate electricity? P3.3 How can we use energy resources from the Earth and the sun to generate electricity? P3.4 How can we evaluate the use of different energy resources? P3.5 Which economically viable energy resources are needed to meet future energy needs? Chemistry C3 Structure and bonding: C3.1 What are the limitations of the particle model of solids, liquids and gases? C3.2 How do metals and non-metals form ions. C3.3 How do metals bond to non-metals to form ionic compounds? C3.4 What are the properties of ionic compounds? C3.5 How do non-metals bond to each other to form covalent compounds?</p>

	<p>C3.6 What are the properties of covalent compounds? C3.7 How do diamond and graphite differ from small molecules? C3.8 What are the applications of fullerenes and graphene? C3.9 How are the atoms in metals arranged and bonded to each other? C3.10 Why are metals hard, malleable and good conductors? C3.11 What are nanoparticles? C3.12 What are the uses and risks of nanoscience?</p>
Term 3	<p>Biology-Cell biology Cell division B2.1 What is the role of mitosis in the cell cycle? B2.2 How are plant clones created? B2.3 How can stem cells be used to treat different medical conditions? B2.4 What is the future of stem cells? Organisation and the digestive system: B3.1 How are organs formed from tissues? B3.2 What are the main features of the human digestive system? B3.3 What is the structure of carbohydrates, proteins and lipids? B3.4 How are enzymes involved in metabolism? B3.5 What factors affect enzyme action? B3.6 How does the digestive system work? B3.7 What is the role of hydrochloric acid and bile in digestion? Required Practical 4: How can we test for the different food groups? Required Practical 5: How does pH affect enzyme activity? Physics Electric circuits: P4.2 How can we calculate the size of an electric current in a circuit? P4.3 What happens when we reverse the potential difference across a resistor? P4.4 What happens to the resistance of a light dependent resistor when light intensity increases? P4.4 (b) What happens to the resistance of a temperature dependent resistor when temperature increases? P4.5 How does the arrangement the resistors in series affect the total resistance? P4.6 How does the arrangement the resistors in parallel affect the total resistance Required Practical 3: How does the arrangement of components and the length of a wire affect resistance? Required Practical 4: What happens to current when potential difference increases for different components?</p>
Term 4	<p>Chemistry C5 Chemical changes: C5.1 Ho can we rank the reactivity of metals using their reactions with water or acids? C5.2a How can we use reactions to predict reactivity? C5.2b How do we represent loss or gain of electrons in chemical equations? C5.3 How can we extracting metals from earth materials? C5.4 How do we make salts from metals? C5.5 What salts are made when different acids react with different bases? C5.5b How do we use the formulae of common ions to deduce formulae of compounds formed? Required Practical 1: How can we make a salt from an insoluble base? C5.6a How can we make a salt from acids and alkalis? C5.6b How can we make a salt from acids and carbonates? C5.7 How can we measure acidity? C5.8 What is the difference between strong and weak acids? Biology: Organising animals and plants: B4.1 What is the function the components of the blood? B4.2 What is the role of blood vessels in the circulatory system? B4.3 How are heart problems solved? B4.4 How can artificial devices help the heart? B4.5 How are gases exchanged in lungs? B4.6 What are the main tissues and organs in plants B4.7 How are substances transported in plants B4.8 How is water lost from plants? B4.9 What factors affect water loss from plants?</p>
Term 5	<p>Physics Electricity in the home: P5.1 How do we use an oscilloscope to measure frequency and peak potential difference of alternating current?</p>

	<p>P5.2 What is the purpose of the casing, cable, and the different coloured wires in a plug?</p> <p>P5.3 How do we use electrical power and potential difference to work out the correct fuse to use in an appliance?</p> <p>P5.4 How is the flow of charge energy transfer and potential difference related?</p> <p>P5.5 How do we use calculations to determine the efficiency of one appliance over the other?</p> <p>Biology</p> <p>B9 Respiration:</p> <p>B9.1 What is the importance of aerobic respiration in cells?</p> <p>B9.2 How does exercise affect respiration?</p> <p>B9.3 How can we respire in the absence of oxygen during anaerobic respiration?</p> <p>B9.4 What is the role of the liver in metabolism?</p>
Term 6	<p>Biology</p> <p>B16 Adaptations, interdependence, and competition:</p> <p>B16.1 What is the relationship between communities and ecosystems?</p> <p>B16.2 What factors affect communities?</p> <p>B16.3 How can we measure distribution an abundance of organisms in the natural environment?</p> <p>B16.4 Why do animals compete?</p> <p>B16.4 How do plants compete?</p> <p>B16.6 How are organisms adapted for survival?</p> <p>B16.7 How are animals adapted to survive?</p> <p>B16.8 How are animals adapted to survive?</p> <p>Physics</p> <p>P6 Molecules and Matter</p> <p>P6.1 How can we use density to predict if an object will float in water?</p> <p>P6.2 Why does the mass of a substance that changes state, stay the same?</p> <p>P6.3 How is a temperature-time graph used to analyse change of state?</p> <p>P6.4 How can we use the idea of particles to explain gas pressure?</p> <p>P6.5 How is specific latent heat of ice and water calculated?</p> <p>P6.6 How are we able to see evidence of gas molecules moving around?</p>
Homework	<p>Seneca online homework</p> <p>Half-termly home learning booklet</p>
To stretch myself...	<p>Answer the fertile questions in depth</p> <p>Write fertile questions of your own</p> <p>Investigate science in the news</p>
KS4 Exam Board	AQA

Mandarin (MEP) – Year 9	
Term 1	1.1.1. <u>Travel and Tourism - What was your best holiday? Why?</u> 1.1.2. Discussing holidays, preferences and weather 1.1.3. Explaining what activities you do in the summer 1.1.4. Saying what you did on holiday and where you stayed 1.1.5. Using the present tense 1.1.6. Using the past tense 1.1.7. Expressing opinions using key verbs
Term 2	1.1.8. <u>Travel and Tourism - What is your ideal holiday is like? Why?</u> 1.1.9. Booking accommodation 1.1.10. Dealing with problems when on holiday 1.1.11. Using questions to form answers 1.1.12. Practising using three verb tenses together
Term 3	1.1.13. <u>My studies and life at school/college - What is your school like?</u> 1.1.14. Giving opinions about school subjects 1.1.15. Describing school, school uniform and the school day 1.1.16. Talking about subjects and homework 1.1.17. Using negatives
Term 4	1.1.18. <u>My studies and life at school/college and Revision/ exam skills - What is a perfect school like? Why?</u> 1.1.19. Talking about school rules and problems 1.1.20. Talking about plans for a school exchange/ activities and achievements 1.1.21. Using the near future tense 1.1.22. Using revision and memorisation skills
Term 5	1.1.23. <u>Family and technology in everyday life - Has the technology make the world smaller?</u> 1.1.24. Talking about socialising and family 1.1.25. Describing people (friends and family) 1.1.26. Talking about social networks 1.1.27. Using the present continuous 1.1.28. Revising adjectival agreement and articles
Term 6	1.1.29. <u>Family and technology in everyday life and Revision/exam skills - How accurate are stereotypes?</u> 1.1.30. Talking about reading preferences 1.1.31. Talking about relationships with friends/ family 1.1.32. Using key verbs to describe relationships 1.1.33. Answering and forming questions 1.1.34. Revision and memorisation skills
Homework	A weekly vocabulary test (20 words per week) Use the vocabulary list given for each module. A grammar or reading task to support learning in lessons.
To stretch myself...	Learn an extra 10 words per week/ complete extension task on hand-out Use revision website: Go Chinese Use the Revision Edexcel GCSE (9-1) Mandarin Pearson Revision Guide to review previous topics.
KS4 Exam Board	Edexcel/Pearson

Spanish (KS3) – Year 9	
Term 1	<p><u>Travel & Tourism in Spanish-Speaking countries & beyond: What were the three things you relied upon most on holiday and why?</u></p> <p>1.1.35. Memorisation techniques & strategies 1.1.36. Discussing holidays, preferences and weather 1.1.37. Explaining what activities you do in the summer 1.1.38. Saying what you did on holiday and where you stayed 1.1.39. Using the present tense (regular and irregular verbs) 1.1.40. Using the preterite (past) tense 1.1.41. Expressing opinions using key verbs</p>
Term 2	<p><u>Travel and Tourism in Spanish-Speaking countries & beyond: Is it possible to make a complaint, politely?</u></p> <p>1.1.42. Booking accommodation 1.1.43. Dealing with problems when on holiday 1.1.44. Using questions to form answers 1.1.45. Practising using three verb tenses together 1.1.46. Using the formal verb form ‘usted’</p>
Term 3	<p><u>My studies & life at school/college in the UK: Does a perfect school really exist?</u></p> <p>1.1.47. Giving opinions about school subjects 1.1.48. Describing school, school uniform and the school day 1.1.49. Talking about subjects and homework 1.1.50. Using comparatives and superlatives 1.1.51. Using negatives 1.1.52. Using phrases followed by an infinitive verb</p>
Term 4	<p><u>My studies & life at school/college in the UK AND Revision/ exam skills: Can you predict the future?</u></p> <p>1.1.53. Talking about school rules and problems 1.1.54. Talking about plans for a school exchange/ activities and achievements 1.1.55. Using the near future tense 1.1.56. Using object pronouns 1.1.57. Using revision and memorisation skills</p>
Term 5	<p><u>Family & technology in everyday life: How accurate are stereotypes? Why?</u></p> <p>1.1.58. Talking about socialising and family 1.1.59. Describing people (friends and family) 1.1.60. Talking about social networks 1.1.61. Using the present continuous with ‘SER’ and ‘ESTAR’ 1.1.62. Revising adjectival agreement and articles ‘un/una’ 1.1.63. Using the verb ‘SOLER’ + the infinitive</p>
Term 6	<p><u>Family and technology in everyday life AND Revision/exam skills:</u></p> <p>1.1.64. Talking about reading preferences 1.1.65. Talking about relationships with friends/ family 1.1.66. Using key relationship verbs 1.1.67. Answering and forming questions 1.1.68. Closing gaps 1.1.69. Revision and memorisation skills 1.1.70. End of Year film project to improve cultural understanding of Hispanic communities</p>
Homework	<p>A weekly vocabulary test (10 words per week) linked to QUIZLET.COM. Use the vocabulary list given for each module. A grammar or reading task to support learning in lessons given by class teacher.</p>
To stretch myself...	<p>Learn an extra 5 words per week/ complete extension task on hand-out Use revision website: Quizlet.com, Memrise.com, BBC bitesize Use the Revision Edexcel GCSE (9-1) Spanish Pearson Revision Guide to review previous topics. Use phone app: Duolingo.com, Quizlet.com</p>
KS4 Exam Board	Edexcel/Pearson

Geography (KS3) – Year 9	
Term 1	<p><u>1.1.1 Natural hazards- What is a natural hazard?</u> Classifying hazards into geological, hydrological and meteorological hazards, and what factors increase the hazard risk of different natural hazards.</p> <p><u>1.1.2 Plate tectonics theory and distribution</u> – Layers of the earth, convection currents and global distribution of plate tectonics, volcanoes and earthquakes. Plate margins – Describe and explain the processes at constructive, destructive and conservative plate margins and their associated hazards. Why live with hazard risk? Explain why people live near plate tectonics and their hazards. Case Studies – Chile and Nepal earthquakes. The causes, impacts and responses of contrasting earthquake case studies. Management of tectonic hazards – How planning, prediction and protection reduce the risk of natural hazards.</p>
Term 2	<p><u>1.1.3 Global atmospheric circulation</u> – Explain global areas of high and low pressure and the different global cells. Tropical storm distribution – Where we find tropical storms and explain how they are formed. Causes and features of tropical storms and the impact of climate change on tropical storms. Typhoon Haiyan as an example of a Tropical Storm case study: effects and responses. Managing tropical storms-Planning, prediction and protection reducing the risk of tropical storms. UK weather hazards-What is extreme weather and what evidence is there to suggest extreme weather is increasing? Somerset floods 2014 Pt.1 – Causes, social, economic and environmental impacts of the floods. Somerset floods 2014 Pt.2 – Responses and management strategies reducing the risk of flooding.</p>
Term 3	<p><u>1.1.4 Climate change</u> Evidence for climate change. Natural causes of climate change – volcanic eruptions, solar output and orbital change. Human causes of climate change – CO2 emissions, agriculture and deforestation. Effects of CC – Sea level rise and coastal flooding, melting ice caps, tropical storm frequency and risk of disease. Reducing the effects of climate change: mitigation – international agreements, afforestation, carbon capture and renewable energies. Adaptation – protection, appropriate agricultural techniques and water conservation.</p>
Term 4	<p><u>2.1.1 Urban Issues and Challenges</u> Urbanisation – what is urbanisation, natural increase, rural-urban migration, push and pull factors and how urbanisation in LICs/ NEEs is occurring at faster rates than HICs Mega-cities – How growth of Megacities compares between HICs and LICs/NEEs. Case Study: NEE: The national and international importance of Lagos and location. Video Welcome to Lagos – identifying the opportunities and challenges of over-population and rapid urban growth in Lagos. Social, Economic and environmental challenges and opportunities in Lagos. Squatter settlements – challenges of rapid urban growth Urban Planning- evaluating the costs and benefits of urban planning in Lagos.</p>
Term 5	<p><u>2.1.1 Urban Issues and Challenges</u> UK Urban landscape – Identifying urban areas of the UK and describing the population density. Case study HIC: London- Importance of London - nationally and internationally and its location. London population –Cultural mix and recreation in London – evaluating the impacts of national and international migration in London. Employment and economic opportunities in London. Urban and housing inequalities in London- causes and characteristics of inequality. Brown and greenfield sites – Air and Waste Pollution in London – challenges and how to sustainably manage waste and air pollution in London. Urban regeneration – evaluating the costs and benefits of urban regeneration in Kings Cross. Sustainable transport: Integrated Transport System, TFL in London. Sustainable Urban Planning: Freiburg, Germany. How urban planning can be sustainable.</p>
Term 6	Revision, End of Year exam, DME (Decision making exercise based on paper 3)
Homework	Students will receive homework focusing on a particular topic that has been completed in class. These will align with the case studies and questions that will be in the end of course exam.
To stretch myself	I could read the news on bbc.co.uk/news or bbc.co.uk/read National geographic or the New Scientist, watch BBC bitesize videos / national geographic website.
KS4 Exam Board	AQA

History (KS3) – Year 9	
Term 1	World War One: Causes of World War One The outbreak of war Recruitment and the Home Front Trench warfare Medical advancements The Battle of the Somme
Term 2	Interwar Britain: Post-war treaties Women’s suffrage movements Ireland and independence The rise of socialism and fascism The Great Depression Appeasement
Term 3	20th century world conflict: The Russian Revolution Causes and events of WWII Nuclear weapons Cold War key events Genocides and persecution
Term 4	Jewish persecution and the Holocaust: Context of European anti-Semitism The Nazi Party and anti-Semitism The Holocaust
Term 5	Post-War Britain: The Welfare State The NHS Feminism and women’s rights Windrush and immigration
Term 6	USA Civil Rights movement: Jim Crow Civil Rights victories Civil Rights organisations and significant figures Black Power LGBT rights
Homework	Students will complete wider research, exam questions, and revision for homework.
To stretch myself...	Watch relevant documentaries and video clips on YouTube, Netflix, Amazon Prime, etc. Complete further research using educational websites Visit museums and art galleries to widen your contextual knowledge Test yourself on your knowledge using knowledge organisers
KS4 Exam Board	Edexcel/Pearson

Computing (KS3) – Year 9	
Term 1	<p>3.1 Mobile apps development</p> <p>3.1.1 Evaluate the history of mobile apps</p> <p>3.1.2 Research and identify the specification of a mobile device</p> <p>3.1.3 Create a mobile app interface</p> <p>3.1.4 Add videos and a map</p> <p>3.1.5 Add RSS feed and gallery images</p> <p>3.1.6 Install final app and evaluation</p>
Term 2	<p>3.2 Algorithms</p> <p>3.2.1 Searching algorithms. Understand and explain how the linear search algorithm works. Understand and explain how the binary search algorithm works. Compare and contrast the linear and binary search algorithms.</p> <p>3.2.2 Sorting algorithms. Understand and explain how the merge sort algorithm works. Understand and explain how the bubble sort algorithm works. Compare and contrast the merge sort and bubble sort algorithms.</p> <p>3.2.3 Unit Test</p>
Term 3	<p>3.3 Python Programming</p> <p>3.3.1 Sequence and selection. Understand and use data types: integer, real, Boolean, character and string. Declare and use constants and variables. Use input, output and assignment statements. Use the common arithmetic operators including MOD and DIV.</p> <p>3.3.2 Iteration. Use relational operators including =, <, >. Use Boolean operators AND, OR, NOT and combinations of these operators within conditions for iterative and selection structures.</p> <p>3.3.3 Procedures and functions</p> <p>3.3.4 Unit Test</p>
Term 4	<p>3.4 Programming techniques</p> <p>3.4.1 Procedures and functions. Understand the concept of subroutines.</p> <p>3.4.2 Validation and authentication. Write simple data validation and authentication routines.</p> <p>3.4.3 Determining the purpose of algorithms.</p> <p>3.3.4 Unit Test</p>
Term 5	<p>3.5 Computer networks and cyber security</p> <p>3.5.1 Network security</p> <p>3.5.2 Protocols and layers</p> <p>3.5.3 Detecting and preventing cyber security threats</p> <p>3.5.4 Unit Test</p>
Term 6	<p>3.6 Impacts of digital technology</p> <p>3.6.1 Ethical issues</p> <p>3.6.2 Digital technology in society</p> <p>3.6.3 Legislation and privacy</p> <p>3.6.4 Unit Test</p> <p>KS3 final exam</p>
Homework	<p>Student will receive homework on the topic completed every two weeks. The homework will be based on sample materials from the exam board. This will prepare them for both the unit test and end of year test.</p>
To stretch myself...	<p>Complete all the activities posted on Edmodo, BBC bitesize, YouTube videos, Kahoot and read computer related magazines and articles on technologies today.</p>
KS4 Exam Board	<p>AQA</p>

Music (KS3) - Year 9	
Term 1	<p>1.1 Brazil Meets Jazz</p> <p>1.1.1. Students will learn the features of Jazz and Brazilian music and start to see links between the two traditions</p> <p>1.1.2 Students learn the instrumentation that is specific to the two traditions</p> <p>1.1.3 Students learn a piece of Brazilian music and a piece of Jazz music following performance directions specific to the two styles- further exploring melody, rhythm and harmony</p> <p>1.1.4 Explore how harmony is used within the two genres</p> <p>1.1.5 Build texture through voice, rhythm, melody and harmony in an ensemble performance</p>
Term 2	<p>1.2 Flow like a Pro</p> <p>1.2.1 Students learn the history of Hip-Hop music and the characteristics of a Hip-Hop instrumental</p> <p>1.2.2 Students analyse various pieces of Hip-Hop music and how to construct a verse using music vocabulary and rhyming techniques</p> <p>1.2.3 Students combine singing and rapping in an ensemble performance</p>
Term 3	<p>1.3 Dance Music</p> <p>1.3.1 Students explore the history of dance music through the last four decades</p> <p>1.3.2 Students learn the characteristics of dance music in the UK- EDM, UK Garage and Grime</p>
Term 4	<p>1.3.3 Students use Logic /Garage band software to compose a piece of dance music applying appropriate musical devices to fit chosen style of dance music</p> <p>1.3.4 Students learn to use Samples and manipulate them using the software</p>
Term 5	<p>1.4 Songwriting: Protest Songs</p> <p>1.4.1 Student explore how musicians/artists use the elements of music to protest against/for war</p> <p>1.4.2 Students learn to perform 'Imagine' (by John Lennon) as a band using their specific instruments</p> <p>1.4.2 Analyse how fanfares are used within a war setting</p>
Term 6	<p>1.4.3 Students draw on their knowledge of musical elements, instrumental skills and creativity to compose and perform an original song. Excellent compositions will be performed at the Summer Showcase</p>
Homework	Students will be given research and listening and appraisal activities to enhance their learning at home
To stretch myself...	<p>https://www.educationquizzes.com/ks3/music/</p> <p>https://www.bbc.com/bitesize/subjects/zmsvr82</p>
KS4 Exam Board	Edexcel/Pearson

PE (KS3) – Year 9	
Will be completing eight of the following sports throughout the year.	
Football	<ul style="list-style-type: none"> - Shooting– long range and using weaker foot - Dribbling- Advance turns and close control - Tactics – Zone marking and man to man marking - Full sided game play and set pieces
Netball	<ul style="list-style-type: none"> - Footwork – receiving/pivot drill and dodging drills - Passing – footwork and passing on the move - Shooting – technique and 2 v 2 within the key. - Positional play with implementation of positional rules - Tactics- Man to man marking and use of space
Rugby	<ul style="list-style-type: none"> - Maul – body positions, driving off a line out and 6 man mauls and driving - Scrum-5 man and 6 man scrums - Tackling -positive tackles and defensive line - Combination play in 7 v 7 and 10 v 10 small sided situations - Tactics- set plays from kick off, scrums and line out
Volleyball	<ul style="list-style-type: none"> - Volley – technique and focusing on the use of a setter - Spike – Technique and setting a spike up -Serve- jump serve and floater - Block- Body position and using it correctly in game play - Full sided games - Knowledge of rules in gameplay
Badminton	<ul style="list-style-type: none"> - Serving – under arm and flick serve - Overhead clear – body position and technique - Drop shot- body position and racquet position -Smash – technique and body position - Knowledge of rules in gameplay in singles and doubles
Fitness	<ul style="list-style-type: none"> - Effect of exercise on human body - Three key components of warm up - Two key components of cool down - How to create and use circuit training, weight training, plyometrics, SAQ, continuous training and interval training to improve fitness performance levels - Knowledge of fitness test used to maximise sporting performance - Alternative methods of exercise- boxercise, yoga, dance and aerobics
Handball	<ul style="list-style-type: none"> - Passing – technique drills and pass & receiving - Tackling- technique and body position - Shooting- Technique and developing jump shot - Tactics- Zone marking - Knowledge of rules in gameplay
Table tennis	<ul style="list-style-type: none"> - Serving – back hand and forehand - Drive – forehand drive, back hand drive, smashing and ready position - Net shot- Drop shot and spin - Knowledge of rules in gameplay in singles and doubles
Basketball	<ul style="list-style-type: none"> - Dribbling – reverse dribbling and driving into the key - Screens- Technique and using them around the key - Defending – man to man marking and zone marking - Shooting – rebounding and lay up
Rounders/cricket	<ul style="list-style-type: none"> - Fielding -positions, long barrier and technique - Batting – stance and different shots - Bowling- side on and front on bowling - Team tactics and backing up at bases
Athletics	<ul style="list-style-type: none"> - Shot put – technical development and recording - Discus – technical development and recording - Javelin – technical development and recording - 100m – technical development and recording - High Jump- technical development and recording - Long distance – technical development and recording - Long jump – technical development and recording - Relay – Technical development and recording
Homework	To watch YouTube clips or live matches of the sport being studied
To stretch myself...	<ol style="list-style-type: none"> 1.Join an extra-curricular club to further develop ability and decision making 2.To complete GCSE PE moderation activities aiming to get band 5 3.To develop fitness levels and physical ability by joining a local team
KS4 Exam Board	AQA/ WJEC

Art (KS3) – Year 9	
Term 1	<p>Surrealism and the body What is Surrealism and how does it manifest? Plan a mind map out of ideas based on the idea of surrealist Produce imaginative images, ideas, artefacts and a range of outcomes Explore the use of materials, ideas, tools and techniques How can we produce imaginative images, artefacts, and other outcomes based on the body and how the surrealist looked at the human form in Art. Understand the form in Art? How relevant is the human form and surrealism in Art and how did the Surrealist artists show this through their ideas?</p> <p>Key processes - drawing, painting, printing, mixed media, life drawing, and 3D relief. Develop ideas and intentions from first hand observations, inspiration and imagination and develop these ideas into drawings. How do we imply and look at the primary and secondary sources?</p>
Term 2	<p>Experimentation Students must be able to organise and use a range of materials in their practice to develop skills and be skilful in their application using ink, charcoal, graphite, marker, pastel, paint and card How do we apply the design processes?</p> <p>Artists Artists; Rene Magritte, Frida Kahlo, Andre Breton, Dorothea Tanning, Salvador Dali, Joan Miro, Giorgio de Chirico and Man Ray. Students research artists and make links, investigate, demonstrating analytical and critical understanding.</p>
Homework	<p>Students will receive direct tasks with regards to their theme Show planning, reflections and development in the journal through annotations A range of drawing skilled task to develop recording and observations with application of font and layout. Artists Research and study</p>
To stretch myself...	<p>I could visit a gallery in London or a local gallery I could develop skills and processes through looking at Pinterest and BBC bitesize Surrealist Manifesto by Andre Breton Tate Modern (Online)</p>
KS4 Exam Board	AQA

Design and Technology (KS3) – Year 9	
Term 1	<p><u>Dual-disciplinary Theatre production project</u></p> <p>This extended task will take place in collaboration with the Design Technology department. Both departments will study the same play with their respective Year 9 classes. Drama will look at the play from a performance perspective (but with reference to other theatre roles too). Design Technology will explore the play with reference to the creation of a set design for the production.</p> <p>Students to analyse a context that they will also study during Drama through investigation, primary and secondary data research.</p> <p>Students will study how to generate imaginative and creative set design ideas using a range of different design strategies and explore and develop their own ideas for a set design to fit the context they have researched.</p> <p>Students will learn how to develop, communicate, record and justify design ideas using appropriate techniques</p>
Term 2	<p>Students make interior architectural models for their chosen set design, students will make a model that responds to the needs and wants highlighted during the research. Prototypes should be able to satisfy the requirements, responds to context, be innovative, functional and consider aesthetics.</p> <p>Students will work in groups to create props using specialist technical techniques giving an overview to the specialist material category timber. They will learn about the selection of materials/components, using and working with materials using hand tools/power tools and machinery to create the final props.</p>
Homework	<p>Research homework where they will be required to produce an information A4 page</p> <p>Design practice worksheets</p> <p>Worksheets on topics covered</p>
To stretch myself...	<p>https://www.dezeen.com/tag/set-design/</p> <p>https://www.itsnicethat.com/categories/set-design</p> <p>https://thespaces.com/10-set-designers-you-should-follow-on-instagram/</p> <p>Watch performances on YouTube of Blood Brothers</p>
KS4 Exam Board	AQA

Drama (KS3) – Year 9	
Term 1	<p><u>Dual-disciplinary Theatre production project</u></p> <p>This extended task will take place in collaboration with the Design Technology department. Both departments will study the same play with their respective Year 9 classes. Drama will look at the play from a performance perspective (but with reference to other theatre roles too). Design Technology will explore the play with reference to the creation of a set design for the production.</p> <p><u>Roles in theatre (applied)</u> Students will consider different ‘Jobs’ in the theatre. They will hear from industry professionals at The National Theatre. There will be opportunities for them to consider pathways into these theatrical roles. Students will also have opportunity to apply this learning as they discover a new play script through practical and written work.</p>
Term 2	<p><u>From page to stage</u> Students will develop skills of crafting performance from a paper script into a final live product. This will involve working as part of a small group to create and then perform a scene from the chosen play.</p> <p><u>The final stages</u> Students will rehearse the scene in collaboration with a designer from another class. Students will learn how to record a rehearsal in written form in preparation for GCSE. Students will learn how to write an evaluation in preparation for GCSE.</p>
Homework	Homework will be set weekly and will usually ask students to create a log of the work that has taken place during the lesson. This will be in the form of a worksheet that will be stuck into books the following lesson.
To stretch myself...	<p>I will look for opportunities to be a leader during group-work.</p> <p>I will get play scripts from the library and read them, this should include other plays by the same playwright.</p> <p>I will watch examples of devised performance on YouTube.</p> <p>I will go to the theatre.</p>
KS4 Exam Board	WJEC/Eduqas