

## Year 9 Curriculum Overview

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>English</b>	<p><b>Jane Eyre</b>, by Charlotte Brontë</p> <ul style="list-style-type: none"> <li>Builds on the following key skills: sustaining a thesis across an essay and evaluating the presentation of characters.</li> <li>Themes explored: childhood, Christianity, morality, hypocrisy, and social class.</li> <li>Key vocabulary: Orphan, dependent, oppress (vb.), juxtaposition, thesis, humiliate (vb.), condescendence.</li> <li>Pupils will also have one lesson per fortnight that focuses on reading, oracy and literacy.</li> <li>Pupils will also have one lesson per fortnight that focuses on the explicit learning of grammar.</li> </ul>	<p><b>Jane Eyre</b>, by Charlotte Brontë</p> <ul style="list-style-type: none"> <li>Builds on the following key skills: sustaining a thesis across an essay and evaluating the presentation of characters.</li> <li>Themes explored: childhood, Christianity, hypocrisy, and social class.</li> <li>Key vocabulary: Orphan, dependent, oppress (vb.), juxtaposition, thesis, humiliate (vb.), hypocrite, condescendence.</li> <li>Pupils will also have one lesson per fortnight that focuses on reading, oracy and literacy.</li> <li>Pupils will also have one lesson per fortnight that focuses on the explicit learning of grammar.</li> </ul>	<p><b>Small Island, National Theatre Play Text</b> by Andrea Levy</p> <ul style="list-style-type: none"> <li>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.</li> <li>Themes explored – ambition, adversity, political influences, prejudice, classism.</li> <li>Key vocabulary: adversity/adverse, ambition, colony, dignified, discriminate, euphemism, stigma.</li> <li>Pupils will also have one lesson per fortnight that focuses on reading, oracy and literacy.</li> <li>Pupils will also have one lesson per fortnight that focuses on the explicit learning of grammar.</li> </ul>	<p><b>Small Island, National Theatre Play Text</b> by Andrea Levy</p> <ul style="list-style-type: none"> <li>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.</li> <li>Themes explored – ambition, adversity, political influences, prejudice, classism.</li> <li>Key vocabulary: adversity/adverse, ambition, colony, dignified, discriminate, euphemism, stigma.</li> <li>Pupils will also have one lesson per fortnight that focuses on reading, oracy and literacy.</li> <li>Pupils will also have one lesson per fortnight that focuses on the explicit learning of grammar.</li> </ul>	<p><b>Poetry Anthology</b></p> <ul style="list-style-type: none"> <li>Poems selected build on the study of poetry, with a focus on extended metaphors and epic poetry.</li> <li>Themes explored – journeys, belonging, decision making and rebellion.</li> <li>Skills developed in preparation for KS4 – maintaining an academic tone and writing comparative essays.</li> <li>Key vocabulary: Extended metaphor, epic poetry, proccastate, immigrant, pilgrim, Modernism, taboo.</li> <li>Pupils will also have one lesson per fortnight that focuses on reading, oracy and literacy.</li> <li>Pupils will also have one lesson per fortnight that focuses on the explicit learning of grammar.</li> </ul>	<p><b>Poetry Anthology</b></p> <ul style="list-style-type: none"> <li>Poems selected build on the study of poetry, with a focus on extended metaphors and epic poetry.</li> <li>Themes explored – journeys, belonging, decision making and rebellion.</li> <li>Skills developed in preparation for KS4 – maintaining an academic tone and writing comparative essays.</li> <li>Key vocabulary: Extended metaphor, epic poetry, proccastate, immigrant, pilgrim, Modernism, taboo.</li> <li>Pupils will also have one lesson per fortnight that focuses on reading, oracy and literacy.</li> <li>Pupils will also have one lesson per fortnight that focuses on the explicit learning of grammar.</li> </ul>
<b>Maths</b>	<p>Calculating: Converting freely and calculating with standard form. Use rounding to identify error intervals.</p> <p>Visualising and Constructing: Perpendicular bisectors and angle bisectors. Construct and solve loc problems.</p> <p>Algebraic Proficiency: Tinkering: Consolidation and build on prior skills involving simplification, expansion 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 sniffing: Identify different types of sequences including linear, geometric, Fibonacci and quadratic.</p>	<p>Solving Equations and Inequalities 1: Form and solve equations with unknowns on one or both sides. Including equations involving fractions and brackets. Represent and solve inequalities. Calculating snuff 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. Percentages: Use of multipliers. Find original values, percentage change and calculate simple interest. Calculating 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>
<b>Science</b>	<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. Conservation of energy; including: Energy stores. Conservation of energy. Energy and work. Gravitational potential energy. Kinetic and elastic</p>	<p>Developing Cell structure and transport, types of cells and methods 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. Conservation of energy. Energy and work. Gravitational potential energy. Kinetic and elastic</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 resources; including: Energy demands. Energy from the sun, wind, water and the Earth. Energy and the environment. Energy issues.</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. Energy resources continued; including: Energy and the environment. Energy issues. Electrical circuits; including: Electrical charges and fields. Current</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. Calculating area: Perimeter and area of 2D shapes including circles and compound shapes. Potential difference and resistance. Component characteristics. Series and parallel circuits. Closing any gaps in knowledge.</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. Closing any gaps in knowledge spaces; including: The solar system. Days and seasons. Phases of the moon. Mass and weight. The sun and stars.</p>
<b>Core PE</b>	<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>
<b>Geography</b>	<p><b>Changing World</b> - 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><b>Changing World</b> - 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><b>Exploiting the World</b> - 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><b>Exploiting the World</b> - 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><b>Water World</b> - The study of rivers &amp; 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><b>Water World</b> - The study of rivers &amp; 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>
<b>History</b>	<p>Inter-war years - Students study the Treaty of Versailles and evaluate to what extent the aims of the 'Big Three' were met. Students also cover the impact of hyperinflation in Germany and how the economy was suffering in the early 1920s, leading to its revival up to 1929 and the Wall Street Crash.</p>	<p><b>Second World War</b> - 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><b>The Holocaust</b> - 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><b>Cold War</b> - Students explore the end of World War Two and the beginnings of the separation into a bipolar world. Concepts such as Communism, democracy, dictatorship and capitalism are looked at in depth. Flashpoints such as the Berlin Airlift, the Berlin Wall and the Cuban Missile Crisis are looked at in an international context.</p>	<p><b>The Twentieth Century World</b> - 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 Cold War including civil defence. Students will also cover modern day threats including global terrorism.</p>	<p><b>Local History study</b> - 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>
<b>RE</b>	<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 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>
<b>French</b>	<p>Can I describe what I do in my free time with my friends? Can I discuss my opinions on hobbies? Can I use a range of adjectives to justify my opinions?</p>	<p>Can I describe what I did with my friends in the past tense? Can I say what I am going to do with my friends using the near future tense? Can I talk about hobbies using 3 tenses, a range of opinions, time expressions, adjectives and connectives?</p>	<p>How do I talk about my use of technology in the present tense using a range of opinions, reasons, connectives, adjectives and specific details?</p>	<p>How do I compare my use of technology now to in the past using a range of opinions, reasons, connectives, adjectives and specific details?</p>	<p>What does a typical holiday look like for me? How do I talk about different types of transport in French? How do I describe different types of accommodation in French?</p>	<p>How do I talk about holidays in the past, present and future tense? How do I use the past tense to describe disastrous holidays?</p>
<b>Design &amp; Technology</b>	<ul style="list-style-type: none"> <li>Analyse existing products to identify design opportunities</li> <li>Research work from a chosen designer</li> <li>Create original Graphical Design elements through the application of a theme using traditional and Computer Aided Design Tools.</li> <li>Create formal drawings to develop &amp; communicate ideas</li> </ul>	<ul style="list-style-type: none"> <li>Students will complete the production of a clock that has influence from a chosen designer.</li> <li>Develop further core technical competencies when cutting shaping polymers to produce a completed prototype.</li> <li>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.</li> <li>Learn about the key principles of Design</li> </ul>	<ul style="list-style-type: none"> <li>Analyse existing products to identify design opportunities</li> <li>Research work from a chosen designer</li> <li>Create original Graphical Design elements through the application of a theme using traditional and Computer Aided Design Tools.</li> <li>Create formal drawings to develop &amp; communicate ideas</li> </ul>	<ul style="list-style-type: none"> <li>Students will complete the production of a clock that has influence from a chosen designer.</li> <li>Develop further core technical competencies when cutting shaping polymers to produce a completed prototype.</li> <li>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.</li> <li>Learn about the key principles of Design</li> </ul>	<ul style="list-style-type: none"> <li>Analyse existing products to identify design opportunities</li> <li>Research work from a chosen designer</li> <li>Create original Graphical Design elements through the application of a theme using traditional and Computer Aided Design Tools.</li> <li>Create formal drawings to develop &amp; communicate ideas</li> </ul>	<ul style="list-style-type: none"> <li>Students will complete the production of a clock that has influence from a chosen designer.</li> <li>Develop further core technical competencies when cutting shaping polymers to produce a completed prototype.</li> <li>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.</li> <li>Learn about the key principles of Design</li> </ul>
<b>Textiles</b>	<ul style="list-style-type: none"> <li>Students will create a client questionnaire and then use this feedback to create different design ideas.</li> <li>Create one final design for their pencil case, which has explanation of the design choices that have been made.</li> <li>Produce a manufacturing specification including: a care label, fabric and stitch descriptions and a components list.</li> </ul>	<ul style="list-style-type: none"> <li>Finish their manufacturing specification by creating a flow diagram of production for their individual pencil case.</li> <li>They will then have practical lessons where they manufacture their design.</li> <li>Evaluate their finished work, comparing it to their final design and making an overall judgement of their level of success.</li> </ul>	<ul style="list-style-type: none"> <li>Students will create a client questionnaire and then use this feedback to create different design ideas.</li> <li>Create one final design for their pencil case, which has explanation of the design choices that have been made.</li> <li>Produce a manufacturing specification including: a care label, fabric and stitch descriptions and a components list.</li> </ul>	<ul style="list-style-type: none"> <li>Finish their manufacturing specification by creating a flow diagram of production for their individual pencil case.</li> <li>They will then have practical lessons where they manufacture their design.</li> <li>Evaluate their finished work, comparing it to their final design and making an overall judgement of their level of success.</li> </ul>	<ul style="list-style-type: none"> <li>Students will create a client questionnaire and then use this feedback to create different design ideas.</li> <li>Create one final design for their pencil case, which has explanation of the design choices that have been made.</li> <li>Produce a manufacturing specification including: a care label, fabric and stitch descriptions and a components list.</li> </ul>	<ul style="list-style-type: none"> <li>Finish their manufacturing specification by creating a flow diagram of production for their individual pencil case.</li> <li>They will then have practical lessons where they manufacture their design.</li> <li>Evaluate their finished work, comparing it to their final design and making an overall judgement of their level of success.</li> </ul>
<b>IT</b>	<p>Unit 1 Layers of Computing and Esafety. In this unit you will look at the main functions of computer systems, inputs, outputs, operating systems and wearable computing.</p>	<p>Unit 2 Networks. In this unit you will cover the different types of networks and how they are used in every day life. You will also look at the protocols used.</p>	<p>Unit 3 Spreadsheets. In this unit you will look a range of spreadsheet tools and how to use them against real life problems. You will look at a range of functions to carry out tasks.</p>	<p>Unit 4 Python. In this unit you will develop skills you learned in year 8 and take them further to develop real life solutions to problems.</p>	<p>Unit 5 Representation. In this unit you will look at how images are produced using binary, how colour is shown, how the resolution is set and how sound is produced within a computer system</p>	<p>Unit 6 Cloud Storage and Cloud Computing. In this unit you will look at how cloud solutions are used to support uses of computing and how it can be used to communicate.</p>
<b>Art</b>	<p>Buildings of the future unit. Observational drawing focussing on the formal elements linked to buildings.</p>	<p>Buildings of the future unit. 3D construction techniques using the influence of Hundertwasser</p>	<p>Portrait Unit. Exploring colour using artists influence and techniques</p>	<p>Portrait Unit. Exploring colour using artists influence and techniques</p>	<p>Surrealism Unit. Development of 2D techniques using advanced photography techniques</p>	<p>Surrealism Unit. Development of 2D techniques using advanced photography techniques</p>
<b>Drama</b>	<p>Naturalism and Psychological realism: Stanislavski. Pupils to explore Stanislavski's techniques of given circumstances, the Magic If and extended memory in order to create a naturalistic performance.</p>	<p><b>Epic Theatre: Brecht - English Noughts and Crosses (English/History)</b> Pupils to explore Brecht's epic theatre techniques to explore prejudice within society.</p>	<p>Theatre of the absurd: Artaud. Pupils to explore the basis 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><b>Shakespearean Theatre: Pupils to explore Romeo and Juliet. They will work with Shakespearean script, modernise script and improvise based on script and themes. (English)</b></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>
<b>Music</b>	<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>Masterclass: Students will take part in masterclass sessions to build their guitar and drum skills and prepare an ensemble performance.</p>	<p>Music Technology 3: Using Garage Band to create a remix. Students will look at the 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>Keyboards 3: 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 to left hand.</p>	<p>Battle of the Bands: Students will use their knowledge of keyboard/guitar 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>