



ILKLEY GRAMMAR SCHOOL

A MOORLANDS LEARNING TRUST ACADEMY

YEAR 9: IGS CURRICULUM OVERVIEWS

In this booklet you will find all Curriculum Overviews for each subject, detailing:

- What is being taught;
- The sequence it is being taught in;
- The 'powerful' knowledge in the curriculum for that subject- this is the most important knowledge that students need to know to be successful in the subject (e.g. key concepts and skills);
- What is being assessed;
- How you can support their learning further at home..



PRIDE



RESPECT



COURAGE



RESPONSIBILITY



KINDNESS



RESILIENCE

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Year 9 Curriculum Overview: Accelerated Literacy



Year 9 Curriculum Overview: Accelerated Literacy



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	Reading Skills 1. Identifying purpose, audience and form in texts. 2. Retrieval of information from a variety of texts connected to the themes in core English lessons. 3. Infer and interpret information from fiction and non-fiction texts. 4. Identify and comment on the use of language features and sentence level. 5. Speaking and writing to persuade. 6. Spelling key vocabulary. 7. Punctuation and grammar skills.	Writing is created for many different purposes and audiences. Persuasive techniques in writing and public speaking can create effective arguments. Correct spelling, punctuation and grammar create writing that is fit for purpose.	Weekly spelling, punctuation and grammar quizzes. Half termly tests. End of term reading assessment.	Practise weekly spellings. Read a wide variety of literature, books, web pages, magazines. Practise speaking and listening skills at home.
Spring Term	Continued writing and reading practise including: 1. Organising, sequencing and structuring writing connected to the themes in core English lessons. 2. Use of paragraphs and sentence types to create clarity, purpose and effect. 3. Using effective vocabulary. 4. Technical accuracy of spelling, punctuation and grammar. 5. Comparing two different texts for similarities and differences. 6. Writing imaginative and interesting texts appropriate to the audience.	Good, effective writing is planned, reviewed and corrected. Reading comprehension consists of accurate word reading and effective comprehension skills such as prediction, inference and identifying facts and opinions. Authors can have different opinions.	Weekly spelling, punctuation and grammar quizzes. Half termly tests. End of term reading assessment.	Continue to practise weekly spellings. Use the revision resources on Showble to prepare for assessments.
Summer Term	1. Continued practise of writing skills linked to core English lessons including: 2. Creating a character. 3. Organising narrative writing effectively. 4. Making an ending link back to the opening. 5. Poetry structure, organisation and devices. 6. Reading for pleasure module – an opportunity to link to the dystopia theme covered in English.	A convincing character will keep readers engaged and can be created using vivid description of appearance, character flaws, dialogue and voice. A believable and engaging character can be created by considering their perspective and how they change throughout the writing. Reading for pleasure has many benefits beyond the classroom.	Weekly spelling, punctuation and grammar quizzes. Half termly tests. End of term assessment.	Continue to practise weekly spellings. Take an active role in the reading for pleasure module.



Year 9 Curriculum Overview: ART



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	1. Portrait drawing 2. Clay self portraits	Proportions in portraiture Drawing skills How to draw a self portrait Photography as a research tool Card relief technique Clay relief methods – layer, model and carve. Inspirational artists (cultural masks, portrait artists, sculptors, photographers). Writing about art	<ul style="list-style-type: none"> Self-portrait drawing Card relief mask and writing. Clay self portrait 	<ul style="list-style-type: none"> Visit exhibitions. The Yorkshire Sculpture Park is superb and links well with our clay work. Other local galleries are Cartwright Hall, Salts Mill and Leeds City Gallery. Encourage portrait drawing at home (this is a great activity to do whilst family members are sat still for long periods such as watching TV or sleeping). Watch "Portrait artist of the year" or other portrait TV programmes. View portrait YouTube tutorials.
Spring Term	1. Powerful Posters – digital art (design a poster to comment on a current issue of your choice) 2. My Place My Space personal homework project 3. Next steps and careers in Art	Poster art – visual communication, slogans and fonts Colour theory Digital art & photography skills Inspirational poster art examples from the past and present. Understanding the 5 stages of a GCSE project (mind map, artists, observations, develop & experiment, final response)	<ul style="list-style-type: none"> Digital poster 	<ul style="list-style-type: none"> Visit exhibitions eg. Salts Mill features digital artwork by David Hockney. Discuss current issues – theme for poster art topic. The "My Place, MY Space" project is a personal project. They may appreciate help with ideas, locations for photoshoots, or art materials – we are also here to help so please direct them to us too if needed.
Summer Term	1. Powerful posters – acrylic painting. 2. My Place My Space cont. 3. Still life – realism & abstract	Colour theory Introduction to acrylic paints. Painting techniques. Drawing skills Charcoal techniques Abstract art (Cubism & Precisionism) Links to artists – Cubism and Precisionism Writing about art Development of own personal project	<ul style="list-style-type: none"> Painted poster My Place My Space project 	<ul style="list-style-type: none"> Visit exhibitions (suggestions above). Please encourage your child to continue drawing and making art in their own time, especially if chosen for GCSE.



Year 9 Curriculum Overview: Business



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	1. Starting a small business	Types of industries Company profile Entrepreneur Idea generation USP Branding Dealing with failure Market research Target market Social media Advertising Revenues, costs and profits	Common Assessment 1 -Logo, objectives and brand name and explanation of idea Common Assessment 2 – Social media activity for your business	<ul style="list-style-type: none"> Encourage students to read and stay up-to-date with business in the real world Use showbie to improve your knowledge and understanding of the concepts we are working on at that time
Spring Term	2. Investigating Marketing Techniques	Innovation Marketing Branding Advertising Rebranding Market research Teamwork	Common Assessment 1 – Rebrand Dairy Milk Common Assessment 2 – Storyboards for Cadburys	<ul style="list-style-type: none"> Encourage students to read and stay up-to-date with business in the real world Use showbie to improve your knowledge and understanding of the concepts we are working on at that time
Summer Term	3. Retail & Staff management	Retail Window dressing Hero products Product design Recruitment and selection Job description Job specification Interview techniques Shortlisting Shop planning	Common Assessment 1 – The importance and benefits of an eye-catching window Common Assessment 2 – Planning the shop floor	<ul style="list-style-type: none"> Encourage students to read and stay up-to-date with business in the real world Use showbie to improve your knowledge and understanding of the concepts we are working on at that time



Year 9 Curriculum Overview: CHEMISTRY



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	Atomic Structure	Structure of the atom / subatomic particles (mass and charge) Development of the atom Relative atomic mass and Electron configuration	Atomic Structure	Encourage the use of checklists to identify areas to revise. Routinely self-quiz rather than cram before an assessment.
	Chemical Analysis	Definition of pure in a scientific concept Identification of common gases Use of chromatography	Chemical Analysis	Remind to check Classcharts and Showbie on a regular basis. Complete all homework to a good standard
Spring Term	Periodic Table I	Development of the Periodic Table Position of elements (Group 1,7 and 0) and their properties	Atomic structure	Encourage the use of checklists to identify areas to revise. Routinely self-quiz rather than cram before an assessment.
	Chemical calculations	Conservation of mass Relative formula mass Balancing symbol equations	Chemical analysis Periodic Table I Chemical Calculations	Remind to check Classcharts and Showbie on a regular basis. Complete all homework to a good standard
Summer Term	Using resources	Distinguish between potable and pure water How potable water is produced from ground, waste and salty water	All Year 9 content.	Encourage the use of checklists to identify areas to revise. Routinely self-quiz rather than cram before an assessment.
	The Atmosphere	Interpret evidence and evaluate different theories about the Earth's early atmosphere Development of the gases in the atmosphere Greenhouse effect and climate change		Remind to check Classcharts and Showbie on a regular basis. Complete all homework to a good standard



Subject – Personal development

Citizenship Module

Session Content

Citizenship module

1. Transferable skills (skills for decision making giving constructive feedback)
2. Working to improve communities
3. Laws: why do we have them?
4. The justice system

Powerful Knowledge

1. Feedback is constructive information about how an individual can improve – feedback in the workplace is very important to help people improve and reach their goals. Decision making is selecting the best course of action based on a variety of options and choices available.
2. A community is a group of people living in the same place having a particular characteristic in common. Communities are important as they offer a source of social connection and a sense of belonging. They connect people and help people to build and maintain relationships.
3. The legal system in the UK helps society deal with complex problems. Laws help Citizens to understand where the boundaries for behaviour are and which behaviours are acceptable or not.
4. The criminal justice system in the UK is made up courts, judges, probation, parole and the youth justice system. This system is enforced by the police and the crown prosecution service on behalf of the state (not the government).

How can you help at home?

- Use the resources on Showbie to discuss the importance of the legal system in the UK and how this is modelled in school with school rules
- Discuss what your local community looks like, how does your household fit into the bigger picture of your community and what are your roles within that?

Finance Module

Finance module

1. Budgeting on a tight income
2. Loans and mortgages
3. Credit ratings and credit cards

1. Managing flow of money in and out when money is tight is a skill. There are many shifts and changes in life that might require a change in budgeting habits for example if someone was trying to save to buy a house
2. A loan is where money is borrowed and usually expected to be paid back with interest. Interest is the price you pay to borrow the money. A mortgage is a loan used to purchase or maintain a home.
3. A credit rating of how easily someone will be able to pay back money if they borrow it. A credit card is a way of borrowing money on loan from the card provider. It is then paid back later. Some credit cards have interest added to payments and some are interest free.

- Use the resources on Showbie to discuss money saving tips and how they may be beneficial in tight financial situations
- Use the resources on Showbie to discuss credit and credit ratings and the importance of these

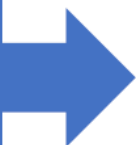


Year 9

Curriculum Overview: Computer Science



Autumn Term



Spring Term



Summer Term



Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
1. Python essentials 2. Tkinter	Demonstrate the use of: The use of variables Constants Operators Assignment Sequence Selection Iteration Graphical User Interfaces. A graphical user interface (GUI) is simply a 'screen' that allows a user to interact with their computer through graphics such as menus and buttons.	Ability to write or refine algorithms Understand the main steps of each algorithm Understand any pre-requisites of an algorithm Apply the algorithm to a data set Identify an algorithm if given the code or pseudocode for it	Regularly check your child's learning journey. Evaluate, critique (with kindness), and support your child's homework. Engage with on-line learning material / videos (minimum 2 hours a week)
1. Python essentials 2. App inventor	Demonstrate the use of: Arrays (or equivalent) when solving problems, including both one and two dimensional arrays Sub programs (functions and procedures) to produce structured code, using data types: integer, real, boolean, character and string casting	Practical use of the techniques in a high-level language within the classroom Practical use of the data types in a high-level language within the classroom Ability to choose suitable data types for data in a given scenario Recognise and use operators. Produce a mobile phone application	Regularly check your child's learning journey. Evaluate, critique (with kindness), and support your child's homework. Engage with on-line learning material / videos (minimum 2 hours a week)
1. Python essentials 2. Web design 3. Game maker	Demonstrate the use of: inputs, variables, string manipulation and outputs in a function, looping through lists, read from a file and write back to it Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.	Demonstrate: The difference between testing modules of a program during development and testing the program at the end of production Finding syntax errors as errors which break the grammatical rules of the programming Ability to interrogate unexpected output Complete normal test data and boundary testing.	Regularly check your child's learning journey. Evaluate, critique (with kindness), and support your child's homework. Engage with on-line learning material / videos (minimum 2 hours a week)



Year 9

Curriculum Overview: Core IT Studies

Autumn Term



Spring Term



Summer Term



Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
1. E-Safety 2. Human Manipulation 3. Hacking: Right or Wrong? 4. Rise of the Bots	Understand a range of ways to use technology safely, respectfully, responsibly and securely, including protecting their online identity and privacy; recognise inappropriate content, contact and conduct, and know how to report concerns.	E-Safety publication Your ability to explain the importance of technology on society.	Regularly check your child's learning journey. Evaluate, critique (with kindness) and support your child's homework. Engage with on-line learning material / videos (minimum 1 hour a week)
1. Search and sorting algorithms 2. Photoshop	Undertake creative projects that involve selecting, using, and combining multiple applications, preferably across a range of devices, to achieve challenging goals, including collecting and analysing data and meeting the needs of known users Touch up photos, create graphics such as logos or edit images to make something unreal.	Demonstration of how search and sorting algorithms operate Demonstration of digital manipulation	Regularly check your child's learning journey. Evaluate, critique (with kindness) and support your child's homework. Engage with on-line learning material / videos (minimum 1 hour a week)
1. Game board design 2. Visual basic quiz	Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information	Create game characters Creative interactive games	Regularly check your child's learning journey. Evaluate, critique (with kindness) and support your child's homework. Engage with on-line learning material / videos (minimum 1 hour a week)



Year 9 Curriculum Overview: Design & Technology; Electronics



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	Project 1: Music Box 1. Component Knowledge 2. Making the PCB & soldering 3. Coding using Blockly 4. Task analysis 5. Client Profile 6. Design Situation & Brief	<ul style="list-style-type: none"> Printed Circuit Board (PCB) manufacturing skills: small scale drilling, component recognition, soldering and testing. Coding Skills: using Blockly software and completing a series of challenges, complete tasks in the Picaxe tune wizard Research and investigation skills: task analysis, client profiling Create a design situation and design brief <p>Specific Keywords: Input, process, output, Microcontroller, chipseat, resistor, push to make switch, piezo buzzer, download socket, track side</p>	<p>LST's throughout</p> <p>Exam style questions</p> <p>Self-assessment; Soldering</p> <p>Teacher assessment; Soldering</p>	<p>Resources for the Music Box project are stored in Showbie / 9?/De1 DT Electronics / 01 Music Box</p> <p>Encourage sketching practise Encourage revision for the LST's. Pupils to develop their revision skills to suit their learning style.</p> <p>Support with pupils accessing https://blockly.games/ for additional coding practice.</p> <p>Support revision for the end of topic test.</p>
	7. CAD design 8. CAM outputs Project 2: Torch 1. Populate the PCB 2. Task Analysis 3. Product Analysis 4. Design Possibilities	<ul style="list-style-type: none"> CAD - Develop CoralDraw skills to create "D technical drawings CAM - output the casing designs to the laser cutter, developing CAM programming skills. Portfolio through MS Teams; upskilling pupils Microsoft skills to evidence their design project. Task and Product Analysis; building research, analysis and evaluation skills. Design Ideas; explored through sketching 	<p>Self-assessment of end product.</p> <p>End of Topic Test</p> <p>Torch Project: LST's throughout</p> <p>Teacher Assessment on design possibilities</p>	<p>Resources for the Passive Amp project are stored in Showbie / 9?/De1 DT Electronics / Torch</p> <p>Pupils will be introduced to using a design portfolio in MS Teams to evidence their work.</p> <p>Answer the design possibilities feedback survey.</p> <p>Support revision for the end of topic test.</p>
Summer Term	4. PaperModelling 5. Final Prototype Manufacture 6. Assembly 7. Evaluation	<ul style="list-style-type: none"> Paper Modelling: creating different ideas in 3D forms to test the design ideas. Manufacturing: using a broad range of processes to test the best for the pupils individual design; scroll saw, injection moulding, reflector with foil, net assembly, card mould modelling, vacuum forming. Diary of Manufacture: evidence ongoing tasks, Health & Safety and Quality Control. CAD; virtual final design output <p>Specific Keyword: product analysis, prototype, diary of manufacture, quality control, portfolio</p>	<p>LST's throughout</p> <p>Self Assessment of the final prototype</p> <p>Final assessment – end of topic test</p>	<p>Additional design and technology resources can be found on the following websites:</p> <p>www.technologystudent.com</p> <p>https://www.bbc.co.uk/bitesize/examspecs/zby2bdm</p>



Year 9 Curriculum Overview: Engineering Design



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	Bench Hook Project 1. Orthographic drawing 2. Measuring and marking up 3. Timber processing through subtraction (cutting and sanding) 4. Timber processing through subtraction (drilling) 5. Material finishes 6. Oblique drawing 7. Engineering Drawing 8. 3D CAD	<ul style="list-style-type: none"> Working drawings: Understanding and be able to follow 3rd angle orthographic drawings to guide manufacture. Timber manufacturing knowledge: Marking up, sawing by machine and hand, sanding by machine and hand, drilling and assembly using standard components, applying a surface finish. Oblique drawing: Being able to produce freehand sketches and engineers' drawings using oblique technique. <p>Specific Keywords: Pilot hole, clearance hole, countersink, quality control, plywood, tolerance, orthographic drawing oblique drawing, computer aided design (CAD), work plane, extrude, dimensions.</p>	Low Stake Test (LST) on several areas Self-assessment of cutting and drilling. Teacher Assessment of the assembled bench hook. End of project test	<p>Resources for the bench hook project are stored in Showbie / 97/Engineering/1. Bench Hook</p> <p>Check class charts for homework and teacher comments. Encourage revision for the LST's & end of project test. Pupils to develop their revision skills to suit their learning style Encourage sketching practice Encourage On-shape (3D CAD) practice.</p>
Spring Term	Coat Hook Project 1. Design Brief and specification 2. Applied maths 3. Design ideas 4. Orthographic drawings 5. Using drilling Jigs 6. Cutting and shaping materials 7. Machining 8. Assembly & finishing 9. 3D CAD	<ul style="list-style-type: none"> Design Brief and specification: Understanding the requirements of a design brief and specification. Applied maths: Using algebra to calculate lengths based on equal spacings Manufacturing knowledge: Marking up, cutting & shaping, drilling pilot clearance and countersink holes. Scales of production: Know the scales of production & how it they effect the production method. Engineers drawing: How to accurately produce orthographic drawings. <p>Specific Keywords: Design Brief, design specification, scales of production, Jigs, applied maths, ellipse templates, Router, chamfer, fillet, rendering, orthographic drawing, Lathe</p>	Low Stake Test (LST) on several areas Teacher assessment of Orthographic drawing Self-Assessment of the 3D Outcome End of project test	<p>Resources for the coat hook project are stored in Showbie / 97/Engineering/2. Coat Hook</p> <p>If you are asked to be a client, please support your child by providing feedback.</p> <p>Encourage sketching practice Encourage On-shape (3D CAD) practice. Encourage revision for the LST's & end of project test.</p>
Summer Term	Desk Tidy Engineering Design 1. Brief and specification 2. Isometric sketching 3. Line enhancement and rendering techniques 4. Annotation and labeling 5. Development drawings 6. Engineers Drawings 7. 3D CAD modelling 8. Prototyping	<ul style="list-style-type: none"> Design Brief and specification: understanding the requirements of a design brief and specification Isometric Sketching: understand the rules for isometric drawing and be able to use it generate design ideas including line enhancement and rendering. Engineers drawing: be able to use drawing equipment to produce accurate engineers' isometric drawings. 3D CAD: be able to create and evaluate a 3D CAD model which includes several parts mating constraints. Prototyping: understand the importance of prototyping and be able to use modeling techniques effectively. <p>Specific Keywords: Isometric drawing, construction lines, crates, compound shapes, OCR Marks criteria, Exploded view.</p>	Low Stake Test (LST) on several areas Teacher Assessment of design ideas against KS4 marks criteria Self-assessment of Engineers Drawings against KS4 marks criteria Peer assessment of 3D CAD outcome against KS4 marks criteria End of project Knowledge test.	<p>Resources for the Desk tidy project are stored in Showbie / 97/Engineering/3. Desk tidy</p> <p>Encourage revision for the LST's & end of project test.</p> <p>Pupils to develop their revision skills to suit their learning style Encourage sketching practice Encourage On-shape (3D CAD) practice.</p>



Year 9 Curriculum Overview: Design & Technology; Food Technology



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	<ol style="list-style-type: none"> 1. Introduction to Afternoon Tea 2. Raising Agent introduction 3. Raising Agent Investigation 4. Methods of cake making 5. Blackberry Traybake practical 6. Yeast Investigation 7. Bread Roll Practical 8. Aeration and Fats 9. Chelsea bun practical 10. Aeration and Protein 11. Swiss Roll Practical 12. Celebration cake planning 13. Celebration cake making 14. End of unit test 	<p>What is Afternoon Tea – History, taste testing, understanding the senses</p> <p>Understanding the different raising agents, biological, chemical and mechanical</p> <p>How to conduct a food science investigation</p> <p>The science behind breadmaking</p> <p>Function of ingredients in cake and bread making</p> <p>Cake making methods</p> <p>Key Words: Afternoon Tea, Taste Test, Sensory Analysis, Raising Agents, biological, chemical, mechanical, Yeast, gluten,</p>	<p>Low Stake Tests</p> <p>Blackberry Traybake – Teacher Assessment</p> <p>Chelsea Buns – Peer Assessment</p> <p>Swiss Roll – Self Assessment</p> <p>End of Unit test</p>	<p>Preparation of Food ingredients for Practical lessons</p> <p>Provide a labelled container to take the food home in</p>
Spring Term	<ol style="list-style-type: none"> 1. Introduction and factors affecting food choice 2. Pizza practical 3. Food Safety 4. Chicken Chow Mein practical 5. Moral Factors 6. Beef Empanadas practical 7. Sustainable fishing 8. Paella practical 9. End of Unit test 	<p>What is Street Food and factors affecting Food Choice</p> <p>Understanding the Social, Moral and environmental factors affecting food choice</p> <p>Environmental factors affecting Food choice</p> <p>Key words: Food Choice, Social, Moral, Environment, Micro-organisms, Germometer, Food Assurance, Fair Trade, GMO crops, Organic, local Food</p>	<p>Low stake Tests</p> <p>Pizza – Self Assessment</p> <p>Beef Empanandas – Peer Assessment</p> <p>End of Unit Test</p>	<p>Preparation of Food ingredients for Practical lessons</p> <p>Provide a labelled container to take the food home in</p>
Summer Term	<ol style="list-style-type: none"> 1. Introduction and Carbohydrates 2. Banana and Honey loaf practical 3. Protein and Fats 4. Pancakes practical 5. Life stages and Smoothie plan 6. Nutritional Analysis support sheet 7. Smoothie practical and The Breakfast Challenge 8. Muffins / End of Unit test 	<p>Macronutrients, Carbohydrates, Protein and Fats</p> <p>Dietary requirements for Different Life Stages</p> <p>Healthy eating and the importance of breakfast</p> <p>How to write a Time plan</p> <p>ACCESSFM – Breakfast Bar</p> <p>Key words: Macronutrient, Carbohydrate, Protein, Fat, Life stages, Dietary Requirement, Challenge, ACCESSFM,</p>	<p>Low stake Tests</p> <p>Cereal Breakfast Bar – Self Assessment</p> <p>Pancakes – Peer Assessment</p> <p>End of Unit Test</p>	<p>Preparation of Food ingredients for Practical lessons</p> <p>Provide a labelled container to take the food home in</p>



Year 9 Curriculum Overview: Design & Technology; Resistant Materials



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	<p>Balance Lamp;</p> <ol style="list-style-type: none"> 1. Marking-up 2. Timber processing through subtraction 3. Aluminium processing 4. Electronics 5. Assembly skills using JIGs and standard components 6. 2D and 3D hand sketching 	<ul style="list-style-type: none"> • Timber manufacturing knowledge: Marking up, sawing by machine and hand, sanding by machine and hand, drilling and assembly by machine and hand • Metalwork manufacturing techniques: Marking up, cutting and filing by machine and hand, drilling by machine, assembly processes • Sketching techniques in 2D & 3D oblique and perspective <p>Specific Keywords: (all marking up equipment) engineers blue, scribe, scratch, cross and draw filing, metalwork vice, buffing, JIGS, personalised design.</p>	<p>Low Stake Test (LST) on several areas</p> <p>Teacher Assessment of marking up and sawing</p> <p>Self-Assessment of the lamp assembly</p>	<p>Resources for the balance lamp project are stored in Showbie / 9?/Dm 1 DT Resistant Materials / Balance lamp</p> <p>Encourage sketching practise Encourage revision for the LST's. Pupils to develop their revision skills to suit their learning style.</p> <p>If asked, become a client for the Balance Lamp project, answering questions and supporting the design process.</p>
Spring Term	<ol style="list-style-type: none"> 7. Location research and redesign. 8. CAD using OnShape 9. Bespoke design manufacturer 10. Finishing Techniques <p>Passive Amplifier;</p> <ol style="list-style-type: none"> 1. Context analysis and situation. 2. Client and location research 3. Brief and Specification 	<ul style="list-style-type: none"> • Creativity through bespoke design and sketching skills • Research skills – investigation of others • Developing CAD through OnShape • Using CAD/CAM for laser cutting • GCSE coursework techniques to investigate the context of the 'passive amplifier' • Coursework research technique to develop and appropriate design for a specific client. <p>Keywords: Finishing, Context analysis, Mind map, Client Profile, Brief & Specification</p>	<p>Low Stake Test (LST) on several areas</p> <p>Peer assessment of the final product. Core knowledge end of topic test.</p> <p>Teacher assessment of the Brief & Specification Low Stake Test (LST) on several areas</p>	<p>Resources for the Passive Amp project are stored in Showbie / 9?/Dm 1 DT Resistant Materials / Passive Amplifier</p> <p>Pupils will be introduced to using a design portfolio in MS Teams to evidence their work.</p> <p>If asked, become a client for the Passive Amplifier project, answering questions and supporting the design process.</p> <p>Support revision for the end of topic test.</p>
Summer Term	<ol style="list-style-type: none"> 4. Initial Ideas using 2D and 3D techniques. 5. Work of others inspirational research to develop idea 6. Paper and card modelling 7. Developed layered design 8. CAD Technical drawing 9. Manufacture of the bespoke passive amplifier 10. Evaluation of the product 	<ul style="list-style-type: none"> • Creativity through design, using sketching techniques and different research to develop individual ideas. • Modelling Skills developed in paper and card • Testing and analysis of ideas through iterative design to prepare for manufacture • CAD drawing skills in OnShape to create an accurate technical drawing of each part. • Manufacture using machines and hand tools knowledge and skills developed throughout year 7-9. <p>Keywords: Design Fixation, Initial Ideas, Work of Others, Inspiration, design development, Modelling, Analysis & Evaluation</p>	<p>Low Stake Test (LST) on several areas</p> <p>Self assessment of the technical drawing</p> <p>Peer assessment of the final product</p>	<p>Additional design and technology resources can be found on the following websites:</p> <p>www.technologystudent.com</p> <p>https://www.bbc.co.uk/bitesize/examspecs/zby2bdm</p>



Year 9 Curriculum Overview: Design & Technology; Textiles



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	<p>Cultural Bag</p> <ol style="list-style-type: none"> 1. Writing a design brief 2. Composition theory 3. Colour theory 4. CAD 5. CAM 6. Production Plan 7. Resist Dye Techniques 8. Fibres and Fabric 	<ul style="list-style-type: none"> • Coursework research techniques: Identifying the customer needs and wants. • Design skills: Demonstrate scale, depth and colour, Developing CAD: repeat patterns and manipulating colour palettes. • CAM: investigating printing techniques • Resist dye techniques: sampling traditional methods to embellish fabric • Research skills: investigation of others and fabrics and fibres analysis. <p>Specific Key words: Batik, Tie Dye, Transfer, Heat press, Colour palette, stencil, cotton, combed, carded, Composition.</p>	<p>Low stake Tests</p> <p>Teacher Assessment of Designs</p> <p>Peer Assessment of sampling techniques</p> <p>Self-Assessment of composition</p>	<p>Resources for the bag are stored in showbie / Yr 9 / Textiles / Cultural bag.</p> <p>Encourage sketching and composition work. Encourage revision for LST, pupils can access showbie for this and try different techniques?</p> <p>Encourage watching the Great British sewing Bee</p> <p>Support pupils obtaining the fabric and trims to make the bag from.</p>
Spring Term	<p>Cultural Bag</p> <ol style="list-style-type: none"> 1. Creating a pattern 2. Fabric marking 3. Fabric panel cutting 4. Manufacturing 5. Lining 6. Evaluation 	<ul style="list-style-type: none"> • Pattern Making: measurement, planning, markings, lay plans • Manufacturing: 2D shapes into 3D forms. Fabric placement and cutting, production plan, using machine and hand equipment skills. • Testing and analysis: Evaluating the bag against anthropometrics and aesthetics. <p>Specific Key words: grain, pattern markings, selvedge, seam allowance, lining, bagging out, cellulose, regenerated, natural, synthetic, felting, woven, knitted.</p>	<p>Low stake Tests</p> <p>Self-Assessment of completed product.</p>	<p>Resources for the bag are stored in showbie / Yr 9 / Textiles / Cultural bag.</p> <p>Encourage completion of embellishment at home. Encourage revision for LST, pupils can access showbie for this and try different techniques?</p> <p>Encourage watching the Great British sewing Bee</p>
Summer Term	<p>Shorts</p> <ol style="list-style-type: none"> 1. Research of design technique and sustainability in clothing. 2. Sampling techniques 3. Analysis of existing products and initial design ideas 4. Manufacturing specification 5. Developing and fitting a prototype 6. Manufacturing and manipulation of fabric 7. Evaluation analysis. 	<ul style="list-style-type: none"> • Research skills: traditional prints, Market research and sustainability safety and moral standards in the industry. • Sketching techniques: CAD fashion illustration and bespoke design ideas. • Skills: Pattern block, sampling machine techniques and analysing for end use, creating pockets and styling details. • Modelling: creating a toile prototype and manipulating to consider measurements and aesthetics and evaluating for improvement. • Specification: detailing fabric components. <p>Specific Key words: notch, grain line, dart, ruffle, toile, applique, knife pleat.</p>	<p>Low stake tests</p> <p>Teacher Assessment of image board, driving test and samples.</p> <p>Self-Assessment of initial design ideas, shop report and analysis.</p>	<p>Resources for the short are stored in showbie / Yr 9 / Textiles / short</p> <p>Encourage sustainability research.</p> <p>Encourage watching the Great British Sewing Bee.</p> <p>Provide no longer needed garments and fabric items to be brought into school to reuse for making the shorts.</p>



Year 9 Curriculum Overview: **ENGLISH**



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	Voices and Voicelessness: <ul style="list-style-type: none"> The Hate U Give by Angie Thomas Persuasive writing Protest poetry Exploration of spoken language within The Apprentice 	Concept of the hero Concept of the outsider Identity Human psychology + Mental health Morality Modern American society Social status and class differences Political ideologies Poverty + Inequality Gender roles Race relations Narrative Structure	<ul style="list-style-type: none"> Writing a persuasive speech about a topic of your choice, testing your ability to craft an argument, incorporating relevant ideas, a variety of sentence structures, punctuate accurately and use vocabulary for impact Exploration of the central character's use of voice, testing your inference and interpretation skills and ability to analyse language / comment on the effects of the writers' word choices Exploration of Lord Sugar's use of language testing your inference and interpretation skills and ability to analyse language / comment on the effects of the writers' word choices 	<ul style="list-style-type: none"> Wider reading sheet on Showbie with suggestions of enrichment reading and activities to try Support students with reading the novel together at home. A scanned in copy is available on Showbie Explore newspaper articles about racism in America such as https://www.bbc.co.uk/news/world-us-canada-61238017 Listen to podcasts such as 'Code Switch' and 'Early Risers'
Spring Term	Love and Relationships: <ul style="list-style-type: none"> Romeo and Juliet by William Shakespeare The structure of tragedy Non-fiction articles about relationships 	Human psychology Mental Health Morality Social status and Class differences Inequality Gender relations Tragic genre	<ul style="list-style-type: none"> Explore how Shakespeare presents the relationship between Romeo and Juliet, testing your ability to craft an argument and your inference and interpretation skills Comparison of the father / daughter relationship across two scenes, testing your ability to analyse language and compare ideas Writing to argue your views on relationships between parents and children, testing your ability to craft an argument, incorporate relevant ideas, a variety of sentence structures, punctuate accurately and use vocabulary for impact 	<ul style="list-style-type: none"> Wider reading sheet on Showbie with suggestions of enrichment reading and activities to try Watch different film versions or theatre versions of 'Romeo + Juliet' Encourage students to watch the news for contemporary stories on relationships
Summer Term	The Power of the Imagination: <ul style="list-style-type: none"> The Wall by John Lanchester The dystopian genre Extracts from a range of dystopian fiction Creative writing in the style of dystopia 	Concept of the hero Concept of the villain Identity Human psychology + Mental health Society of the future Social status and Class differences Dystopian genre Narrative Structure	<ul style="list-style-type: none"> Compare how two writers create fear, testing your analysis of the writers' use of language and comparing ideas across two texts Writing creatively in the style of a dystopia, testing your imaginative ideas, structure of ideas, variety of sentence structures, accuracy of punctuation, vocabulary choices Exploration of the protagonist across the novel, testing your inference and interpretation skills and ability to craft an argument 	<ul style="list-style-type: none"> Wider reading sheet on Showbie with suggestions of enrichment reading and activities to try Support students with reading the novel together at home. A scanned in copy is available on Showbie Watch dystopian films or read dystopian stories, identifying conventions of the genre together



Year 9 Curriculum Overview: Event Management



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	<p>Topic: Takeaway</p> <ol style="list-style-type: none"> 1. Food safety legislation 2. Food safety quality 3. Temperatures in catering 4. Applying heat to food 5. Cooking methods 6. Micro organisms 7. HACCP 	<p>Food Safety in the catering industry: Examining the Laws and systems in place to implement hygiene and safety in catering provisions and customer safety.</p> <p>Healthier and Nutritious Takeaway Dishes: Adapting classic take away dishes with different ingredients, processes and cooking methods to illustrate a healthier outcome and lifestyle.</p> <p>Specific Keywords: Contamination, HACCP, Food safety Act, Environmental Health Officer, Food safety Regulations, Hazards, Legislation, hygiene, micro-organisms.</p>	<p>Food Safety and Hygiene Level 1 course</p> <p>Low Stake Tests</p> <p>K54 Exam style questions</p> <p>Teacher Southern Baked Chicken Review</p> <p>Self-assessment Saag curry review</p> <p>Self-assessment Falafel Burger Review</p> <p>Peer - Baked Beef Burrito Review</p>	<p>Encourage the pupils to organise the ingredients the weekend before the practical and check what they need in advance.</p> <p>Instil that pupils prepare and weigh out all the ingredients for the practical lessons.</p> <p>Encourage pupils to watch a food programme e.g. Great British Bake off or master chef.</p>
Spring Term	<p>Topic: Italian</p> <ol style="list-style-type: none"> 1. Types of food service. 2. Commercial and non-commercial sectors 3. Jobs, uniforms and attributes 4. Front of House roles 5. Back of house roles 6. Kitchen equipment 	<p>How different catering and hospitality provisions operate: Analysing different types of food services in the industry. Identify job roles and expectations in the front and back of house in different catering provisions.</p> <p>Specific Keywords: Commercial, establishment, provision, attributes, griddle, service, catering, enrichment, coagulation, roux, residential, whisking, layering, kneading, fermentation.</p>	<p>Low Stake tests</p> <p>K54 Exam style questions</p> <p>Scone based Teacher review</p> <p>Self-assessment Trambis review</p> <p>Self-assessment lasagne review</p> <p>Self-assessment meatballs review</p> <p>Peer carbonara review</p>	<p>Encourage the pupils to organise ingredients the weekend before the practical and check what they need in advance.</p> <p>Instil that pupils prepare and weigh out all the ingredients for the practical lessons.</p> <p>Encourage pupils to watch a food programme e.g. Gino's Italy on Netflix or Stanley Tucci Searching for Italy.</p>
Summer Term	<p>Topic: Afternoon Tea</p> <ol style="list-style-type: none"> 1. Afternoon tea history 2. Event Analysis 3. Venue research 4. Room layouts 5. Place settings 6. Invite information. 7. Menu planning 8. Afternoon Tea Event 	<p>Planning and Organising an event: Identifying information necessary for planning an event. Analysing different venues, catering and customer needs. Researching traditional afternoon tea foods served at a formal event and how to produce these.</p> <p>Specific Keywords: Service, catering, tradition, venue, savoury, pastry, raising agent, market research, planning, suitability, rubbing in, shaping, seasonal, cross contamination, high risk food.</p>	<p>Low Stake Tests</p> <p>Teacher Pizza Pinwheels review</p> <p>Self-assessment Cheese and spinach pasties review</p> <p>Peer sausage rolls review</p>	<p>Encourage the pupils to organise the ingredients the weekend before the practical and check what they need in advance.</p> <p>Instil that pupils prepare and weigh out all the ingredients for the practical lessons.</p> <p>Encourage pupils to watch a food programme e.g. Great British Bake off and Paul Hollywood's Bread.</p>



Year 9 Ab-Initio French Curriculum Overview: **FRENCH**



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	<ol style="list-style-type: none"> 1. Cognate Story 2. Greetings 3. Introducing yourself (name, age) 4. Physical appearance 5. Personality 6. My family 7. Ideal family 	<ul style="list-style-type: none"> ✓ How to use cognates to unlock meaning ✓ Key phonics in French ✓ Intro to word order and adjectival agreement ✓ Introduction to <u>avoir</u>, <u>s'appeler</u> ✓ Revision skills ✓ <u>Avoir</u> ✓ <u>Être</u> ✓ Re-visiting word order and adjectival agreement, including irregulars ✓ Introduction to opinions ✓ Introduction to justified opinions 	<p>☐ Key task 1 –Present yourself. Writing key task.</p>	<ul style="list-style-type: none"> ➤ Join teacher Showbie group ➤ Keep an eye on ClassCharts for all homework and assessment information ➤ Support with student organisation and completion of sentence builder homework tasks set ➤ Support with guiding revision tasks set (flashcards, mind maps, quizzing)
Spring Term	<ol style="list-style-type: none"> 1. Daily routine 2. My house 3. Where I live 4. Home activities 5. My town 6. Future plans 	<ul style="list-style-type: none"> ✓ Using a wider range of present tense verbs in the 'je' form ✓ Word order and adjectival agreement ✓ Using key phrases 'il y a' and 'on peut' ✓ Recap of the future tense ✓ Giving opinions in the future tense ✓ Key phonics in French 	<p>Progress check 2 – reading out loud, listening skills and translation</p> <p>Key task 2 – writing (where you live, what's in your town, opinions on town, what you can do, future plans)</p>	<ul style="list-style-type: none"> ➤ Join teacher Showbie group ➤ Keep an eye on ClassCharts for all homework and assessment information ➤ Support with student organisation and completion of sentence builder homework tasks set ➤ Support with guiding revision tasks set (flashcards, mind maps, quizzing)
Summer Term	<ol style="list-style-type: none"> 1. Intro to festivals 2. I went to La Tomatina 3. Which Festival would you like to go to? 4. Future birthday plans 	<p><u>Complex</u> opinions, <u>comparisons</u>, cultural capital</p> <p>Past tense regulars, irregulars, past tense opinions</p> <p>Conditional tense</p> <p>Recap of near future</p> <p>Using Si clauses + WOW phrases</p>	<p>Summary task (End of year summary task)</p>	<ul style="list-style-type: none"> ➤ Join teacher Showbie group ➤ Keep an eye on ClassCharts for all homework and assessment information ➤ Support with student organisation and completion of sentence builder homework tasks set ➤ Support with guiding revision tasks set (flashcards, mind maps, quizzing)



MAINSTREAM Year 9 French - **FRENCH**



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	<ol style="list-style-type: none"> 1. Favourite social media 2. What you do with technology in your free time 3. What you will do - free time activities/technology/social media 4. How you used social media/technology last night 5. Christmas – cultural differences 	<p>Justified opinions, comparisons, other people's opinions</p> <p>Present tense ER verbs, negatives</p> <p>Recap of near future</p> <p>Intro to past tense – not heavy grammar focus</p>	<p>Reading, listening and translation</p>	<ul style="list-style-type: none"> ➢ Join teacher Showbie group ➢ Keep an eye on ClassCharts for all homework and assessment information ➢ Support with student organisation and completion of sentence builder homework tasks set ➢ Support with guiding revision tasks set (flashcards, mind maps, quizzing)
Spring Term	<ol style="list-style-type: none"> 1. Intro to festivals 2. I went to Nice Carnival/La Tomatina 3. Which Festival would you like to go to? 4. Future birthday plans 	<p><u>Complex</u> opinions, <u>comparisons</u>, cultural capital</p> <p>Past tense regulars, irregulars, past tense opinions</p> <p>Conditional tense</p> <p>Recap of near future</p>	<p>Writing 90 word in 3 tenses</p>	<ul style="list-style-type: none"> ➢ Join teacher Showbie group ➢ Keep an eye on ClassCharts for all homework and assessment information ➢ Support with student organisation and completion of sentence builder homework tasks set ➢ Support with guiding revision tasks set (flashcards, mind maps, quizzing)
Summer Term	<ol style="list-style-type: none"> 1. Healthy living 	<p>Justified opinions, using 5 tenses, transactional language</p>	<p>Writing and speaking – all 4 skills</p>	<ul style="list-style-type: none"> ➢ Join teacher Showbie group ➢ Keep an eye on ClassCharts for all homework and assessment information ➢ Support with student organisation and completion of sentence builder homework tasks set ➢ Support with guiding revision tasks set (flashcards, mind maps, quizzing)



Year 9 Curriculum Overview: Geography



Autumn Term	Topics/ content outline:	Powerful Knowledge (key concepts, skills)		What will you be assessed on?	How can you help at home?
	1. <u>Our Unequal World</u> – How is globalisation affecting the development gap? 2. <u>Our Dangerous World</u> – Why do the impacts of tsunamis differ?	Social, economic, cultural and political globalisation Deindustrialisation in the UK Employment sectors Transnational Corporations with Nike case study The importance of China in a globalised world	Destructive plate margins Impacts and responses of the Indian Ocean tsunami Why was the Indian Ocean tsunami so devastating? The Hazard Management Cycle Impacts and responses of the Tohoku tsunami	<ul style="list-style-type: none">Globalisation knowledge check: examples of globalisation, employment sectors, the North-South divide and distribution of TNCsGlobalisation end of topic assessment: examples, benefits and concerns of globalisation, the Belt and Road initiative in China and transnational corporationsTsunami assessment: causes, characteristics, impacts and responses to names examples	<ul style="list-style-type: none">Discuss the interconnectedness of different countries and people around the worldWatch the news/ read newspapers to stay up to date with current affairsRead <i>Ghosts of the Tsunami</i> by Richard Lloyd Parry or <i>Tsunami Girl</i> by Julian SedgwickComplete revision clock/ other methods including revision cards.Watch the film <i>The Impossible</i> (12A)Read/ listen to 2015 Pulitzer Prize winning article (you can read one article for free). Electronic version available on Showbie https://www.newyorker.com/magazine/2015/07/20/the-really-big-one.
Spring Term	3. <u>Our Dynamic World</u> – What are the worlds geographical challenges?	Location of the Middle East Conflict in the Middle East Israel and Palestine Wilderness areas Threats to wilderness areas Desertification Managing desertification Palm oil/ deforestation	What is the history of Bradford? (Using the Wool Exchange as a common feature) Why is Bradford the city of culture? How is Bradford likely to develop in the future?	<ul style="list-style-type: none">Conflict and challenge assessment - desertification, wilderness areas, Israel-Palestine conflict, desertification.History of Bradford project – producing a presentation to teach others about your assigned period of Bradford's historyPromoting the city of culture leaflet – Focusing on why Bradford is the city of culture.	<ul style="list-style-type: none">Keep a news diary of stories on conflict in the Middle East (especially Israel and Palestine)Watch Louis Theroux 'The Ultra Zionists' or other documentaries regarding conflict in the Middle EastResearch the Sahel region of the worldVisit Chester Zoo or use the information on their website to explore the issues surrounding palm oil https://www.chestertzoo.org/?s=palm+oilVisit Bradford to explore the culture experiences within the city.Check the Visit Bradford website to see local events and places of interest https://www.visitbradford.com/
	4. <u>Our Local World</u> – Is Bradford a typical city?				
5. <u>GCSE- Living World</u> – Tropical Rainforests. <u>GCSE- Living World</u> – Hot deserts Finished at the start of year 10	Ecosystems exist at a range of scales and involve the interaction between biotic and abiotic components. Tropical rainforest ecosystems have a range of distinctive characteristics. Deforestation has economic and environmental impacts. Tropical rainforests need to be managed to be sustainable. Hot desert ecosystems have a range of distinctive characteristics. Development of hot desert environments creates opportunities and challenges. Areas on the fringe of hot deserts are at risk of desertification Hot desert ecosystems have a range of distinctive characteristics. Development of hot desert environments creates opportunities and challenges. Areas on the fringe of hot deserts are at risk of desertification.	Abiotic, biotic, consumer, decomposer, ecosystem, food chain, food web, nutrient cycling, global ecosystem, producer, biodiversity, commercial farming, debt reduction, deforestation, ecotourism, logging, mineral extraction, selective logging, soil erosion, subsistence farming, sustainability, appropriate technology, biodiversity, desertification, hot desert, over-cultivation, overgrazing.	<ul style="list-style-type: none">Knowledge Check – biomes and ecosystemsMid-topic assessment – physical characteristics of tropical rainforests and causes of deforestationEnd of Topic assessment	Visit 'Tropical World' to explore the adaptations of plants and animals in both tropical rainforests and hot deserts - https://tropicalworld.leeds.gov.uk/ Watch any Planet Earth episode on Tropical rainforests or deserts on BBCiPlayer <ul style="list-style-type: none">Complete all pages in bookletComplete revision clocksUse checklists for revisionUse the revision guides and revision cards that are offered for purchase by the school.	

Year 9 Curriculum Overview: History



Year 9 Curriculum Overview: History



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	Enquiry 1: How did Europe go to war in the Summer of 1914?	Enquiry 1 Students will develop their understanding of the following substantive concepts: 1. Empire 2. War 3. Militarism 4. Alliance 5. Nationalism 6. Patriotism 7. Imperialism	Enquiry 1 Students will complete a knowledge test which addresses the core knowledge and written assessment relating to the outbreak of the First World War.	Enquiry 1 and 2 Participate in the Year 9 Battlefields trip. This will allow you to visit some of the important locations associated with the First World War. Read <i>All Quiet on the Western Front</i> by Erich Maria Remarque
	Enquiry 2: Should the First World War be remembered as a conflict of "mud, blood and trenches"? Enquiry 3: Who fought in the First World War?	Enquiry 2 Students will develop their understanding of the following substantive concepts: 1. Trench warfare 2. Behind the lines 3. Stalemate 4. Technology 5. Empire Enquiry 3 Students will develop their understanding of the following substantive concepts: 1. Discrimination 2. Racism 3. Labourer 4. Empire 5. Colony 6. Racism	Enquiry 2 and 3 Students will complete a knowledge test which addresses all of the content studied about the First World War and a written assessment relating to the global nature of the First World War.	Enquiry 2 Watch the BBC Documentary series <i>The World's War: Forgotten Soldiers of Empire</i> by David Olusoga
Spring Term	Enquiry 4: What were the roaring twenties really like?	Enquiry 4 Students will develop their understanding of the following substantive concepts: 1. Prosperity 2. Consumerism 3. Golden Age 4. Boom 5. Segregation 6. Corruption 7. Prohibition 8. Lynching 9. Political power 10. Racism 11. Capitalism 12. The American Dream 13. Gender	Enquiry 4 Students will complete a knowledge test which addresses the core knowledge and written assessment. The written assessment asks students to consider different interpretations of the 1920s.	Enquiry 3 Read <i>The Great Gatsby</i> by F Scott Fitzgerald
	Enquiry 5: What was the Holocaust?	Enquiry 5 Students will develop their understanding of the following substantive concepts: 1. Antisemitism 2. Persecution 3. Pogrom 4. Perpetrators	Enquiry 5 No assessment for this enquiry	
Summer Term	Enquiry 6: Why was Hitler made Chancellor of Germany in 1933?	Enquiry 6 Students will develop their understanding of the following substantive concepts: 1. Hyperinflation 2. Economic depression 3. Unemployment 4. Democracy 5. Dictatorship 6. Chancellor 7. Anti-Semitism 8. Communism 9. Fascism	Enquiry 6 Student will complete a piece of extended writing about the reasons for Hitler's appointment in January 1933.	Enquiry 6 Listen to the BBC Podcast series <i>Nazi: Rise to Power</i> https://www.bbc.co.uk/programmes/p0dt0mq0/episodes/player
	Enquiry 7: How did the British Empire collapse?			Enquiry 2 Research decolonisation and independence in other parts of the British Empire.



Year 9

Curriculum Overview: Information Technology

Autumn Term



Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
1. E-Safety 2. Google sketch-up 3. Animation 4. Dreamweaver	<p>Understand a range of ways to use technology safely, respectfully, responsibly and securely, including protecting their online identity and privacy; recognise inappropriate content, contact and conduct, and know how to report concerns.</p> <p>Create, reuse, revise and repurpose digital artefacts for a given audience, with attention to trustworthiness, design and usability, such as, creating a 3D object using a graphics</p>	<p>E-Safety publication</p> <p>Create a realistic or life like model</p> <p>Demonstrate the use of professional graphics package</p>	<p>Regularly check your child's learning journey.</p> <p>Evaluate, critique (with kindness), and support your child's homework.</p> <p>Engage with on-line learning material / videos (minimum 1.5 hours a week)</p>

Spring Term



1. Samsung Challenge 2. Spreadsheets 3. Data science	<p>Evaluate an existing game and create a success criteria</p> <p>Undertake creative projects that involve selecting, using, and combining multiple applications, preferably across a range of devices, to achieve challenging goals, including collecting and analysing data and meeting the needs of known users</p>	<p>Create a spreadsheet solution to a given problem scenario</p> <p>Demonstrate the use of conditional formatting to display the score in a variety of colours, record a macro to clear the answers from the quiz</p>	<p>Regularly check your child's learning journey.</p> <p>Evaluate, critique (with kindness), and support your child's homework.</p> <p>Engage with on-line learning material / videos (minimum 1.5 hours a week)</p>
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Summer Term



1. Blender 2. Graphics 3. IT & the law	<p>Understand the benefits and use of 2D and 3D models.</p> <p>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p> <p>Touch up photos, create graphics such as logos or edit images to make something unreal.</p>	<p>Demonstrate that you animate an object using key framing, alter the speed of my animation, and change the quality of my render because I can edit the resolution</p> <p>Demonstrate the use of vertices, edges and faces, change the overall structure of the shape.</p>	<p>Regularly check your child's learning journey.</p> <p>Evaluate, critique (with kindness), and support your child's homework.</p> <p>Engage with on-line learning material / videos (minimum 1.5 hours a week)</p>
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Year 9 Curriculum Overview: Mathematics






	Topics / Content Outline	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	(1) Number Sense (2) Indices and Surds (3) Expanding and Factorising expressions (4) Representing data (5) Forming and solving equations	<ul style="list-style-type: none"> Multiply and divide decimals with decimals Estimate the answer to a calculation Product rule for counting Apply index laws including negative & fractional indices Work with numbers in standard form Simplify, multiply and divide simple surds Expand brackets up to three linear expressions Factorise expressions including quadratics Draw and interpret Composite/dual bar charts Draw and interpret pie charts and scatter graphs Construct and interpret frequency and two-way tables Set up and solve linear equations and inequalities 	<p>End of topic tests will be completed in lessons every 2 – 3 weeks.</p>	<p>Encourage active participation in weekly <u>Spax</u> Maths 'Compulsory' homework.</p> <p>Support students with revision (as required) ahead of the assessment using quality resources such at Maths Genie Dr Frost Maths Corbett Maths</p>
Spring Term	(6) Pythagoras' Theorem (7) Formulae (8) Sequences (9) Linear Graphs	<ul style="list-style-type: none"> Calculate missing sides in a right-angled triangle Use Pythagoras' theorem to solve problems in context Substitute into formulae Rearrange formulae Generate linear, geometric and other sequences given an algebraic rule Find the nth terms of linear and quadratic sequences Understand, use and construct graphs of the form $y=mx+c$ Find the equation of a line graphically and algebraically Explore parallel and perpendicular lines 	<p>A mid-year assessment will be completed on the topics covered up to that point in the year. Students will receive a revision checklist and full information will be posted on ClassCharts.</p> <p>End of topic tests will be completed in lessons every 2 – 3 weeks.</p>	<p>Encourage active participation in weekly <u>Spax</u> Maths 'Compulsory' homework.</p> <p>Support students with revision (as required) ahead of the assessment using quality resources such at Maths Genie Dr Frost Maths Corbett Maths</p>
Summer Term	(10) Percentages (11) Data analysis (12) Ratio and Proportion (13) Similarity	<ul style="list-style-type: none"> Recognise and solve percentage problems (including using a multiplier) Solve reverse percentage problems Solve problems with repeated change and compound interest Find averages from frequency tables Compare distributions Solve various ratio and proportion problems including scale diagrams, currencies, recipes and best buys Solve problems involving direct and inverse proportion Solve problems to do with similarity (linear only) 	<p>An end of year assessment will be completed on the topics covered in years 7, 8 and 9. Students will receive a revision checklist and full information will be posted on ClassCharts.</p> <p>End of topic tests will be completed in lessons every 2 – 3 weeks.</p>	<p>Encourage active participation in weekly <u>Spax</u> Maths 'Compulsory' homework.</p> <p>Support students with revision (as required) ahead of the assessment using quality resources such at Maths Genie Dr Frost Maths Corbett Maths</p>



Year 9 Curriculum Overview: Media Studies



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term 	Media Language <ul style="list-style-type: none"> Friday Night Lights Riverdale 	<ul style="list-style-type: none"> Shot types Camera Movement Semiotics – Signs and Symbols Narrative Structures Genre Archetypes Encode and Decode 	<p>How to decode a teen drama using key terminology and applying theories accurately.</p>	<p>Watch/ Consume different types of media: Film, TV, Radio, Magazines, Games, Adverts.</p> <p>BBC Bitesize Genre Narrative</p>
Spring Term 	Representation <ul style="list-style-type: none"> Heartstopper Young Royals 	<ul style="list-style-type: none"> Under-representation Stereotypes Cultural capital Mis-representation Bias (age, gender, sexual orientation, ethnicity, disability, location) 	<p>The ability to express understanding of the representation of different groups within society focusing on the LGBT+ case study linking to historical context.</p>	<p>Watch/ Consume different types of media. Film, TV, Radio, Magazines, Games, Adverts.</p> <p>BBC Bitesize Representation</p>
Summer Term 	Industry <ul style="list-style-type: none"> Veronica Mars Audience Buffy the Vampire Slayer 	<ul style="list-style-type: none"> 4Cs – The cross-cultural consumer characteristics Social Grading Uses and Gratification Theory Mergers and acquisitions Target Audience The power of fandom 	<p>Knowledge and understanding marketing and distribution of Teen TV dramas using the case studies to create a social media campaign.</p>	<p>Watch/ Consume different types of media. Film, TV, Radio, Magazines, Games, Adverts.</p> <p>BBC Bitesize Industry Audience</p>

RESPECT
COURAGE
RESPONSIBILITY
KINDNESS
RESILIENCE

	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	1. Live Lounge 2. Variations	1. Rock and Pop song structure/chord sequences/Riffs and Hooks/Cover version techniques/band etiquette 2. Variation techniques and devices linked to MAD TT SHIRT	1. Cover version composition and performance assessment 2. Composition assessment/listening test	BBC Live Lounge on iPlayer is a great resource to watch/listen to: https://www.bbc.co.uk/iplayer/episodes/p0102mg/radio-1s-live-lounge
Spring Term	1. Brief Composition/ Performance project 2. Extended Project: The Beatles	1. Lessons will operate on a carousel basis as students will work on a composition task and a performance piece over a six-week period. Resources will be provided to support but it is anticipated that students will work to personalised deadlines/targets set. 2. A unit designed to bridge the gap to GCSE Music. The focus will still be practical, but students will spend time analysing and deconstruction Beatles repertoire.	1. End of half-term deadline to upload performance and composition work. 2. Performance of Beatles track; appraising work and practice GCSE style questions.	1. Homework tasks will be set to support progression through this unit. 2. The Beatles- share any knowledge about the Fab Four; watch some Beatles performances together!
Summer Term	1. Minimalism 2. End of KS3 Showcase	1. A look at Minimalist techniques such as phase-shifting/ additive and subtractive processes. Group skills within a texture. 2. Students select an activity from a menu. Possible options include solo and group performance of free-choice repertoire/free-choice or brief-led composition.	1. Minimalist group composition	To support your young musician with their preparation for the KS3 Showcase, encourage them to show their work to others or even perform in front of a friendly family audience!



Year 9 Curriculum Overview: Philosophy and Ethics



Autumn Term	<p>Topics/ content outline:</p> <p>1. Introduction to Philosophy</p>	<p>Powerful Knowledge (key concepts, skills)</p> <p>1. Three primary branches of Philosophy</p> <p>2. Socrates beliefs and teachings</p> <p>3. Socratic method and the Euthyphro dilemma</p> <p>4. Life and impact of Plato</p> <p>5. Plato's cave (realm of form/ realm of appearances)</p> <p>6. Life and impact of Aristotle.</p> <p>7. Eudaimonia and the function argument</p> <p>8. Cogito Ergo Sum and the Trademark argument</p>	<p>How can you help at home?</p> <ul style="list-style-type: none">• Watch videos from the 'Crash course philosophy' YouTube channel.• Read 'Philosophy for beginners' by Rachel Firth.• Read 'KS3 Philosophy and Ethics' by Robert Orme.• Complete knowledge organisers.
Spring Term	<p>1. Moral Philosophy</p> <p>2. Epistemology</p>	<p>1. Moral absolutism and moral relativism</p> <p>2. Jeremy Bentham and John Stuart Mill</p> <p>3. The Hedonic calculus</p> <p>4. The trolley problem</p> <p>5. Maxims and the Three formulations</p> <p>6. Friedrich Nietzsche and The will to power</p> <p>7. Dawkins and the God delusion</p> <p>8. Obey or dissent</p> <p>9. The Turing test</p> <p>10. Speciesism</p> <p>1. Types of knowledge</p> <p>2. Are the JTB conditions individually necessary?</p> <p>3. Gettier and Smith and Jones</p> <p>4. Responses to Gettier: No false lemmas, Infallibilism, Reliabilism, Virtue Epistemology</p> <p>5. Direct realism</p> <p>6. Indirect realism and Sense data</p> <p>7. Primary and secondary qualities</p> <p>8. Rationalism and Empiricism</p> <p>9. Innatism and Tabu Rasa</p>	<ul style="list-style-type: none">• Watch videos from the 'Crash course philosophy' YouTube channel.• Use the lesson titles to inform conversations you could have at home.• Read 'KS3 Philosophy and Ethics' by Robert Orme.• Complete knowledge organisers.
Summer Term	<p>1. Philosophy of Religion</p> <p>2. Eastern Philosophy</p>	<p>1. Does the idea of God make sense?</p> <p>2. Was God the first cause of everything?</p> <p>3. The teleological argument</p> <p>4. Can you believe in God and evolution?</p> <p>5. Is God involved in the world today?</p> <p>6. Why did Freud think God is all in the mind?</p> <p>7. Why did Marx compare religion to a drug?</p> <p>8. Are the new atheists right about faith?</p> <p>9. What do people in the UK believe?</p> <p>1. The idea of happiness</p> <p>2. Six ideas</p> <p>3. Wu Wei</p> <p>4. The love of rocks</p> <p>5. Kintsugi</p> <p>6. Matsuo Basho</p> <p>7. Sen no Rikyu</p> <p>8. Lao Tzu</p> <p>9. The Buddha</p> <p>10. Confucius</p>	<ul style="list-style-type: none">• Watch videos from the 'Crash course philosophy' YouTube channel.• Use the lesson titles to inform conversations you could have at home.• Read 'KS3 Philosophy and Ethics' by Robert Orme.• Complete knowledge organisers.



Year 9 Curriculum Overview: PHOTOGRAPHY



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	<ol style="list-style-type: none"> 1. Baseline test – View points 2. Composition and viewpoints 3. Intro to cameras 4. Computer processes and modes of working in Photography 5. Composition and viewpoints 6. Advertising Project - introduction, analysis, planning and shoot 	<ul style="list-style-type: none"> • Understanding computer systems • How our cameras work • Practical photography skills • Basic editing using Affinity software • Photographic view points and composition types • Researching themes photographically • Completion of final pieces • Advertising Analysis • Studio Photography • Presentation and display of objects • Exploring an area of own interest 	<ul style="list-style-type: none"> • Baseline Test – Viewpoints • Composition development shoot • Composition final edits 	<ul style="list-style-type: none"> • Support with homework. • Encouraging students to take photos away from lessons to practise use of view point, composition and framing • Look at digital sketchbook to see and discuss current learning.
Spring Term	<ol style="list-style-type: none"> 1. Advertising – completion of advert using photoshop 2. Portraits and creative lighting 3. Photographic portrait collage inspired by Alma Hasser 4. Practical skills development and style exploration 5. Generation of ideas 6. Photographic portrait collage inspired by Alma Hasser – Creation of final response 	<ul style="list-style-type: none"> • Graphic design • Practical understanding of adverts • Further development of editing skills, text tool & layers • David Bailey's Photography • Portrait genre • Rembrandt lighting • Work of Alma Hasser • Analysis • Idea development • Collage • Precision work in measuring, cutting, gluing • Manga conventions • Shooting a sequence to tell a story • Page layout 	<ul style="list-style-type: none"> • Advertising analysis • Advertisement final piece • Final Alma Hasser collage 	<ul style="list-style-type: none"> • As Above • Discuss what they could bring in for their advertisement shoot, object and background.
Summer Term	<ol style="list-style-type: none"> 1. Introduction to and analysis of David Hockney's joiner work 2. Panorama and veritrama 3. Joiner photography 4. Completion of joiners project 	<ul style="list-style-type: none"> • Analysing images • Hockney joiners • Joiner photography • Shooting sequences • Collage • Precision work in measuring, cutting, gluing • Creativity 	<ul style="list-style-type: none"> • Final joiner 	<ul style="list-style-type: none"> • Please encourage your child to continue drawing and making art in their own time, especially if they have selected it in year 9.



Year 9 Curriculum Overview: Physics



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	<p>Motion 4.5.6.1 Describing Motion Along a Line:</p> <p>Waves 4.6.1.1 Transverse & Longitudinal - Energy transfer/ medium/ amplitude/ frequency/ wavelength</p>	<p>See additional list 1 and list 2</p> <p>All the content is equally important as far as exams and progress in the course is concerned. Knowledge identified as "powerful" is highlighted in yellow.</p>	<p>See additional list 1 & list 2</p> <p>The most up-to-date listings re. what's on the tests will be on Showbie "Physics ALL Y9"</p>	<ul style="list-style-type: none"> - Question students to test their recall of the Knowledge Organisers ("KOs" or Checklists - Encourage students to turn KOs into factcards - Encourage students to use factcards properly - Encourage students to use the practice topic questions, or work on them together - Encourage students to follow the links to Bitesize or Free GCSE Science lessons & show them how to use them effectively eg turning content into a visual representation, pausing & rewinding where necessary. <p>Links, topic questions etc are available in the Showbie class "Physics ALL Y9".</p>
Spring Term	<p>Waves 4.6.1.1 & 4.6.1.2 Measuring the speed of sound. Period & $T = 1/f$. Using $v = f\lambda$. Making measurements of waves on a ripple tank</p> <p>Electromagnetic Waves 4.6.2.1 – 4.6.2.4 Types, properties, uses and applications of electromagnetic waves. Refraction.</p>	<p>See additional list 3 & list 5</p> <p>All the content is equally important as far as exams and progress in the course is concerned. Knowledge identified as "powerful" is highlighted in yellow.</p>	<p>See additional list 1, list 4 & list 5</p> <p>The most up-to-date listings re. what's on the tests will be on Showbie "Physics ALL Y9"</p>	<ul style="list-style-type: none"> - Question students to test their recall of the Knowledge Organisers ("KOs" or Checklists - Encourage students to turn KOs into factcards - Encourage students to use factcards properly - Encourage students to use the practice topic questions, or work on them together - Encourage students to follow the links to Bitesize or Free GCSE Science lessons & show them how to use them effectively eg turning content into a visual representation, pausing & rewinding where necessary. <p>Links, topic questions etc are available in the Showbie class "Physics ALL Y9".</p>
Summer Term	<p>Electricity Current/PD/resistance. Circuits & symbols. $W=QV$, $V=IR$, $I=V/R$ for a fixed resistor. Series & parallel circuits. Resistors in series and parallel.</p> <p>Atomic Structure 4.4 Atomic Structure: Atoms & isotopes. Structure of atom. Development of the atomic model. Mass no. & atomic no.</p>	<p>See additional list 6 & list 7</p> <p>All the content is equally important as far as exams and progress in the course is concerned. Knowledge identified as "powerful" is highlighted in yellow.</p>	<p>See additional list 1, list 4, list 5 & list 6</p> <p>The most up-to-date listings re. what's on the tests will be on Showbie "Physics ALL Y9"</p>	<ul style="list-style-type: none"> - Question students to test their recall of the Knowledge Organisers ("KOs" or Checklists - Encourage students to turn KOs into factcards - Encourage students to use factcards properly - Encourage students to use the practice topic questions, or work on them together - Encourage students to follow the links to Bitesize or Free GCSE Science lessons & show them how to use them effectively eg turning content into a visual representation, pausing & rewinding where necessary. <p>Links, topic questions etc are available in the Showbie class "Physics ALL Y9".</p>



Year 9 Curriculum Overview: Pre-GCSE PE



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	<ol style="list-style-type: none"> Names & locations of Bones Names & locations of Muscles Understanding the role of Antagonistic Pairs Revision techniques for PE Introduction to PE exam technique Progress testing Progress test review 	<ol style="list-style-type: none"> Being able to label the Skeletal system Being able to label the Muscular system What is an Antagonistic Pair <ol style="list-style-type: none"> Role of an Agonist muscle Role of an Antagonist muscle Understanding what a fixator muscle is. Knowledge of revision techniques specific to PE Knowledge of exam techniques specific to PE Developing review skills to increase understanding of areas which need developing 	<ol style="list-style-type: none"> The Skeletal system <ol style="list-style-type: none"> Names & locations 6 Functions of bones The Muscular system <ol style="list-style-type: none"> Names & locations Antagonistic pairs 	<ol style="list-style-type: none"> Check in on Class Charts Check in on Showbie How will developing revision and exam techniques
Spring Term	<ol style="list-style-type: none"> Types of levers in the body How movement occurs through the lever system Revision techniques for PE Introduction to PE exam technique Progress testing Progress test review 	<ol style="list-style-type: none"> Being able to label the components of all 3 levers Being able to give sporting examples for each lever Knowledge of revision techniques specific to PE Knowledge of exam techniques specific to PE Developing review skills to increase understanding of areas which need developing 	<ol style="list-style-type: none"> The Lever system <ol style="list-style-type: none"> Name & draw all 3 levers Sporting examples per lever 	<ol style="list-style-type: none"> Check in on Class Charts Check in on Showbie How will developing revision and exam techniques
Summer Term	<ol style="list-style-type: none"> The Cardiovascular system Revision techniques for PE Introduction to PE exam technique Progress testing Progress test review 	<ol style="list-style-type: none"> Being able to label the components of the heart Being able to describe the differences of all blood vessels Being able to describe the pathway of blood through the heart and lungs Understand the cardiac cycle Knowledge of revision techniques specific to PE Knowledge of exam techniques specific to PE Developing review skills to increase understanding of areas which need developing 	<ol style="list-style-type: none"> The Cardiovascular system <ol style="list-style-type: none"> Labelling the heart Pathway of blood Cardiac cycle Differentiating blood vessels 	<ol style="list-style-type: none"> Check in on Class Charts Check in on Showbie How will developing revision and exam techniques



Year 9 Curriculum Overview: PE



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	<ol style="list-style-type: none"> 1. Hockey 2. Rugby 3. Badminton 	<ol style="list-style-type: none"> 1. To show knowledge and understanding of complex skills in team sports 2. Be able to use the skills in full sided games 3. To understand the more complex rules and officiating 4. To know and understand the fitness components required for the sport 5. To learn to work together and appreciate all members of the group 6. To learn the basic skills of badminton and understand basic scoring 	<p>Students will be assessed against the BRONZE, SILVER and GOLD criteria Which is assessed on the following</p> <ol style="list-style-type: none"> 1. Knowledge and understanding of rules and tactics 2. Performance of basic skills 3. Physical Ability 4. Sportsmanship/working with others 5. Resilience/ perseverance 6. Self and Peer assessment 	<p>Encourage Extra-curricular sport:</p> <ol style="list-style-type: none"> 1. In school 2. In the Community 3. Encourage regular exercise 4. A healthy diet and lifestyle
Spring Term	<ol style="list-style-type: none"> 1. Netball 2. Football 3. Gym 4. Tournaments 	<ol style="list-style-type: none"> 1. To show knowledge and understanding of complex skill and tactics in team sports-Netball 2. To understand the more complex rules and how to officiate a game. 3. To improve and develop their own fitness including Aerobic fitness/ flexibility. 4. To learn and develop more complex motor skills 5. To know and understand the fitness components and show them in performances. 6. To know and understand and compete in the structure of a tournament 	<p>Students will be assessed against the BRONZE, SILVER and GOLD criteria Which is assessed on the following</p> <ol style="list-style-type: none"> 1. Knowledge and understanding of rules and tactics 2. Performance of basic skills 3. Physical Ability 4. Sportsmanship/working with others 5. Resilience/ perseverance 6. Self and Peer assessment 	<p>Encourage Extra-curricular sport:</p> <ol style="list-style-type: none"> 1. In school 2. In the Community 3. Encourage regular exercise 4. A healthy diet and lifestyle
Summer Term	<ol style="list-style-type: none"> 1. Cricket 2. Tennis 3. Rounders 4. Basketball 5. Fitness 	<ol style="list-style-type: none"> 1. To develop the core skills- running, throwing, striking and fielding by using their improved fitness components 2. To understand the rules in all activities to score, measure, time and positions on the pitch and how to make tactical decisions 3. To know and understand all safety aspects of athletics and lead to simple officiating 4. To challenge themselves to improve distance/time 	<p>Students will be assessed against the BRONZE, SILVER and GOLD criteria Which is assessed on the following</p> <ol style="list-style-type: none"> 1. Knowledge and understanding of rules and tactics 2. Performance of basic skills 3. Physical Ability 4. Sportsmanship/working with others 5. Resilience/ perseverance 6. Self and Peer assessment 	<p>Encourage extra-curricular sport:</p> <ol style="list-style-type: none"> 1. In school 2. In the Community 3. Encourage regular exercise 4. A healthy diet and lifestyle



Subject – Personal development

Autumn Term

Living in the wider world

Session Content

1. My personal brand
2. Healthy and unhealthy friendships
3. Recognise passive, aggressive and assertive behaviour
4. Crime and communities
5. The impacts of cannabis
6. Gangs and knife crime

Powerful Knowledge

1. Values are important as they help you to define who you are and how you want to act. Considering your online presence as well as how you act in person is important in the school and wider community.
2. Relationships between friends are important as they form the basis of our support network inside and outside of the school community. Recognising behaviours that are inappropriate in friendships and building up courage to challenge and call them out is important.
3. Assertive behaviour is important when thinking about doing the right thing. Being passive means allowing bad things to happen without interfering, being aggressive means acting in a way that is threatening or on the attack. Being assertive means being self-assured and confident without being aggressive to defend a right point of view or a relevant statement.
4. Crime can impact communities by making residents feel unsafe, making businesses lose business by decreased footfall, affecting house prices, prevent growth and development, home insurance premiums may rise. Intimidation means to make someone become fearful by using threats.
5. Cannabis is a Class B illegal drug. The maximum sentence for possession of cannabis is 5 years in prison. Cannabis has strong links to causing a decline in mental health and can permanently lower the IQ of those who use it under the age of 18 as the brain is still developing.
6. A gang is a group of associates, friends or members of a family with a defined leadership and informal organization that identifies with or claims control over territory in a community and engages, either individually or collectively, in illegal, and possibly violent, behaviour.

How can you help at home?

- Discuss social media and online presence, look together at what is public and private information
- Use the case studies used on Showbie to discuss what behaviour constitutes aggressive, assertive and passive behaviours
- Read through the following resource on county lines: <https://parents.actionforchildren.org.uk/behaviour/challenging-behaviour/what-is-county-lines-drug-trafficking/>

Spring Term

Health and wellbeing

1. Relationships between physical and mental health
2. Independently managing sleep and diet
3. Body image
4. Types of families and managing change
5. Securing personal information online
6. Being a critical user of the media

1. Physical and mental health are linked. Physical health describes the condition of your body. This includes whether you have an illness, injury or a health condition. Mental health includes our emotional, psychological, and social well-being. It affects how we think, feel, and act. It also helps determine how we handle stress, relate to others, and make healthy choices.
2. Sleep and diet are important components of our health. To get enough sleep you need to have a good night time routine that works for you, there are certain behaviours that inhibit sleep such as screens and these should be avoided closest to bedtime. Diet is an important component of health, as a healthy diet can reduce the risk factors of many diseases. Eating healthy gives you more energy which can support with progressing in your studies.
3. Body image is a person's thoughts, feelings and perception of the aesthetics or attractiveness of their own body. Appearance ideals are the ways that society and the media portray that we should look either directly or indirectly.
4. There are certain legal responsibilities of a parent to a child such as education choices and medical care. Over the course of a child's life a parent's responsibilities and challenges change.
5. Users of the internet need to ensure that they are digitally informed about how to keep their personal information safe in online spaces, including how to spot misinformation, speculation or rumour online.
6. Being a critical consumer of media means being able to research a topic or subject independently and form their own opinions on the topic.

- Use the sources of support slide shown on Showbie to explore avenues of support inside and outside of school that someone could use if they needed help
- Watch the clips on the body image lesson and use the resources to discuss what body image and appearance ideals are and how they have changed over time

Summer Term

Relationships and sex

1. Gender roles in relationships
2. Stages of a romantic relationship
3. Consent
4. Safe sex (safe sex materials and contraception)
5. Influences on sex – the media and pornography
6. Assessing the risk of sharing explicit images

1. Traditional gender roles or expectations can be negative influences on individuals' expectations of themselves and others in a relationship. Stereotypes are overgeneralised beliefs about certain groups of people.
2. Romantic relationships are consensual relationships between two people. The legal age for consent to sexual activity in the UK is 16.
3. Consent must always be voluntarily given and can be withdrawn at any time. Boundaries in relationships built on consent are essential. The media and social media can be dangerous in promoting negative myths about expectations in a relationship.
4. You can protect against STIs by using barrier methods. To test for STIs you can visit your GP or a sexual health clinic.
5. The media and pornography can create unrealistic expectations of what should and shouldn't happen within a consensual sexual relationship. It is important to realise what is myth and reality when it comes to what is portrayed in the media and pornography.
6. Creating, sharing or storing explicit images of a person under the age of 18 is illegal, even if you took the image yourself. The consequences of sharing explicit images could be social stigma, blackmail, online sexual harassment and losing control of the images.

- Use the resources on Showbie to discuss what consent is legally and what the law on consent says in the UK.
- Discuss healthy relationship boundaries in all types of relationship (friendship, professional, familial, romantic...)
- When watching films or TV series at home, consider the relationships portrayed and whether they show a realistic, consensual relationship between 2 people.



Year 9 Curriculum Overview: Religious Studies



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	How can you help at home?
Autumn Term	<ol style="list-style-type: none"> 1. Why do Jews try to heal the world? 2. Why do Jews give away 10% of their money? 3. Do Jews have free will? 4. What is Eretz Israel? 5. Can we prove the existence of God? 6. What is the problem of evil? 7. Are religion and science compatible? 8. Why should Christians love their neighbour? 9. Does the presence of design prove the existence of God? 10. Is God the First Cause? 11. What is Lesser Jihad? 12. What do Muslims believe about punishment? 	<ol style="list-style-type: none"> 1. Justice and kindness, Tikkun Olam 2. The right use of money 3. Free Will and the Fall, Mitzvot 4. Covenant and the Promised Land, Zionism 5. Design and First Cause Arguments (strengths and weaknesses) 6. Inconsistent Triad and Theodicy 7. Literalism vs. liberalism 8. Missionary work and Evangelism as based on agape (Good Samaritan) 9. Islamic Design Argument with strengths and weaknesses 10. First Cause Arguments of Al Ghazali and Thomas Aquinas 11. Muslim views on peace and Just War 12. The three aims of punishment and how they link to prison and capital punishment. 	<p>Discuss the situation in Jerusalem</p> <p>Explore the various Cosmological and Teleological Arguments and their strengths and weaknesses</p> <p>Try to find examples of missionary work and evangelism and discuss what your child thinks</p> <p>Discuss views on war, punishment and items in the news.</p>
Spring Term	<ol style="list-style-type: none"> 1. What is Atman? 2. How does a Hindu achieve Moksha? 3. Is the cow sacred in Hinduism? 4. Is Hinduism socially inclusive? 5. What is Metta and Karuna? 6. What do the Karuna trust do? 7. What do the Karuna trust do? 8. Who is the Dalai Lama? 9. Are men and women equal in Sikhism? 10. Can Sikh girls play football? 11. How do Sikhs perform Sewa during war? 12. How do Sikhs perform Sewa in LEDCs? 13. How do Humanists deal with conflicting principles? 	<ol style="list-style-type: none"> 1. Atman, reincarnation and the Divine 2. Karma, Samsara and Moksha 3. The sacredness of cows and nature 4. Charity and social justice 5. Karuna, Metta and meditation 6. The work of the Karuna Trust and their underlying principles 7. The work of the Karuna Trust and their underlying principles 8. The influence of the Dalai Lama on Buddhists in the UK 9. Sikh beliefs on the status of women 10. Sikh beliefs about gender equality 11. The work of Khalsa Aid and the reasons for it 12. The work of Sikh Aid and the reasons for it 13. The ethical theory of Utilitarianism 	<p>Discuss what reincarnation means and what Hindus think</p> <p>Find examples of charity work of Hindus</p> <p>Explore the wider work of the Karuna Trust</p> <p>Find out more about Tibet and the Dalai Lama</p> <p>Explore the work of Khalsa and Sikh Aid</p> <p>Watch Bend it Like Beckham</p>
Summer Term	Term 3 RSHE		



MAINSTREAM Year 9 Spanish - **SPANISH**



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	<ol style="list-style-type: none"> 1. Favourite social media 2. What you do with technology in your free time 3. What you will do - free time activities/technology/social media 4. How you used social media/technology last night 5. Christmas – cultural differences 	<p>Justified opinions, comparisons, other people's opinions</p> <p>Present tense ER verbs, negatives</p> <p>Recap of near future</p> <p>Intro to past tense – not heavy grammar focus</p>	<p>Reading, listening and translation</p>	<ul style="list-style-type: none"> ➢ Join teacher Showbie group ➢ Keep an eye on ClassCharts for all homework and assessment information ➢ Support with student organisation and completion of sentence builder homework tasks set ➢ Support with guiding revision tasks set (flashcards, mind maps, quizzing)
Spring Term	<ol style="list-style-type: none"> 1. Intro to festivals 2. I went to La Tomatina 3. Which Festival would you like to go to? 4. Future birthday plans 	<p><u>Complex</u> opinions, <u>comparisons</u>, cultural capital</p> <p>Past tense regulars, irregulars, past tense opinions</p> <p>Conditional tense</p> <p>Recap of near future</p>	<p>Writing 90 word in 3 tenses</p>	<ul style="list-style-type: none"> ➢ Join teacher Showbie group ➢ Keep an eye on ClassCharts for all homework and assessment information ➢ Support with student organisation and completion of sentence builder homework tasks set ➢ Support with guiding revision tasks set (flashcards, mind maps, quizzing)
Summer Term	<ol style="list-style-type: none"> 1. Healthy living 	<p>Justified opinions, using 5 tenses, transactional language</p>	<p>Writing and speaking – all 4 skills</p>	<ul style="list-style-type: none"> ➢ Join teacher Showbie group ➢ Keep an eye on ClassCharts for all homework and assessment information ➢ Support with student organisation and completion of sentence builder homework tasks set ➢ Support with guiding revision tasks set (flashcards, mind maps, quizzing)



Year 9 Ab-Initio Spanish Curriculum Overview **SPANISH**



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	<ol style="list-style-type: none"> 1. Cognate Story 2. Greetings 3. Introducing yourself (name, age) 4. Physical appearance 5. Personality 6 My family 7. Ideal family 	<ul style="list-style-type: none"> ✓ How to use cognates to unlock meaning ✓ Key phonics in Spanish ✓ Intro to word order and adjectival agreement ✓ Introduction to <u>tener, llamarse</u> ✓ Revision skills ✓ Tener ✓ Ser ✓ Re-visiting word order and adjectival agreement, including irregulars ✓ Introduction to opinions ✓ Introduction to justified opinions 	<p>☐ Key task 1 –Present yourself. Writing key task.</p>	<ul style="list-style-type: none"> ➤ Join teacher Showbie group ➤ Keep an eye on ClassCharts for all homework and assessment information ➤ Support with student organisation and completion of sentence builder homework tasks set ➤ Support with guiding revision tasks set (flashcards, mind maps, quizzing)
Spring Term	<ol style="list-style-type: none"> 1. Daily routine 2. My house 3. Where I live 4. Home activities 5. My town 6. Future plans 	<ul style="list-style-type: none"> ✓ Using a wider range of present tense verbs in the 'je' form ✓ Word order and adjectival agreement ✓ Using key phrases 'hay' and 'se puede' ✓ Recap of the future tense ✓ Giving opinions in the future tense ✓ Key phonics in Spanish 	<p>Progress check 2 – reading out loud, listening skills and translation</p> <p>Key task 2 – writing (where you live, what's in your town, opinions on town, what you can do, future plans)</p>	<ul style="list-style-type: none"> ➤ Join teacher Showbie group ➤ Keep an eye on ClassCharts for all homework and assessment information ➤ Support with student organisation and completion of sentence builder homework tasks set ➤ Support with guiding revision tasks set (flashcards, mind maps, quizzing)
Summer Term	<ol style="list-style-type: none"> 1. Intro to festivals 2. I went to La Tomatina 3. Which Festival would you like to go to? 4. Future birthday plans 	<p><u>Complex</u> opinions, <u>comparisons</u>, cultural capital</p> <p>Past tense regulars, irregulars, past tense opinions</p> <p>Conditional tense</p> <p>Recap of near future</p> <p>Using Si clauses + WOW phrases</p>	<p>Summary task (End of year key task)</p>	<ul style="list-style-type: none"> ➤ Join teacher Showbie group ➤ Keep an eye on ClassCharts for all homework and assessment information ➤ Support with student organisation and completion of sentence builder homework tasks set ➤ Support with guiding revision tasks set (flashcards, mind maps, quizzing)