

	Autumn	Spring	Summer
Architecture, Construction & Design	Unit 3 Construction Design; <ul style="list-style-type: none"> • Sectors of Construction Industry in the UK • Contribution of Construction Industry to the UK 	Unit 3 Construction Design; <ul style="list-style-type: none"> • Client Brief • Concept Ideas; elevations, floor plans & point perspectives • Reviewing against the CB 	Unit 4 Construction Drawing Techniques; <ul style="list-style-type: none"> • Floor plans • Site & Location plans • Component drawing • Presentation drawing CAD
Art & Design	Drawing and Sculpture - Primary and secondary sources and the work of other artists are used to inspire sketches, paintings and sculptures on a variety of natural form themes. Drawing materials, painting materials, clay, soap, wire and plaster are used to create final outcomes	Drawing and Sculpture & Still Life	Still Life - Primary and secondary sources and the work of other artists are used to inspire sketches, observational drawing, paintings, prints and final outcomes on the theme of still life
Computer Science	Unit 2.1 Algorithmic thinking. Unit 2.2 introduction to coding with python. Unit 1.6 Ethics and legal aspects of Computing	Unit 2.2 Continued - Programming fundamentals Unit 2.3 Producing Robust code	Unit 2.4 Boolean Logic Unit 2.5 Programming languages and IDE's
Computer Science OCR iMedia	R081 – LO1 & LO2 Mood boards Mind maps Visualisation diagrams Storyboards Scripts	R082 – LO1 & LO2 Why digital graphics are used How digital graphics are used Types of digital graphics File formats The properties of digital graphics and their suitability for use in creating images	Practical experience of:- Photoshop skills Audacity Web Design Video development

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<p style="text-align: center;">Computer Science OCR iMedia</p>	<p>Interpreting client briefs Designing work plans with timescales and contingencies Understanding Primary and Secondary sources Planning for a range of target audiences</p> <p>R081 – LO3 & LO4 The properties and limitations of file formats for still images The properties and limitations of file formats for audio The properties and limitations of file formats for moving images i.e.</p> <ul style="list-style-type: none"> • video • animation <p>Suitable naming conventions (e.g. version control, organisational requirements).</p>	<p>Compression settings How different purposes and audiences influence the design and layout of digital graphics</p> <p>R082 – LO3 & LO4 Source assets identified for use in a digital graphic Create assets identified for use in a digital graphic Ensure the technical compatibility of assets with the final graphic Create a digital graphic using a range of tools and techniques within the image editing software application Save a digital graphic in a format appropriate to the software being used Export the digital graphic using appropriate formats and properties</p>	
<p style="text-align: center;">Design & Technology</p>	<p>Theory Unit 1 New and Emerging Technologies;</p> <ul style="list-style-type: none"> • Industry and Enterprise • Sustainability • People, Culture and Society • Production Techniques • Informing Design Decisions <p>Practical Art Movement Clock</p> <p>Theory Unit 2 Energy, Materials and Systems;</p> <ul style="list-style-type: none"> • Energy Generation • Energy Storage • Modern Materials 	<p>Theory Unit 3 Materials;</p> <ul style="list-style-type: none"> • Paper and Board • Timbers • Metals and Alloys • Polymers <p>Textiles Practical Educational Board Game</p> <p>Theory Unit 4 Specialist Technical Principles;</p> <ul style="list-style-type: none"> • Forces and Stresses • Ecological and Social Footprint • The 6R's 	<p>Theory Unit 5 Timber Based Materials;</p> <ul style="list-style-type: none"> • Sources, Origins and Properties • Working with Timbers <p>Commercial Manufacturing Practical User Centred Lighting Project</p>

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Design & Technology	<ul style="list-style-type: none"> • Smart Materials • Composite and Technical Textiles <p>Systems and Mechanical Devices Practical Mathematical Photo Frame</p>	<ul style="list-style-type: none"> • Scale of Production <p>Improving Functionality Practical Educational Board Game</p>	
Drama	<p>Skills and Techniques</p> <p>Devising through Physical Theatre</p>	Exploring text with Concept Proforma	<p>Devising through stimulus/ portfolio</p> <p>Live Theatre Review Skills part 2</p>
English	<p>SOW: Persuasive Writing (Language Paper 2) Students to study how persuasive language is used in a range of powerful texts to effect cultural and social change, engaging with a range of contemporary issues and forms</p> <p>Feedback Point: Write about the use of language in a powerful speech.</p> <p>Assessment against target band Autumn 1 Write a speech that argues with a clear focus on audience and purpose</p> <p>SOW: Conflict / War Poetry (Lit Poetry) Beginning with a look at the recruitment propaganda produced in Britain at the start of the First World War, students to study how a range of experiences of war are communicated in poetry.</p>	<p>SOW: Modern Text – Of Mice and Men (Lit Modern Text) Students to read a text as a whole with a focus on the conflict the character’s face. They will need to focus on language, structure and themes that the writer uses to present the ideas.</p> <p>Feedback Point: Students to write about a character in depth.</p> <p>Feedback Point: Students to respond to a literature style GCSE question for a modern text.</p> <p>SOW: Gothic Writing (Language Paper 1) Students to study a range of gothic fiction and be able to respond to how the writer is using techniques to create tension. Students will then use these skills to write their own gothic fiction.</p> <p>Feedback Point: Students to write their own gothic piece at the beginning of the scheme of work</p>	<p>SOW: An Inspector Calls (Lit Modern Text) Students to study the play as a whole with a focus on characters and themes, and how the writer uses methods to communicate these ideas. The students should also be able to comment on the big ideas the writer wants to communicate, based on the context the play is written in.</p> <p>Feedback Point: Respond to a character in depth</p> <p>Assessment against target band Summer GCSE Literature question in response to the theme of responsibility</p> <p>SOW: Language Paper 1 Students to study the skills for Language Paper 1, using the themes in ‘An Inspector Calls’. The Rosabel paper works well here</p>

<p style="text-align: center;">English</p>	<p>Feedforward Point: Response to Brooke’s “The Soldier”</p> <p>Feedback Point: Response to Owen’s “Dulce et Decorum Est”</p> <p>Assessment against target band Autumn 2</p> <p>Compare how experiences of war are presented in “Dulce et Decorum Est” and “Suicide in the Trenches”</p>	<p>Feedback Point: Students to respond to gothic fiction – how is the writer using language and structure to communicate meaning?</p> <p>Assessment against target band Spring</p> <p>Students to produce their own piece of gothic fiction</p>	<p>Feedback Point: Respond to the reading section for the paper</p> <p>Assessment against target band Autumn 2</p> <p>Students to respond to Language Paper 1 more independently</p>
<p style="text-align: center;">Food Preparation & Nutrition</p>	<p>Nutrition: -</p> <ol style="list-style-type: none"> 1. Fats 2. Carbohydrates 3. Protein 4. Micronutrients 5. Fibre/water <p>Practical: -</p> <ol style="list-style-type: none"> 1. Fish cakes 2. White sauce 3. Crème Brulee <p>Quiche</p> <p>Nutrition continued</p> <p>Cooking Methods</p> <p>Practical: -</p> <ol style="list-style-type: none"> 1. Soup 2. Meringues 3. Cheese and onion muffins 4. Roast dinner 	<p>Food science: -</p> <ol style="list-style-type: none"> 1. Maillard reaction 2. Gelatinisation 3. Emulsions 4. Dextrinisation 5. Caramelisation <p>Practical: -</p> <ol style="list-style-type: none"> 1. Mayonnaise 2. Crème Caramel <p>NEA 1 Practice experiment</p> <p>Raising agents</p> <p>Enzymic browning NEA 1 practice</p> <p>Practical: -</p> <ol style="list-style-type: none"> 1. Swiss roll 2. Honeycomb 3. Choux pastry 4. Yorkshire puddings <p>Meringues</p>	<p>Diet and good health</p> <ul style="list-style-type: none"> - Cardiovascular disease - Anaemia - Gluten intolerance - Lactose intolerance <p>Practical: -</p> <ol style="list-style-type: none"> 1. Meatball pasts 2. Jambalaya 3. Debone chicken 4. Lemon chicken <p>Burgers</p> <p>Ethical diets</p> <p>Preparation for NEA 2 – plan, prepare and cook a dish suitable for a religious diet.</p>

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Geography	Physical Geography		Physical Geography	Human Geography
	The Changing Landscapes of the UK Coastal landscapes & Processes		River Landscapes & Processes	Changing Cities
History	Crime and Punishment through time, 1000 – present day		Crime and Punishment through time, 1000 – present day Whitechapel, 1880 - 1900	Early Elizabethan England, 1558 - 1588
	Years 9, 10 and 11 Topics are taught in this order over a period of 2 ½ years, leaving time to revisit topics before the GCSE			
Maths	Foundation	Foundation cont'd	Higher	Higher cont'd
	<ul style="list-style-type: none"> • Integers and place value • Decimals • Algebra – the basics • Statistics • Averages • Angles/Lines of Symmetry • Polygons and parallel lines • Indices, powers and roots • Factors, multiples and primes • Equations • Tables • Averages from charts and graphs • Perimeter and area (not surface area) • Fractions 	<ul style="list-style-type: none"> • Plotting straight line graphs • Plans, elevations, nets and surface areas • Volume • Probability 1 • Probability 2 with Venn diagrams (not including tree diagrams) • Inequalities • Interior and exterior angles • Proportion • Bearings • Construction • Loci • Averages from frequency tables • Indices and standard form • Fractions and reciprocals 	<ul style="list-style-type: none"> • Factor, multiples, primes, indices – use of calculator • Algebraic expressions and manipulation • Averages, range, quartiles and IQR • Angles • Decimals and Rounding • Fractions • Sequences • Linear Graphs • Collecting data / representing and interpreting data – easier charts and graphs • Sampling • Area, perimeter, surface area and volume 	<ul style="list-style-type: none"> • Harder area, perimeter, surface area and volume • Solving quadratic equations • Similarity and congruence • Compound measures / Real-life graphs • Drawing graphs: quadratic, cubic, reciprocal, circles • Circle Theorems • Vectors • Direct and Inverse Proportion • Non Right Angled Trigonometry • Parallel and Perpendicular Lines • Histograms • Algebraic Fractions • Use function notation

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Maths	<u>Foundation</u>	<u>Foundation cont'd</u>	<u>Higher</u>	<u>Higher cont'd</u>
	<ul style="list-style-type: none"> • Ratio • Expand and factorise single brackets • Translation (not describe) • Rotation (not describe) • Reflection (not describe) • Enlargement (not describe) • Fractions, decimals and percentages • Percentages (not increase/decrease, interest, VAT, no multiplier) • Pie charts • Scatter diagrams • Expression and substitution (no deriving of formula) • Sequences – not quadratic, not geometric 	<ul style="list-style-type: none"> • Real life graphs • Compound measures/rates of change • $y=mX+c$ • Describing translations • Describing rotations • Describing reflections • Describing enlargements • Percentages 2 (increase/decrease, multiplier, tax) • Pythagoras • Circles, cylinders, cones and spheres • Simultaneous equations • Probability trees • Quadratic sequences • Quadratic equations, expanding and factorising • Quadratic, cubic and reciprocal graphs • Right angled trigonometry • Rearranging formula • Similarity and congruence • Vectors 	<ul style="list-style-type: none"> • Percentages • Solving linear equations / Changing the subject of a formula / Using formulas • Pythagoras Theorem • Ratio and proportion • Standard form • Fractional and negative indices • Transformations • Solving linear simultaneous equations • Probability • Surds • Pythagoras' Theorem / Right-angled trigonometry • Linear inequalities • Cumulative Frequency / Box Plots • Constructions / Loci/ Bearings • Bounds • Harder sequences • Venn diagrams 	<ul style="list-style-type: none"> • Exponential Graphs • Simultaneous Equations using Quadratics • Transformations of Graphs – incl Trig Curves Iteration • Area under the Graph + Gradients of Graph • Proof • Graphing inequalities and solving quadratic inequalities • Equations and Tangents
Modern Foreign Languages	Me, my family and friends Relationships Home, town, neighbourhood and region		My studies Free time activities (1) music, cinema and TV	Free time activities (2) food, eating out and sports Customs and festivals

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<p>Music</p>	<p>Musical Language Part 2 (skills development)</p> <p>Music through the decades (Darkness to Light)</p>	<p>Live Lounge</p> <p>Country Mile</p>	<p>Production skills</p>
<p>Photography</p>	<p>Skills – Camera Functions Students will learn how to use the basic functions of a camera, including focus, zoom, flash, macro and panoramic, whilst photographing a range of different subjects. Technical processes will also be learnt such as the transferral of photos on to a computer and how to follow up photo shoots using a PowerPoint presentation.</p>	<p>Skills – Getting Creative Students will use the camera skills learnt in the last project to produce more creative photographs. This will include the use of viewpoint, framing, reflections and lighting, whilst photographing a range of subjects. The work of other photographers is researched and used as inspiration for their own images. Students will also be introduced to basic editing tools.</p>	<p>Skills – Tone and Colour Students continue to develop the creativity in their photography, but this time through the use of tone and colour. Again, a range of subjects will be photographed. The use of tone and colour will be considered through camera settings, choice of subjects and in editing the photographs. Themes taught will include black & white, harmonious, complementary, sepia and negative colours schemes.</p>
<p>Physical Education</p>	<p>Options PE – Selection from 1 of 3 Sports in each half term as follows: <u>Autumn Term 1</u> Football Badminton Netball <u>Autumn Term 2</u> Basketball Hockey Dance</p>	<p>Options PE – Selection from 1 of 3 Sports in each half term as follows: <u>Spring Term 1</u> Football Volleyball Gymnastics <u>Spring Term 2</u> Footgolf/Frisbee golf Table tennis / tennis Dance</p>	<p>Options PE – Selection from 1 of 3 Sports in each half term as follows: <u>Summer Term 1</u> Spikeball Tag sports Aerobics / Fitness <u>Summer Term 2</u> Athletics Athletics Athletics</p>
<p>Physical Education BTEC Sport</p>	<p><u>Unit 1 – Fitness for Sport and Exercise</u></p> <p>A1 – Components of Physical Related Fitness A2 – Components of Skill Related Fitness</p>	<p><u>Unit 1 Fitness for Sport and Exercise</u></p> <p>B1 – Requirements for each of the fitness training methods. B2 – Additional requirements for each of the fitness training methods. B3 – Flexibility training, Static, Ballistic and Proprioceptive Neuromuscular Facilitation.</p>	<p><u>Unit 1 Fitness for Sport and Exercise</u></p> <p>C1 – Fitness test methods for components of fitness. C2 – Importance of fitness testing for sports performance. C3 – Requirements for administration of each test.</p>

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<p>Physical Education BTEC Sport</p>	<p>A3 – Why fitness components are important for successful participation. A4 – Exercise Intensity, Training Zones and Borg Scale. A5 – The basic principles of training. A6 – Additional Principles of Training</p> <p><u>Unit 2 – Practical Sports Performance</u></p> <p>LAA – Understand the Rules, Regulations and Scoring Systems for selected sports.</p>	<p>Strength, Muscular Endurance and Power Training. Aerobic Endurance Training, Speed Training.</p> <p><u>Unit 2 – Practical Sports Performance</u></p> <p>LAA – Understand the Rules, Regulations and Scoring Systems for selected sports.</p> <p>LAB – Practically Demonstrate skills, technique and tactics in selected sports.</p>	<p>C4 – interpretation of fitness Test data.</p> <p><u>Unit 2 – Practical Sports Performance.</u></p> <p>LAA – Understand the Rules, Regulations and Scoring Systems for selected sports.</p> <p>LAB – Practically Demonstrate skills, technique and tactics in selected sports.</p>
<p>Religious Education</p>	<p><u>Students voted for:</u> <u>Gender Equality</u> -equality -feminism -stereotypes -role models -role of religion</p> <p><u>Main feedback:</u> -Role models. -Role of religion.</p> <p><u>Main homework:</u> -Bechdel Test</p>	<p><u>Students voted for:</u> <u>Intervention, part 1</u> -Value of life -Human Dignity -Intervention -Mbaye Diagne</p> <p><u>Main feedback:</u> -Intervention plan. -Rwanda response.</p> <p><u>Main homework:</u> -Intervention plan</p>	<p><u>Students voted for:</u> <u>Unit: Buddhism</u> -Wisdom -Gautama, the Buddha. -Four Sights -Meditative practices -Kisa Gotami. -The Noble Eightfold Path.</p> <p><u>Main feedback:</u> -Kiso Gotami -Ramadan and Eid-ul-Fitr lesson.</p>
<p>Science</p>	<p>It's a Small World Hocus Pocus</p>	<p>What Lies Beneath? James Bond</p>	<p>It's all Change The Rainforest</p>

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EXPERIENCE DAYS

	Day 1	Day 2	Day 3	Day 4	Day 5
YEAR 9	Politics introduction Political institutions	Politics, decision making	Relationships Intimacy Building positive communication	Child Sexual Exploitation, including online	Radicalisation 2 Gambling (including addiction)
	Smoking	Contraception 1	Alcohol Including peer pressure and influence of alcohol on decisions	Illegal drugs, risk factors and social norms	Basic first aid
	Financial security	Borrowing money	Radicalisation part 1	Financial products, credit, debt, insurance, savings, pensions	Consumer rights