



**KING EDWARD VI  
HANDSWORTH WOOD  
GIRLS' ACADEMY**

*Educational excellence for our City*

# **Family Guide**

# **Year 9 Curriculum**




High  
Performance  
Learning

World Class School

**Scholarship - Character - Community**

# Our Curriculum

Our curriculum vision is underpinned by our core values of scholarship, character and community. It is our mission to unlock a thirst for learning and ensure our students are school-ready, work ready and life-ready. This booklet is for families and students to see what learning is planned throughout the year in each subject. This can be used to revisit topics previously taught and prepare for future learning.



## CURRICULUM VISION

**Curriculum Aims:**

**Our curriculum will reflect our academy values: scholarship - character - community and drive us in our mission to unlock a thirst for learning for all to successfully access an ever-changing world.**

We explicitly learn through advanced cognitive performance characteristics in our curriculum alongside sequenced declarative and procedural knowledge.

We ensure students are able to remember and apply knowledge readily and in different contexts through deliberate practice.

We actively foster the performance values, attitudes and attributes in our curriculum alongside our character education programme.

Our curriculum is coherent and reflective of the local community, its rich cultural heritage and diversity.


We never tell our students they cannot achieve; it is just they are not doing it yet but with practice and perseverance it will happen.

**The overarching aims of our curriculum will underpin the following outcomes:**

Increasingly strong academic results year-on-year leading to good post school destinations.

Well-motivated and engaged students; school-ready, college-ready, work-ready and life ready.

Effective citizens that have the cultural capital to be successful, socially mobile and proud of their achievements.




## Values, Attitudes and Attributes

**COLLABORATIVE**  
The ability to seek out opportunities to receive responses to your work; to present your own views and ideas clearly and concisely; to listen to the views of others; be willing and able to work in teams; to assume a variety of roles and be able to evaluate your own ideas and contributions.

**CONCERNED FOR SOCIETY**  
The ability to know the contribution you can make to society to the benefit of those less fortunate; to demonstrate citizenship and a sense of community ethics and recognise differences as well as similarities between people and places; be aware of your own and others' cultural heritage and be sensitive to the ethical and moral issues raised by your studies.

**CONFIDENT**  
The ability to describe in detail your knowledge, understanding and actions; recognise when you need to change your beliefs based upon additional information or the arguments of others; deal with new challenges and obstacles, including when this places you under stress.



**ENQUIRING**  
The ability to work alone; be proactive; keen to learn; show enterprise and independent thought; challenge assumptions and require evidence for assertions; actively control your own learning; move on from the absorption of knowledge and procedures to developing your own views and solutions.

**OPEN MINDED**  
The ability to take an objective view of different ideas and beliefs; become more receptive to other ideas and beliefs based on the arguments of others; change ideas should there be compelling evidence to do so.

**RISK-TAKING**  
The ability to demonstrate confidence; experiment with novel ideas and effects; operate willingly; work in unfamiliar contexts; avoid coming to premature conclusions; tolerate uncertainty.


**PRACTICE**  
The ability to train and prepare through repetition of the same processes in order to become more proficient.

**PERSEVERANCE**  
The ability to keep going and not give up; encounter obstacles and difficulties but never give up; persist in effort; work diligently and work systematically; do not be satisfied until high quality, appropriate provision and the desired outcome are achieved.

**RESILIENCE**  
The ability to overcome setbacks; remain confident, focused, flexible and optimistic; help others to move forward in the face of adversity.

## HIGH PERFORMANCE LEARNING

Our core aim is excellence for all which is underpinned by our vision, mission and values. We are a High Performance Learning World Class school which means that we believe in the HPL philosophy and framework. This means that we believe that all the students can be high performers, and we teach with these expectations in mind. We use HPL to develop our core values of scholarship, character and community which focuses on the Advanced Cognitive Performance skills and the Values, Attitudes and Attributes of the HPL framework. Your child will be taught these characteristics in the curriculum and through our pastoral support. The HPL framework is a set of characteristics that are well researched to prepare students for now and the future world of work.



## Advanced Cognitive Performance Characteristics


**META-COGNITION**  
The ability to knowingly use a wide range of thinking approaches and to transfer knowledge from one circumstance to another.

**SELF REGULATION**  
The ability to monitor, evaluate and self-correct.

**STRATEGY PLANNING**  
The ability to approach new learning opportunities by actively attempting to connect it to existing knowledge or concepts and hence determine an appropriate way to think about the work.

**INTELLECTUAL CONFIDENCE**  
The ability to articulate personal views based on evidence, and where necessary defend them to others.

**GENERALISATION**  
The ability to see what is happening in a particular instance could be extrapolated to other similar situations.



**CONNECTION FINDING**  
The ability to use connections from past experiences to seek possible generalisations.

**BIG PICTURE THINKING**  
The ability to work with big ideas and holistic concepts.

**ABSTRACTION**  
The ability to move from concrete to abstract thought very quickly.

**IMAGINATION**  
The ability to represent the problem and its components in relation to more extensive and interconnected prior knowledge.

**SEEING ALTERNATIVE PERSPECTIVES**  
The ability to take on the views of others and deal with the complexity and ambiguity.

**CRITICAL OR LOGICAL THINKING**  
The ability to detect, hypothesise, reason and seek supporting evidence.

**PRECISION**  
The ability to work effectively within the rules of a domain.

**COMPLEX AND MULTISTEP PROBLEM SOLVING**  
The ability to break down a task, decide on a suitable approach, and then act.

**INTELLECTUAL PLAYFULNESS**  
The ability to recognise rules and bend them to create valid but new forms.

**FLEXIBLE THINKING**  
The ability to abandon one idea for a superior one or generate multiple solutions.

**FLUENT THINKING**  
The ability to generate ideas.

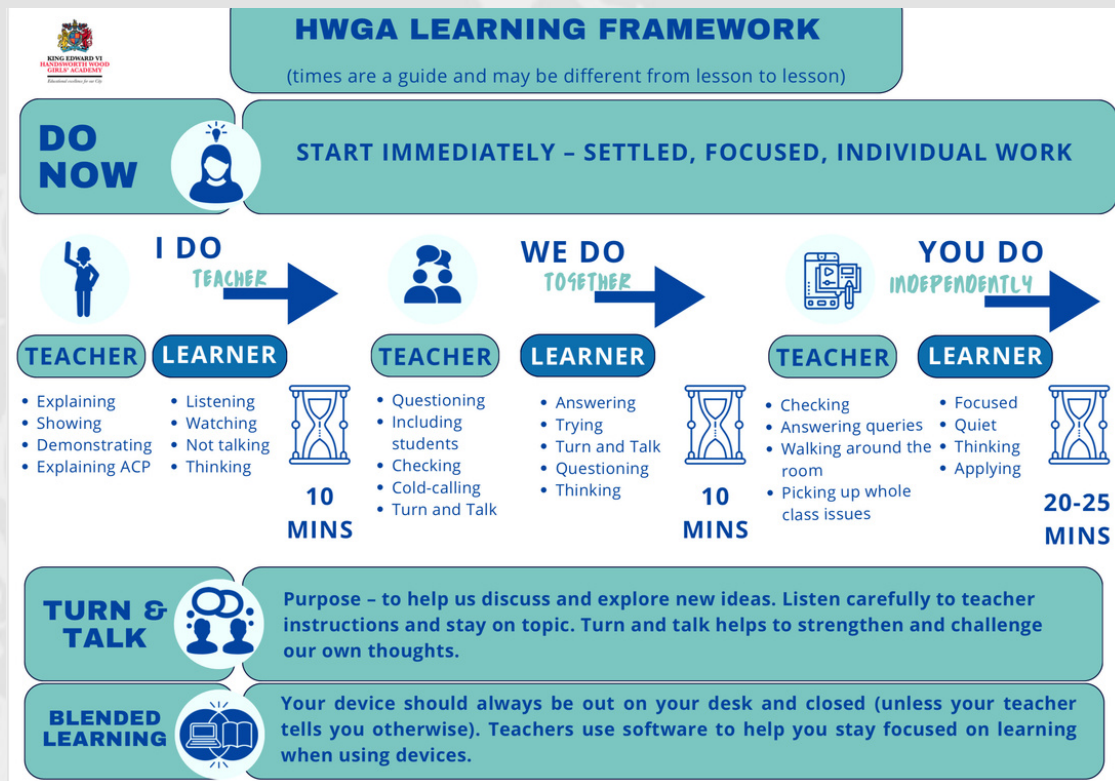
**ORIGINALITY**  
The ability to conceive something entirely new.

**EVOLUTIONARY AND REVOLUTIONARY THINKING**  
The ability to create new ideas through building on existing ideas or diverting from them.

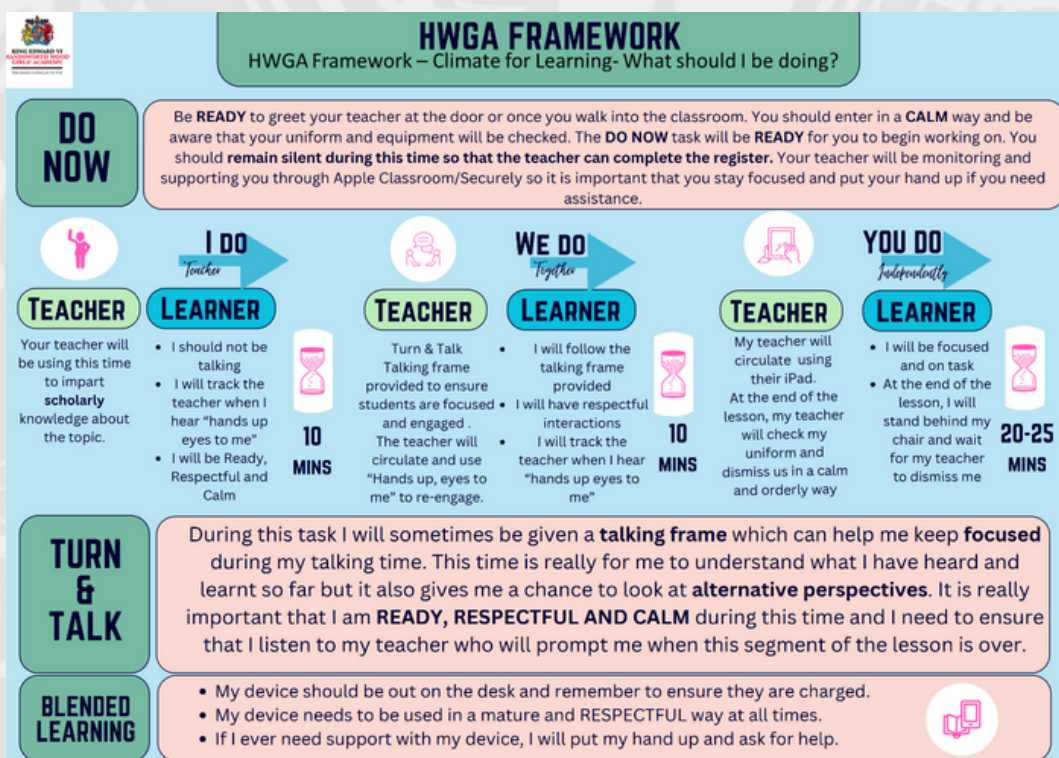
**AUTOMATICITY**  
The ability to use some skills with such ease that they no longer require active thinking.

**SPEED AND ACCURACY**  
The ability to work at speed and with accuracy.

# Teaching & Learning Approach



We implement our curriculum using a consistent learning framework which starts with students retrieving knowledge previously taught. Your child will follow a framework of modelled practice where the teacher explicitly models learning during the 'I Do', time for collaboration and questioning in the 'We do', then handed over to students during the 'You do' phase to apply their thinking. To maximise learning and engagement, the following climate for learning framework outlines the attitude to learning that will support great progress and excellent outcomes.



# Year 9 Curriculum



## MATHS

### Curriculum Aims:

In KS3, we teach for Mastery. Mastering maths means students of all ages acquiring a deep, long-term, secure and adaptable understanding of the subject. The phrase 'teaching for mastery' describes the elements of classroom practice and school organisation that combine to give students the best chances of mastering maths. Achieving mastery means acquiring a solid enough understanding of the maths that's been taught to enable students to move on to more advanced material.

AUTUMN	SPRING	SUMMER
<p><b>STEM: Explain why a tall, thin mug of tea will cool more slowly from its surface than a short wide one.</b></p> <p>Students are introduced to theoretical probability in a variety of contexts and with a variety of representations. Combined events are considered with the use of sample spaces, two-way tables and probability tree diagrams. They compare experimental to theoretical probability. (Probability)</p> <p>Students build on their existing understanding of Venn diagrams by being introduced to set notation. Students are introduced to probability presented in Venn diagrams and set notation. Students interpret and convert between representations to solve problems. (Sets and Venns)</p> <p><b>Topics:</b> Mutually exclusive events, experimental and theoretical probability, sample space diagram, two-way tables, Venn diagrams</p> <p><b>When finding a missing angle, can you only use one ratio?</b></p> <p>Students work on algebraic manipulation, including some revision of solving linear equations. Students are formally introduced to some formal algebraic manipulation methods such as equation scaling and addition and subtraction of equations within a system. They will solve simultaneous equations by manipulating equations, substituting and eliminating variables. (Solving linear simultaneous equations algebraically)</p> <p>Students explore linear graphs to connect understanding of solutions to linear equations in two variables to the coordinates of points that lie on their graphs, including intersections as simultaneous equations. (Solve simultaneous equations graphically)</p> <p><b>Topics:</b> Forming and solving linear equations and inequalities, Solving algebraically and graphically, Solving simultaneous equations</p>	<p><b>Can two events be mutually exclusive?</b></p> <p>Students are introduced to loci and use the properties of circles to find the locus of points that are a specific distance from a point. Students develop this to find the locus of points that are equidistant from two points and use this to construct perpendicular bisectors. They will be introduced to the conditions of congruency and ways to construct triangles. (Constructions, congruence and loci)</p> <p>Students are introduced to Pythagoras' Theorem and start to look at different contexts in which Pythagoras' theorem can be used, such as within 2-D shapes, 3-D shapes and the Cartesian plane. (Pythagoras theorem)</p> <p><b>Topics:</b> Constructing lines and triangles, Showing congruency, Displaying regions for loci, Using Pythagoras' Theorem</p> <p><b>What is the ratio of the side lengths of a wide screen TV measuring 42"? How can you set up an equation using Pythagoras to solve this question?</b></p> <p>Students are introduced to the idea of similarity in the context of enlargement. They use, then learn, how to find the scale factor from the unit ratio. After working with inter-shape relationships, they revisit the idea of constants of proportionality. They are introduced to the centre of enlargement and use this. (Similarity and enlargement)</p> <p>Students are introduced to the sine, cosine and tangent rule to work out missing lengths and angles of right-angled triangles. (Trigonometry)</p> <p><b>Topics:</b> Similarity in shapes and triangles through enlargement, negative and fractional scale factors, Ratios in triangles, tangent ratio, sine ratio, cosine ratio, using trigonometry to find angles</p>	<p><b>Where in the real life would you need to think about congruent and similar shapes?</b></p> <p>Students look at quadratic expressions and equations. They also begin looking at quadratic graphs and common visual features of them, such as the curve and turning point. Students also look at graphs of quadratic functions. (Quadratic expressions and equations)</p> <p>Students are introduced to rational and irrational numbers, and surds. (surds)</p> <p><b>Topics:</b> Quadratic equations, graphs of quadratic functions, rational and irrational numbers</p> <p><b>Why are indices and standard form crucial to know when learning about galaxy and space?</b></p> <p>Students will look at indices and roots, including cases with negative indices and an index of zero. Students will then focus on the index laws, looking at multiplication, division, and raising to further powers. (Indices)</p> <p>Students are introduced to numbers written in standard form as tools to consider and compare very large and very small numbers. (Standard form)</p> <p>Decimal multipliers to calculate percentage change is built on by considering repeated change, first with different percentages and then with the same percentage (compound change). Graphical representations of growth and decay are considered. (Growth and Decay)</p> <p><b>Topics:</b> Indices, Calculation and estimates in standard form, Compound measures using multipliers</p>



# SCIENCE

# Year 9 Curriculum

## Curriculum Aims:

TO PROVIDE STIMULATING AND EXCITING SCIENCE LESSONS TO ENABLE ALL STUDENTS TO MAKE THE BEST POSSIBLE PROGRESS AND DEVELOP A PASSION FOR SCIENCE THAT ENCOURAGES THEM TO HAVE A CAREER IN THE SCIENCES. KS3 STUDENTS ARE TAUGHT 10 BIG IDEAS OVER THREE YEARS THAT COVER VARIOUS ASPECTS OF BIOLOGY, CHEMISTRY AND PHYSICS WITH A FOCUS ON PRACTICAL AND WORKING SCIENTIFICALLY SKILLS.

AUTUMN	SPRING	SUMMER
<p><b>Chemistry mastery level - Matter</b> Students will learn about atoms in more detail looking at the sub-atomic particles and the arrangement of electrons. They will learn what happens to atoms in chemical reactions and how chemical reactions transfer energy and why chemical reactions are important.</p> <p><b>Biology mastery level - Organisms</b> Students will learn in more detail about unicellular and multicellular organisms. They will look in detail at the structure and function of organ systems such as the heart, respiratory and digestive system. They will investigate how substance move</p> <p><b>Physics mastery level - Energy 2</b> Students will learn how energy is stored and changed and the different transfers of energy in more detail. Students will be able to determine and explain energy changes for a variety of equipment. Students will be able to calculate work done and explain it.</p> <p><b>Topics:</b> Energy, organisms and matter, Application of knowledge, analysis of data, practical skills, evaluation, and analysis</p> <p><b>Maths skills in science</b> Students build upon the skills and core knowledge gained in year 7 and 8 in the areas of Number and algebra.</p> <p><b>Chemistry mastery level - Reactions 2</b> Students will learn about how chemical reactions can be useful and how they can make new substances such as medicines, fabrics and building materials. They will learn about chemical reactions in metals and acids. They will find out how to use patterns in properties to predict products and how salts are made.</p> <p><b>Biology mastery level - Ecosystems 2</b> Students will learn about how we get energy from food. They will learn about how they body transfers energy from food so it can be used for movement, growth and repair by the process of respiration. Students will investigate how plants produce food by the process photosynthesis and look in detail the structure of the leaf.</p> <p><b>Physics mastery level - Forces 2</b> Students will learn about forces in more detail. What resultant forces are and how to calculate resultant forces. They will learn how they arise and how they change the motion of an object.</p> <p><b>Topics:</b> Reactions, Ecosystems, Forces Application of knowledge, analysis of data, practical skills, evaluation, and analysis</p>	<p><b>Physics mastery level - Electricity 2</b> Students will learn about what is happening inside a wire. They will learn about what is happening in a circuit and how you can model it. They will learn about what batteries do and how to use circuit components to do different jobs.</p> <p><b>Chemistry mastery level - States of matter</b> Students will investigate in more detail about the particle model and look at heating and cooling curves. They will look at diffusion and gas pressure in more detail.</p> <p><b>Biology mastery level - Genes</b> Students will learn about the different living things around the world. They will find out the organisms that exist today have evolved, and how scientists are trying to prevent further species from becoming extinct and preserve biodiversity. They will learn about inherited characteristics from parents through genetic material, and how genetic material in some organisms is being modified.</p> <p><b>Topics:</b> Electricity, genes, and states of matter. Application of knowledge, analysis of data, practical skills, evaluation, and analysis</p> <p><b>What is the purpose of the periodic table and how was it developed using knowledge of atomic structure? (C1 Atomic structure and the periodic table)</b> Students will learn that the periodic table provides chemists with a structured organisation of the known chemical elements so they can make sense of physical and chemical properties. Students will investigate the properties of elements and their placement in the periodic table and will learn how the development of scientific knowledge has led to the production of the current periodic table.</p> <p><b>Topics:</b> Application of knowledge, analysis of data, practical skills, evaluation, and analysis</p>	<p><b>How do structural differences in cells allow them to perform their function and what feature of cells has allowed scientists to develop stem cell technology? (B1 Cell Biology)</b> Students will learn the differences between cell types and will be able to analyse structures and determine their functions. They will learn how cells divide and produce new identical cells and will investigate how stem cell research is being used to repair cells, organs and grow new tissue.</p> <p><b>How can we use the particle model to predict behaviour of solids, liquids and gases and how do scientists use this knowledge to design submarines and spacecraft? (P3 Particle Model of Matter)</b> Students will be able to explain changes in state using their knowledge of states of matter and internal energy and will investigate density and pressure and be able to explain its effects on objects and materials.</p> <p><b>Topics:</b> Atomic Structure and the periodic table Particle model of matter, Application of knowledge, analysis of data, practical skills, evaluation and analysis</p> <p><b>What are the uses and dangers of ionising radiation and how have nuclear physicists learnt about the structure, forces and stability of atoms? (P4 Atomic Structure)</b> Students will learn about the development of the atomic model, radioactive decay and its dangers and the uses of radiation in medicine, industry agriculture and electrical power generation.</p> <p><b>How do we use the analysis of End of Year examinations to devise a revision programme?</b> Students will be taught individually, in groups and as whole sets, areas of need based on the analysis of Mock Papers</p> <p><b>How do we revise and study independently?</b> Students will be taught a Nd practice a variety of revision techniques and apply these to their areas of need.</p> <p><b>Topics:</b> Ecology, Revision Techniques, Required Practical skills and understanding. Application of knowledge, analysis of data, practical skills, evaluation and analysis</p>



# RELIGIOUS EDUCATION

# Year 9 Curriculum



## Curriculum Aims:

- THE CORE PURPOSE OF RELIGIOUS STUDIES AT KEVI HWGA:
- ENCOURAGES PHILOSOPHICAL THOUGHT, DECISION-MAKING SKILLS, COLLABORATION AND INDEPENDENT WORKING SKILLS AND THE SEARCH FOR COMPROMISE AND CONFLICT RESOLUTIONS THAT WORK.
  - MAKES A KEY AND UNIQUE CONTRIBUTION TO UNDERSTANDING BRITISH HERITAGE, PLURALITY, VALUES AND FUTURES.
  - ENABLES PUPILS TO BE ABLE TO LEARN HOW TO RESPECT THEMSELVES AND UNDERSTAND THEIR OWN IDENTITY, TO RESPECT OTHERS, AND TO UNDERSTAND THEIR OWN AND OTHERS' RIGHTS AND RESPONSIBILITIES.
  - PLAYS A KEY ROLE IN CREATING SOCIAL COHESION AND GENERATING GENUINE UNDERSTANDING BETWEEN COMMUNITIES REDUCING FRICTION, INTOLERANCE AND SOCIAL UNREST.

AUTUMN	SPRING	SUMMER
<p><b>The existence of God and revelation</b></p> <p><b>Philosophical arguments for and against the existence of God</b></p> <p>To learn relevant keywords. Compare the similarities and differences within and/or between religions and beliefs. The influence of religion on individuals, communities, and societies. Analyse religious viewpoints and its impact on 21st century Britain.</p> <p><b>Topics:</b>            The Design argument, including its strengths and weaknesses            The First Cause argument, including its strengths and weaknesses            The argument from miracles, including its strengths and weaknesses            Arguments based on science against the existence of God</p> <p><b>Evil and suffering as an argument against the existence of God</b></p> <p><b>Topics:</b>            An imperfect world.            Reasons for suffering.            Religious and non-religious explanations for suffering.            Evil and suffering as an argument for God existence.            Strengths and weakness.</p>	<p><b>The existence of God and revelation</b></p> <p><b>The nature of the divine and revelation</b></p> <p>To learn relevant keywords. Compare the similarities and differences within and/or between religions and beliefs. The influence of religion on individuals, communities, and societies. Analyse religious viewpoints and its impact on 21st century Britain.</p> <p><b>Topics:</b>            Special revelation as a source of knowledge about the divine            General revelation: nature and scripture as a way of understanding the divine.            Different ideas about the divine that come from these sources:            The value of general and special revelation</p> <p><b>Religion and life Issues</b></p> <p><b>Topics:</b>            Origins of the universe            Big Bang theory            Muslim creation story            Value of the world            Moral dilemmas</p>	<p><b>Religion and life Issues</b></p> <p>To learn relevant keywords. Compare the similarities and differences within and/or between religions and beliefs. The influence of religion on individuals, communities, and societies. Analyse religious viewpoints and its impact on 21st century Britain.</p> <p><b>Topics:</b>            The use and abuse of animals?            The Muslim treatment of animals            Animal experimentation            Muslim attitudes towards animal testing            Should could Christians eat meat</p> <p><b>Moral dilemmas</b></p> <p><b>Topics:</b>            Sanctity of life            Quality of life            What is Abortion? Arguments for and against abortion            Muslim views on abortion            What is euthanasia            Arguments for and against euthanasia            Muslim views on euthanasia</p>



# Year 9 Curriculum



## ENGLISH

### Curriculum Aims:

The curriculum aims to equip students with powerful knowledge that will form a solid foundation for further study. In Year 9, students study seminal texts that have had an impact upon the world to develop their understanding of the wider world around them. Year 9 students will also develop their knowledge, building on the foundations of Year 7 and 8, through their study of characterisation and setting looking more closely at concepts such as symbolism; direct and indirect characterisation and extended metaphors.

AUTUMN	SPRING	SUMMER
<p><b>'To Kill a Mockingbird' by Harper Lee</b></p> <p><b>Topics:</b> Symbolism, mood and setting characterisation (direct and indirect, linking to context), Logos, pathos, ethos, motifs, semantic fields, theme, social context, feminist criticism.</p>	<p><b>'Poetry from around the world</b></p> <p><b>Topics:</b> Symbolism, analysing metaphor, rhyme, metre, theme, noticing poetic patterns (figures and schemes), creative sentence structures, using discourse markers, linking paragraphs, culture and identity.</p> <p><b>The Modern Novel: extracts</b></p> <p><b>Topics:</b> Extended metaphor, motif analysing metaphor, setting, narrative structure, descriptive structure, noticing patterns, creative sentence structures, using discourse markers, linking paragraphs.</p>	<p><b>'Romeo and Juliet'</b></p> <p><b>Topics:</b> Extended metaphor, motif analysing metaphor, character development, names, dialogue, plot, tragedy, prologue, soliloquy, themes, line length, renaissance, patriarchy, Jacobean era, destiny, masculinity vs femininity.</p> <p><b>'Blood Brothers'</b></p> <p><b>Topics:</b> Irony, symbolism, motif, allusion, analysing metaphor, character development, antithetical characters, nature vs nurture, motif, acts and scenes, social class, political context.</p>



# ART

# Year 9 Curriculum

## Curriculum Aims:

ART AS A SUBJECT HAS THE POTENTIAL TO BROADEN PERCEPTION, ENHANCE AND DEVELOP MOTOR SKILLS, CAPTURE, AND ENCOURAGE IMAGINATION, AND DEVELOP AWARENESS OF THE PHYSICAL WORLD, IN INTERPRETATION OF COLOUR, LIGHT AND FORM THROUGH VISUAL PERCEPTION. AS STUDENTS PROGRESS, THEY SHOULD BE ABLE TO THINK CRITICALLY AND DEVELOP A MORE RIGOROUS UNDERSTANDING OF ART AND DESIGN. THEY SHOULD KNOW HOW ART AND DESIGN BOTH REFLECT AND SHAPE OUR HISTORY, CULTURE, AND CREATIVITY. ART SHOULD ENGAGE, INSPIRE AND CHALLENGE STUDENTS, EQUIPPING THEM WITH THE KNOWLEDGE AND SKILLS TO EXPERIMENT, INVENT AND CREATE THEIR OWN WORKS OF ART, CRAFT AND DESIGN.

AUTUMN	SPRING	SUMMER
<p><b>How do cultural festivals link to Art and Design? (Day of the Dead Project)</b> Students will learn about the cultural meaning and symbolism behind The Day of the Dead festival and understand how visual imagery and colour is used throughout.</p> <p><b>Topics:</b> Cultural understanding World issues Contextual studies Symbolism Technical language Procedural knowledge Declarative knowledge</p> <p><b>How can I develop my own artistic response of Mexican culture through mixed media? (Day of the Dead Project)</b> Students will enhance their drawing and painting skills focusing on tonal range, blending and layering. Pupils will experiment with a range of materials, tools and processes to design a Day of the Dead stencil.</p> <p><b>Topics:</b> Using different tools Mixed media work Symmetry and shapes Contextual studies Painting and sewing skills Procedural knowledge Declarative knowledge</p>	<p><b>Why do I need to know about proportion and what impact does it have on your drawings in portraiture? (Icons project)</b> Students will learn the meaning of proportion and how it applies to portraiture. Pupils will develop their technical drawing skills in portraiture and choose an influential, celebrity icon to draw.</p> <p><b>Topics:</b> Understanding proportion The formal elements Contextual studies Mixed media work Painting skills Procedural knowledge Declarative knowledge</p> <p><b>How have different artists throughout art history approached portraiture?</b> Students will learn about portraiture throughout art history and experiment with different styles of portraiture on their celebrity portrait.</p> <p><b>Topics:</b> Understanding proportion The formal elements Contextual studies Mixed media work Painting skills Developing my own style Procedural knowledge Declarative knowledge</p>	<p><b>What is print making and how can I experiment with mixed media when using printing methods? (Insect Project)</b> Students will be introduced to a range of artists from historical and modern art that have been inspired by the theme 'insects'. Pupils will discover a range of printing techniques and how to use technical tools.</p> <p><b>Topics:</b> Creativity with composition Printing processes Inspiration from other artists Experimenting Developing my own ideas Procedural knowledge Declarative knowledge</p> <p><b>How can I experiment with the formal elements through print making? (Insect Project)</b> Students will experiment how to create the formal elements through printing methods. Students will understand how to build and layer different materials.</p> <p><b>Topics:</b> Using a range of tools The formal elements Experimenting with different media Procedural knowledge Declarative knowledge</p>



# Year 9 Curriculum

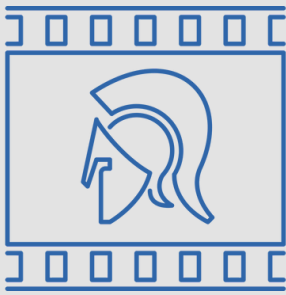


## COMPUTING

### Curriculum Aims:

Students to understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, and algorithms. Students to use ICT skills and be creative in the development of a multimedia product. Students to explore ways to enhance user interface and apply ICT skills to meet the user requirements. Students to discuss environmental/social impact of Digital Technology and recommend solutions to our current issues.

AUTUMN	SPRING	SUMMER
<p><b>Python Programming (Advanced)</b> In the first few lessons, students will be trained on using our platforms (using one drive, organising folders, rename files, downloading files and saving it to one drive, Seneca premium, Teams, staff zone etc)</p> <p>Identify and name variables and constants Recognise the need for variables and constants Be able to assign input to a variable and output it</p> <p>Understand the need for various data types Be able to convert (cast) a variable from any of these types to any other, if possible Choose the best data type for the problem among integer, real, Boolean, character and string</p> <p>Use the common arithmetic operators including mod and div Know comparison operators and use it in programming</p> <p>Use input, output and assignment statements Be able to break a complex task into a sequence of simple steps which would each require one line of pseudocode and/or one block in a flowchart Understand that the order of steps in algorithms matters</p> <p>Use selection to construct your program Write selection statements using if, else, elif</p> <p>Use iteration to construct your program Write iteration statements using for and while loop</p> <p>Be able to analyse a problem, investigate requirements (inputs, processes, output) and design solutions</p> <p>Be able to program abstraction of real-world examples.</p> <p>Understand the benefit of producing programs that are easy to read and be able to use techniques (comments, descriptive names (variables, constants) to improve readability and to explain how the code works.</p> <p><b>Topics:</b> Algorithm Problem Solving Programming Constructs</p>	<p><b>Advanced Multimedia</b> Interactive multimedia products are used widely in everyday life in the creative and digital media sector. They are used in computer games, mobile phone applications, presentations and many other areas. This unit will enable learners to understand the basics of interactive multimedia products for the creative and digital media sector. They will learn where and why interactive multimedia is used and what features are needed for a given purpose. It will enable them to interpret a client brief, and to use time frames, deadlines and preparation techniques as part of the planning and creation process when creating an interactive multimedia product. On completion of this unit, learners will understand the purpose and properties of interactive multimedia products, be able to plan and create an interactive multimedia product to a client's requirements and review it, identifying areas for improvement.</p> <p>Select appropriate criteria to carry out a web search Identify suitable information from a range of sources</p> <p>Know the features of a multimedia PPT Analyse a multimedia product to gain an understanding of multimedia structures Consider design plans for your own Multimedia product</p> <p>Understand why companies create effective Logos</p> <p>To be able to create an effective multimedia PPT on your chosen Theme Park</p> <p>Identify what improvements need to be made Work towards improving the Multimedia Product</p> <p><b>Topics:</b> Software Communication and coordination Digital Literacy</p> <p><b>Digital Graphics</b> Digital graphics feature in many areas of our lives and play a very important part in today's world. The digital media sector relies heavily on these visual stimulants within the products it produces, to communicate messages effectively. The aim of this unit is for students to: Understand the basics of digital graphics editing for the creative and digital media sector. Learn where and why digital graphics are used and what techniques are involved in their creation.</p> <p>This unit will develop learners' understanding of the client brief, time frames, deadlines and preparation techniques as part of the planning and creation process.</p> <p>On completion of this unit, students will understand the purpose and properties of digital graphics, and know where and how they are used. They will be able to plan the creation of digital graphics, create new digital graphics using a range of editing techniques and review a completed graphic against a specific brief.</p> <p>To explain the purpose of digital graphics</p> <p>Understand what is required when creating a visualisation diagram for your product.</p> <p>Have a good understanding of what photoshop can achieve – this will help you to become more creative in your final product.</p> <p>Identify what improvements need to be made Work towards improving the Multimedia Product</p> <p><b>Topics:</b> Software Problem Solving Digital Literacy</p>	<p><b>Social/Cultural &amp; Environmental impact of Digital Technology</b> The use of computers has brought about ethical, legal, cultural and environmental impacts. These issues increasingly affect people's daily lives. During this unit students will be able to:</p> <ul style="list-style-type: none"> <li>List ethical issues, cultural issues and environmental issues in relation to a given scenario</li> <li>List items of legislation that relate to digital technology</li> <li>Discuss the impacts of digital technology on the wider society including ethical issues, cultural issues and environmental issues</li> <li>Discuss the impact of manufacture, disposal, upgrading and replacing digital technology</li> <li>Discuss the impact of e-waste</li> <li>Discuss the impact of digital technology regarding legal issues and privacy issues</li> <li>Describe legislation relevant to Computer Science</li> <li>Describe the features of open source and proprietary software licences</li> <li>List the clauses of the Data Protection Act and Computer Misuse Act and give examples of situations in which they are relevant</li> <li>Evaluate the impact of and issues related to the use of computers in society</li> </ul> <p><b>Topics:</b> Digital Literacy Communication and coordination</p> <p><b>Exploring User Interface Design Principles and Project Planning Techniques</b> User interfaces allow individuals and individuals in organisations to interact with digital technologies. The design of the user interface is crucial in ensuring that users are able to interact positively with their hardware devices.</p> <p>You are working as a Digital Marketing Manager. You are asked to create an advert to launch a new animated film. You need to think of the movie name you are going to launch.</p> <p>In order to have a successful user interface of the advert, it is important to research different user interfaces used and provide evidence that clearly assesses how:</p> <ul style="list-style-type: none"> <li>effectively the user interface meets the audience's requirements, including their accessibility needs, skills level and demographics</li> <li>effectively different design principles have been used to allow both appropriate and effective user interactions with hardware devices</li> <li>techniques have been used to allow different types of users to efficiently interact with the interface.</li> </ul> <p><b>Topics:</b> Problem Solving Communication and coordination Digital Literacy Software</p>



# CLASSICS

# Year 9 Curriculum

**Curriculum Aims:**

Year 9 Classics develops students' understanding of stories of classical origin to further enhance their cultural capital. In Year 9, students are also provided with the opportunity to debate and enhance their oracy skills alongside their study of classical stories. Grammar is also explored in Year 9, building on foundations laid in Year 7 and 8 - here, students move from understanding grammatical concepts to applying such concepts to their writing.

AUTUMN	SPRING	SUMMER
<p><b>Classics: The Vikings and Norse Culture</b>            Week 2 - Introduction to classics and ancient civilisation.            Week 4 - Origin of writing and oral tradition.            Week 6 - Episode 1 Odin Creates Universe.            Week 8 – Episode 2 Loki and the Master builder</p> <p><b>Grammar:</b>            Week 3 - Pronouns.            Week 5 - Verbs.            Week 7 - Adjectives.</p> <p><b>Topics:</b>            Classics:            Decoding and learning the etymology of the words culture, saga, mythology and adventurous.</p> <p>Grammar:            Understanding the effect of pronouns            Repeating verbs to create anaphora.            Adjectives and adjectival phrases to emotive</p> <p><b>Classics: The Vikings and Norse Culture</b>            Week 9 - Episode 3 Thor and his Hammer.            Week 11 - Episode 4 Thor and the Giants.            Week 13 - Episode 5 Loki and the Mistletoe.            Week 15 - Episode 6 Loki's Children</p> <p><b>Grammar:</b>            Week 10 Adverbs.            Week 12 Main clause.            Week 14 Imperative.</p> <p><b>Topics:</b>            Classics:            Decoding of the key words and learning their etymology.            Comprehension of plot, characters and context.</p> <p>Grammar:            Using adverbs to create modality, impact of repetition, using imperatives in discursive texts.</p>	<p><b>Classics: The Vikings and Norse Culture (Week 16-18)</b>            Episode 7 The Myth of the Cursed Ring.            Episode 8 Apples of Iduna.            Episode 9 Aesir - Venir War.</p> <p><b>Grammar: (Week 19-20)</b>            Coordinating Conjunctions            Subordinate Clause</p> <p><b>Topics:</b>            Classics:            Decoding the key words and learning the origin of words and how these have evolved.</p> <p>Oracy:            Debate on Importance of Social Relationships.</p> <p>Grammar:            Crafting coordinating conjunctions. Explore and implement subordinate clauses in sentences.</p> <p><b>Classics: The Vikings and Norse Culture (Week 21-23)</b>            Episode 10 The story of Ragnarök.            Episode 11 Odin's Exile.            Episode 12 The Theft of Freya's Necklace</p> <p><b>Grammar: (Week 24-25)</b>            Using fragments in discursive writing            Using colons in discursive writing</p> <p><b>Topics:</b>            Classics:            Decoding the key words and learning the origin of words and how these have evolved.</p> <p>Oracy:            Debate and class discussion, crafting questions.</p> <p>Grammar:            Building skills in using fragments and colons to write effectively</p>	<p><b>Classics: The Vikings and Norse Culture (Week 26 – 29)</b>            Episode 13 Thor's Contest with Alvis.            Episode 14 Thor the Bride.            Episode 15 Odin Discovers Runes.            Episode 16 Loki's Punishment.</p> <p><b>Grammar: (Week 30-32)</b>            Use of dashes            Extended sentences with multiple clauses            Using punctuation and grammar to craft literature essays</p> <p><b>Topics:</b>            Classics:            Decoding the key words and learning the origin of words and how these have evolved.</p> <p>Oracy:            Debate and class discussion</p> <p>Grammar:            Crafting essays with technical accuracy</p> <p><b>Classics: The Vikings and Norse Culture (Week 33-36)</b>            Episode 17 Loki's Punishment            Episode 18 Odin's Eye            Episode 19 The Ordeal of the Hooded One            Episode 20 Thor's Ordeal of the Hooded One</p> <p><b>Grammar: (Week 37-39)</b>            Punctuation and grammar to craft narrative writing            Punctuation and grammar to craft descriptive writing            Punctuation and grammar to craft discursive writing</p> <p><b>Topics:</b>            Classics:            Decoding the key words and learning the origin of words and how these have evolved.</p> <p>Oracy:            Debates and discussions</p> <p>Grammar:            Building up on technical accuracy</p>



## DRAMA

# Year 9 Curriculum

### Curriculum Aims:

WE ENABLE STUDENT TO DEVELOP CREATIVELY AND TO GAIN PRACTICAL EXPERIENCES THAT CAN GUIDE THEM IN THE OUTSIDE WORLD. WE PROMOTE A 'CAN DO' ATTITUDE AND PROMOTE A LOVE OF THE ARTS. OUR FOCUS IS ON BUILDING CONFIDENCE AND ORIGINALITY.

AUTUMN	SPRING	SUMMER
<p><b>What do we already know about drama?</b></p> <p><b>Blood Brothers</b></p> <p>Pupils will study a text which covers a range of PSHE topics, including poverty, addiction, adoption and manipulation.</p> <p>They will gain an understanding of the play as a whole and will perform scenes from the text and devised scenes. They will understand Brechtian techniques and influences.</p> <p><b>Topics:</b> Breaking the fourth wall, blocking, whoosh, narration, communicating meaning, interaction, practitioner, Whoosh</p> <p><b>How do we apply the techniques learnt to a stimulus?</b></p> <p><b>Let him have it</b></p> <p>Pupils will look at a real-life situation of the last man to be hanged in Britain, they will use this as a stimulus to create performance and to discuss, devise and create using morality.</p> <p><b>Topics:</b> Responding to stimulus, contextualizing performance, thought tracking in character, using real life to create theatre, group improvisation, Naturalism, Non-Naturalism, forum theatre (Boal), cross cutting, character objectives, rehearsal techniques based on creating tone, status, altering meaning, subtext, physical theatre- fighting, power within performance, pause and silence, interrogation, feature of persuasive speech, spoken language- was Derek Bentley guilty.</p>	<p><b>How do we apply the techniques learnt to a stimulus?</b></p> <p><b>Let him have it</b></p> <p>Pupils will look at a real-life situation of the last man to be hanged in Britain, they will use this as a stimulus to create performance and to discuss, devise and create using morality.</p> <p><b>Topics:</b> Responding to stimulus, contextualizing performance, thought tracking in character, using real life to create theatre, group improvisation, Naturalism, Non-Naturalism, forum theatre (Boal), cross cutting, character objectives, rehearsal techniques based on creating tone, status, altering meaning, subtext, physical theatre- fighting, power within performance, pause and silence, interrogation, feature of persuasive speech, spoken language- was Derek Bentley guilty.</p> <p><b>How can we explore the world through drama?</b></p> <p><b>Student Devising Project</b></p> <p>Pupils to have a student vote on a project for the final term of drama. During the unit they will have 3 briefs to decide on where they will be able to apply all the skills and creativity that they have explored during the year.</p> <p><b>Topics:</b> Posture, facial expression, tone, interview, communicate meaning, emphasis of voice, pitch, hot seating (3 characters, with interesting relationships, Trial set up, pace, levels, proxemics, emphasis, blocking, artistic intentions, accent, peer assessment, choral speech, choral movement (Greek Theatre), evaluation.</p> <p><b>Building Blocks:</b> To be able to use key motif's of a scripted performance and context to create non-naturalistic performances.</p>	<p><b>How to take a performance from page to stage.</b></p> <p><b>The Crucible</b></p> <p>Year 9 will have looked at a script with more sophisticated subject matter, with a real-life context. Students will focus more on naturalistic acting techniques and the challenges of a 'straight' play. They will look at the use of suspense and tension within a performance using performance skills rather than design skills as used with the WIB. They will understand the play as a whole and will perform three key scene's each building tension within the story. They will be more independently in charge of the play, with clear rehearsals laid out by groups, they will focus on the vocal techniques and the power of words within the play. They will also have to create artistic intentions that match their performance.</p> <p><b>Live theatre</b></p> <p>To watch and review a piece of live theatre.</p> <p>Pupils will watch a performance from the National Theatre online.</p> <p><a href="https://www.dramaonlinelibrary.com/national-theatre-collection">https://www.dramaonlinelibrary.com/national-theatre-collection</a></p> <p><b>Topics:</b> Devising, creating, dramatic devices, levels and proxemics, staging, feedback, genre, practitioner</p>



# Year 9 Curriculum

## Curriculum Aims:

THE CORE PURPOSE OF OUR STUDY OF GEOGRAPHY AT KEVI HWGA, AND WHAT WE WANT STUDENTS TO GAIN FROM IT, CAN BE SUMMARISED IN THREE STATEMENTS:

- GEOGRAPHY STIMULATES A SENSE OF WONDER ABOUT THE WORLD.
- GEOGRAPHY INSPIRES STUDENTS TO WANT TO SHAPE A BETTER FUTURE.
- GEOGRAPHY EQUIPS STUDENTS WITH SKILLS FOR THE FUTURE.

## GEOGRAPHY

AUTUMN	SPRING	SUMMER
<p><b>The Coastal Zone</b></p> <p>Students should understand, through the use of detailed place-based exemplars at a variety of scales the key processes in physical geography relating to coasts.</p> <p><b>Topics:</b> Physical Geography Human Geography Place Specific Knowledge Erosion Transportation Deposition Management Map Skills</p> <p><b>Urban Vs. Rural</b></p> <p>Students should understand, through the use of detailed place based exemplars at a variety of scales the key processes in human geography relating to population &amp; urbanisation.</p> <p><b>Topics:</b> Human Geography Physical Geography Place Specific Knowledge Locational Knowledge Urban Change Map Skills Migration Urban Conditions Rural Conditions</p>	<p><b>Urban Vs. Rural</b></p> <p>Students should understand, through the use of detailed place based exemplars at a variety of scales the key processes in human geography relating to population &amp; urbanisation.</p> <p><b>Topics:</b> Human Geography Physical Geography Place Specific Knowledge Locational Knowledge Urban Change Map Skills Migration Urban Conditions Rural Conditions</p> <p><b>Weather &amp; Climate</b></p> <p>Students should understand, through the use of detailed place-based exemplars at a variety of scales the key processes in physical geography relating to weather and climate</p> <p><b>Topics:</b> Physical Geography Place Specific Knowledge Atmospheric Circulation Natural Hazards Forecasting/Presenting Rainfall Types</p>	<p><b>Weather &amp; Climate</b></p> <p>Students should understand, through the use of detailed place-based exemplars at a variety of scales the key processes in physical geography relating to weather and climate</p> <p><b>Topics:</b> Physical Geography Place Specific Knowledge Atmospheric Circulation Natural Hazards Forecasting/Presenting Rainfall Types</p> <p><b>China</b></p> <p>Students should understand geographical similarities, differences and links between places through the study of the human and physical geography of a region in Asia, including China.</p> <p><b>Topics:</b> Human Geography Physical Geography Environmental Geography Place Specific Knowledge Environmental Sustainability Population Change Resources Map Skills</p>



# HISTORY

# Year 9 Curriculum

### Curriculum Aims:

An enquiry-based approach that encourages students to question and evaluate ideas and concepts. Helping students to recognise that History is contested, constructed, inescapable and fascinating. Engages with Britain's past and that of the wider world in order to promote students becoming active in historical debate and using evidence to make judgements with confidence.

AUTUMN	SPRING	SUMMER
<p><b>How did the Civil Rights movement change lives for African Americans?</b></p> <p>Students by the end of this unit should be able to apply key historical skills such as source analysis and reaching clear, well supported judgements. In this topic they will consider what life was like for African Americans and how the impact of key individuals brought about change to the Civil Rights movement. Students should be able to consider the long- and short-term impact of these individuals but also consider the role of African American society and how they protested in many ways for their equality. Students will also consider how things have changed in the long term while considering case studies such as the death of George Floyd in 2020 and how this sparked the BLM movement.</p> <p><b>Key concepts:</b> Change over time Cause and consequence Perspective Significance Persecution Democracy</p> <p><b>To what extent have civil rights for women and LGBTQ+ improved since the 1900s?</b></p> <p>Students by the end of this unit should be able to apply key historical skills such as source inference, reaching well supported judgements after considering differing views and working with sources to support writing skills. In this topic they will consider what life was like for women and LGBTQ+ communities after the 1900s. This will enable them to see how different groups were treated, how they overcame challenges and barriers and why this is important for us to remember. They will consider key individuals such as Emily Davison and Alan Turing but also consider what life was like for those who are not individually remembered for their involvement in trying to bring equality for women and the LGBTQ+ community.</p> <p><b>Key concepts:</b> Change over time Cause and consequence Perspective Significance Persecution Democracy</p>	<p><b>Why did Britain emerge victorious from WW2?</b></p> <p>Students by the end of this unit should be able to apply previous knowledge of the WW1 unit from last academic year to be able to make links between the first world war and the second world war. They will be able to pick out key events of WW2 and why these can be considered turning points. They will be able to outline the roles of women and the Bevin boys during WW2 and how the homefront contributed. In terms of skills students will be focusing on being able to make well supported judgements in writing tasks, they will be considering how to work with sources and also how to use interpretations as Historians.</p> <p><b>Key concepts:</b> Power Change over time Cause and consequence Perspective Significance</p> <p><b>How and why did the Holocaust happen?</b></p> <p>Students by the end of this unit should be able to apply previous knowledge of the start of WW2 and German relations at the time in Europe. They will be able to confidently define what the Holocaust was and why it happened at the time it did. Students will be able to identify what life was like for the Jewish population before the Holocaust started. They will be able to describe Nazi persecution from laws, ghettos and the use of Jewish councils. They will be able to outline what the Holocaust by bullets was and also the case study of Babi Yar. They will be able to explain what the Final solution was and why and how there were some example of Jewish resistance to the Holocaust. In terms of skills students will be focusing on being able to make well supported judgements in writing tasks, they will be considering how to work with sources and also considering history from the perspective of individuals through a range of case studies.</p> <p><b>Key concepts:</b> Change over time Cause and consequence Perspective Significance Persecution Democracy</p>	<p><b>How has migration shaped Britain?</b></p> <p>Students by the end of this unit should be able to explain how migration has shaped Britain over time. The topic will start with the Romans and end in the present day. Within this time period students will be able to consider the importance of the Vikings, Normans, Black Tudors, Huguenots, Irish immigrants, the Windrush generation etc. Throughout the topic students will be learning about how migration occurred, the impact of migration and also how it is presented by the media in the modern day. They will use historical skills and work with sources to find out more about this enquiry.</p> <p><b>Key concepts:</b> Similarity and difference Change over time Cause and consequence Perspective Significance</p> <p><b>What period saw the biggest changes to crime and punishment?</b></p> <p>Students by the end of this unit should be able to consolidate their chronological understanding of the KS3 curriculum and apply it to the changes made in crime and punishment over time. This enquiry will start in the Anglo-Saxon era and end in the modern day giving the students the opportunity to consider change over a significant time period. We will be considering the role of the church, the creation of the police state and many more subtopics to support with the chronological understanding of students. They will have opportunity to show their extended writing skills to end KS3 History.</p> <p><b>Key concepts:</b> Similarity and difference Change over time Cause and consequence Perspective Significance</p>



# Year 9 Curriculum

## MODERN FOREIGN LANGUAGES - SPANISH

### Curriculum Aims:

- To equip students with the skills needed to communicate in a foreign language
- To develop students' confidence in their ability to communicate
- To provide students with opportunities to discover the culture of other countries
- To develop a love for language learning

AUTUMN	SPRING	SUMMER
<p><b>How do I discuss holidays?</b> Talking about countries Talking about a past holiday Saying what you did on holidays and how it was.</p> <p><b>Topics:</b> <b>Fluency:</b> Pronunciation of words with two vowels: Grecia, avión Difference of pronunciation between "fui" and "fue" Pronunciation of r and rr <b>Vocabulary:</b> Countries Holiday activities Means of transports Giving extended opinions Using sequencers <b>Grammar:</b> Past tense of "ir" Past tense of regular verbs Past tense of "ser"</p> <p><b>How do I talk about what interests me?</b> Saying what I use my phone for Saying what type of music I listen Talking about things I like Talk about TV Series and films Saying what I normally do during the week</p> <p><b>Topics:</b> <b>Fluency:</b> Pronunciation of h and ch Pronunciation of c Making explicit difference between singular and plural Stress in words with accents (música) <b>Vocabulary:</b> Activities on phone Opinions Type of music Tv programmes and films Uncommon opinion phrases (me chifla, me mola, etc.) Hobbies and interests Daily activities <b>Grammar:</b> Recall present tense of regular verbs and "ir" and "ser" Opinion phrase and determine article Stem changing verbs, e.g. "preferir" Uncommon opinion phrases</p>	<p><b>How do I discuss about having a healthy lifestyle?</b> Talking about food and mealtimes Talking about diet Describing an active lifestyle Talking about your daily routine Discussing about illness and ailments Talking about getting fit Describing your lifestyle</p> <p><b>Topics:</b> <b>Fluency:</b> Pronunciation of ll Accurately pronunciation of stem changing verbs <b>Vocabulary:</b> Food and mealtimes Time phrases Frequency Sports Routine tasks Body parts Illnesses Healthy and unhealthy activities Recalling time <b>Grammar:</b> Verbs of mealtimes Using "no" and "nunca" to make sentence negative Recall stem changin verbs, e.g. jugar, preferer Reflexive verbs Understand the difference between "ser" and "estar" to talk about temporary state. Using "se debe" + infinitive Using sequencers, connectives and opinions to create an interesting paragraph</p> <p><b>How do I talk about going out?</b> Saying what I want to order in a restaurant Discuss what to buy for a party Describing a party Talking about birthday celebrations Arranging going out Making excuses Talking about attending sporting events</p> <p><b>Topics:</b> <b>Fluency:</b> Pronunciation of d between vowels, Pronunciation of v Pronunciation of h, Pronunciation of Q, Pronunciation of j <b>Vocabulary:</b> Vocabulary of food and ordering in a restaurant (menu, primer plato, etc.) Vocabulary of party activities Places in town to go out Recall time Positions (delante, detrás, etc.) Excuses <b>Grammar:</b> Using "usted" and "ustedes" Me gustaría + infitive Stem-changing verbs, e.g., querer, poder Using three tenses together</p>	<p><b>How do I discuss jobs?</b> Saying what you have to do at work Saying what job you would like to do Saying what you did at work yesterday Describing jobs Copying with authentic texts</p> <p><b>Topics:</b> <b>Fluency:</b> Pronunciation of j Pronunciation of masculine and feminine correctly Difference of pronunciation between "fui" and "fue" <b>Vocabulary:</b> Jobs Jobs description- activities Adjectives to describe jobs Workplaces Using sequencers and time phrases <b>Grammar:</b> Recall "tener que + infinitive" Recall adjective agreement Understand the difference between "me gusta" and "me gustaría" Recall past tense Recall past tense of "ir" Using present and past verbs together</p> <p><b>How do I talk about plans for the summer?</b> Describing a holiday home Describing holidays activities Asking for directions Talking about summer camps Describing a world trip</p> <p><b>Topics:</b> <b>Fluency:</b> Clear pronunciation between "se puede" and "se pueden", Pronunciation of Z Pronunciation of ü <b>Vocabulary:</b> Adjectives to describe houses Holiday activities Directions Activities to do in a summer camp Fillers <b>Grammar:</b> Understanding the difference between "ser" and "estar" Comparatives Superlatives Imperatives "Se puede" + infinitives</p>



# Year 9 Curriculum

## Curriculum Aims:

- To equip students with the skills needed to communicate in a foreign language
- To develop students' confidence in their ability to communicate
- To provide students with opportunities to discover the culture of other countries
- To develop a love for language learning

## MODERN FOREIGN LANGUAGES - FRENCH

AUTUMN	SPRING	SUMMER
<p><b>How do we talk about our social life?</b> Describing yourself and friends Talking about extra-curricular activities Talking about social media Inviting someone out. Using the perfect tense Describing a past evening out Describing a music event</p> <p><b>Topics:</b> <b>Fluency:</b> Final "s", "t", "d" and "x" silent (except when adding "e", then "e" is silent Recognising cognates and pronouncing them correctly Pronunciation of "é" Understanding, asking and answering questions</p> <p><b>Vocabulary:</b> Personalities Descriptions and colours Intensifiers Activities at school Activities on Facebook Time phrases Invitation and responses</p> <p><b>Grammar:</b> Present tense of "avoir" and "être" Present tense of "aller" and "faire" Present tense of regular verbs Perfect tense</p> <p><b>How do we talk about healthy lifestyles?</b> Talking about parts of the body Discussing sport and fitness Discussing food Discussing healthy eating Using the near future tense Making plans to get fit</p> <p><b>Topics:</b> <b>Fluency:</b> Pronunciation of "au" and "aux" Final consonant silent Pronunciation of "ê" Pronunciation of "eille" Pronunciation of "eu" Pronunciation of "eau" Understanding, asking and answering questions</p> <p><b>Vocabulary:</b> Parts of the body Food Partitive article Opinions Healthy/unhealthy activities</p> <p><b>Grammar:</b> Using preposition "à" with parts of the body Using "il faut" Infinitives Negatives Near future tense</p>	<p><b>How do we talk about future plans?</b> Consolidation of near future tense Discussing your future. Discussing the importance of languages Talking about jobs other people do Talking about jobs you would like to do and why</p> <p><b>Topics:</b> <b>Fluency:</b> Pronunciation of "ais" Pronunciation of "qu" Pronunciation of "oi" Pronunciation of "eu" Final "s" silent Understanding, asking and answering questions</p> <p><b>Vocabulary:</b> Future plans What we can do with languages Jobs Job preferences Opinions</p> <p><b>Grammar:</b> Near future tense Using "on peut" Infinitives Adjective agreement Conditional ("je voudrais")</p> <p><b>How do we talk about holidays?</b> Talking about holidays Discussing what you do on holidays Talking about what you like to do Items you take on holiday and why Describing a past trip Describing holiday disasters in past holidays</p> <p><b>Topics:</b> <b>Fluency:</b> Final "s" silent Final "e" silent Pronunciation of "ais" Pronunciation of "qu" Pronunciation of "gne" Pronunciation of "é" Pronunciation of "eil" Understanding, asking and answering questions</p> <p><b>Vocabulary:</b> Holidays activities Opinions Question words Holidays essentials Holidays accidents</p> <p><b>Grammar:</b> The present tense Reflexive verbs Perfect tense Near future tense</p>	<p><b>How do we talk about our world?</b> Discussing household chores What you can do to earn money Discussing what you have the right to do Talking about things you buy</p> <p><b>Topics:</b> <b>Fluency:</b> Pronunciation of "ç" Pronunciation of "oi" Pronunciation of "gn" Silent final consonant Silent final "s" Understanding, asking and answering questions</p> <p><b>Vocabulary:</b> Chores Frequency words Opinions Numbers Activities that you are allowed or not allowed to do Time phrases</p> <p><b>Grammar:</b> Present tense Using "on peut" Infinitives Using "j'ai le droit" Perfect tense Near future tense Combining tenses</p> <p><b>How do we talk about global issues?</b> What we can do to help the environment What I did to help the environment Talking about changing the world Discussing social issues What's important/what concerns me</p> <p><b>Topics:</b> <b>Fluency:</b> Pronunciation of "eut" Pronunciation of "aut" Pronunciation of "ein" Pronunciation of "gne" Pronunciation of "ais" Silent final consonant Silent final "s" Understanding, asking and answering questions</p> <p><b>Vocabulary:</b> Actions to help the environment Actions to help the world Social issues/problems Priorities</p> <p><b>Grammar:</b> Using "on peut" / "il faut" / "il ne faut pas" Infinitives Perfect tense Combining tenses Conditional Possessive adjectives</p>



# MUSIC

# Year 9 Curriculum

### Curriculum Aims:

In year 9 students will focus on their composition skills using technology to create remixes, dance tracks and music for film. They will also strengthen their performance skills ahead of picking their GCSEs which will help them more confidently and precisely present their work.

AUTUMN	SPRING	SUMMER
<p><b>What is Reggae Music?</b></p> <p><b>Reggae Music</b></p> <p>Students will explore a number of Reggae musicians and the history of Reggae.</p> <p>Students to perform a piece of Reggae music that uses skank chords on the keyboards.</p> <p><b>Topics:</b> History of reggae music. Structure of reggae music. Analysing reggae music. Playing off beat chords (Skank Chords) Dynamics Structure Tempo Texture Timbre</p> <p><b>What is EDM and how can we create our own EDM track?</b></p> <p><b>EDM</b></p> <p>Students will create an Electronic Dance Music Track song using music technology (Eg. Loops and recording their own riffs).</p> <p><b>Topics:</b> Origin of EDM Purposes of EDM Structure of EDM Composing an EDM piece of music Dynamics Structure Tempo Texture Timbre Loops</p>	<p><b>Can we use our understanding of music technology to record our own track to accompany a film?</b></p> <p><b>Film Music</b></p> <p>Students will learn different film music technics to create a piece of music that could accompany a moving image.</p> <p><b>Topics:</b> Analysing Film Music Purposes of Film Music Composing Film music with a DAW Dynamics Structure Tempo Texture Timbre</p> <p><b>Can we develop our performance skills?</b></p> <p><b>Developing as a performer</b></p> <p>Students will develop their performance skills through lessons on different songs with the option of using their own instruments if they choose.</p> <p><b>Topics:</b> Exploring what makes a professional performer. Developing instrumental Skills Developing collaboration and communication skills Dynamics Structure Tempo Texture Timbre</p>	<p><b>What is remixing and how can we use our iPads to create our own version of a song.</b></p> <p><b>Remixing</b></p> <p>Students will be using an iPad to remix their chosen track.</p> <p><b>Topics:</b> What is Remixing? Using DAW to edit an existing piece of music or combine two piece of music. Dynamics Structure Tempo Texture Timbre</p> <p><b>How can we develop our ensemble skills to ensure an effective performance?</b></p> <p><b>Band Performance #3</b></p> <p>In groups the students will rehearse a song ready for a performance at the end of the year.</p> <p><b>Topics:</b> Playing two different pop songs (More difficult technically compared to previous years) Chords, bass line and hook line Rehearsal skills Performance skills keeping a beat Singing Dynamics Tempo Structure Texture Timbre</p>





# PHYSICAL EDUCATION

## Year 9 Curriculum

### Curriculum Aims:

- To enthuse and inspire students to participate fully and develop a lifelong involvement of physical activity, sport and exercise.
- Promoting good physical health, emotional and social wellbeing.
- To understand the importance of leading healthy and active lifestyles.

AUTUMN	SPRING	SUMMER
<p>How do we get students to use a range of tactics and strategies to overcome opponents in direct competition through team and individual games?</p> <p><b>Sports:</b> Football Netball Volleyball Basketball Handball</p> <p><b>Topics:</b> Outwitting Opponents/ Accurate Replication</p>	<p>How do we get students to develop their technique and improve their performance in other competitive sports and how do we get them to perform dances using advanced dance techniques within a range of dance styles and forms?</p> <p><b>Sports:</b> Dance Gymnastics Fitness Badminton</p> <p><b>Topics:</b> Exploring &amp; Communicating/ Exercising Safely and Effectively</p>	<p>How do we get students to develop their technique and improve their performance in other competitive sports?</p> <p><b>Sports:</b> Athletics</p> <p><b>Topics:</b> Performing at Max Levels/Accurate Replication</p> <p>How do we get students to use a range of tactics and strategies to overcome opponents in direct competition through team and individual games?</p> <p><b>Sports:</b> Ultimate Frisbee Rounders Cricket</p> <p><b>Topics:</b> Outwitting Opponents /Identifying &amp; Solving/Accurate Replication</p>



# Year 9 Curriculum

## CREATIVE DESIGN ROTATION

DT, TEXTILES AND FOOD  
PREPARATION & NUTRITION

### Curriculum Aims:

The aims and objectives of the design and technology department relate directly to those of the Academy. Creativity, flair, and innovation are encouraged from year 7 through to year 11. We see Creative Design as an area of practical and creative activity that aims to prepare young people for life in a changing technological society. We feel that the modern approach to teaching these subjects should emphasize on core life skills during key stage three and building on those with more industry specific skills at GCSE. We aim and endeavour to excite and challenge pupils.

## 13 WEEK ROTATION

### DT - PRODUCT DESIGN

#### **How do we design for clients, users and select an appropriate target market?**

Students will learn the fundamental knowledge of materials, construction and manufacturing methods, how to design & how to design with people in mind. The students will learn this whilst learning to solve problems through innovation.

#### **Topics:**

#### **Technical and CAD Skills**

AO2 & AO3 Graphics project – 2-point perspective, isometric, quick sketching, rendering techniques, CAD

AO3 Pencil Pot – Woodworking, Technical drawing, CAD/CAM

AO1-3 Speaker Project – Soldering, electronics, Theory.

AO1-4 Target Market project (Time Depending)

A project which is designed for a specific real-world client/user.

### TEXTILES

#### **How do I transfer hand embroidery skills to machine embroidery?**

#### **(Sealife Project)**

Students will learn the health and safety of using a sewing machine and experiment with different techniques and processes.

#### **How do I create a response to the Sea Life project considering sustainability?**

#### **(Sealife Project)**

Students respond to the theme sea life and create a personalised, sustainable textiles piece considering hand and machine embroidery.

### FOOD PREPARATION & NUTRITION

#### **How to we cook and prepare food using a range of cooking skills and techniques, how do we cook food for different needs.**

Street Foods, Technical Skills, Developing knife skills, Developing recipes to understanding the working characteristics of the function of ingredients.

#### **Topics:**

Street foods

Principles of Nutrition

Understanding macro and micro nutrients and special diets