



# Curriculum Provision

# Year 9

# 2023-2024

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



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Maths	<p><u>Learning objectives:</u></p> <ul style="list-style-type: none"> <li>Place value, ordering and negative numbers</li> <li>Properties of 2D shape</li> <li>Measures - length</li> <li>Addition, subtraction and rounding</li> <li>Perimeter</li> <li>Turns and angles</li> <li>Money</li> <li>Coordinates</li> </ul>		<p><u>Learning objectives:</u></p> <ul style="list-style-type: none"> <li>Multiplication and division</li> <li>Charts and tables</li> <li>Fractions</li> <li>Properties of 3D shape</li> <li>Time and timetables</li> <li>Properties of number, multiples, factors, squares</li> <li>Place value (x and ÷ by 10, 100 and 1000)</li> </ul>		<p><u>Learning objectives:</u></p> <ul style="list-style-type: none"> <li>Measures – mass and weight</li> <li>Transformations (reflection, rotation, translation, enlargement)</li> <li>Capacity and volume</li> <li>Area</li> <li>Roman numerals</li> <li>Number sequences</li> <li>Ratio, proportion and probability</li> <li>Entry Level assessment</li> </ul>	
Science	<p><b>Focus:</b> 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><b>Focus:</b> Transport in Cells</p> <p><u>Learning Objective:</u> To understand Transportation in cells: Diffusion and Osmosis; Within practical context, active transport, explore photosynthesis; To identify the stages involved in human reproduction and the flowering plant.</p>	<p><b>Focus:</b> Materials: Properties &amp; 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><b>Focus:</b> 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. To link the concept of chemical reactions to the Module on Making Useful Compounds (WJEC)</p>	<p><b>Focus:</b> 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 identify the breathing system, structure and the function of the alveoli</p>	<p><b>Focus:</b> Micro-organisms: Infection and Response.</p> <p><u>Learning Objective:</u> To explore microbes and pathogens. To cultivate bacteria using Agar and an Incubator. To carry out an investigation on factors that affect the growth of yeast. To identify antibiotics and vaccines. To investigate some renowned scientists that work on microbes and pathogens</p>



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<p style="text-align: center;"><b>Art</b></p>	<p style="text-align: center;"><b>Flora n Fauna</b></p> <p><b>Focus:</b> Observation Imagination Painting, 3D Georgia O’Keeffe William Morris Beatriz Milhazes Anita Nowinska</p> <p><u>Learning Objectives:</u></p> <p>To develop pupils;</p> <ul style="list-style-type: none"> <li>• observational skills</li> <li>• ability to appreciate and comment on the work of others.</li> <li>• ability to work in a variety of media.</li> </ul>	<p style="text-align: center;"><b>Cultural</b></p> <p><b>Focus:</b> Identity :Imagination, Mixed Media, 3D Masks Body Art, Day of the Dead</p> <p><u>Learning Objectives:</u></p> <p>To develop pupils;</p> <ul style="list-style-type: none"> <li>• understanding of art work from other cultures and also its purposes</li> <li>• three dimensional construction skills.</li> </ul> <p>To develop pupils</p> <ul style="list-style-type: none"> <li>• ability to interpret different sources of information.</li> </ul>	<p style="text-align: center;"><b>Exploring Artists</b></p> <p><b>Focus:</b> Patterns in art: Observation, Imagination, Mixed Media, A range of Contemporary artists.</p> <p><u>Learning Objectives:</u></p> <p>To develop pupils;</p> <ul style="list-style-type: none"> <li>• understanding of art work from a of range of sources.</li> <li>• ability to use mixed media.</li> <li>• ability to interpret different sources of information.</li> </ul>
<p style="text-align: center;"><b>Drama</b></p>	<p><b>Focus: The Island</b></p> <p><b>Presentation skills and social interaction skills</b></p> <p><u>Learning Objectives:</u></p> <p>To explore ways of making decisions and cause and effect.</p>	<p><b>Focus: Shakespeare</b></p> <p><b>Presentation skills and creative thinking skills</b></p> <p><u>Learning Objectives:</u></p> <p>To develop understanding of script and theatre history.</p>	<p><b>Focus: Character work</b></p> <p><b>To explore a variety of characteristics and motivating forces and develop an understanding of power and status.</b></p> <p><u>Learning Objectives:</u></p> <p>To develop pupils vocabulary and understanding of a variety of characteristics and personality traits.</p> <p>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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Music	<p><b>African Drumming</b></p> <p><u>Learning objectives:</u></p> <p>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><b>Performing</b></p> <p><u>Learning objectives</u></p> <p>Developing ability take part in class performances with confidence, expression and control. Based around Festive Soiree performance.</p>	<p><b>Unison and Rounds</b></p> <p><u>Learning objectives</u></p> <p>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><b>Exploring Electronic Sound Sources</b></p> <p><u>Learning objectives</u></p> <p>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><b>The Beatles, The Monkees, and the part music plays in national and global culture.</b></p> <p><u>Learning objectives</u></p> <p>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 style="text-align: center;"><b>History</b></p>	<p><b>Focus: Empire and the Transatlantic Slave Trade</b></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 16<sup>th</sup> and 17<sup>th</sup> 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><b>Focus: The Industrial Revolution</b></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 20<sup>th</sup> Century using the human tragedy of the sinking of the <b>Titanic</b> as a case study.</p>	<p><b>Focus: The Causes of WWI</b></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 style="text-align: center;"><b>Geography</b></p>	<p><b>Focus: Restless Earth (Plate tectonics)</b></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><b>Focus: Pollution &amp; climate change</b></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><b>Focus: China Today</b></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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Computing	<p><b>Focus: Create a website to communicate information to a specific audience</b></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><b>Focus: Virtual Business project Running a personal business</b></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><b>Focus 1: Computing Fundamentals</b></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><b>Focus 2: Video editing</b></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>
R E	<p><b>Focus: Hinduism</b></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><b>Focus: Sikhism</b></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><b>Focus: Buddhism</b></p> <p><u>Learning Objectives:</u></p> <p>Learn 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>	
French	<p><b>Focus: Home, places in a town, directions, locations</b></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><b>Focus: Making arrangements, time (hour), film types, expressing a preference and giving a reason</b></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><b>Focus: Daily routine, time (minutes), transport, holiday destinations</b></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. <b>Less able groups focus: Morning routines only, healthy eating</b> <u>Learning objectives:</u> 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><b>P E</b></p>	<p><b>Focus: Boccia and Swimming</b></p> <p><u>Learning Objective:</u></p> <p><b>Boccia</b> - 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.</p> <p><b>Swim</b> - To develop pupil's water skills, stroke techniques and entry into the water (ie diving).</p>	<p><b>Focus: Fitness and Kurling</b></p> <p><u>Learning Objective:</u></p> <p><b>Kurling</b> - 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><b>Fitness</b> - To understand that keeping fit is important to our life and that we can keep fit in fun ways. Looking at components of fitness and the various way to look after our bodies (circuits, yoga etc.).</p>	<p><b>Focus: Rebound trampolining/ trampolining</b></p> <p><u>Learning Objective:</u></p> <p><b>Trampolining</b> - 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.</p>	<p><b>Focus: OAA and Swimming</b></p> <p><u>Learning Objective:</u></p> <p><b>OAA</b> - 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.</p> <p><b>Swim</b> - To develop pupil's water skills, stroke techniques and entry into the water (ie diving). School Sports Level 1 Games.</p>	<p><b>Focus: Tag and Climbing.</b></p> <p><u>Learning Objective:</u></p> <p><b>Climb/boulder</b> - 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.</p>	<p><b>Focus: Rounders, Cricket and Athletics</b></p> <p><u>Learning Objective:</u></p> <p><b>Rounders</b> - Recap of Rounders and the skills associated with batting and fielding. Development on batting skills and hand eye co-ordination. Reinforcement of rules with progression to more.</p> <p><b>Cricket</b> - 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.</p> <p><b>Athletics</b> - Recap of track and field events and techniques required for each sporting area. Analysis of own and others performance.</p>



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<b>Personal Social Development</b>	<b>Health and Wellbeing Managing Strong Emotions</b>  Explore how a range of feelings can be felt at the same time.  Know how our feelings affect our body, understanding early signs before feelings become big.  Understand triggers for good feelings and not so good feelings.  Explore healthy strategies to manage feelings safely.  Able to communicate how they are feeling.  Understand that not everyone reacts with the same feeling.  Understand importance of acceptance of others, respecting how others feel and seeing from another perspective.	<b>Growing and Changing Growing Up Puberty and Adolescence</b>  Develop strategies to manage physical and mental changes during puberty.  Identify functions of the reproductive organs, including how conception occurs.  Recognise correct vocabulary for genitalia.  Understand the basic mechanics of sexual intercourse.  Understand the difference between biological sex, gender identity and sexual orientation.  Explore the similarities, differences and diversity among people of different race, culture, ability,	<b>Relationships Managing Conflict Keeping Safe Online</b>  Know our responsibilities within relationships.  How to manage feeling under pressure within relationships.  Explain benefits of diversity within our friendships.  Explore how the media portrays relationships.  Understand people can be in relationships with someone of the same or different gender, race, ability or religion.  Explore what it may feel like when ready for more of an intimate relationship.  Understand the law on consent, including sharing of images.  Know what is meant by forced marriage.	<b>Health and Wellbeing Medicine, Alcohol, Smoking and Drugs</b>  Know the difference between healthy and unhealthy coping strategies.  Understand what can affect wellbeing and resilience (e.g. life changes, relationships, LGBTQ+).  Know about the different types of medicines and their benefits.  Understand the consequences of substance use and misuse, including wider risks and the law.  Describe or demonstrate strategies to resist pressure to smoke, drink alcohol or use illegal drugs, understand where pressure might come from.	<b>Living in the Wider World Human Rights and the Law/Democracy</b>  Explore human rights, British law and cultural and religious expectations and practices.  Recognise that everyone has 'human rights' and that the law protects these rights.  Identify some of our rights to different opportunities in both education and work.  Know the unacceptability of prejudice-based language and behaviour, offline and online, i.e. sexism, homophobia, transphobia, racism and its impact, and how to promote inclusion.  Identify qualities and behaviours we all should expect in all relationships (including	<b>Living in the Wider World Rights and Responsibilities</b>  Understand what independence, rights and responsibilities mean to them.  Know it is a shared responsibility to care for our community/world we live in and describe what these responsibilities are.  Understand the role of the EU, the Commonwealth and the UN and the relevance to their lives.  Consider the concept of fairness and justice in school in relation to ours and others behaviour.  Understand the difference between equity and equality and explain why equity is so important.





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	Consider what every day behaviours affect their mental health.	sex, gender identity, age and sexual orientation.	Explore different ways we can support our friends.  Identify what we can do if we are worried or concerned about an unhealthy relationship.	Describe what is meant by the terms 'habit', or 'addiction' in relation to substance misuse.  Identify reliable sources of support or advice if we are worried about ourselves or someone else in relation to substance misuse.	in school and wider society, family and friendships, including online, LGBTQ+)  Know who to tell if we, or someone we know, fears that they will experience, or have already experienced FGM.	
Subject	Autumn		Spring		Summer	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Food Technology	<p><b>Foods around the world</b> <b>British food</b></p> <p><b>Focus:</b> Food safety &amp; 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 Understand that there are a variety of influences on the food we choose to eat (e.g. who we are with, season, health and occasion).</p>	<p><b>Foods around the world</b> <b>Italian food</b></p> <p><b>Focus:</b> Food safety &amp; 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 Understand that there are a variety of influences on the food we choose to eat (e.g. who we are with, season, health and occasion).</p>	<p><b>Foods around the world</b> <b>Chinese New Year &amp; Indian Food</b></p> <p><b>Focus:</b> Food safety &amp; 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 Understand that there are a variety of influences on the food we choose to eat (e.g. who we are with, season, health and occasion).</p>	<p><b>Foods around the world</b> <b>Indian Food</b></p> <p><b>Focus:</b> Food safety &amp; 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 Understand that there are a variety of influences on the food we choose to eat (e.g. who we are with, season, health and occasion).</p> <p>Celebrations:</p>	<p><b>Foods around the world</b> <b>Mexican food</b></p> <p><b>Focus:</b> Food safety &amp; 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 Understand that there are a variety of influences on the food we choose to eat (e.g. who we are with, season, health and occasion).</p> <p>Celebrations:</p>	<p><b>Foods around the world</b> <b>American food</b></p> <p><b>Focus:</b> Food safety &amp; 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 Understand that there are a variety of influences on the food we choose to eat (e.g. who we are with, season, health and occasion).</p> <p>Celebrations:</p>



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	<p>Celebrations: Comparing food served at Bonfire night and Diwali.</p> <p>Focus: Consumer awareness - Know some special foods that are eaten on special occasions. Weighing, measuring and shaping ingredients.</p>	<p>Celebrations: Comparing Italian and British food at Christmas</p> <p><b>Focus:</b> Consumer awareness - Know some special foods that are eaten on special occasions. Weighing, measuring and shaping ingredients.</p>	<p>Celebrations: Food eaten at Chinese New Year. Shrove Tuesday Pancake day</p> <p><b>Focus:</b> Consumer awareness Know some special foods that are eaten on special occasions. Knife skills, looking at precision when cutting different ingredients.</p>	<p>Food eaten at Holi.</p> <p><b>Focus:</b> Consumer awareness Know some special foods that are eaten on special occasions. Working with heat, using a hob safely using different cooking methods e.g. frying, simmering, boiling.</p>	<p>Food eaten during traditional Mexican festivals/fiestas e.g. Day of the Dead.</p> <p><b>Focus:</b> Consumer awareness Know some special foods that are eaten on special occasions. Working with heat, using a hob safely using different cooking methods e.g. frying, simmering, boiling.</p>	<p>Food eaten on 4<sup>th</sup> July Independence day.</p> <p><b>Focus:</b> Consumer awareness Know some special foods that are eaten on special occasions. Working with heat, using the ovens safely and being able to handle hot food safely, using oven gloves to carefully remove cooked food with a fish slice from a baking tray onto a cooling rack.</p>
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