

Year 9 Curriculum



	Curriculum Coverage	Assessment	Ways to support at home
English	<p>Across year 9 students study 5 units of work on a theme of adversity and pressure.</p> <p>Unit 1: Reading non-fiction- <i>Hidden Figures</i>. Reading a variety of text types that focus on people from history who have been written out of history because they didn't fit the mould. Focus on writing to persuade, argue, inform and explain.</p> <p>Unit 2: Shakespeare study- <i>Romeo and Juliet</i>. Reading and understanding a Shakespearean tragedy, understanding contextual details and how to apply them to a text, identifying how Shakespeare uses language to create the comedic relationship in the play. Essay writing skills</p> <p>Unit 3: Poetry of rebellion and protest. A study of a selection of poems that look at literature as a means of protest. Comparison of how language structure and form are used to persuade and argue.</p> <p>Unit 4: Novel Study. EITHER <i>The Tattooist of Auschwitz</i> OR <i>Boys Don't Cry</i>. Reading about struggle and understanding how characters are built to display a contextual message.</p> <p>Unit 5: Modern play study- <i>DNA</i>. Read and understand a modern play about how teenagers deal with peer pressure. Focus on writing skills and writing to argue and persuade</p>	<p>Unit 1: Assessment of non-fiction writing skills. Peer assessment of reading skills</p> <p>Unit 2: Assessment of reading skills- language and structural analysis. Peer assessment of writing skills.</p> <p>Unit 3: Assessment of reading and comparison skills- language and structural analysis. Peer assessment of writing skills</p> <p>Unit 4: Assessment of reading skills- language and structural analysis. Peer assessment of writing skills</p> <p>Unit 5: Written exam on non-fiction writing skills. Peer assessment of reading and speaking skills</p>	<ol style="list-style-type: none"> 1) Encouraging students to read and write as much as possible 2) Making sure that students complete home learning tasks 3) Watching films and TV programs with links to the texts that are being studied in class 4) Talking to students about the work they are completing in class 5) Reading the texts that the students are reading in class 6) Pair reading- choose a book with your child and read the same one so you can talk about it 7) Making sure that students have access to good quality non-fiction such as newspapers and other regular publications
Maths	<p>Across Year 9, students work through an internally created, interwoven curriculum which is building up to the GCSE curriculum next year. After all students doing the same booklets in Year 7 and 8, as we are building up towards the GCSE curriculum, there is more of a distinction between classes going on to do the Higher tier and those doing the Foundation tier. There are seven modules throughout the year.</p>	<p>A 20-mark evaluation at the end of each unit and a 50 mark assessment at the end of each term.</p>	<ol style="list-style-type: none"> 1) Encourage use of the Sparx Maths homework platform. 2) For extra work, they can do further work on Sparx with the XP Boost or Target homework.
Science	<p>In year 9, we start GCSE content, but there is no distinction between higher tier, foundation tier or separate science yet as the topics covered form the building blocks for all three science subjects.</p> <p>For biology, students cover: cell biology, bioenergetics and infection & response.</p> <p>For chemistry the topics are: atomic structure, chemical bonding and chemical changes.</p> <p>For physics, the topics are: Particle model of matter, energy, electricity, atomic structure and electricity.</p>	<p>Most topics are assessed with an end of topic test. Some shorter topics are combined in one assessment.</p>	<ol style="list-style-type: none"> 1) Ensuring homework is done will help your child make good progress in their literacy skills and their experimental skills in science. Homework consist of skills tasks and reading tasks.

Religious Education	<p>In Year 9, students will learn about what defines right and wrong, as they learn about religious ideas towards morals, knowledge and how the legal system works in the UK. They will also learn how to manage information they come across in the world and will also begin GCSE Religious Studies by exploring Christian Beliefs.</p> <ul style="list-style-type: none"> - What is ethics? - Law and the justice system - How can we know anything? - Courageous Advocacy (PSHCE) - Managing information (PSHCE) - GCSE RS: Christian Beliefs 	<p>A1 & A2 - Exam-style assessment (22 Marks) A1 - What is ethics? A2 - How can we know anything? A3 - EoY: Christian Beliefs (Eduqas)</p>	<p>1) Watch and read the news regularly to maintain up to date knowledge of current affairs to provide examples 2) Support with completion of homework and revision using Seneca / Microsoft Teams</p>
History	<p>Y9 students focus on 20th century world history:</p> <ul style="list-style-type: none"> - The First World War - The Rise of Hitler - Britain's experience of World War Two - The Holocaust - The Russian Revolution - The Cold War 	<p>Assessments consist of short-answer knowledge questions along with extended writing answers.</p>	<p>1) Encourage your child to read - this can be history-related or unrelated! It helps develop literacy and broaden vocabulary. 2) Support completion of home learning tasks and revision prior to assessments. 3) Watch the news and discuss this with your child - there are numerous links between current affairs and the past</p>
Geography	<p>The year 9 geography curriculum continues to explore both human and physical processes whilst providing a taster for GCSE level geography, covering the topics of:</p> <ul style="list-style-type: none"> - Rivers - Weather hazards - Extreme Cold Environments - Economic Development and Globalisation - Global Issues 	<p>End of topic written assessments for all topics except Global Issues</p>	<p>1) Check they are doing (and help them if needed) with homework and revision. 2) Encourage your child to keep up to date with geography in the News. Listening to the news will expose your child to key geography terms and ideas every day and make the geography they are learning in class more relatable. 3) Ask your child to verbalise what they have learnt in lesson. Test them on any new key words they have learnt so they are embedded in their long-term memory.</p>
French	<p>In year 9, students focus on the grammatical construction and use of different tenses. They will study the following topics:</p> <ol style="list-style-type: none"> 1. Self and relationships 2. Youth culture 3. School and future plans 4. Home and local area 5. Free time 6. The environment 	<p>Four skills are assessed. Each skill is weighted equally and will be assessed twice throughout the year.</p> <ol style="list-style-type: none"> 1. Speaking test: communicate and interact effectively in speech 2. Listening test: understand and respond to different types of spoken language 3. Reading test: understand and respond to different types of written language 4. Writing test: communicate in writing 	<p>1) Remind students to revise regularly for in class fortnightly vocab tests. 2) When possible, test students on their vocab sheet or speaking answers. 3) Encourage students to use third party websites or apps to help their language learning (Duolingo, Linguascope, Quizlet) 4) If available, use streaming services and Youtube to watch French dubbed or subtitled films and cartoons.</p>

Spanish	<p>In year 9, students focus on the grammatical construction and use of different tenses. They will study the following topics:</p> <ol style="list-style-type: none"> 1. Relationships 2. My local area 3. Holidays abroad 4. School life 5. The media 6. The media (2) 	<p>Four skills are assessed. Each skill is weighted equally and will be assessed twice throughout the year.</p> <ol style="list-style-type: none"> 1. Speaking test: communicate and interact effectively in speech 2. Listening test: understand and respond to different types of spoken language 3. Reading test: understand and respond to different types of written language 4. Writing test: communicate in writing 	<ol style="list-style-type: none"> 1) Remind students to revise regularly for in class fortnightly vocab tests. 2) When possible, test students on their vocab sheet or speaking answers. 3) Encourage students to use third party websites or apps to help their language learning (Duolingo, Linguascope, Quizlet) 4) If available, use streaming services and Youtube to watch French dubbed or subtitled films and cartoons.
Art	<p>In Year 9, students continue to build upon prior learned skills, as well as the introduction of new techniques and media, including illustration, ink, stencil cutting. They complete one project per term, which focuses on an artist or movement and focuses on developing these key techniques.</p> <ul style="list-style-type: none"> - Music & Art; Kandinsky & James Paul Thurlow - Illustration (Graphic, Children's book and Fashion); A variety of illustrators with independent choice - Graffiti: Banksy 	<p>Project Assessment (20marks)</p> <p>AO1 : The ability to analyse the work of artists, both orally and in written format.</p> <p>AO2: The ability to use a variety of media well through the project.</p> <p>AO3: The ability to record their ideas through drawing, painting, and written annotation.</p> <p>AO4: The ability to produce a quality outcome that summarises their learning.</p>	<ol style="list-style-type: none"> 1) Visit Art Galleries 2) Support with completion of homework set on Microsoft Teams 3) Discuss project themes and support in practicing of techniques learned in school
Drama	<p>Autumn 1: Blood Brothers; Script Work Autumn 2: Crime Drama Spring 1: Drama Practitioners Spring 2: Devising Drama from a Stimulus Summer 1: Evaluating Live Theatre Summer 2: Knife Crime; Film Project</p>	<p>Autumn 1: Performance assessment Autumn 2: Creating assessment Spring 1: Creating assessment Spring 2: Performance assessment Summer 1: Responding assessment Summer 2: Creating assessment</p>	<ol style="list-style-type: none"> 1) Support with completing half-termly homework projects 2) Encourage students to sign up to an extra-curricular club- i.e. Drama club or the annual production 3) Take your child to the theatre - any exposure to live performance is excellent to build student's repertoire
Music	<p>Autumn 1: Club Dance -To compose a piece of Dance music which includes key features Autumn 2: Blues - To learn how to play chords and to explore the history of Blues Music Spring 1: Sequencing - To accurately enter MIDI data into GarageBand and create an arrangement of a song Spring 2: Samba Band - To learn the context and key features of samba music and create a performance Summer 1: Podcast Show - To plan and record a podcast show Summer 2: Hooks and Riffs - To explore pop music, what hooks and riffs are and the effect they have on music</p>	<p>Half termly assessment on content and skills covered.</p>	<ol style="list-style-type: none"> 1) Support with completing half-termly homework projects 2) Encourage students to sign up to an extra-curricular club- i.e. Choir, Band or the annual production 3) Listen to a wide range of music at home, this is an excellent way to build student's repertoire

Physical Education	<p>Year 9 pupils choose their preferred two pathways from:</p> <ul style="list-style-type: none"> • Games • Aesthetics • Leadership • Health & Fitness <p>Pupils also participate in tournament units, athletics units and net and ball units.</p>	<p>Pupils are assessed in 4 main areas across all sporting activities and provided with a % achievement by their teachers, this will determine if they are Above, On or Below target.</p> <p>Performance: 10 Applying skills and decision making: 10 Evaluating and improving: 10 Growth mindset: 10</p>	<ol style="list-style-type: none"> 1) Healthy lifestyle -encourage a minimum of 30 minutes of high impact exercise a day 2) Balanced diet 3) Join a club
Design and Technology	<p>Timbers - Marking out, cutting, assembly, encompassing design eras, vacuum forming, 3D CAD, 3D Printing</p> <p>Architecture - Design eras, sketching ideas, card modelling, foamboard modelling</p> <p>Food - Further kitchen safety, planning meals, nutrition, allergens</p>	<p>Assessment is ongoing on the practical skills. End of year design test.</p>	<ol style="list-style-type: none"> 1) Encourage students to be creative, cooking and helping out with projects at home.
Computing	<p>In Year 9 the student study:</p> <ol style="list-style-type: none"> 1. Python programming. 2. Data science. 3. AI. 4. Representing images and sound using binary digits. 5. Media animation. 6. Cybersecurity. 7. Physical computing 	<p>Three Assessments throughout the year. Made up of multiple choice and longer answer questions</p>	<ol style="list-style-type: none"> 1) Encourage students to practice the skills that have been learnt in class