



Curriculum Map: Year 9, 2021-2022

	Michaelmas 1	Michaelmas 2	Lent 1	Lent 2	Summer 1	Summer 2
Y9 English	<p>Genre/Text: 19th Century Fiction texts - A <i>Christmas Carol</i> by Charles Dickens</p> <p>Students read and study character, theme and context in relation to the novella as a whole. They also practice the study of extract for analysis as preparation for later GCSEs.</p> <p>Assessment 1: A series of Literature extract based questions on the presentation of the ghosts, Scrooge and Bob Cratchitt.</p> <p>Assessment 2: <i>Language Paper 1 Section A on the Cratchitts.</i></p> <ul style="list-style-type: none">+ Cross-curricular links with History with regard to their study of the Victorian period.+ Theatre Production of <i>The Woman in Black</i>+ Screening of the film <i>The Man who Invented Christmas</i> at The Picturehouse	<p>Genre/Text: Social Protest Writing / Modern Novel</p> <p>Text: <i>Animal Farm</i> by George Orwell</p> <p><i>Composite Language Paper with a Paper 1 Section A based on extract from Animal Farm (Boxer being taken away) with a Paper 2 Section B which includes a piece of point of view writing (writing to argue/persuade).</i></p> <ul style="list-style-type: none">+ Speech on a topic of their choice based on their writing to argue/persuade skills.	<p>Genre/Text: Social Protest Writing / Modern Novel</p> <p>Text: <i>Animal Farm</i> by George Orwell</p> <p><i>Composite Language Paper with a Paper 1 Section A based on extract from Animal Farm (Boxer being taken away) with a Paper 2 Section B which includes a piece of point of view writing (writing to argue/persuade).</i></p> <ul style="list-style-type: none">+ Speech on a topic of their choice based on their writing to argue/persuade skills.	<p>Shakespeare - Much Ado About Nothing or The Merchant of Venice.</p> <p>Students read and study character, theme and context in relation to the play as a whole. They also practice the study of extract for analysis as preparation for later GCSEs.</p> <p>Assessment 1: Literature extract based questions on the presentation of characters/themes.</p>	<p>Genre/Text: Detective/Mystery/ Crime</p> <p><i>Curious Incident of the dog in the Night Time</i> (play adaptation) by Mark Haddon + <i>The Sign of Four</i> (Sherlock Holmes) by Arthur Conan Doyle.</p> <p>Literature essay question which students choose from a choice of two - the questions are based on a character or theme.</p>	<p>Genre/ Text: Poetry (Power and Conflict Cluster) + WW2 fiction and non-fiction</p> <p>Comparative poetry essay/unseen poetry essay based on study of GCSE anthology listed above.</p> <p><i>Comparing viewpoints of writers (Lang Paper 2 section A) based on two articles on theme of war.</i></p>

			<ul style="list-style-type: none"> + Cross curricular links to History (Russian Revolution etc.) as well as politics and business - maths related games in introductory lessons using numbers, shapes etc. 			
Y9 Maths	Edexcel International GCSE (9-1) Mathematics A Book 1 by Pearsons <ul style="list-style-type: none"> • Number 1 • Working with fractions • Order of operations • Rounding • Algebra 1 • Simplifying algebraic expressions • Brackets • Solving equations • Graphs 1 • Gradient of a straight line • Plotting straight-line graphs 	Edexcel International GCSE (9-1) Mathematics A Book 1 by Pearsons <ul style="list-style-type: none"> • Shape and Space 1 • Triangles • Quadrilaterals • Polygons • Constructions • Similar triangles • Sets 1 • Set notation • Venn Diagrams • Number 2 • Standard Form • Percentages • Percentage change 	Edexcel International GCSE (9-1) Mathematics A Book 1 by Pearsons <ul style="list-style-type: none"> • Algebra 2 • Simplifying algebraic fractions • Solving equations with roots and powers • Positive integer indices • Inequalities • Graphs 2 • Straight-line graphs • Sketching straight-line graphs • Simultaneous Equations 	Edexcel International GCSE (9-1) Mathematics A Book 1 by Pearsons <ul style="list-style-type: none"> • Handling Data 1 • Statistical investigation • Presenting data • Misleading data presentation • Averages for discrete data • Number 3 • Prime factors • LCM and HCF • Ratio • Algebra 3 • Simple factorising • Simplifying 	Edexcel International GCSE (9-1) Mathematics A Book 1 by Pearsons <ul style="list-style-type: none"> • Graphs 3 • Distance-time graphs • Speed-time graphs • Shape and Space 3 • Tangent Ratio • Calculating Sides • Calculating Angles • Handling Data 2 • Frequency Tables • Discrete Data • Continuous Data 	Edexcel International GCSE (9-1) Mathematics A Book 1 by Pearsons <ul style="list-style-type: none"> • Number 4 • Compound percentages • Inverse percentages • Algebra 4 • Using formulae • Change of subject • Further formulae • Graphs 4 • Quadratic graphs • Solution to quadratic graphs • All - Financial Maths -

			<ul style="list-style-type: none"> Shape and Space 2 Pythagoras' Theorem Circle Theorems 	fractions <ul style="list-style-type: none"> Equations with fractions Simultaneous equations 		Budgeting
Y9 Computing	<ul style="list-style-type: none"> Working knowledge of hardware that is required to make a computer system. How to procure components and physically make a PC Having a working knowledge of other operating system <p>Working through their GCSE Project</p>	<ul style="list-style-type: none"> Basic understanding of networking components and addressing methods. Able to work remotely on other systems Completing basic maintenance of software and operating systems 	<ul style="list-style-type: none"> Understanding computational thinking. looking at the structure of a program and writing basic programs to complete a project Using HTML Having a working knowledge of other operating systems To communicate with other systems over a network 	<ul style="list-style-type: none"> Understanding computational thinking. looking at the structure of a program and writing basic programs to complete a project Using HTML, and C++ Having a working knowledge of other operating systems and able to communicate with other systems over a network 	<ul style="list-style-type: none"> Understanding computational thinking. looking at the structure of a program and writing basic programs to complete a project Using Python 	<ul style="list-style-type: none"> Looking a security and internet safety Looking at the future of IT where it is likely to go Make a IOT project . Plan it program it and test it
Y9 Biology	An introduction to biology (2 weeks) B1 Cell Structure and transport <ul style="list-style-type: none"> The world of the microscope, animal and plant cells, Eukaryotic and prokaryotic cells. Specialisation in animals and plant cells. 		B1 Cell Structure and transport (Cont) <ul style="list-style-type: none"> Diffusion, Osmosis , active transport, exchanging materials. B2 Cell Division <ul style="list-style-type: none"> Cell division, growth and differentiation, Stem cells and ethical dilemmas. 		B3 Organisation and the digestive system <ul style="list-style-type: none"> Tissues and organs The human digestive system, looking at the chemistry of food, catalysts and enzymes Factors that affect enzyme action. How does the digestive system work and what makes it efficient? 	
Y9 Chemistry	An introduction to Chemistry (3 weeks)	C1 ions atoms isotopes periodicity	C2 Transition metals	C3 giant covalent structures and	C4 relative formula masses and equations	C4 percentage yield and how to calculate

	C1 Atomic Structure <ul style="list-style-type: none"> How mixtures can be separated. 	<ul style="list-style-type: none"> The periodic table and its history as well as the key features of Groups 1 and 7 (C2) 	C3 Structure and bonding <ul style="list-style-type: none"> learning about covalent, ionic and metallic bonding 	nanoparticles <ul style="list-style-type: none"> how they are used 	in chemistry	moles and molar ratios
y9 Physics	An introduction to physics (3 weeks) P1 Conservation and dissipation of energy <ul style="list-style-type: none"> Understanding and defining energy Calculating GPE, KE and EPE Efficiency, work and wasted energy Energy in electrical appliances 		P2 Energy transfer by heating <ul style="list-style-type: none"> Energy transfer by conduction, convection and radiation Infrared radiation Specific heat capacity Heating and insulation 		P3 Energy resources <ul style="list-style-type: none"> Energy demands and challenges Power stations - fossil fuels, wind, water, solar, geothermal and nuclear Environmental considerations Big energy issues 	
Y9 History	<u>British Empire and Colonisation</u> What was the British Empire? What is Colonisation? Independence for India Independence for Africa How has immigration changed Britain Prep for presentation British Empire Immigration Presentation	<u>First World War and Trench Warfare</u> What started the First World War? Recruiting for the War Presenting Key WWI Figures How did the war affect ordinary citizens? What was it like in the Trenches?	<u>Inter-war years and the Rise of Hitler</u> Historical Enquiry Assessment Planning Historical Enquiry Assessment 20th Century: Boom to Bust The Treaty of Versailles Hitler and the Rise of Germany End of Term Assessment	<u>Second World War</u> Nazi Control of Germany Life in Germany Trip to Imperial War Museum The Second World War – An overview The war goes nuclear	<u>Russian Revolution</u> Introduction to the Russian Revolution 1905 & 1907 Revolutions Rise of the Bolsheviks Civil War Russian Revolution Assessment	<u>History Project</u> Introduction to History Projects Using lessons to work on individual historical Projects on any topic related to option subjects Essay and presentation to be prepared History Project Presentation
Y9 Geography	<u>Dawn of the Anthropocene part 1:</u> Population patterns across the world (POPULATION UNIT Part 1) (Geog.2 & IGCSE) Introducing the link between population and environmental	<u>Dawn of the Anthropocene part 1 (continued)</u> Causes, challenges and solutions of under population (& Australia), overpopulation (& Bangladesh) ageing	<u>Dawn of the Anthropocene part 2:</u> Managing populations & migration (POPULATION UNIT part 2) (Geog.2 & IGCSE) Population management policies: China's One/Two-Child	Assessment <u>Wild, Wet and Windy: Weather in the UK (Geog.2 & IGCSE)</u> What is weather, causes of weather patterns, how to measure the weather, weather forecasting,	<u>Weather Tantrums: Extreme weather events (TES & IGCSE)</u> The formation of Hurricanes, cyclones, typhoons, tornadoes and waterspouts, thunder and lightning,	<u>Blood, sweat and tears: industry & employment in the UK and across the globe (Geog.3 & IGCSE)</u> Industry types, UK employment structure, economic development and employment change, link back to

	<p>impact: the Anthropocene. World populations then and now, world population distribution, the demographic transition model, population pyramids, social, economic, cultural, political and environmental reasons for rapid population growth in LEDCs (and the UK/ MEDCs historically), the significance of the Industrial Revolution on population change.</p>	<p>populations (& Japan) and youthful populations (Bangladesh)</p> <p><i>Assessment</i></p>	<p>Policy, Japan and Sweden's pronatalist strategies; population distribution patterns in the UK, their SEEP causes and consequences</p> <p><u>On the Move: Challenges of migration</u></p> <p>migration in numbers, push and pull factors, migrant versus refugee, the European migrant crisis. Poland to UK case study</p>	<p>rain and clouds, air pressure and wind, rapid changes, microclimates, weather versus climate, recap climatic factors for UK</p> <p>Weather data collection collaboration with Maths</p>	<p>monsoons & floods, drought and heatwave, UK 2018 extremes (Beast from the East, summer drought) 2019 hottest temperature on record in Cambridge). UK flooding 2019, Storm of 1987</p> <p>How we might be contributing to this extreme weather through climate change</p>	<p>population change and the Industrial Revolution. Compare the Clark Fisher Model with the Demographic Transition Model.</p> <p><i>Year 9 end of year exam (including end of unit assessment)</i></p>
Y9 RE	What makes us human.		Atheism		Suffering and the holocaust.	
Y9 Latin	<p>Cambridge Latin Course Stages 13-14</p> <p>Language:</p> <ul style="list-style-type: none"> • Infinitives • possum, volo, nolo • Adjectival agreement (2-1-2 & 3rd decl) <p>Culture: Romans in Britain</p>	<p>Cambridge Latin Course Stages 14-15</p> <p>Language:</p> <ul style="list-style-type: none"> • Adjectival agreement (cont) • NOVEMBER ASSESSMENT <p>Culture: IN-HOUSE LITERATURE MODULE ON LATIN LOVE ELEGY (CATULLUS)</p>	<p>Cambridge Latin Course Stage 15</p> <p>Language:</p> <ul style="list-style-type: none"> • Relative clauses • imperfect tense of possum <p>Culture: King Cogidubnus; CLASSICAL CIV WEEK</p>	<p>Cambridge Latin Course Stage 16</p> <p>Language:</p> <ul style="list-style-type: none"> • SPRING ASSESSMENT • Pluperfect verbs <p>Culture: The palace at Fishbourne</p>	<p>Cambridge Latin Course Stage 17</p> <p>Language:</p> <ul style="list-style-type: none"> • Genitive case • SUMMER EXAM <p>Culture: Alexandria, ancient Egypt</p>	<p>Cambridge Latin Course Stage 18</p> <p>Language:</p> <ul style="list-style-type: none"> • Genitive case <p>Culture: Glassmaking in Alexandria; VIDEO COMPETITION; ANCIENT CIVILISATIONS PROJECT</p>
Y9 Art	Adventures in Landscape		Environmental Art/ Recycled Bags		Pop Art Portraiture	

	<ul style="list-style-type: none"> <u>DEVELOP</u> study the methods, approaches and intentions of Claude Monet and David Hockney to understand how past and present artists use the landscape as inspiration. <u>REFINE</u> learn how to use perspective methods in your work and develop observational drawing skills. 	<ul style="list-style-type: none"> <u>RECORD</u> explore landscape as the starting point for drawing and painting. <u>PRESENT</u> Create a final painted canvas that conveys mood and feeling in your chosen landscape 	<ul style="list-style-type: none"> <u>DEVELOP</u> Introduction to Environmental Art and collaborative project to make a recycled bag for Waitrose. Research different methods of making a recycled bag. <u>REFINE</u> Experiment with making a woven recycled bag using plaiting and weaving techniques. <u>RECORD</u> Discussion of Key language; Craftsmanship, Loom, Weft/ Warp 	<ul style="list-style-type: none"> <u>PRESENT</u> Make and refine a woven recycled bag considering colour and overall design. Add bag liner and handles. 	<ul style="list-style-type: none"> <u>DEVELOP</u> Introduction to Pop Art and how it differs from other art forms. Research and analysis of famous Pop Artists. <u>REFINE</u> Refine their observational skills by using a grid up method to draw a pop art style portrait. 	<ul style="list-style-type: none"> <u>RECORD</u> Self and peer assessment and class discussions about the artists and the variety of techniques they are using. <u>PRESENT</u> Create a multimedia portrait using recognisable pop art conventions as well as a variety of other skills and approaches.
Y9 Music	Literature as a stimulus for music composing a piece inspired by an extract from Mary Shelley's Frankenstein	<ul style="list-style-type: none"> The Blues - origins and development chord structure and features of melody Composing a blues piece 	<ul style="list-style-type: none"> Film music - listening to underscore, how have the musical elements been used to create suspense/tension//excitement/romance/fear 	Project to create a short film and compose the soundtrack for it	<ul style="list-style-type: none"> Arts Cross curricular performance project incorporating song writing and rap 	<ul style="list-style-type: none"> Performance and evaluation of project

			etc?			
Y9 Drama	Devising from Stimulus - including poetry, photography and music. Students collaborating to create their own original material for performance from a given stimulus.	DNA - Dennis Kelly. Practical exploration of Kelly's play DNA. Practical exploration of the central themes of morality, leadership, bullying, gangs and social responsibility.	Introduction to Theatre Practitioner Bertolt Brecht. Practical exploration of his Epic Theatre and Alienation Effect to create political theatre.	Missing Dan Nolan - exploration of text and stylised technique.	Creative Arts Cross Curricular Performance Project. Drama /Art / Music collaborating to create a celebratory finale to KS3 Arts provision. Using a chosen theme - students work in each discipline creating their own original performance / artwork.	Performance and exhibition of Creative Arts Celebration Project!
Spanish	<p>Languages Week</p> <p>Lifestyle</p> <p>Talking about things you like</p> <p>Describing your week and your birthday</p> <p>Describing films</p> <p>Talking about life as a celebrity.</p> <p>Translation skills</p> <p>The present tense of irregular verbs</p> <p>Using the present, preterite and near future tenses together.</p>	<p>Jobs and future career plans</p> <p>Jobs</p> <p>Saying what you have to do at work and what job you would like to do.</p> <p>Future plans.</p> <p>Describing your job.</p> <p>Translation skills</p> <p>Using <i>tener que</i></p> <p>Revision of adjectival agreement</p> <p>More practice using three tenses.</p>	<p>Health and fitness</p> <p>Describing your diet and your lifestyle</p> <p>Daily routine</p> <p>Active lifestyle and getting fit.</p> <p>Body parts, illnesses, saying what's wrong with you.</p> <p>Translation skills</p> <p>Using direct object pronouns</p> <p>Stem-changing verbs</p> <p>Reflexive verbs</p> <p>Using <i>(no) se debe /me duele(n)</i></p> <p>Using complex sentences.</p>	<p>World issues:</p> <p>Talking about children's rights and fair trade.</p> <p>Recycling.</p> <p>Describing how your town has changed.</p> <p>Translation skills</p> <p>Using the verb <i>poder</i>.</p> <p>Expressing your point of view.</p> <p>Using <i>se deberia</i>.</p> <p>The imperfect tense.</p>	<p>Madrid - future tense</p> <p>Meeting and greeting people.</p> <p>Talking about a treasure hunt.</p> <p>Discussing buying souvenirs.</p> <p>Saying what you will do.</p> <p>Revision for end of year exam.</p> <p>Translation skills</p> <p>Using expressions with <i>tener</i>.</p> <p>The comparative and the superlative.</p> <p>The simple future tense</p> <p>Students opting to study GCSE Spanish: end of year exam.</p>	<p>Saying what you will do.</p> <p>Talking about summer holidays.</p> <p>Translation skills</p> <p>Using the simple future tense.</p>

					<p>Students not opting to study GCSE Spanish: Project work on cultural topics.</p> <p>Film project using iPads.</p> <p>Theatre visit: To boost listening and speaking skills and MFL cultural experience. Students will work in all 4 skills to complete pre-visit workbook activities</p>	
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French	<p>Languages Week</p> <p>Teenage social life Talking about Facebook. Giving your opinion about someone. Arranging to go out. Describing a date. Describing a music event.</p> <p>Translation skills Using direct object pronouns. Using three tenses - perfect, present and near future</p>	<p>Health and fitness The parts of the body. Talking about sport. Healthy eating. Making plans to get fit and describing levels of fitness.</p> <p>Translation skills Using <i>à</i> and the definite article. Using <i>il faut</i> Using the future tense and using it with the perfect and present tenses Using masculine and feminine nouns.</p>	<p>Jobs and career plans Describing jobs. Learning languages. Saying what you used to do. Discussing your future and your past. Talking about your job.</p> <p>Translation skills Using modal verbs. Using the imperfect tense Using different tenses together.</p>	<p>Holidays Discussing holidays. Imagining adventure holidays. Talking about what you take with you on holiday. Describing what happened on holiday. Visiting a tourist attraction. Translation skills Asking questions using inversion. Using the conditional tense. Using reflexive verbs. Combining different tenses.</p>	<p>Rights and ethics Discussing what you are allowed to do. Explaining what's important to you - morals, ethics and world social issues. Talking about things you buy - ethical shopping. Describing what makes you happy</p> <p>Translation skills Using expressions with <i>avoir</i>. Using direct object pronouns. Using <i>si</i> in complex sentences. Using complex structures.</p>	<p>Revision Translation skills End of KS3 assessment in listening, speaking, reading and writing skills. Assessment feedback.</p>

Y9 Mandarin	<p>Languages Week</p> <p>Revise Jinbu-1 Chapter 1-3</p> <p>1.Review greeting phrases, numbers, family members, animal names</p> <p>2. Review numbers: Birthday, week days; Weekend</p> <p>3. Review hobbies; activities</p> <p>4. Review simple questions and special questions; relevant ways to answer these questions.</p> <p>5. Practise writing around 80 characters course- work to describe life routine.</p> <p>6. Assessment</p>	<p>Revise Jinbu-1 Chapter 4-5</p> <p>1.Revise school subjects and give comments on school subjects</p> <p>2.Recap telling time and apply time phrase to indicate course schedule.</p> <p>3.Review food names; drink names and give comments on food.</p> <p>4. Practise raising simple questions and special questions.</p> <p>5. Practice essential characters</p> <p>6. Assessment</p>	<p>1.Weather types: Learn weather types and relevant adj.to describe weather.</p> <p>2.Nationality: Country names and how to apply 人, 文, 语, 国 to convert a country' s name into nationality and the related language.</p> <p>3. Location names: preposition 在</p> <p>3. Transportation names: Apply 坐 and 骑 to describe how to take the transportation to go a place.</p> <p>4. Past tense mark 了 : Comparison study with present continue mark 在/正在</p>	<p>1.Review Chapter 1 in Jinbu-2</p> <p>2.Culture explore: How do Chinese people celebrate Chinese New Year? Individual presentation.</p> <p>3.Assessment</p>	<p>1.Describe someone: recap phrases of colour, appearance.</p> <p>2. Bedroom essential item phrases: Recap reposition 在 and direction phrases.</p> <p>3.Daily routine</p> <p>4.Daily life and clothes</p> <p>5. Assessment</p>	<p>1..Direction and making an appointment</p> <p>2.Weekend plan</p> <p>3.Job titles: Dream job and future plan. Future tense mark 要 ; 想要</p> <p>4. Giving comments on living environment</p> <p>5. Assessment</p>
Y9 PE	Coming Soon					
Y9 PSHCEE	Coming Soon					