



Curriculum Provision

Year 9

2020-21

| Subject | Autumn | | Spring | | Summer | |
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| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| <p>English</p> <p>*Please note in addition to topics outlined, Year 9 will access an individual reading session aimed to help equip them for reading skills in KS4 English and beyond.</p> | <p>Focus: : Kensuke's Kingdom</p> <p><u>Learning objectives:</u></p> <ul style="list-style-type: none"> To read and respond to the themes, setting, plot and characters in a novel To sequence and recall events in a story Recognise and use key vocabulary from the topic in written work and discussions To express likes/dislikes in relation to the text To use inference to explore the text through written and discussion work Share opinions and develop active listening skills during discussions Plan, draft and edit written work to make improvements | | <p>Focus: Shakespeare Study</p> <p><u>Learning objectives:</u></p> <ul style="list-style-type: none"> Research William Shakespeare and use presentational skills to share with the rest of the group Consider how language and structure is used in a play Develop their reading, writing and communication skills in responding to the language, themes, plot and character in the play Use their knowledge of the play to create and present a theatre set Explore staging opportunities and experience acting out key scenes from the play Share opinions and develop active listening skills during discussions Use first person narrative to write from the perspective of a character from the play | | <p>Focus: Island Adventures</p> <p><u>Learning objectives:</u></p> <ul style="list-style-type: none"> Use ICT skills to research islands around the world Develop communication and teamwork skills by working together to create a successful island Explore conventions of adverts and use knowledge of these to create their own Experience various creative and informative writing tasks Identify the key components of an island adventure story and use to create own stories Read to retrieve and summarise information Develop art and design skills to make island models | |



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| <p style="text-align: center;">Maths</p> | <p><u>Learning objectives:</u></p> <ul style="list-style-type: none"> • Place value, ordering and negative numbers • Properties of 2D shape • Measures - length • Addition, subtraction and rounding • Perimeter • Turns and angles • Money • Coordinates | | <p><u>Learning objectives:</u></p> <ul style="list-style-type: none"> • Multiplication and division • Charts and tables • Roman numerals • Fractions • Properties of 3D shape • Time and timetables • Properties of number, multiples, factors, squares • Place value (x and ÷ by 10, 100 and 1000) | | <p><u>Learning objectives:</u></p> <ul style="list-style-type: none"> • Measures – mass and weight • Transformations (reflection, rotation, translation, enlargement) • Area • Number sequences • Ratio, proportion and probability • Entry Level assessment | |
| | <p style="text-align: center;">Science</p> | <p>Focus: Unit of life</p> <p><u>Learning Objective:</u> To be able to use the microscope and identify the use of microscope in different workplace. To explore cells, tissues, organs and systems in plant and in human within practical context To be able to make model of the breathing system, how it works and how it relates to the human breathing system.</p> | <p>Focus: Transport in Cells</p> <p><u>Learning Objective:</u> To understand Transportation in cells: Diffusion and Osmosis; Within practical context, explore photosynthesis; To identify the stages involved in human reproduction.</p> | <p>Focus: Materials: Properties & Uses; Atomic structure.</p> <p><u>Learning Objective:</u> To explore range of materials with respect to properties and uses. Introduction to Elements and Atomic structure and sub-</p> | <p>Focus: Periodic table and chemical reactions</p> <p><u>Learning Objective:</u> To identify the periodic table. To identify elements with respect to their atomic symbols, atomic number and mass number. To carry out range of simple chemical reactions and Invest. on Rusting.</p> | <p>Focus: Air and gas exchange in human.</p> <p><u>Learning Objective:</u> To identify the different gases that made up the air as a Mixture. To explore smoking and its effect. To identify the breathing system, structure and the function of the alveoli</p> |



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| <p>Art</p> | <p style="text-align: center;">Flora n Fauna</p> <p>Focus: Observation Imagination Painting 3D Georgia O’Keeffe William Morris Beatriz Milhazes Anita Nowinska</p> <p><u>Learning Objectives:</u> To develop pupils;</p> <ul style="list-style-type: none"> • observational skills • ability to appreciate and comment on the work of others. • ability to work in a variety of media. | <p style="text-align: center;">Cultural</p> <p>Focus: Imagination, Mixed Media 3D Masks Body art Day of the dead</p> <p><u>Learning Objectives:</u> To develop pupils;</p> <ul style="list-style-type: none"> • understanding of art work from other cultures and also its purposes • three dimensional construction skills. <p>To develop pupils</p> <ul style="list-style-type: none"> • ability to interpret different sources of information. | <p style="text-align: center;">Exploring Artists</p> <p>Focus: Observation Imagination Mixed Media A range of Contemporary artists.</p> <p><u>Learning Objectives:</u> To develop pupils;</p> <ul style="list-style-type: none"> • understanding of art work from a of range of sources. • ability to use mixed media. • ability to interpret different sources of information. |
| <p>Drama</p> | <p>Focus: The Island</p> <p>Presentation skills and social interaction skills</p> <p><u>Learning Objectives:</u> To explore ways of making decisions and cause and effect.</p> | <p>Focus: Shakespeare</p> <p>Presentation skills and creative thinking skills</p> <p><u>Learning Objectives:</u> To develop understanding of script and theatre history.</p> | <p>Focus: Character work</p> <p>To explore a variety of characteristics and motivating forces and develop an understanding of power and status.</p> <p><u>Learning Objectives:</u> To develop pupils vocabulary and understanding of a variety of characteristics and personality traits. To make pupils aware of and give an opportunity to explore how people may interact and respond in a variety of situations and with a variety of different people.</p> |



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| <p>Music</p> | <p>African Drumming</p> <p><u>Learning objectives:</u> To use African Drums to perform rhythmic patterns confidently and with a strong sense of pulse. Create a performance combining African drumming soundscapes, singing and dance.</p> | <p>Performing</p> <p><u>Learning objectives</u> Developing ability take part in class performances with confidence, expression and control. Based around Festive Soiree performance.</p> | <p>Unison and Rounds</p> <p><u>Learning objectives</u> To sing and play music in 2 (or more) parts. Explore harmony and dissonance. Experiment with melodic ostinato, drones and single note accompaniments using tuned percussion and computer software.</p> | <p>Exploring Electronic Sound Sources</p> <p><u>Learning objectives</u> To explore acoustic and electronic sounds sources. Explore processed sounds and experiment with voice editing effects, use sequencers and create loops on Dance EJay or Garage Band.</p> | <p>The Beatles, The Monkees, and the part music plays in national and global culture.</p> <p><u>Learning objectives</u> To learn about The Beatles and The Monkees. Pupils will perform Beatles songs on keyboards and look at the structure that makes up a song. Pupils will compose their own song using a given structure and Garage band. They will then move onto singing The Monkees song 'Daydream Believer' with expression, showing an awareness of the relationship between lyrics, melody and accompaniment. Arrange the song in groups with an awareness of melody, harmony, chords, bass and percussion. Follow basic notation using a staff and graphic score. Explore dissonance, harmony, pitch and improvisation using 'Wii' Music.</p> |
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| <p>History</p> | <p>Focus: Empire and the Transatlantic Slave Trade</p> <p>Slave trade, The Trade Triangle, The Middle Passage and the abolition of slavery. Black Civil Rights.</p> <p><u>Learning Objectives:</u></p> <p>To learn about the Slave Trade during the 16th and 17th Centuries, exploring conditions for slaves, resistance and abolition. To understand what is an Empire. To understand how Britain became so powerful and what it meant to be a part of the British Empire. To learn about how the abolition of slavery affected life for Black people living in America and the complexities of Black Civil Rights through to the present day.</p> | <p>Focus: The Industrial Revolution</p> <p>Factories and Towns, industrial change and disease.</p> <p><u>Learning Objectives:</u></p> <p>To understand the huge changes that took place during the Industrial Revolution of 1750-1900. To investigate the transition from countryside to towns in the UK and look at working conditions in the factories, slum housing and the spread of disease. To consider how life was different for rich and poor people in the early 20th Century using the human tragedy of the sinking of the Titanic as a case study.</p> | <p>Focus: The Causes of WWI</p> <p>The assassination of the Archduke Franz Ferdinand, Trench warfare and weapons.</p> <p><u>Learning Objectives:</u></p> <p>To investigate the long and short term causes of the First World War. To consider what life was like in the trenches and how war was fought learning about weapons, army life and life back on the home front.</p> |
| <p>Geography</p> | <p>Focus: Restless Earth (Plate tectonics)</p> <p><u>Learning Objectives:</u></p> <p>To know the Earth's structure, understand where volcanoes come from and how eruptions occur. To study real life situations in News.</p> | <p>Focus: Pollution & climate change</p> <p><u>Learning Objectives:</u></p> <p>Pollution – Causes, consequences and impacts of Air and Sea Pollution. How humans create pollution and how we can improve the pollution situation.</p> <p>Describe what pollution is and identify where it comes from.</p> <p>Understand that air is made up of different gases. Learn that the planet is protected by something</p> | <p>Focus: China Today</p> <p><u>Learning Objectives:</u></p> <p>The world is changing China and China is changing the world. China is in the media today, as it is almost every day, dominating the world news and analysis in a way which it has not done in living memory. It is the world's fastest growing country. Identify where China is, who lives there and what life is like in China. Consider what products are produced.</p> |



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| <p>Computing</p> | <p>Focus: Create a website to communicate information to a specific audience</p> <p><u>Learning Objectives:</u></p> <p>Pupils produce a website that encourages Healthy living advice for teenagers. They are aware of the issues teenagers face and use a range of techniques to present the information to a wide audience.</p> | <p>Focus: Virtual Business project Running a personal business</p> <p><u>Learning Objectives:</u></p> <p>Pupils use IT in a range of ways to perform different tasks to run a small business. They identify appropriate software for different tasks</p> | <p>Focus 1: Computing Fundamentals</p> <p><u>Learning Objectives:</u></p> <p>Pupils deconstruct a computer and discover the internal workings of a computer system and each component.</p> | <p>Focus 2: Video editing</p> <p><u>Learning Objectives:</u></p> <p>Pupils learn to use a video editor to add special effects to video clips to produce a stop motion animation.</p> |
| <p>RE</p> | <p>Focus: Hinduism</p> <p><u>Learning Objectives:</u></p> <p>Learn the story of Rama and Sita and about the Hindu festival of Diwali, the five day 'Festival of Lights'. Explore the main festivals, beliefs, special places and traditions of the Hindu faith.</p> | <p>Focus: Sikhism</p> <p><u>Learning Objectives:</u></p> <p>Learn about the teachings of Guru Nanak and the Khalsa. Understand the core beliefs of Sikhism written in the <i>Guru Granth Sahib</i>. Explore the main festivals, beliefs, special places and traditions of the Sikh faith.</p> | <p>Focus: Buddhism</p> <p><u>Learning Objectives:</u></p> <p>The story of the Buddha and using this to facilitate the learning about the main festivals, beliefs, special places and traditions of the Buddhist faith.</p> | |
| <p>French</p> | <p>Focus: Home, places in a town, directions, locations</p> <p><u>Learning Objectives:</u></p> <p>Pupils can name places in a town and give and understand directions. They can talk about the facilities found in their own town.</p> | <p>Focus: Making arrangements, time (hour), film types, expressing a preference and giving a reason</p> <p><u>Learning Objectives:</u></p> <p>Pupils are able to make arrangements to meet someone including time and place. They can name different film genres and express a preference. They can participate in conversations including 3 or 4 exchanges.</p> | <p>Focus: Daily routine, time (minutes), transport, holiday destinations</p> <p><u>Learning Objectives:</u></p> <p>Pupils are able to describe a typical day in a series of sentences. They can name different forms of transport and say how they would get to different countries. They express a preference and ask others what they think.</p> <p>Less able groups focus: Morning routines only, healthy eating</p> <p>Learning objectives: pupils will focus on describing their morning routines; they will learn a range of common foods and whether they are healthy or not.</p> | |



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| <p>PE</p> | <p>Focus: Boccia and Kurling</p> <p><u>Learning Objective:</u> Boccia - Recap what Boccia is and basic skills required for the game such as the stance and release of the ball. Development of rules associated with skills, game play and introduction of umpiring/scoring. Participating in the School Sports Games Level 1. Kurling - Recap what Kurling is and basic skills required for the game such as the stance and release of the stone. Development of rules associated with skills, game play and introduction of umpiring/scoring. Participating in the School Sports Games Level 1.</p> | <p>Focus: Rebound trampolining/ trampolining and swimming</p> <p><u>Learning Objective:</u> Trampolining - Recap trampolining safety, basic jumping and stopping technique. Recap the 7 basic shapes and their terminology. Development of basic shapes into combinations moves such as seat drop, straddle seat drop. Linking basic and combination moves together to create routines. Continue developing through the St. Ants trampoline awards. Some pupils to follow the rebound challenges which focus on strengthening core areas such as balance and co-ordination. Swim - To develop pupil's water skills, stroke techniques</p> | <p>Focus: Rebound trampolining/ trampolining and swimming</p> <p><u>Learning Objective:</u> Trampolining - Recap trampolining safety, basic jumping and stopping technique. Recap the 7 basic shapes and their terminology. Development of basic shapes into combinations moves such as seat drop, straddle seat drop. Linking basic and combination moves together to create routines. Continue developing through the St. Ants trampoline awards. Some pupils to follow the rebound challenges which focus on strengthening core areas such as balance and co-ordination. Swim - To develop pupil's water skills, stroke techniques and entry into the water (ie diving).</p> | <p>Focus: Athletics, Bouldering/climb/OA A and fitness</p> <p><u>Learning Objective:</u> Climb/boulder - Introduction to climbing and bouldering, terminology and beginning to make contact with the wall. Familiarity with climbing equipment, the roles and names of pieces. Looking at techniques used when on the wall depending upon bolt ons using. OAA - To develop teamwork skills, working as part of a team with peers/staff, to enhance communication, listening and interaction skills. Development of orienteering skills as well as the planning and organising of cues/keys hidden. Fitness - To understand that keeping fit is important to our life and that we can keep fit in fun ways. Looking at components of fitness</p> | <p>Focus: Rounder's, Cricket and swimming</p> <p><u>Learning Objective:</u> Rounder's - Recap of rounder's and the skills associated with batting and fielding. Development on batting skills and hand eye co-ordination. Reinforcement of rules with progression to more. Cricket - Recap of Cricket and the basic skills associated with batting and fielding. Development on those skills as well as hand eye co-ordination. Introduction of some basic rules within game play situations. Swim - To develop pupil's water skills, stroke techniques and entry into the water (ie diving). School Sports Level 1 Games.</p> | <p>Focus: Swimming, Rounder's, Cricket and Bouldering/climb/OAA</p> <p><u>Learning Objective:</u> Climb/boulder - Introduction to climbing and bouldering, terminology and beginning to make contact with the wall. Familiarity with climbing equipment, the roles and names of pieces. Looking at techniques used when on the wall depending upon bolt ons using. OAA - To develop teamwork skills, working as part of a team with peers/staff, to enhance communication, listening and interaction skills. Development of orienteering skills as well as the planning and organising of cues/keys hidden. Rounders - Recap of Rounders and the skills associated with batting and fielding. Development on batting skills and hand eye co-ordination.</p> |
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| | | and entry into the water (i.e. diving). | | and the various way to look after our bodies (circuits, yoga etc.). Athletics - Recap of track and field events and techniques required for each sporting area. Analysis of own and others performance. | | Reinforcement of rules with progression to more. Cricket - Recap of Cricket and the basic skills associated with batting and fielding. Development on those skills as well as hand eye co-ordination. Introduction of some basic rules within game play situations. Swim - To develop pupil's water skills, stroke techniques and entry into the water (ie diving). School Sports Level 1 Games. |
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| <p>Personal Social Development</p> | <p>Focus 1: Managing strong emotions</p> <p><u>Learning Outcomes:</u> That relationships can cause strong feelings and emotions (including sexual attraction) How to deal with a breakdown in a relationship and the effects of change, including loss, separation, divorce and bereavement To recognise conflicting emotions and when they need to listen to their emotions or overcome them. About change, including transitions (between Key Stages and schools), loss, separation, divorce and bereavement. Deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others.</p> <p>Focus 2: Self Awareness Recognise and celebrate their strengths and set simple but challenging goals. To reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals. To recognise their personal strengths and how this affects their self-confidence and self-esteem. Communication skills of active listening, negotiation, and assertiveness.</p> | <p>Focus 1: Human Rights and Democracy</p> <p><u>Learning Outcomes</u> Human rights, British law and cultural and religious expectations and practices. About the primacy of human rights; and how to safely access sources of support for themselves or their peers if they have concerns or fears about those rights being undermined or ignored. To resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices. To recognise the importance of seeking a variety of perspectives on issues and ways of assessing the evidence which supports those views. That on any issue there will be a range of viewpoints; to recognise the potential influence of extreme views on people's attitudes and behaviours</p> <p>Focus 2: Relationships To deepen their understanding of risk by recognising, predicting and assessing risks in different situations and deciding how to manage them responsibly. To recognise peer pressure and have strategies to manage it including online. To understand the feelings and pressure that the need for peer approval, including in relation to risky behaviour. The safe and responsible use of information communication technology. The impact of sharing sexual images of others without consent How to manage any request or pressure to share images and how to get help.</p> | <p>Focus 1: The Media</p> <p>The impact that media and social media can have on how people think about themselves and express themselves, including regarding body image, physical and mental health. Simple strategies to help build resilience to negative opinions, judgements and comments. To recognise and manage internal and external influences on decisions which affect health and wellbeing The causes and triggers for unhealthy coping strategies, such as self-harm and eating disorders, and the need to seek help for themselves or others as soon as possible To recognise and manage what influences their choices about physical activity What might influence decisions about eating a balanced diet and strategies to manage eating choices That features of the internet can amplify risks and opportunities. Benefits and positive use of social media, including how it can offer opportunities to engage with a wide variety of views on different issues</p> <p>Focus 2: How Money Contributes to Community To assess and manage risk in relation to financial decisions that young people might make about values and attitudes relating to finance, including debt To manage emotions in relation to money To evaluate social and moral dilemmas about the use of money, including the influence of advertising and peers on financial decisions</p> |
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| <p align="center">Food Technology</p> | <p>Food around the World; British food focus</p> <p>Learning objectives:</p> <p>To develop an awareness of safety & hygiene, mixing a variety of familiar and unfamiliar ingredients, knife and cutting skills, understand healthy eating through use of the Eat well plate. To know how to serve and garnish, food. Develop further understanding of consumer awareness. Understand that there are a variety of influences on the food we eat. (e.g. who we are with, season, health and occasion.)</p> | <p>Food around the world Italian food focus</p> <p>Learning objectives:</p> <p>To develop an awareness of safety & hygiene, mixing a variety of familiar and unfamiliar ingredients, knife and cutting skills, healthy eating through use of the Eat well plate. To know how to serve and garnish, food. Develop further understanding of consumer awareness. Understand that there are a variety of influences on the food we eat. (e.g. who we are with, season, health and occasion.)</p> <p align="center">Christmas baking.</p> <p>Learning objectives:</p> <p>To further develop an understanding of Consumer awareness - To understand that certain foods are</p> | <p>Food around the World;</p> <p>Chinese New Year & Indian Food Focus</p> <p>Learning objectives:</p> <p>To develop an awareness of safety & hygiene, mixing a variety of familiar and unfamiliar ingredients, knife and cutting skills, healthy eating through use of the Eat well plate, serving and garnish, consumer awareness Develop that there are a variety of influences on the To develop we choose to eat (e.g. who we are with, season, health and occasion.)</p> <p align="center">Tuesday Pancake day</p> <p>Learning objectives:</p> <p>To develop and understanding of consumer awareness to understand that certain foods are eaten on special occasions.</p> | <p>Food around the World; Mexican Food Focus</p> <p>Learning objectives:</p> <p>To develop an awareness of safety & hygiene, mixing a variety of familiar and unfamiliar ingredients, knife and cutting skills, understand healthy eating through use of the Eat well plate. To know how to serve and garnish, food. Develop further understanding of consumer awareness. Understand that there are a variety of influences on the food we eat. (e.g. who we are with, season, health and occasion.)</p> | <p>Food around the World; American Food Focus</p> <p>Learning objectives:</p> <p>To develop an awareness of safety & hygiene, mixing a variety of familiar and unfamiliar ingredients, knife and cutting skills, healthy eating through use of the Eat well plate, serving and garnish, consumer awareness Develop that there are a variety of influences on the To develop we choose to eat (e.g. who we are with, season, health and occasion.)</p> | <p>Food around the World; American Food Focus</p> <p>Learning objectives:</p> <p>To develop an awareness of safety & hygiene, mixing a variety of familiar and unfamiliar ingredients, knife and cutting skills, healthy eating through use of the Eat well plate, serving and garnish, consumer awareness Develop that there are a variety of influences on the To develop we choose to eat (e.g. who we are with, season, health and occasion.)</p> |
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| | | <p>eaten on special occasions. To develop further skills related to weighing, shaping and measuring ingredients.</p> | <p>To develop further skills related to weighing, shaping and measuring ingredients. To understand hob and heating safety</p> | | | |
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