



# Curriculum Provision

# Year 9

# 2024-2025

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 a phonics programme and individual reading/literacy sessions as part of their weekly English lessons. Sessions are personalised and aim to address pupils' reading and writing targets, and 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:</b> Shakespeare Study</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:</b> Island Adventures</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>Addition and subtraction; calculator skills</li> <li>Properties of 2D and 3D shape. Quadrilaterals and nets</li> <li>Angles, turns and directions</li> <li>Number sequences</li> <li>Money</li> <li>Mass and weight.</li> </ul>		<p><u>Learning objectives:</u></p> <ul style="list-style-type: none"> <li>Multiplication and division; place value (x and ÷ by 10, 100 and 1000)</li> <li>Length and height</li> <li>Area and perimeter</li> <li>Symmetry</li> <li>Fractions, decimals and percentages</li> <li>Data collection; Venn diagrams.</li> </ul>		<p><u>Learning objectives:</u></p> <ul style="list-style-type: none"> <li>Algebra Properties of number, multiples, factors, squares</li> <li>Time and timetables</li> <li>Transformations (reflection, rotation, translation, enlargement)</li> <li>Capacity and volume</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></p> <ul style="list-style-type: none"> <li>To be able to use a microscope and identify the use of microscopes in different workplaces</li> <li>To explore cells, tissues, organs and systems in plants and in humans within practical context</li> <li>To be able to make a model of the breathing system, how it</li> </ul>	<p><b>Focus:</b> Transport in Cells</p> <p><u>Learning Objective:</u></p> <ul style="list-style-type: none"> <li>To understand Transportation in cells. Diffusion and Osmosis; within practical context, active transport, explore photosynthesis</li> <li>To identify the stages involved in human reproduction and the flowering plant.</li> </ul>	<p><b>Focus:</b> Materials: Properties and Uses; Atomic structure.</p> <p><u>Learning Objective:</u></p> <ul style="list-style-type: none"> <li>To explore a range of materials with respect to properties and uses</li> <li>Introduction to Elements - atomic and subatomic atomic structure.</li> </ul>	<p><b>Focus:</b> Periodic table and chemical reactions</p> <p><u>Learning Objective:</u></p> <ul style="list-style-type: none"> <li>To identify the periodic table</li> <li>To identify elements with respect to their atomic symbols, atomic number and mass number</li> <li>To carry out a range of simple chemical reactions and investigate rusting</li> <li>To link the concept of chemical reactions to the</li> </ul>	<p><b>Focus:</b> Air and gas exchange in human.</p> <p><u>Learning Objective:</u></p> <ul style="list-style-type: none"> <li>To identify the different gases that made up the air as a Mixture</li> <li>To identify the breathing system, structure and the function of the alveoli.</li> </ul>	<p><b>Focus:</b> Micro-organisms: Infection and Response.</p> <p><u>Learning Objective:</u></p> <ul style="list-style-type: none"> <li>To explore microbes and pathogens</li> <li>To cultivate bacteria using Agar and an Incubator</li> <li>To carry out an investigation on factors that affect the growth of yeast.</li> <li>To identify antibiotics and vaccines</li> </ul>



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	works and how it relates to the human breathing system.			Module on Making Useful Compounds (WJEC).		<ul style="list-style-type: none"> <li>To investigate some renowned scientists that work on microbes and pathogens.</li> </ul>
Subject	Autumn		Spring		Summer	
Art	<p><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><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> <li>ability to interpret different sources of information.</li> </ul>		<p><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>	
Drama	<p><b>Focus: The Island</b></p> <p><b>Presentation skills and social interaction skills</b></p> <p><u>Learning Objectives:</u></p> <ul style="list-style-type: none"> <li>To explore ways of making decisions and cause and effect.</li> </ul>		<p><b>Focus: Shakespeare</b></p> <p><b>Presentation skills and creative thinking skills</b></p> <p><u>Learning Objectives:</u></p> <ul style="list-style-type: none"> <li>To develop understanding of script and theatre history.</li> </ul>		<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> <ul style="list-style-type: none"> <li>To develop pupils' vocabulary and understanding of a variety of characteristics and personality traits</li> <li>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.</li> </ul>	



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Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer
<p style="text-align: center;"><b>Music</b></p>	<p><b><u>Focus: African Drumming</u></b></p> <p><u>Learning objectives:</u></p> <ul style="list-style-type: none"> <li>To use African Drums to perform rhythmic patterns confidently and with a strong sense of pulse</li> <li>Create a performance combining African drumming soundscapes, singing and dance.</li> </ul>	<p><b><u>Focus: Performing</u></b></p> <p><u>Learning objectives:</u></p> <ul style="list-style-type: none"> <li>Developing pupil's ability to take part in class performances with confidence, expression and control</li> <li>Opportunity to perform at Festive Gathering and/or in the Performing Arts Assembly.</li> </ul>	<p><b><u>Focus: Unison and Rounds</u></b></p> <p><u>Learning objectives:</u></p> <ul style="list-style-type: none"> <li>To sing and play music in 2 (or more) parts</li> <li>Explore harmony and dissonance</li> <li>Experiment with melodic ostinato, drones and single note accompaniments using tuned percussion and computer software.</li> </ul> <p><b><u>Alternative Focus: Axis of Awesome</u></b></p> <p><u>Learning objectives:</u></p> <ul style="list-style-type: none"> <li>To develop an understanding of harmony by learning about the Axis of Awesome "4 Chord Song"</li> <li>To explore different popular songs and perform different melodies along to a set chord progression.</li> </ul>	<p><b><u>Focus: Exploring Electronic Sounds</u></b></p> <p><u>Learning objectives:</u></p> <ul style="list-style-type: none"> <li>To explore acoustic and electronic sounds sources</li> <li>Explore processed sounds and experiment with voice editing effects, use sequencers</li> <li>Create loops on Dance EJay and explore live loops on Garage Band.</li> </ul>	<p><b><u>Focus: The Beatles, The Monkees and the part music plays in national and global culture</u></b></p> <p><u>Learning objectives:</u></p> <ul style="list-style-type: none"> <li>To learn about The Monkees and The Beatles</li> <li>Learn to perform the 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</li> <li>Explore dissonance, harmony, pitch and improvisation using 'Wii' Music.</li> </ul> <p><b><u>Alternative Focus: Introduction to the ukulele</u></b></p> <p><u>Learning objectives:</u></p> <ul style="list-style-type: none"> <li>To learn how to play the ukulele</li> <li>To learn a range of major and minor chords</li> <li>To individually perform different popular songs and as part of a group.</li> </ul>



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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> <ul style="list-style-type: none"> <li>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</li> <li>To understand what is an Empire</li> <li>To understand how Britain became so powerful and what it meant to be a part of the British Empire</li> <li>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.</li> </ul>	<p><b>Focus: The Industrial Revolution</b></p> <p>Factories and Towns, industrial change and disease.</p> <p><u>Learning Objectives:</u></p> <ul style="list-style-type: none"> <li>To understand the huge changes that took place during the Industrial Revolution of 1750-1900</li> <li>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</li> <li>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.</li> </ul>	<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> <ul style="list-style-type: none"> <li>To investigate the long and short term causes of the First World War</li> <li>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.</li> </ul>
<p style="text-align: center;"><b>Geography</b></p>	<p><b>Focus: Restless Earth (Plate tectonics)</b></p> <p><u>Learning Objectives:</u></p> <ul style="list-style-type: none"> <li>To know the Earth's structure, understand where volcanoes come from and how eruptions occur</li> <li>To study real life situations in News.</li> </ul>	<p><b>Focus: Pollution and climate change</b></p> <p><u>Learning Objectives:</u></p> <ul style="list-style-type: none"> <li>Pollution – Causes, consequences and impacts of Air and Sea Pollution. How humans create pollution and how we can improve the pollution situation</li> <li>Describe what pollution is and identify where it comes from</li> <li>Understand that air is made up of different gases</li> <li>Learn that the planet is protected by something.</li> </ul>	<p><b>Focus: China Today</b></p> <p><u>Learning Objectives:</u></p> <ul style="list-style-type: none"> <li>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 has not been done in living memory. It is the world's fastest growing country</li> <li>Identify where China is, who lives there and what life is like in China</li> <li>Consider what products are produced.</li> </ul>



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<p><b>Computing</b></p>	<p><b>Focus: Create a website to communicate information to a specific audience</b></p> <p><u>Learning Objectives:</u></p> <ul style="list-style-type: none"> <li>• Pupils produce a website that encourages Healthy living advice for teenagers</li> <li>• Develop an awareness of the issues teenagers face and use a range of techniques to present the information to a wide audience.</li> </ul>	<p><b>Focus: Virtual Business project Running a personal business</b></p> <p><u>Learning Objectives:</u></p> <ul style="list-style-type: none"> <li>• Pupils use IT in a range of ways to perform different tasks to run a small business</li> <li>• Identify appropriate software for different tasks.</li> </ul>	<p><b>Focus 1: Computing Fundamentals</b></p> <p><u>Learning Objectives:</u></p> <ul style="list-style-type: none"> <li>• Pupils deconstruct a computer and discover the internal workings of a computer system and each component.</li> </ul>	<p><b>Focus 2: Video editing</b></p> <p><u>Learning Objectives:</u></p> <ul style="list-style-type: none"> <li>• Pupils learn to use a video editor to add special effects to video clips to produce a stop motion animation.</li> </ul>
<p><b>R E</b></p>	<p><b>Focus: Hinduism</b></p> <p><u>Learning Objectives:</u></p> <ul style="list-style-type: none"> <li>• Learn the story of Rama and Sita and about the Hindu festival of Diwali, the five day 'Festival of Lights'</li> <li>• Explore the main festivals, beliefs, special places and traditions of the Hindu faith.</li> </ul>	<p><b>Focus: Sikhism</b></p> <p><u>Learning Objectives:</u></p> <ul style="list-style-type: none"> <li>• Learn about the teachings of Guru Nanak and the Khalsa</li> <li>• Understand the core beliefs of Sikhism written in the <i>Guru Granth Sahib</i></li> <li>• Explore the main festivals, beliefs, special places and traditions of the Sikh faith.</li> </ul>	<p><b>Focus: Buddhism</b></p> <p><u>Learning Objectives:</u></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>	
<p><b>French</b></p>	<p><b>Focus: Home, places in a town, directions, locations</b></p> <p><u>Learning Objectives:</u></p> <ul style="list-style-type: none"> <li>• Pupils can name places in a town and give and understand directions</li> <li>• Pupils can talk about the facilities found in their own town.</li> </ul>	<p><b>Focus: Making arrangements, time (hour), film types, expressing a preference and giving a reason</b></p> <p><u>Learning Objectives:</u></p> <ul style="list-style-type: none"> <li>• Pupils are able to make arrangements to meet someone including time and place</li> <li>• Pupils can name different film genres and express a preference</li> <li>• Pupils can participate in conversations including 3 or 4 exchanges.</li> </ul>	<p><b>Focus: Daily routine, time (minutes), transport, holiday destinations</b></p> <p><u>Learning Objectives:</u></p> <ul style="list-style-type: none"> <li>• Pupils are able to describe a typical day in a series of sentences.</li> <li>• Pupils can name different forms of transport and say how they would get to different countries.</li> <li>• Pupils can express a preference and ask others what they think.</li> </ul>	



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			<p><b>Less able groups' focus: Morning routines only, healthy eating</b></p> <p><u>Learning objectives:</u></p> <ul style="list-style-type: none"><li>• Pupils will focus on describing their morning routines</li><li>• Pupils will learn a range of common foods and whether they are healthy or not.</li></ul>
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<p><b>P E</b></p>	<p><b>Focus: Boccia, Kurling and Swimming</b></p> <p><u>Learning Objective:</u></p> <p><b>Boccia</b></p> <ul style="list-style-type: none"> <li>Recap what Boccia is and basic skills required for the game such as the stance and release of the ball</li> <li>Development of rules associated with skills, game play and introduction of umpiring/scoring</li> <li>Participating in the School Sports Games Level 1.</li> </ul> <p><b>Kurling</b></p> <ul style="list-style-type: none"> <li>Recap what Kurling is and basic skills required for the game such as the stance and release of the stone</li> <li>Development of rules associated with skills, game play and introduction of umpiring/scoring</li> </ul>	<p><b>Focus: Boccia, Kurling and Swimming</b></p> <p><u>Learning Objective:</u></p> <p><b>Boccia</b></p> <ul style="list-style-type: none"> <li>Recap what Boccia is and basic skills required for the game such as the stance and release of the ball</li> <li>Development of rules associated with skills, game play and introduction of umpiring/scoring</li> <li>Participating in the School Sports Games Level 1.</li> </ul> <p><b>Kurling</b></p> <ul style="list-style-type: none"> <li>Recap what Kurling is and basic skills required for the game such as the stance and release of the stone</li> </ul>	<p><b>Focus: Trampolining</b></p> <p><u>Learning Objective:</u></p> <p><b>Trampolining</b></p> <ul style="list-style-type: none"> <li>Recap trampolining safety, basic jumping and stopping technique. Recap the 7 basic shapes and their terminology</li> <li>Development of basic shapes into combinations moves such as seat drop, straddle seat drop. Linking basic and combination moves together to create routines</li> <li>Continue developing through the St. Ants trampoline awards</li> <li>Some pupils to follow the rebound challenges which focus on strengthening core areas such as balance and co-ordination.</li> </ul>	<p><b>Focus: Climbing and Swimming</b></p> <p><u>Learning Objective:</u></p> <p><b>Swimming</b></p> <ul style="list-style-type: none"> <li>To develop pupil's water skills, stroke techniques and entry into the water (ie diving)</li> <li>School Sports Level 1 Games.</li> </ul> <p><b>Climb/boulder</b></p> <ul style="list-style-type: none"> <li>Introduction to climbing and bouldering, terminology and beginning to make contact with the wall</li> <li>Familiarity with climbing equipment, the roles and names of pieces</li> <li>Looking at techniques used when on the wall depending upon bolt ons using.</li> </ul>	<p><b>Focus: Swimming, Climbing and Striking Themed.</b></p> <p><u>Learning Objective:</u></p> <p><b>Swimming</b></p> <ul style="list-style-type: none"> <li>To develop pupil's water skills, stroke techniques and entry into the water (ie diving)</li> <li>School Sports Level 1 Games.</li> </ul> <p><b>Climb/boulder</b></p> <ul style="list-style-type: none"> <li>Introduction to climbing and bouldering, terminology and beginning to make contact with the wall</li> <li>Familiarity with climbing equipment, the roles and names of pieces</li> <li>Looking at techniques used when on the wall depending upon bolt ons using.</li> </ul> <p><b>Rounders</b></p>	<p><b>Focus: Athletics</b></p> <p><u>Learning Objective:</u></p> <p><b>Athletics</b></p> <ul style="list-style-type: none"> <li>Recap of track and field events and techniques required for each sporting area</li> <li>Analysis of own and others performance.</li> </ul>



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	<ul style="list-style-type: none"><li>• Participating in the School Sports Games Level 1.</li></ul> <p><b>Swim</b></p> <ul style="list-style-type: none"><li>• To develop pupil's water skills, stroke techniques and entry into the water (ie diving).</li></ul>	<ul style="list-style-type: none"><li>• Development of rules associated with skills, game play and introduction of umpiring/scoring</li><li>• Participating in the School Sports Games Level 1.</li></ul> <p><b>Swimming</b></p> <ul style="list-style-type: none"><li>• To develop pupil's water skills, stroke techniques and entry into the water (ie diving).</li></ul>			<ul style="list-style-type: none"><li>• Recap of Rounders and the skills associated with batting and fielding</li><li>• Development on batting skills and hand eye co-ordination</li><li>• Reinforcement of rules with progression to more.</li></ul> <p><b>Cricket</b></p> <ul style="list-style-type: none"><li>• Recap of Cricket and the basic skills associated with batting and fielding</li><li>• Development on those skills as well as hand eye co-ordination</li><li>• Introduction of some basic rules within game play situations.</li></ul>	
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<b>Personal Social Development</b>	<b>Health and Wellbeing Managing Strong Emotions</b> <ul style="list-style-type: none"> <li>Explore how a range of feelings can be felt at the same time</li> <li>Know how our feelings affect our body, understanding early signs before feelings become big</li> <li>Understand triggers for good feelings and not so good feelings</li> <li>Explore healthy strategies to manage feelings safely</li> <li>Able to communicate how they are feeling</li> <li>Understand that not everyone reacts with the same feeling</li> <li>Understand importance of</li> </ul>	<b>Growing and Changing Growing Up Puberty and Adolescence</b> <ul style="list-style-type: none"> <li>Develop strategies to manage physical and mental changes during puberty</li> <li>Identify functions of the reproductive organs, including how conception occurs</li> <li>Recognise correct vocabulary for genitalia</li> <li>Understand the basic mechanics of sexual intercourse</li> <li>Understand the difference between biological sex, gender identity and sexual orientation</li> <li>Explore the similarities, differences and</li> </ul>	<b>Relationships Managing Conflict Keeping Safe Online</b> <ul style="list-style-type: none"> <li>Know our responsibilities within relationships</li> <li>How to manage feeling under pressure within relationships</li> <li>Explain benefits of diversity within our friendships</li> <li>Explore how the media portrays relationships</li> <li>Understand people can be in relationships with someone of the same or different gender, race, ability or religion</li> <li>Explore what it may feel like when ready for more of an intimate relationship</li> <li>Understand the law on consent, including sharing of images</li> </ul>	<b>Health and Wellbeing Medicine, Alcohol, Smoking and Drugs</b> <ul style="list-style-type: none"> <li>Know the difference between healthy and unhealthy coping strategies</li> <li>Understand what can affect wellbeing and resilience (e.g. life changes, relationships, LGBTQ+)</li> <li>Know about the different types of medicines and their benefits.</li> <li>Understand the consequences of substance use and misuse, including wider risks and the law</li> <li>Describe or demonstrate strategies to resist pressure to smoke, drink alcohol or use illegal drugs, understand where pressure might come from</li> </ul>	<b>Living in the Wider World Human Rights and the Law/Democracy</b> <ul style="list-style-type: none"> <li>Explore human rights, British law and cultural and religious expectations and practices</li> <li>Recognise that everyone has 'human rights' and that the law protects these rights</li> <li>Identify some of our rights to different opportunities in both education and work</li> <li>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</li> </ul>	<b>Living in the Wider World Rights and Responsibilities</b> <ul style="list-style-type: none"> <li>Understand what independence, rights and responsibilities mean to them</li> <li>Know it is a shared responsibility to care for our community/world we live in and describe what these responsibilities are</li> <li>Understand the role of the EU, the Commonwealth and the UN and the relevance to their lives</li> <li>Consider the concept of fairness and justice in school in relation to ours and others behaviour</li> <li>Understand the difference between equity and equality and explain why</li> </ul>



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	<p>acceptance of others, respecting how others feel and seeing from another perspective</p> <ul style="list-style-type: none"><li>• Consider what every day behaviours affect their mental health.</li></ul>	<p>diversity among people of different race, culture, ability, sex, gender identity, age and sexual orientation.</p>	<ul style="list-style-type: none"><li>• Know what is meant by forced marriage</li><li>• Explore different ways we can support our friends</li><li>• Identify what we can do if we are worried or concerned about an unhealthy relationship.</li></ul>	<ul style="list-style-type: none"><li>• Describe what is meant by the terms 'habit', or 'addiction' in relation to substance misuse</li><li>• Identify reliable sources of support or advice if we are worried about ourselves or someone else in relation to substance misuse.</li></ul>	<ul style="list-style-type: none"><li>• Identify qualities and behaviours we all should expect in all relationships (including in school and wider society, family and friendships, including online, LGBTQ+)</li><li>• Know who to tell if we, or someone we know, fears that they will experience, or have already experienced FGM.</li></ul>	<p>equity is so important.</p>
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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></p> <ul style="list-style-type: none"> <li>Food safety and 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</li> <li>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)</li> </ul> <p>Celebrations: Comparing food served at Bonfire night and Diwali.</p> <p><b>Focus:</b></p>	<p><b>Foods around the world</b> <b>Italian food</b></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Food safety and 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</li> <li>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).</li> </ul> <p>Celebrations: Comparing Italian and British food at Christmas</p> <p><b>Focus:</b> Consumer awareness - know some special</p>	<p><b>Foods around the world</b> <b>Chinese New Year and Indian Food</b></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Food safety and 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</li> <li>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).</li> </ul> <p>Celebrations: Food eaten at Chinese New Year. Shrove Tuesday Pancake day</p> <p><b>Focus:</b></p>	<p><b>Foods around the world</b> <b>Indian Food</b></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Food safety and 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</li> <li>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).</li> </ul> <p>Celebrations: Food eaten at Holi.</p> <p><b>Focus:</b> Consumer awareness - know some special foods that are eaten on special occasions.</p>	<p><b>Foods around the world</b> <b>Mexican food</b></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Food safety and 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</li> <li>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).</li> </ul> <p>Celebrations: Food eaten during traditional Mexican festivals/fiestas e.g. Day of the Dead.</p> <p><b>Focus:</b> Consumer awareness - know some special</p>	<p><b>Foods around the world</b> <b>American food</b></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Food safety and 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</li> <li>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).</li> </ul> <p>Celebrations: 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.</p>



# Curriculum Provision

# Year 9

# 2024-2025

	Consumer awareness - know some special foods that are eaten on special occasions. Weighing, measuring and shaping ingredients.	foods that are eaten on special occasions. Weighing, measuring and shaping ingredients.	Consumer awareness - know some special foods that are eaten on special occasions. Knife skills, looking at precision when cutting different ingredients.	Working with heat, using a hob safely using different cooking methods e.g. frying, simmering, boiling.	foods that are eaten on special occasions. Working with heat, using a hob safely using different cooking methods e.g. frying, simmering, boiling.	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.
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