

Year 9 Curriculum Overview

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	<p>‘Jane Eyre’ by Charlotte Brontë</p> <ul style="list-style-type: none"> Builds on the following key skills: sustaining a thesis across an essay and evaluating the presentation of characters. Themes explored: childhood, Christianity, morality, hypocrisy, and social class. Key vocabulary: Orphan, dependent, oppress (vb.), juxtaposition, themes, humiliate (vb.), hypocrite, comeuppance. Pupils will also have one lesson per fortnight that focuses on reading, oracy and literacy. Pupils will also have one lesson per fortnight that focuses on the explicit learning of grammar. 	<p>‘Jane Eyre’ by Charlotte Brontë</p> <ul style="list-style-type: none"> Builds on the following key skills: sustaining a thesis across an essay and evaluating the presentation of characters. Themes explored: childhood, Christianity, morality, hypocrisy, and social class. Key vocabulary: Orphan, dependent, oppress (vb.), juxtaposition, themes, humiliate (vb.), hypocrite, comeuppance. Pupils will also have one lesson per fortnight that focuses on reading, oracy and literacy. Pupils will also have one lesson per fortnight that focuses on the explicit learning of grammar. 	<p>Small Island, National Theatre Play Text’ by Andrea Levy</p> <ul style="list-style-type: none"> Builds on the study of play scripts in Year 7 and Year 8, with a focus on: how to comment on modern drama and dramatic conventions; analysing the structure of a play; and evaluating the language characters use. Themes explored – ambition, adversity, political influence, prejudice, classism. Key vocabulary: adversity/adverse, ambition, colicky, dignified, discriminate, euphemism, stigma. Pupils will also have one lesson per fortnight that focuses on reading, oracy and literacy. Pupils will also have one lesson per fortnight that focuses on the explicit learning of grammar. 	<p>Small Island, National Theatre Play Text’ by Andrea Levy</p> <ul style="list-style-type: none"> Builds on the study of play scripts in Year 7 and Year 8, with a focus on: how to comment on modern drama and dramatic conventions; analysing the structure of a play; and evaluating the language characters use. Themes explored – ambition, adversity, political influence, prejudice, classism. Key vocabulary: adversity/adverse, ambition, colicky, dignified, discriminate, euphemism, stigma. Pupils will also have one lesson per fortnight that focuses on reading, oracy and literacy. Pupils will also have one lesson per fortnight that focuses on the explicit learning of grammar. 	<p>Poetry Anthology</p> <ul style="list-style-type: none"> Poems selected build on the study of poetry, with a focus on extended metaphors and epic poetry. Themes explored – journeys, belonging, decision making and rebellion. Skills developed in preparation for KS4 – maintaining an academic tone and writing comparative essays. Key vocabulary: Extended metaphor, epic poetry, prostrate, immigrant, pilgrim, Modernism, taboo. Pupils will also have one lesson per fortnight that focuses on reading, oracy and literacy. Pupils will also have one lesson per fortnight that focuses on the explicit learning of grammar. 	<p>Poetry Anthology</p> <ul style="list-style-type: none"> Poems selected build on the study of poetry, with a focus on extended metaphors and epic poetry. Themes explored – journeys, belonging, decision making and rebellion. Skills developed in preparation for KS4 – maintaining an academic tone and writing comparative essays. Key vocabulary: Extended metaphor, epic poetry, prostrate, immigrant, pilgrim, Modernism, taboo. Pupils will also have one lesson per fortnight that focuses on reading, oracy and literacy. Pupils will also have one lesson per fortnight that focuses on the explicit learning of grammar.
Maths	<p>Calculating: Converting freely and calculating with standard form. Use rounding to identify error intervals. Visualising and Constructing: Perpendicular bisectors and angle bisectors. Construct and solve loci problems. Algebraic Proficiency: Thinking: Consolidation and build on prior skills involving simplification, expansions and factorisation. Introduction of quadratics equations.</p>	<p>Proportional Reasoning: Form direct and inverse proportional links. Consider how proportion can be presented on graphs. Calculate compound measures. Pattern spotting: Identify different types of sequences including linear, geometric, Fibonacci and quadratic.</p>	<p>Solving Equations and Inequalities: Form and solve equations with unknowns on one or both sides. Including equations involving fractions and brackets. Represent and solve inequalities. Calculating space 1: Use pythagoras to identify missing sides of right angled triangles.</p>	<p>Conjecturing: Identify conditions of congruency. Find missing sides of similar shapes. Introduction to trigonometry. Fractions: Calculating fractions including mixed numbers. Apply to problem solving and non standardised examples.</p>	<p>Algebra: Visualising: Plot linear graphs. Rearrange linear equations into the form $y=mx+c$. Identify the gradient and y-intercept of linear graphs. Plot non-linear graphs including quadratic, cubic and reciprocal graphs. Percentage: Use of multipliers. Find original values. Percentage change and calculate simple interest. Calculating space 2: Perimeter and area of 2D shapes including circles and compound shapes.</p>	<p>Understanding Risk: Find probabilities from two-way tables, venn diagrams independent and dependent probability trees. Measuring and presenting of Data: Find averages from sets of data. Interpret and construct different representations including pie charts, scatter graphs and time series graphs.</p>
Science	<p>Developing Cell structure and transport Types of cells and methods of transport. Atomic structure: The history of the atom including the development over time. Mass spectrometry calculations of Ar, Separation of mixtures by distillation, chromatography, crystallisation and filtration. Including some practical projects on separation. Introduce ideas of energy conservation, in terms of energy stores, with particular attention paid to kinetic and gravitational potential energy.</p>	<p>Developing Cell structure and transport. Types of cells and methods of transport. Atomic structure: The history of the atom including the development over time. Mass spectrometry calculations of Ar, Separation of mixtures by distillation, chromatography, crystallisation and filtration. Including some practical projects on separation. Concept of energy dissipation and friction also covered. Power. Further energy.</p>	<p>Developing Reproduction, human and animal and Cell division, Periodic table: The history of the periodic table including the discoveries of Newlands and Mendeleev. Reactions in the periodic table, specifically the trends in Groups 1, 7 and 0, Transition metals and Electron structures. Energy Transfers. Space and the solar system, day, night and seasons Energy resources, including demand for energy. Different resources as alternatives to fossil.</p>	<p>Developing Reproduction Human and animal and Cell division, Periodic table: The history of the periodic table including the discoveries of Newlands and Mendeleev. Reactions in the periodic table, specifically the trends in Groups 1, 7 and 0, Transition metals and Electron structures. Energy Transfers. Complete energy resource topic. Circuit electricity, including electric charges and fields, series & parallel circuits.</p>	<p>Developing Organisation, digestion, breathing systems, Earths atmosphere: The history and evolution of our atmosphere. Looking at greenhouse gases, global climate change and atmospheric pollutants. Including the impact of humans on our atmosphere and what we can do. Energy Resources. Basic circuit mains, Ohm's Law and the current charge relationship. Calculations using these relationships. Relationship between energy and life - different organisms.</p>	<p>Developing Organisation, digestion breathing systems, Earths atmosphere: The history and evolution of our atmosphere. Looking at greenhouse gases, global climate change and atmospheric pollutants. Including the impact of humans on our atmosphere and what we can do. Energy Resources. Power, efficiency, movement and current. Component characteristics - lamp, diode - LED - thermistor. More complex series and parallel circuits.</p>
Core PE	<p>Leadership skills Tactical awareness Officiating</p>	<p>Leadership skills Tactical awareness Officiating</p>	<p>Leadership skills Tactical awareness Officiating</p>	<p>Leadership skills Tactical awareness Officiating</p>	<p>Leadership skills Tactical awareness Officiating</p>	<p>Leadership skills Tactical awareness Officiating</p>
Geography	<p>Changing World - the unit starts by looking at climate change and how we need to manage the impacts across the globe. This then leads onto an in-depth study of Antarctica. Science yr 8 summer term introduced the idea of global warming then developed later on in yr 9</p>	<p>Changing World - the unit starts by looking at climate change and how we need to manage the impacts across the globe. This then leads onto an in-depth study of Antarctica. Science yr 8 summer term introduced the idea of global warming then developed later on in yr 9</p>	<p>Exploiting the World - Students study the world resources and how humans take advantage of them for their own gains, usually economic. Particular focus is given to oil and the conflicts that can arise. Students will study place, looking at Russia and Asia (Science - focus on energy Summer term yr 9)</p>	<p>Exploiting the World - Students study the world resources and how humans take advantage of them for their own gains, usually economic. Particular focus is given to oil and the conflicts that can arise. Students will study place, looking at Russia and Asia (Science - focus on energy Summer term yr 9)</p>	<p>Water World - The study of rivers & coasts is an essential component of physical geography. In addition students will know that rivers provide excellent habitats and food for many of the earth's organisms. Finally, with our climate potentially becoming more extreme, they need to understand how we can reduce the impact of flooding as these events are likely to increase in the future.</p>	<p>Water World - The study of rivers & coasts is an essential component of physical geography. In addition students will know that rivers provide excellent habitats and food for many of the earth's organisms. Finally, with our climate potentially becoming more extreme, they need to understand how we can reduce the impact of flooding as these events are likely to increase in the future.</p>
History	<p>Second World War - Students look at the crises of the 1930s, including the Abyssinian crisis, the German Anschluss with Austria, the Sudetenland and Czechoslovakia crises alongside Hitler's invasion of Poland leading to the outbreak of World War Two. Key events and battles are covered during WW2, including analysing why the German army was not successful against the Allies.</p>	<p>The Holocaust - Students will study the origins and history of anti-Semitism. They will then undertake a full exploration of Nazi policies upon the Jews of Europe.</p>	<p>Cold War - Students explore the end of World War Two and the beginnings of the separation into a bi-polar world. Concepts such as Communism, democracy, dictatorship and capitalism are looked at in depth. Hotspots such as the Berlin Airlift, the Berlin Wall and the Cuban Missile Crisis are looked at in an international context.</p>	<p>The Twentieth Century World - Students explore the reasons behind the Labour victory in 1945 and the establishment of the Welfare State with an emphasis on the NHS. There is a full examination of the impact of immigration upon British society, beginning with the Windrush generation. Students will cover the social impact of the Gold Star including civil defence. Students will also cover modern day threats including global terrorism.</p>	<p>Colonisation and Conflict - Students will study the effect of European migration to North America and the impact upon indigenous populations. They will explore cause and consequence of conflict throughout the nineteenth century.</p>	<p>Local History study - This unit of study consolidates themes students will have studied over the course of KS3, looking at Lichfield from medieval times to the present day.</p>
RE	<p>Does God exist Nature of God, Evolution, creation arguments for 7 day and Adam and Eve story (Science- year 11)</p>	<p>Does God exist Nature of God, Evolution, creation arguments for 7 day and Adam and Eve story (Science- year 11)</p>	<p>Suffering module</p>	<p>Religion and Life Abortion, Euthanasia, animal testing, Death and the afterlife. Evolution, menstrual cycles-linked to abortion (Science- year 11)</p>	<p>Religion and Life Abortion, Euthanasia, animal testing, Death and the afterlife. Evolution, menstrual cycles-linked to abortion (Science- year 11)</p>	<p>Religion and Life Abortion, Euthanasia, animal testing, Death and the afterlife. Evolution, menstrual cycles-linked to abortion (Science- year 11)</p>
French	<p>Free time & hobbies: Phonics, present tense, perfect tense. This unit will look at using time phrases, opinions and reasons in both the present and past perfect tense with a range of different time activities.</p>	<p>Free time & hobbies: Near future tense, using 3 tenses together - consolidation, in combination with a range of time phrases, opinions and reasons across the different time frames.</p>	<p>New technology: Phonics, present tense, perfect tense</p>	<p>New technology - Near future tense, using 3 tenses together - consolidation</p>	<p>Music, cinema & festivals: Phonics, present tense, perfect tense (links to music)</p>	<p>Music, cinema & festivals: Near future tense, using 3 tenses together - consolidation (links to music)</p>
Resistant Materials	<ul style="list-style-type: none"> Analyse existing products to identify design opportunities Research work from a chosen designer Create original Graphical Design elements through the application of a theme using traditional and Computer Aided Design Tools. Create formal drawings to develop & communicate ideas 	<ul style="list-style-type: none"> Students will complete the production of a clock that has influence from a chosen designer Develop further core technical competencies when cutting shaping polymers to produce a completed prototype. Students will learn about the different classifications of polymers as well as the physical and working properties of some polymers in order to select materials with consideration of purpose as well as social and environmental factors. Learn about the key principles of Design 	<ul style="list-style-type: none"> Analyse existing products to identify design opportunities Research work from a chosen designer Create original Graphical Design elements through the application of a theme using traditional and Computer Aided Design Tools. Create formal drawings to develop & communicate ideas 	<ul style="list-style-type: none"> Students will complete the production of a clock that has influence from a chosen designer. Develop further core technical competencies when cutting shaping polymers to produce a completed prototype. Students will learn about the different classifications of polymers as well as the physical and working properties of some polymers in order to select materials with consideration of purpose as well as social and environmental factors. Learn about the key principles of Design 	<ul style="list-style-type: none"> Analyse existing products to identify design opportunities Research work from a chosen designer Create original Graphical Design elements through the application of a theme using traditional and Computer Aided Design Tools. Create formal drawings to develop & communicate ideas 	<ul style="list-style-type: none"> Students will complete the production of a clock that has influence from a chosen designer. Develop further core technical competencies when cutting shaping polymers to produce a completed prototype. Students will learn about the different classifications of polymers as well as the physical and working properties of some polymers in order to select materials with consideration of purpose as well as social and environmental factors. Learn about the key principles of Design
Textiles	<ul style="list-style-type: none"> Students will create a client questionnaire and then use this feedback to create different design ideas. Create one final design for their pencil case, which has explanation of the design choices that have been made. Produce a manufacturing specification including: a care label, fabric and stitch descriptions and a components list. 	<ul style="list-style-type: none"> Finish their manufacturing specification by creating a flow diagram of production for their individual pencil case. They will then have practical lessons where they manufacture their design. Evaluate their finished work, comparing it to their final design and making an overall judgement of their level of success. 	<ul style="list-style-type: none"> Students will create a client questionnaire and then use this feedback to create different design ideas. Create one final design for their pencil case, which has explanation of the design choices that have been made. Produce a manufacturing specification including: a care label, fabric and stitch descriptions and a components list. 	<ul style="list-style-type: none"> Finish their manufacturing specification by creating a flow diagram of production for their individual pencil case. They will then have practical lessons where they manufacture their design. Evaluate their finished work, comparing it to their final design and making an overall judgement of their level of success. 	<ul style="list-style-type: none"> Students will create a client questionnaire and then use this feedback to create different design ideas. Create one final design for their pencil case, which has explanation of the design choices that have been made. Produce a manufacturing specification including: a care label, fabric and stitch descriptions and a components list. 	<ul style="list-style-type: none"> Finish their manufacturing specification by creating a flow diagram of production for their individual pencil case. They will then have practical lessons where they manufacture their design. Evaluate their finished work, comparing it to their final design and making an overall judgement of their level of success.
IT	<p>Unit Title: Developing Animations for an Healthy Life Style: Developing Skills in Evaluating, Research, Design, Implementation based on Design Briefs for a company developing skills in a range of software</p>	<p>Unit Title: Developing Animations for an Healthy Life Style: Developing Skills in Evaluating, Research, Design, Implementation based on Design Briefs for a company developing skills in a range of software</p>	<p>Unit Title: Developing Animations for an Healthy Life Style: Developing Skills in Evaluating, Research, Design, Implementation based on Design Briefs for a company</p>	<p>Unit Title: Developing Animations for an Healthy Life Style: Developing Skills in Evaluating, Research, Design, Implementation based on Design Briefs for a company</p>	<p>Unit Title: Developing Animations for an Healthy Life Style: Developing Skills in Evaluating, Research, Design, Implementation based on Design Briefs for a company developing skills in a range of software</p>	<p>Unit Title: Developing Animations for an Healthy Life Style: Developing Skills in Evaluating, Research, Design, Implementation based on Design Briefs for a company developing skills in a range of software</p>
Art	<p>Buildings of the future unit. Observational drawing focussing on the formal elements linked to drawing.</p>	<p>Buildings of the future unit. 3D construction techniques using the influence of Hundertwasser</p>	<p>Surrealism Unit. 2D materials and techniques combining images together.</p>	<p>Surrealism Unit. Development of 2D techniques using advanced photography techniques.</p>	<p>Portraits Unit. Transfer techniques based on celebrities</p>	<p>Portrait Unit. Exploring colour using artists influence and techniques</p>
Drama	<p>Naturalism and Psychological realism: Stanislavski. Pupils to explore Stanislavski's techniques of given circumstances, The Magic If and emotional memory in order to create a naturalistic performance.</p>	<p>Epic Theatre: Brecht - English Noughts and Crosses (English/History) Pupils to explore Brecht's epic theatre techniques to explore prejudice within society.</p>	<p>Theatre of the absurd: Artaud. Pupils to explore the basics of theatre of cruelty and the impact of choices on the audience.</p>	<p>Physical Theatre: Frantic Assembly, DV8. Pupils to begin to understand and review different Theatre forms. Can they analyse physical theatre. NT Live focus and theatre review.</p>	<p>Shakespearean Theatre: Pupils to explore Romeo and Juliet. They will work with Shakespearean script, modernise script and improvise based on script and themes. (English)</p>	<p>Theatre project towards BTCC - Devised performance. Theme from BTCC Performing Arts Component 3. This will pull together all work on skills, techniques and practitioners across KS3.</p>
Music	<p>Film Music: Students build on their prior knowledge of theme tunes and leitmotifs to compose incidental music. Students extend their performance skills with a performance of the James Bond motif and themes.</p>	<p>Keyboards 2: Students continue to build on their keyboard and performing skills and set targets to improve. They will perform more challenging music and be encouraged to play a left hand.</p>	<p>Music Technology 3: Using Garage Band to create a remix. Students will build their knowledge of the features of Garage band along side features of a remix to put together their own arrangement.</p>	<p>Songwriting: Students will work in small groups to compose their own pop song. They will look at chord sequences, riffs, lyrics and melodies.</p>	<p>Masterclasses: Students will take part in masterclass sessions to build their guitar skills in preparation for the Battle of the Bands unit where they will rehearse an ensemble performance.</p>	<p>Battle of the Bands: Students will use their knowledge of keyboards/guitars to take part in an ensemble performance. They will need to rehearse effectively in a group to ensure they have a fluent, well balanced performance.</p>