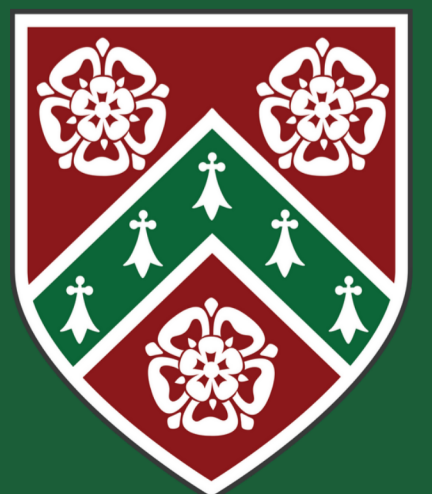


HONLEY HIGH SCHOOL

YEAR 9 CURRICULUM 2023-2024

STRIVE FOR THE HIGHEST



Head of Year: Mrs S Cowen (s.cowen@honley.tlt.school)

Pastoral Head of Year: Mr I Corcoran (i.corcoran@honley.tlt.school)

Year 9

| | English | Maths | Science | History | Geography | Spanish | Art | Music | Drama | RS | ICT | PE | Technology | iGen | Total |
|-------------------|---------|-------|---------|---------|-----------|---------|-----|-------|-------|----|-----|----|------------|------|-----------|
| Number of lessons | 9 | 8 | 8 | 3 | 3 | 4 | 2 | 1 | 1 | 2 | 2 | 3 | 4 | 1 | 50 |

Students are taught in ability groups in Mathematics, English and Science.



English Year 9

AUTUMN 1

Blood Brothers -Class Play

A detailed exploration of the key themes and ideas in the play, giving our opinions about characters and their actions. Exploring the ways/methods that the writer Willy Russell presents his ideas. How does a writer's own context impact on our understanding.

Prior Learning

Ideas about characters, covered in all texts from Year 7 onwards. Using a range of reading strategies to interpret meaning.

AUTUMN 2

Voices from other places

- Introducing the idea of culture and what defines a culture. Poems from a number of different voices around the world
- Looking at what, how and why of poetry. Looking beyond the story to the writer's craft – how do writers convey their message? What is their message?
- How do we compare poems? Building the skills for GCSE English Literature

Prior Learning

Poetic terminology in Year 7 and Year 8. Developing sophistication in using poetic terminology and recognising writer's craft.

SPRING 1

Shakespeare – Macbeth

- Reminding ourselves of Shakespeare's world. Exploring the context of the play, and the beliefs of the time
- Focusing on Macbeth, Lady Macbeth and the supernatural. The terrible act of regicide
- Zooming in on extracts from the text and saying a lot about a little

Prior Learning

Shakespeare's world: Year 7
The genre of Shakespearean tragedy: Year 8.
Using evidence from the text to support our opinions – embedded in every unit we study.

SPRING 2

Shakespeare – Macbeth

- Tracking a character through the text – how do characters change and develop?
- Crafting our writing - using evidence and opinions to inform our argument. Questioning sources and counterarguments
- Examining Macbeth as a tragic hero. The Shakespearean world view – the natural order and the 'Great Chain of Being'

Prior Learning

Revisiting writing skills previously covered in Year 8. Aiming for accuracy.
How to read Shakespeare – practised in Years 7 and 8.

SUMMER 1

Narrative Writing.

Can you write a good story (at GCSE level this is called Narrative Writing). In this half-term we will look at how to structure a narrative to engage the reader and hold their attention. We will look at creating interesting characters and settings. However, a good narrative also needs to be accurate, so we will revisit SPAG skills. All of this will prepare you for the writing you will do in GCSE English Language.

Prior Learning.

SPAG skills: punctuation, paragraphs, spelling, and sentence structures.

SUMMER 2

The Curious Incident of the Dog In the Night-time

Reading this innovative novel by Mark Haddon. We will study the narrative structure and the unique voice of the protagonist, Christopher. We will learn about the wider context of the topic of autism. We will track the development of characters and relationships and look at extracts from the stage production.

Prior Learning

Understanding narrative voices and narrative structure, based on previous examples. Reading skills of inference, deduction and analysis.

CAREERS LINKS

Author, nurse, teacher, presenter, politician, public speaker, editor, screen writer, lawyer, university lecturer, journalist, broadcaster

CHARACTER LINKS

Moral character (using traits of compassion, courage, honesty, respect when exploring issues such as grief and isolation). Civic virtues (citizenship, community when considering poetic forms linked to different cultures and historic traditions). Intellectual virtues (critical thinking, reasoning, reflection). Performance virtues (confidence, resilience)

KEY ASSESSMENT DATES

Two to three assessed pieces per topic
End of Year summative assessment bringing together skills from across the academic year

NITIMUR IN EXCELSIS – STRIVE FOR THE HIGHEST



Maths Year 9

AUTUMN 1

| | | |
|---|--|--|
| Three-Dimensional Shapes <ul style="list-style-type: none"> - Nets of 3D shapes - Surface area - Volume | Constructions and Congruency <ul style="list-style-type: none"> - Loci - Constructions - Congruent triangles | Prior Learning Area of 2D shapes (Year 8) Geometric notation (Year 7) Name and construct polygons (Year 7) |
|---|--|--|

AUTUMN 2

| | | | |
|--|--|--|---|
| Straight Line Graphs <ul style="list-style-type: none"> - Comparing gradients and intercepts - Real-life graphs - Parallel and perpendicular lines | Forming and Solving <ul style="list-style-type: none"> - Solve equations and inequalities with unknowns both sides - Substitution - Rearranging formulae | Testing Conjectures <ul style="list-style-type: none"> - Conjectures with number and algebra - Expanding a pair of binomials - Expanding three binomials | Prior Learning Form and solve equations (Year 7) Solve inequalities (Year 8) Plotting graphs (Year 8) |
|--|--|--|---|

SPRING 1

| | | | |
|--|--|--|---|
| Numbers <ul style="list-style-type: none"> - Rational numbers - Surds | Using Percentages <ul style="list-style-type: none"> - Reverse percentages - Repeated percentage change | Maths and Money <ul style="list-style-type: none"> - Interest - Wages and taxes - Exchange rates | Prior Learning Percentage increase and decrease (Year 8) Number sense (Year 8) Using multipliers (Year 8) Calculations with money (Year 8) |
|--|--|--|---|

SPRING 2

| | | | |
|--|--|---|---|
| Deduction <ul style="list-style-type: none"> - Parallel lines - Multi-step angle problems | Rotation and Translation <ul style="list-style-type: none"> - Rotating shapes - Vector translations | Pythagoras' Theorem <ul style="list-style-type: none"> - Find missing sides using Pythagoras' Theorem - Pythagoras' in 3-D | Prior Learning Angles in parallel lines (Year 8) Angle facts (Year 7) 3-dimensional shapes (Year 9) |
|--|--|---|---|

SUMMER 1

| | | | |
|---|---|--|--|
| Enlargement and Similarity <ul style="list-style-type: none"> - Enlarging shapes - Negative and fractional enlargements - Similar triangles | Ratio and Proportion <ul style="list-style-type: none"> - Direct and inverse proportion - Best buy problems - Ratio and algebra | Rates <ul style="list-style-type: none"> - Speed, distance, time - Density, mass, volume - Rates of change | Prior Learning Scale factors (Year 8) Working with ratio (Year 8) |
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SUMMER 2

| | | |
|---|--|--|
| Probability <ul style="list-style-type: none"> - Relative frequency - Expected outcomes - Tree diagrams | Representing Solutions <ul style="list-style-type: none"> - Drawing graphs - Representing inequalities - Factorising - Solutions using graphs | Prior Learning Tables and Venns to find probabilities (Year 8) |
|---|--|--|

CAREERS LINKS

Accountancy, Chef, Banking Insurance, Bookmaking, Risk Analyst, News Reporting, Analyst, Businessperson, Performance Analyst. Actuaries, Economist, Meteorologist, Carpenter, Welder, Construction, Architecture, Joinery, Games Designer, Software Design & IT, Engineering, Catering, Hairdressing

CHARACTER LINKS

Perseverance and determination skills are fostered (performance virtues) particularly when students do not arrive at the correct answer first time and when trial and error skills are needed. Independent and groupwork encourages critical thinking, judgement, and reasoning skills (intellectual virtues) to arrive at the outcome

KEY ASSESSMENT DATES

Summative assessment:
June 2024



Science Year 9

AUTUMN 1

| | | | | |
|--|---|--|---|---|
| Evolution Ideas about Biodiversity, adaptation and how natural selection drives evolution (and extinction) | Cells 2 Prokaryotic and Eukaryotic cells and more advanced microscopy. Introducing ideas about cell division and multiplication | Particle Model 2 Particle theory when applied to concepts of density and how particles respond to changes in the energy of particles | Atomic Structure The internal structure of atoms (protons, neutrons and electrons). The relevance of the mass of different atoms and how the periodic table is arranged | Prior Learning Evolution – Inheritance Y8 Cells – Cells Y7 Particles – Particle Model Y7 Atomic Structure – Periodic table and elements Y7 |
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AUTUMN 2

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| Bonding Learn how atoms bond together to form compounds, including ionic, covalent and metallic bonding | Cell Processes Look at diffusion in organisms and the adaptation of different exchange surfaces. Also consider the interdependence of photosynthesis and respiration | Digestive and Circulatory System The digestive system and diet – how we test for foods and why enzymes are important. The adaptations of the heart, blood and blood vessels | Prior Learning Bonding – Atomic Structure Y9 Cell Processes – organs and organ systems – Y7 Digestive and Circulatory System – Organ systems Y7 |
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SPRING 1

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| Energy 2 Taking ideas about energy further, starting to look in detail about how the quantity in different stores is affected and how it is calculated | Chemical Energy Looking at energy from a chemistry perspective, thinking about how energy is stored by and released during chemical processes | Rates Learn how the rate of chemical processes can be increased or decreased. Using ideas about particles to explain why these changes occur | Prior Learning Energy 2 – Energy Y7 Chemical Energy – Chemical Reactions 1 Y8 Rates – Chemical Reactions 1&2 Y8 |
|--|---|--|---|

SPRING 2

| | | | |
|---|---|---|---|
| Forces 1 Extending ideas about speed and velocity and how they can be calculated. Including the role of acceleration. Bringing in different types of graphs that represent journeys | Control Systems Compare the way that Hormones and Nerves control different processes within the human body then look at concrete examples of each | Disease Learn how and why people get ill. How the body is adapted to stop us getting ill and how we can treat illnesses when people are ill | Prior Learning Forces – Non-Contact Forces Y8 Control Systems – Menstrual Cycle Y7 Disease – Cells 2 Y9 |
|---|---|---|---|

SUMMER 1

| | | | |
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| Electricity 2 Recap concepts such as current and introduce new ideas like potential difference. Look at how electricity can be measured and calculated and how it is moved around the country efficiently and safely. | Acids 2 Recap acid and alkali neutralisations and focus on how acids react with Metals, bases, and carbonates – start to think about the importance of control and accuracy in reactions | Inheritance and Evolution Explain how biological sex is determined and look at the difference between recessive and dominant characteristics and their inheritance and how this drives evolution | Prior Learning Electricity 2 – Electricity 1 Year 7 Acids 2 – Acids 1 Y7 Inheritance and Evolution – Evolution Y9 |
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SUMMER 2

| | | | |
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| Radiation Look at the nature of the 3 different types of nuclear radiation and how this influences their properties and their uses | Resources Look at liquid resources inside the earth and how they are made more useful – namely Oil and Water. Consider the roles of cracking, fractional distillation, filtration and desalination | Ecology Investigate how we can determine the distribution of organisms in ecosystems and consider the negative and positive effects that increasing human populations have on ecosystems | Prior Learning Radiation – Atomic Structure Y9 Resources – Energy 1 Y7 Ecology - Ecosystems Y8 |
|--|--|--|--|

CAREERS LINKS

Health & safety officer, microbiologist, analytical chemist, physicist, particle physicist, physiotherapist, mechanical engineers, sound engineers, studio technicians, astrophysicist, optician, geologist, aeronautics engineers.

CHARACTER LINKS

Motivation, resilience and teamwork (performance virtues). Confidence and determination Listening, critical thinking and problem solving (intellectual virtues). Consideration and construction of moral and ethical arguments in science (moral virtues)

KEY ASSESSMENT DATES

Half termly summative assessments in the following weeks;
Autumn 1 – 25/09
Autumn 2 – 13/11
Spring 1 – 05/02
Spring 2 – 18/03
Summer 1 – 13/05
Summer 2 – 17/06

NITIMUR IN EXCELSIS – STRIVE FOR THE HIGHEST



Geography Year 9

AUTUMN 1

Hazardous Places

Students will look at the factors which influence the climate and the impacts of wild weather by investigating the Somerset Level floods. They will learn how tropical storms are formed and the impacts of Typhoon Haiyan. They will then investigate the causes of climate change and how it can be managed.

Prior Learning

In Y8, students will have looked at melting glaciers as part of the impacts of climate change.

AUTUMN 2

Hazardous Places

Students will learn about the structure of the earth and how this leads to earthquakes and volcanoes. They will investigate case studies of earthquakes and volcanoes and look at both the impacts of them and strategies to manage them through the use of the 3Ps.

Prior Learning

In KS2, students will have learnt about volcanoes and earthquakes

SPRING 1

How are lives different?

This topic begins by looking at the population distribution in Africa. Students will investigate the causes of uneven development in Africa and how the distribution of food and water resources effects this. Students will then look at the causes of uneven development within Asia and focus on the impacts of this in India by looking at the rise of the slums in Dharavi.

Prior Learning

In KS2, students have looked at the distribution of natural resources. In Y8, students have looked at population density and the issues of overpopulation and urbanisation.

SPRING 2

How are lives different?

Students will now focus on uneven development in the Middle East and how the climate has played a role in this.

Prior Learning

In KS2, students have learnt about economic activity. In Y8, they have learnt about the factors which affect climate.

SUMMER 1

Sustainable Living

Students will look at a model of a sustainable city and investigate the different aspects of sustainable urban living including energy and transport. They will then study how sustainable the fashion industry is.

Prior Learning

In KS2, students have learnt about the distribution of energy resources.

SUMMER 2

Should we...?

In this topic, students will explore a range of issues covered during KS3 and make their judgments on them. Should we allow people to keep chopping down the rainforests as they aim to develop their country?

Prior Learning

This is synoptic topic which aims to draw knowledge together across the whole of KS3.

CAREERS LINKS

Cartographer, volcanologist, G.I.S data analyst, National Park ranger, town planner tour guide. Glaciologist, engineer, climatologist, oceanographer, research scientist, environmental awareness farmer, food processing, geologist, plantation farming, hydrologist.

CHARACTER LINKS

Students are encouraged to become curious of the world we live in. Students are able to form justified opinions of geographical issues.

KEY ASSESSMENT DATES

- 1- Extreme weather – Autumn 1
- 2- Climate change - Autumn 1
- 3- Earthquakes – Autumn 2
- 4- End of unit assessment – Autumn 2
- 5- Food and water distribution - Spring 1
- 6- Slums – Spring 2
- 7- Middle East development – Spring 2
- 8- End of unit assessment – Spring 2
- 9- Sustainable energy- Summer 1
- 10- Sustainable cities – Summer 1
- 11- End of year assessment – Summer 2
- 12- Should we...? – Summer 2

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History Year 9

AUTUMN 1

WW1
 Europe in 1914
 M.A.I.N causes of WW1
 The Assassination of Archduke Franz Ferdinand
 The Battle of the Somme

Prior Learning
 Students will develop their knowledge of the skills and concepts studied in Y8.

CAREERS LINKS

Journalism, Political Advisor
 Solicitor, Police
 Teaching, Museum Curator
 Human Resources, Marketing
 Charities, Banking
 TV and Radio Broadcasting

AUTUMN 2

Rise of Hitler
 The end of WW1 and the Treaty of Versailles
 How did Hitler come to power?
 How did Hitler become Fuhrer?
 Life under Hitler

Prior Learning
 Weapons and Trench life KS2
 Remembrance Day –
 Assemblies and theme of the week Y7 and Y8

CHARACTER LINKS

Considering institutions such as the Church, State and Monarch fosters critical thinking, curiosity, judgement, and reasoning skills (intellectual virtues). Skills of reflection and resourcefulness are essential (intellectual virtues) when determining interpretations of historical events/causes/effects.

SPRING 1

Holocaust
 Early persecution
 Persecution increases
 The Final Solution
 Resistance

Events of WW2
 Appeasement, Blitzkrieg

Prior Learning
 World War 1 – Y9 HT1 and HT2

KEY ASSESSMENT DATES

Autumn 1:
 Interpretations WW1
 Summative assessment – The Battle of the Somme
Autumn 2:
 Source analysis Treaty of Versailles
 End of Unit assessment -WW1
Spring 1:
 End of unit assessment- Holocaust
Spring 2:
 Essay Dropping of the Atomic Bomb.
Summer 1:
 Source Utility- Berlin Wall
 End of year Assessment
Summer 2:
 Essay causes of US prosperity.

SPRING 2

Events of WW2
 Dunkirk, Battle of Britain,
 Operation Barbarossa, the end of WW2 in Europe

Events in WW2 -Continued
 The end of WW2 in Europe
 Was the dropping of the atomic bomb justified?

Prior Learning
 Students should be able to link to American involvement in WWI and Pearl Harbour

SUMMER 1

The Cold War
 Origins of the Cold War
 Communism V Capitalism

The Cold War- The Berlin Wall
 The division of Berlin
 The building of the Wall Escape attempts Life in the GDR The Stasi The Fall of the Berlin Wal

Prior Learning
 Students will bring together all of the skills, concepts and contextual knowledge that they have learnt in Y8

Year 9 consolidation and revision for end of year exams

SUMMER 2

20th Century World Depth Study -USA in the 1920s
 Part one: American people and the 'Boom'
 The 'Boom': hire purchase; mass production, including Ford and the motor industry. The 'Boom': benefits, advertising, and the consumer society

Prior Learning
 Students should be able to link USA to the Rise of Hitler and the Wall Street Crash

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Spanish Year 9

AUTUMN 1

Topic 1
Holidays
Present tense/ opinions and infinitives/ preterite tense

Prior Learning
Y7/Y8: infinitives
Y7/Y8: ir a + infinitive
Y8: where I used to live and technology: solía

CAREERS LINKS

Journalist, translator, shop assistant, tour guide, civil servant, town planner

AUTUMN 2

Topic 1
Holidays
Present tense/ opinions and infinitives/ preterite tense

Prior Learning
Y7/Y8: infinitives
Y7/Y8: ir a + infinitive
Y8: where I used to live and technology: solía

SPRING 1

Topic 1
Holidays
Present tense/ opinions and infinitives/ preterite tense

Prior Learning
Y8 : television and comparatives
Y7: adjectives

CHARACTER LINKS

Performance virtues (confidence, resilience)
Civic virtues (citizenship, community)
Intellectual virtues (critical thinking, reasoning, reflection)
Moral character (compassion, courage, honesty, respect)

SPRING 2

Topic 2
Holidays: Accommodation

Topic 3
Holidays: Consolidation
Present, past and future tense together

Prior Learning
Y8 environment: se debe + infinitives

KEY ASSESSMENT DATES

Fortnightly vocab/grammar tests
W/C 23 October- speaking assessment
W/C 15 January- 90-word writing assessment
W/C 13 May- reading and listening assessments

SUMMER 1

Topic 4
School: Subjects/Teachers, uniform, facilities, making comparisons

Prior Learning
Y7/Y8: future tense
Y8 free time and Y9 holidays: preterite tense

SUMMER 2

Topic 4
School: Subjects/Teachers, uniform, facilities, making comparisons

Prior Learning
Y7- adjectives
Y8- where I live (facilities)
Y8- comparatives

NITIMUR IN EXCELSIS – STRIVE FOR THE HIGHEST



Religious Studies Year 9

AUTUMN 1

Philosophy: How do humans know what is right and wrong?

Students will discuss what ethics and morality are and explore a variety of ethical theories.

Prior Learning

Students will build on the skill of developing well informed views and apply religious beliefs, worldviews and teachings about respect and caring for others.

CAREERS LINKS

Jobs and careers relating to working with people such as the Police, community workers, lawyer, probation officer and prison services.

AUTUMN 2

Philosophy: A modern ethical dilemma: Are humans more important than animals?

Students will apply the different ethical viewpoints to the use and abuse of animals.

Prior Learning

Students will build on the skill of developing well informed views and continue to make connections between religion, belief and ethical issues.

CHARACTER LINKS

Moral virtues such as compassion, respect and humility are fostered when examining faiths and belief systems. Curiosity, reflection and critical thinking are encouraged (intellectual virtues) when pursuing lines of enquiry into knowledge and truth.

SPRING 1

Theology and Philosophy: Can you believe in God and evolution?

Students will learn about creation stories in a variety of religions and other worldviews including evolution. They will consider whether someone can believe in God and evolution.

Prior Learning

Students will build on key concepts and ideas learned about religions studied in Y 7/Y8.

SPRING 2

Philosophy: Are there good reasons to believe in God?

Students will explore whether the existence of the universe provides evidence that God exists. They will consider whether religious experience provides evidence that God exists. They will also consider miracles and atheism. They will explore how religious people are in the UK today and who God is.

Prior Learning

Students will build on concepts learned in previous units.

KEY ASSESSMENT DATES

Students will be assessed regularly through questioning in lessons and written feedback to more formal assessments.

SUMMER 1

Social Sciences: How should those who break the law be punished?

Students will consider some practical and ethical questions about how those who choose to break the law should be punished.

Prior Learning

Students will build on their knowledge of religion in the UK today.

SUMMER 2

Social Science: Human rights: Should everybody's human rights be protected?

Students will learn about the Universal Declaration of Human Rights, its significance today, and investigate examples of human rights violations.

Prior Learning

Students will build on the skill of developing well informed views and continue to make connections between religion and belief and ethical issues.

NITIMUR IN EXCELSIS – STRIVE FOR THE HIGHEST



AUTUMN 1

Addressing the following PSHCE areas through reading up to page 85 of We Are All Made of Molecules

Students will explore the following topics: What makes a family? Different types of committed stable relationships. Why marriage is an important relationship choice for many couples and why it must be entered into freely. The characteristics of positive and healthy friendships and respectful relationships. Self-esteem. How to talk about emotions accurately and sensitively. That happiness is linked to being connected to others.

AUTUMN 2

Addressing the following PSHCE areas through reading pages 86-261 of We Are All Made of Molecules

Students will explore the following topics: Different types of bullying; embracing diversity; navigating peer pressure.

IDay: A Drop-Down Day

Exploring relevant topics from the RSE, PSHE and Citizenship curriculum, including (RSE) consent; contraception and STIs; realistic relationships expectations; CSE & grooming; (PSHCE) drug awareness & the law; mental health

SPRING 1

Addressing the following PSHCE areas through reading pages 263-306 of We Are All Made of Molecules

Students will explore the following topics: The impact of Alcohol; Sexting- and how to avoid it; The work of Amnesty International and issues of Human Rights; Being a responsible consumer; Revisiting learning from DDD in particular respect and consent in developing teen relationships; Assessing moral dilemmas and making decisions.

SPRING 2

Addressing the following PSHCE areas through reading part 1 of The Maze Runner by James Dasher

Students will explore the Citizenship curriculum, including the operation of Parliament, including voting and elections, and the role of political parties and the precious liberties enjoyed by the citizens of the United Kingdom.

SUMMER 1

Addressing the following PSHCE areas through reading part 2 of The Maze Runner by James Dasher

Students will explore the Citizenship curriculum, including other systems and forms of government, both democratic and non-democratic, beyond the United Kingdom.

SUMMER 2

Addressing the following PSHCE areas through reading part 3 of The Maze Runner by James Dasher

Students will explore aspects of the Citizenship curriculum, such as the different ways in which they can contribute to their community, including the opportunity to participate actively in community volunteering and other forms of responsible activity.

CAREERS LINKS

Developing transferrable skills appropriate for all jobs.

CHARACTER LINKS

Empathy, personal values and role models.

KEY ASSESSMENT DATES

Assessment of understanding is ongoing. No formal assessments take place

Prior Learning:

The iGen curriculum assumes that students will have covered all aspects of KS2 PSHCE and Citizenship. Topics from the PSHE, RSE and Citizenship curriculum covered in year 7 and 8 are revisited in a spiral fashion, embedding understanding, while remaining age appropriate.

Aspects of the curriculum are embedded in the school values and covered in other subjects and during the Y7/Y8 DDD.

The learning of this subject is tied to the year-group novel where students cover topics related (where possible) to the chapters, promoting empathy alongside understanding. A spiral learning approach is employed, with learners revisiting issues explored in Y7/Y8



Drama Year 9

AUTUMN 1

Reconnect to the Explorative Strategies

All Year 9 students will work through six crucial tools of Drama: Tableaux, Thought Tracking, Narration, Cross Cutting, Mime, Hot Seating

They will then use these tools to respond, shape, develop and rehearse an improvisation, which will form their first assessment. These tools will now be used with dexterity and confidence.

Prior Learning

Refresh their skills on theatrical knowledge. They will use their experience from year 7 and 8 to create detailed performance material that is thoughtful and engaging.

CAREERS LINKS

Teacher, Actor, Performer, Presenter, Writer, Playwright, Public Service, Communications, Artist, Industry Professionals.

AUTUMN 2

Blood Brothers

Students will explore the play Blood Brothers. This supports work undertaken in English. We will look at the history and importance of the play in British culture. Students will explore key scenes to create engaging performances. All students will rehearse and perform a scene from the play.

Prior Learning

Students will use most of the explorative strategies from the previous half term such as Tableaux, thought tracking, crosscutting, narration and mime. They will also use their knowledge from their English lessons to develop convincing characters and strong storytelling.

CHARACTER LINKS

Students are encouraged to develop confidence and motivation when performing in front of others (performance virtues). Curiosity, making judgements and reasoning skills are fostered (intellectual virtues) via the introduction of new dramatic material across the year.

SPRING 1

Introduction to GCSE Drama

This topic will explore the course of GCSE Drama to give students a taster of what to expect for KS4 options. Students will explore practitioners' methods and creative intentions whilst developing a piece of performance.

Prior Learning

Students will be introduced to key practitioners in the industry. This will reconnect with the Autumn term when exploring a variety of theatre styles.

SPRING 2

Exploring GCSE Drama (Monologues, Duologues, and the practitioner Stanislavski)

This topic will continue to explore the course of GCSE Drama.

The focus for this half term is the practitioner Stanislavski as well as writing and performing monologues and duologues.

Prior Learning

Students will be introduced to key practitioners in the industry. This will reconnect with the Autumn term when exploring a variety of theatre styles.

KEY ASSESSMENT DATES

October

The Explorative Strategies

December

Blood Brothers

March

Exploring GCSE Drama and performance work

May

Facilitating a game

July

Improvisation

SUMMER 1

Facilitaitng a Game

Students will explore the role of a facilitator in various workshops surrounding the purpose of games in a rehearsal room. This will develop core life skills including communication, leadership, presentation, collaboration, organisation and listening skills.

Prior Learning

Students will use prior knowledge of drama games including the skills developed and the purpose of the games in drama.

SUMMER 2

Improvisation

Students will explore improvisation using a variety of methods such as themes, stimulus, and text. Students will also be introduced to park bench to develop characterisation and improvisation skills.

Prior Learning

Students will use prior knowledge of improvisation to create work that is creative and shows a breadth of knowledge.

NITIMUR IN EXCELSIS – STRIVE FOR THE HIGHEST



Music Year 9

AUTUMN 1&2

Music for Film

Throughout this unit, students will explore the importance of music within films. Through active listening and practical activities, we learn about the history of film music and how it has evolved, study some iconic film composers, including John Williams and Hans Zimmer, and perform a variety of pieces of Film music.

Students develop their music reading and performance skills, as well as gaining a deeper understanding of musical features used within film music, such as melody, dynamics, tempo, timbre, and tonality.

Prior Learning

Students will use skills acquired in the Y8 superhero topic whilst developing their knowledge of musical elements. They should be able to orientate a musical keyboard and be able to recognise how key elements of music can create a range of atmospheres

CAREERS LINKS

Music Teacher, Music Therapist, Record Producer. Sound Engineer. Sound Designer, Sound Technician. Arts Administrator, Event Manager, Special Effects Technician.

SPRING 1&2

Reggae Music

Students will explore all aspects of Reggae through listening, performance, and composition. Students learn about the historical, social and geographical context of Reggae music, learning about where it originated, how it originated, and the different musical elements featured within the genre.

Throughout the unit, students will develop their keyboard, ukulele, and guitar skills by learning how to play a number of iconic Reggae songs, further developing their music reading skills and practical music skills from last year. Pupils will develop their compositional skills and demonstrate their knowledge of Reggae music by composing their own Reggae inspired lyrics and developing a musical backing which include primary chord patterns, syncopation, off-beat rhythms, and melodic riffs.

Prior Learning

It is helpful if students have a range of performance experience and skills on instruments such as keyboards, ukulele and voice

CHARACTER LINKS

Skills of perseverance, resilience, and determination (performance virtues) when attempting to play instruments that students may not have previously encountered. Exploring different cultures and musical structures fosters respect (moral virtues) and community awareness and citizenship (civic virtues).

SUMMER 1&2

Music for Special Events

There are a vast array of special events and occasions that use music as a form of entertainment, to create a mood or atmosphere, or to bring people together and encourage participation and unity, whether it's the Kings coronation, the Olympic games, World cup, birthdays or Christmas, the list is endless.

In this unit, Students explore several different special events and pieces of music associated with each. We develop further knowledge on the use of tonality, tempo, instrumentation, articulation, and timbre. Students will perform a number of pieces associated to special events, as well as demonstrating their knowledge by composing their own piece of special event music.

Prior Learning

All learning developed through Y7-9 is called upon to help students achieve sophisticated results

KEY ASSESSMENT DATES

There is a summative assessment at the end of each topic in either performance or composition. These take place in October, December, February, April and July. There is also a listening 'quiz' which covers keywords and concepts for each scheme of work at the end of each unit.

NITIMUR IN EXCELSIS – STRIVE FOR THE HIGHEST



Art Year 9

AUTUMN 1

IDENTITY - PORTRAITURE

Students will start Year 9 producing a detailed and accurate portrait pencil drawn portrait using the gridding method. This project builds onto the fundamental basics of drawing with an enhanced focus to use of ranges of drawing pencils, line weight, accuracy, range of tones, directional mark making and facial proportions. This work is support with artist research on Teesha Moore, leading into future work.

Prior Learning

Y8 – Chuck Close – Artist Analysis

CAREERS LINKS

Fine Artists, Photographers, Mixed Media Artists, Shoe Designers, Sculptors, Puppet Makers, Animators

AUTUMN 2

IDENTITY - TEESHA MOORE

Using the gridded portrait from last half term as a starting point, students will create a personal collage, based on the mixed media artist Teesha Moore. This project includes elements of mind-mapping, typography, compositional arrangements, and pattern. Completed collages can then lead into large scale drawing using tonal oil pastel and ink resist.

Prior Learning

Y8 - Mythical Beasts
Y8 - Chuck close
Y9 - Portraiture

SPRING 1

NATURE - BLACK AND WHITE LANDSCAPE PAINTING

Students will learn how to mix acrylic paint, apply paint using a range of techniques, layer materials, compose and develop a piece of landscape artwork referencing the work of landscape photographer Ansel Adams.

Prior Learning

Y7 - Colour
Y8 - Mythical Beasts

CHARACTER LINKS

Respectful and honest feedback (moral virtues) given in peer assessment. Increased confidence and perseverance (performance virtues).
Autonomy (intellectual virtues) when creating independent photographic responses.

SPRING 2

NATURE - BLACK AND WHITE LANDSCAPE PAINTING

Students will produce a monochrome landscape acrylic painting through non-traditional painting methods and materials, referencing techniques covered in the previous half-term.

NATURE – OBSERVATIONAL DRAWING

Students will be guided through creating an A3 observational study of a subject from the natural world, utilising their previous drawing skills at a larger and more ambitious scale.

Prior Learning

Y9 - Identity- Line drawing, proportions, line weight, attention to details.
Landscape Painting- tone, mark making, gestural lines

SUMMER 1

NATURE – MONO PRINTING

A series of process-led lessons, introducing mono printing using printing inks. Students will take inspiration from their observational studies to create their own prints. These artworks will be combined with drawings inspired by print artist Angie Lewin, to create a personal design for a block print.

Prior Learning

Y8 -Mythical Beasts- Mixed media artworks. Y9 - Nature- Artist analysis, artist response, colour theory, observational drawing

KEY ASSESSMENT DATES

Formative teacher assessment and guidance is ongoing through lesson, the entire year.
Summative assessment -after each half terms work.

SUMMER 2

NATURE – BLOCK PRINTING

A series of process-led lessons, introducing block printing using printing inks. Student will create a series of reduction block prints, using multiple colours, tones and layers of detail. This working process is recalled and developed during the first year of GCSE study giving the students an insight to the next stage of Art education.

Prior Learning

Y9 - Nature

The timeline of projects might change slightly to better reflect student progress.

NITIMUR IN EXCELSIS – STRIVE FOR THE HIGHEST



Textiles, Food and DT Year 9

TEXTILES

EDO MORALES

Students will re-cap health and safety, Student will learn a range of new embellishment techniques and use these to create an artefact design based on the artist Edo Morales.

EDO MORALES

Students will continue their work on Edo Morales applying their knowledge to make their finished artefact.

Prior Learning

Build on skills and knowledge from Years 7 and 8 - students learnt how to set up a sewing machine, basic skills, complete a simple applique technique and know how to use mood boards and research to inspire their own design work including annotating their design.

CAREERS LINKS

FOOD - good preparation for any career in the food, drink and hospitality industry: Recipe and Product development, Food Promotion, Sales and Advertising, Food Hygiene, Education, Child Care Sector, Dietician, Catering
TEXTILES – Designer, Fabric Specialist, Costume Designer, Textiles Technician, Manufacturing, Product Development
DT – Graphic Designer, Product Designer, Construction, DIY, Architect, Engineer

FOOD

PASTA AND BREAD MAKING

Students will develop knowledge and skill on pastry and bread making.

PASTA AND BREAD MAKING

Students will develop knowledge and skill on raising agents. They will begin to look at nutritional analysis.

Prior Learning

Build on skills learning in Y7 & Y8– students learnt how to work safely and hygienically and rubbing in method for pastry.

CHARACTER LINKS

Teamwork, responsibility when using tools and equipment, resilience, awareness of the needs of others, critical thinking, problem solving, awareness of health and safety, creativeness

DESIGN & TECHNOLOGY

STRUCTURES PROJECT

Students will learn about conventional house construction and what the different parts of a house must do for it to retain structural stability.

Students will build a model house and learn why various construction techniques are applied during the building process.

PEWSTER CASTING

Students will learn about the sources and production of metal and some of the ways it is shaped and formed. They will design and finish a small pewter key ring.

CAD/CAM

Students will gain experience of using Google Sketch Up and draw a range of different objects including chocolate bards and boats.

Prior Learning

Students have prior knowledge of 2D and 3D drawing techniques, awareness of stress and strain (Y7 structures project and physics lessons) properties of materials and manufacturing processes. They may have some knowledge of Google Sketch Up from ICT lessons.

KEY ASSESSMENT DATES

Students' knowledge and understanding will be assessed through practical and graphic outcomes and end-of-topic tests.

Subjects rotate every ½ term

NITIMUR IN EXCELSIS – STRIVE FOR THE HIGHEST



ICT/Computing Year 9

AUTUMN 1

Introduction to the network & E-Safety recap: This stand-alone lesson is an introduction for Students on how to use and respect our ICT equipment and policy.

Advanced Python: Students will build on their basic understanding of the Python programming language. Through a series of six lessons Students will be provided with a recap of prior knowledge and then be introduced to lists.

Prior Learning
E-safety at the beginning of each academic year. Students have experience of scratch, micro: bits, data representation etc all of which link to computational thinking. Experience of Python programming in Y8

AUTUMN 2

Bebras: During the delivery of the Advanced Python unit the Bebras window opens – there will be a three-lesson recap of Bebras. Bebras enables Students to learn about decomposition, pattern recognition, abstraction and algorithms and the role each concept plays in computational thinking (problem solving). All Students will take part in the national Bebras challenge. They will complete tasks at an intermediate level.

Advanced Python continued: Students will build on their basic understanding of the Python programming language. Through a series of six lessons Students will be provided with a recap of prior knowledge and then be introduced to lists.

Prior Learning
Experience of Python programming in Y8. Students have completed Bebras assessments in Y7/Y8

SPRING 1

Photoshop: Students will learn about graphic design, graphic creation and manipulation through the use of Photoshop. Students will be able to distinguish between bitmap and vector graphics, identify client requirements and target audience, understand and apply correct resolution to graphics and plan, design, create and manipulate graphics using standard tools, layers and effects.

Prior Learning
Students have used Fireworks in Y8, and so have some experience of image manipulation software.

SPRING 2

Photoshop continued: Students will learn about graphic design, graphic creation and manipulation through the use of Photoshop. Students will be able to distinguish between bitmap and vector graphics, identify client requirements and target audience, understand and apply correct resolution to graphics and plan, design, create and manipulate graphics using standard tools, layers and effects.

E-safety recap: Recap some of the key features of e-safety

Prior Learning
Students have used Fireworks in Y8, and so have some experience of image manipulation software.

SUMMER 1

Data representation: Logic gates, binary and hexadecimal conversion building on the data representation unit completed in Year 8.

Microsoft Excel: See below

Prior Learning
Experience of data representation in Y8

SUMMER 2

Microsoft Excel: Students will revisit spreadsheets, building on their learning in the Year 7 Office unit. This unit focuses on spreadsheet skills for Students to be will equipped in later study and in life beyond school, including effective use of formulas, a range of functions and advanced formatting features.

Prior Learning
Spreadsheet unit in Y7

CAREERS LINKS

Cyber security, ICT teacher, graphic designer, games developer, web programmer

CHARACTER LINKS

Across the academic year, students are encouraged to develop respect for their own and peers' work (moral virtues), as well as confidence and perseverance to ascertain new skills (performance virtues)

KEY ASSESSMENT DATES

Autumn 2: Bebras, Python
Spring 2: Photoshop
Summer 1: Data representation
Summer 2: Excel

NITIMUR IN EXCELSIS – STRIVE FOR THE HIGHEST



PE Year 9 - Boys

AUTUMN 1 & 2 – ACTIVITIES FROM

| | | | | | |
|--|---|--|--|--|---|
| Football To continue developing skills: shooting, dribbling, ball manipulation, passing, running with the ball. Application of skills within a game. To continue developing an understanding of positions, roles and rules of the game. To apply strategies and tactics within a game. | Fitness To continue promoting a healthy active lifestyle. To understand the health related benefits of different activities. Activities to include: walking, cross-country, aerobics, boxercise, circuit training, fitness suite. | Basketball To continue developing skills: passing, receiving, footwork, dribbling, set shot, layup, basic attacking and defending. Application of skills within a game. To develop an understanding of positions, roles and rules of the game. | Table Tennis To continue developing skills: grip, forehand & backhand push, serve, drive, topspin. Application of skills into a singles game. To understand the rules and scoring in a game. | Badminton To continue developing skills: grip technique (shake-hand), use a range of shots (different types and depth of serves, overhead clear, drop shot, smash). Application of skills: being able to outwit an opponent, rules, scoring and positional play. Introduction of basic doubles play. | Prior Learning Learning builds on skills from Year 8. Experiences outside of school with clubs and extra-curricular. |
|--|---|--|--|--|---|

CAREERS LINKS

Coaching
 PE teaching
 Refereeing/ umpiring
 Fitness instructor
 Physiotherapist
 Sport scientist
 Sports development officer
 Leisure and tourism industry

SPRING 1 & 2 – ACTIVITIES FROM

| | | | | | |
|---|---|--|--|---|---|
| Handball To continue developing skills: passing, catching, dribbling, footwork, attacking, shooting, defence. Application of skills: rules of the game, game play, applying tactics and strategies. | Fitness To continue promoting a healthy active lifestyle. To understand the health related benefits of different activities. Activities to include: walking, cross-country, aerobics, boxercise, circuit training, fitness suite. | Table Tennis To continue developing skills: grip, forehand & backhand push, serve, drive, topspin. Application of skills into a singles game. To understand the rules and scoring in a game. | Rugby To continue developing skills: ball handling, passing, catching, running with the ball, scrums, rucking, attacking, defending (tackling). Application of skills: support play, decision making and tactical awareness within a game. | Inter-Form Develop competition, social skills and outwitting opponents. | Prior Learning Learning builds on skills from Year 8. Experiences outside of school with clubs and extra-curricular. |
|---|---|--|--|---|---|

CHARACTER LINKS

Strong character development throughout all PE activities. Each activity promotes and encourages

- Goal setting and motivation (performance virtues).
- Overcoming barriers and challenges by perseverance and therefore developing resilience (performance virtues).
- Positive moral attributes e.g. courage, honesty, integrity and humility (moral virtues)
- Social confidence by listening to others, expressing views and showing courtesy and respect (moral virtues)

SUMMER 1 & 2 – ACTIVITIES FROM

| | | | | |
|---|--|---|---|---|
| Cricket To continue developing skills: throwing, catching, fielding, bowling, batting. Application of skills into a game. To understand and apply rules, roles and positions within a game. | Athletics Track To continue developing skills and techniques including running technique, sprint starts and pacing. To understand how the start (e.g. staggered) and pacing varies across different events (100m, 200m, 300m, 600m). | Athletics Field To continue developing skills and techniques for jumping and throwing. To understand the rules of competition and how to measure different field events. Events include long jump, shot, javelin. | Striking Games To continue developing skills: throwing, catching, fielding, bowling, batting. Application of skills into a game. To understand and apply rules, roles and positions within a game. To apply strategies and tactics. | Prior Learning Learning builds on skills from Year 8. Experiences outside of school with clubs and extra-curricular. |
|---|--|---|---|---|

KEY ASSESSMENT DATES

Students are assessed at the end of each block/activity and updated on the tracker. The assessment is a two-part assessment, technical ability and impact.



PE Year 9 - Girls

AUTUMN 1 & 2 – ACTIVITIES FROM

| | | | | | |
|---|---|--|--|--|--|
| <p style="text-align: center;">Netball</p> <p>To continue developing skills: passing, catching, footwork, more advanced attacking and defending, shooting. Application of skills: set plays, umpiring, rules, positioning, tactics and strategies within a game.</p> | <p style="text-align: center;">Football</p> <p>Developing skills: passing, receiving, attacking and defending (tackling). Application of skills: understanding of positions, roles and rules of the game. To apply basic strategies and tactics within a game.</p> | <p style="text-align: center;">Fitness</p> <p>To continue promoting a healthy active lifestyle. Basic understanding of heart rate, muscles and short/long term effects of exercise. Activities to include: walking, cross-country, aerobics, boxercise, circuit training, fitness suite</p> | <p style="text-align: center;">Rugby</p> <p>Developing skills: ball handling, passing, receiving, running with the ball, beating an opponent, tackling. Application of skills: support play, decision making and tactical awareness within games.</p> | <p style="text-align: center;">Badminton</p> <p>To continue developing skills: grip technique (shake-hand), use a range of shots (different types and depth of serves, overhead clear, drop shot). Application of skills: being able to outwit an opponent, rules, scoring and positional play. Introduction of basic doubles play.</p> | <p style="text-align: center;">Prior Learning</p> <p>Learning builds on skills from Year 8.</p> <p>Experiences outside of school with clubs and extra-curricular.</p> |
|---|---|--|--|--|--|

CAREERS LINKS

Coaching
PE teaching
Refereeing/ umpiring
Fitness instructor
Physiotherapist
Sport scientist
Sports development officer
Leisure and tourism industry

SPRING 1 & 2 – ACTIVITIES FROM

| | | | | |
|---|---|--|--|--|
| <p style="text-align: center;">Basketball</p> <p>To develop skills: passing, receiving, footwork, dribbling, set shot, layup, basic attacking and defending. Application of skills within a game. To develop an understanding of positions, roles and rules of the game.</p> | <p style="text-align: center;">Badminton</p> <p>To continue developing skills: grip technique (shake-hand), use a range of shots (backhand and forehand serve, overhead clear, drop shot). Application of skills: being able to outwit an opponent, rules, scoring and positional play</p> | <p style="text-align: center;">Team Games</p> <p>To continue developing skills: passing, catching, dribbling, footwork, attacking, shooting, defence. Application of skills: rules of the game, game play, applying basic tactics and strategies.</p> | <p style="text-align: center;">Inter-Form</p> <p>Develop competition, social skills and outwitting opponents.</p> | <p style="text-align: center;">Prior Learning</p> <p>Learning builds on skills from Year 7.</p> <p>Experiences outside of school with clubs and extra-curricular.</p> |
|---|---|--|--|--|

CHARACTER LINKS

Strong character development throughout all PE activities. Each activity promotes and encourages:

- Goal setting and motivation (performance virtues).
- Overcoming barriers and challenges by perseverance and therefore developing resilience (performance virtues).
- Positive moral attributes e.g. courage, honesty, integrity and humility (moral virtues)
- Social confidence by listening to others, expressing views and showing courtesy and respect (moral virtues)

SUMMER 1 & 2 – ACTIVITIES FROM

| | | | | |
|--|---|--|--|--|
| <p style="text-align: center;">Rounders</p> <p>To continue developing skills: throwing, catching, fielding, bowling, batting. Application of skills into a game. To understand and apply rules, roles and positions within a game</p> | <p style="text-align: center;">Athletics Track</p> <p>To continue developing skills and techniques including running technique, sprint starts and pacing. To understand how the start (e.g. staggered) and pacing varies across different events (100m, 200m, 300m, 600m).</p> | <p style="text-align: center;">Athletics Field</p> <p>To continue developing skills and techniques for jumping and throwing. To understand the rules of competition and how to measure different field events. Events include long jump, shot, javelin.</p> | <p style="text-align: center;">Striking Games</p> <p>To continue developing skills: throwing, catching, fielding, bowling, batting. Application of skills into a game. To understand and apply rules, roles and positions within a game. To apply strategies and tactics.</p> | <p style="text-align: center;">Prior Learning</p> <p>Learning builds on skills from Year 8.</p> <p>Experiences outside of school with clubs and extra-curricular.</p> |
|--|---|--|--|--|

KEY ASSESSMENT DATES

Students are assessed at the end of each block/activity and updated on the tracker. The assessment is a two-part assessment, technical ability and impact.

NITIMUR IN EXCELSIS – STRIVE FOR THE HIGHEST