



# Year 9 Overviews

## Art

Autumn Term	
Topic Title	Details
<b>Year 9 – Genre</b>	See knowledge organiser and project breakdowns in sketchbooks for more detail. Research tasks accompany practical work allowing students to consolidate skills of analysis and broaden subject knowledge of the formal elements. Key vocabulary accompanies each project. Use a sketchbook to record and explore ideas. Show a systematic approach to developing finished pieces of work linked to artists studied.
<b>Still Life - Domestic and Industrial</b>	Explore the genre of still life through a range of chosen artists showing evidence of research and analysis and making their own responses. Look at significance of the object – power, domestic, industrial, feminine, masculine. Consolidate/extend drawing vocab. Revisit skills learned about value and light, draw and structure the basic shapes of a sphere, cone, rectangle, and cylinder. Use an increasing range of tonal shades. Extend recording skills drawing with greater accuracy: position, scale in relation to other objects. Work in a variety of drawing and painting materials, using a range of techniques. Understand how light, shade, perspective defines/changes space. Study a variety of artists who use everyday objects to inspire their artwork. Learn about the ideas and approaches of different artists within the genre of still life. Create own artwork inspired by everyday objects and artists studied using a variety of art media and techniques. Extension - Develop aspects of work into print.
Spring Term	
Topic Title	Details
<b>Landscapes</b>	Introduction to the genre of Landscapes. Pastoral, rural, urban. etc and compositional constructs. Look at examples through time, study a range of artists. Tress, Klimt, Nash. Learn how to ‘develop’ ideas turning one source into possibilities. Tracing, acrylic paint, collage, mixed media, mark making, relief, oil pastel, chalk pastel, charcoal. Explore the use of paint, oil pastels, and use charcoal and mixed media to create a variety of small landscapes linked to artists studied. <b>SMSC:</b> War artists, symbolism of the tree as man.
Summer Term	
Topic Title	Details
<b>Other Cultures – Japan</b>	Research and explore Japanese culture both ancient and modern through traditional Japanese prints, Anime and Manga artwork. Consider subject matter, colour, and composition, look for universal themes. Practise drawing cultural facial features. Re-create traditional Japanese artwork adding own creative elements – working with a muted colour palette, mixing own colours, paying attention to consistency of paint. Powder paint, colour pencils. Re-visit the impact Japanese art had on European art traditions. Develop own artwork in response, looking at Modern Japan. Copy and develop own ideas into Manga or Anime style responses using monochrome shades with pen and ink.



# Year 9 Overviews

## Chinese

Autumn Term	
Topic Title	Details
<b>Unit 1: Holidays</b>	Talk about weather using different time frame. Talk about different countries and languages. Places you would like to go on holiday. Different means of transport Use past time markers to talk about where you went on holiday
<b>Unit 5 (Jinbu 1): Food and drinks</b>	Talk about things you like/dislike to eat and drink. Different kinds of food and drink Talk about mealtimes. Ordering in a restaurant
Spring Term	
Topic Title	Details
<b>Unit 2: All about me</b>	Describe people's appearance using verb-adjectives. Describe your bedroom. Talk about clothes and colours. Talk about your daily routine. Student project- teenagers' daily routines and clothes in China Culture input- Chinese New Year and Lantern Festival
Summer Term	
Topic Title	Details
<b>Unit 3: Where do you live?</b>	Talk about places in town. use relative place words. Use future time phrases to talk about weekend plans. Describe your house using comparisons. Talk about jobs and what you would like to do in the future. Culture input – living in China
<b>Equipment needed</b>	Pen (green; red and black), pencil, ruler, glue stick, colouring pencils, scissors, mini white board pens
<b>Resources</b>	Textbook: Jin Bu 2 ISBN 9780435041137 Websites: <a href="http://www.bbc.co.uk/languages/chinese/real_chinese/">http://www.bbc.co.uk/languages/chinese/real_chinese/</a> <a href="https://www.mdbg.net/chinese/dictionary">https://www.mdbg.net/chinese/dictionary</a> <a href="https://quizlet.com">https://quizlet.com</a> <a href="http://www.hellochinese.cc/">http://www.hellochinese.cc/</a>



# Year 9 Overviews

## Computing

Autumn Term	
Topic Title	Details
Algorithms and Python	Algorithm – Flowchart Algorithm – Pseudocode Python basics Selection Iteration Subroutines Data Structures Adventure Game
AI	Introduction to AI Types of AI Applications of AI AI in the workplace Effects of AI on the world Designing a piece of AI Assessment
Spring Term	
Topic Title	Details
Hardware & Software	Hardware of a computer CPU Building Computers Application and Utility Software Operating Systems Embedded Systems Assessment
	Data Representation
Summer Term	
Topic Title	Details
Networks	What is a network? Network Hardware Types of networks Threats to a network Topologies Designing networks Assessment
	Encryption



# Year 9 Overviews

## Design Technology

Autumn Term	
Topic Title	Details
Health and safety	Health and safety induction, including knowledge of tools, safety procedures and risk assessments
Brief & specification	Understanding how to follow a brief and specification for a target customer, problem solving designs, research skills – target customer & mood boards. Anthropometrics, ergonomics, Accessfm
Graphics	Isometric drawing Page presentation and the use of drawing boards
Woodwork-practical - Tic Tac Toe	Marking out – tools, safety Working with wood – cutting, sanding, gluing Working with machinery – pillar drill, disc sander Surface finishes and achieving a high standard of work.
Woodwork - theory	<i>Properties and uses of wood, tools and equipment, quality control, surface finishes</i>
Spring Term	
Topic Title	Details
Textiles – practical – draw string bag	How to draft a pattern, including seam allowance and accurate measurements, marking, and cutting out fabric using textiles equipment How to use an overlocker or sewing machine to finish edges How to assemble a draw string bag
CAM – textiles	Embroidery machine Computer Aided Manufacture
Textiles - Theory	Properties and uses of textiles, tools, and equipment Biomimicry
CAD - packaging	2D CAD design – drawing your own packaging net and designing the appearance including all relevant information
Graphics - packaging	Packaging design, using craft knives to cut out and assemble packaging
Summer Term	
Topic Title	Details
CAD - packaging	2D CAD design – drawing your own packaging net and designing the appearance including all relevant information
Graphics - packaging	Packaging design, using craft knives to cut out and assemble packaging
Design skills	Iterative design skills, how to generate creative ideas, evaluating and improving ideas. Drawing skills, how to present design ideas.
CAD - pieces	CAD modelling for 3D printing – playing pieces
Theory	Evaluative skills, product analysis ACCESSFM, recycling and the environment, 6Rs, social responsibility.



# Year 9 Overviews

## Drama

Autumn Term	
Topic Title	Details Berkoff and Brecht
	This curriculum focuses on the theatrical techniques of Steven Berkoff and Bertolt Brecht, two influential practitioners known for their non-naturalistic approaches. Berkoff's work is characterised by physical theatre, mime, and exaggerated movements, while Brecht's Epic Theatre aims to provoke critical thinking and social change through techniques like the alienation effect.
Key Skills	<b>Abstract Thinking</b> <ul style="list-style-type: none"> <li>Understanding and applying non-linear narratives</li> <li>Exploring symbolism and metaphor</li> </ul> <b>Critical Analysis</b> <ul style="list-style-type: none"> <li>Analysing the social and political messages in Brecht's work</li> <li>Reflecting on the impact of Berkoff's physical theatre techniques</li> </ul> <b>Collaboration</b> <ul style="list-style-type: none"> <li>Working effectively in groups to create cohesive performances</li> <li>Sharing and integrating diverse ideas</li> </ul>
Performance Skills	<b>Physical Theatre (Berkoff)</b> <ul style="list-style-type: none"> <li>Using body movements to convey meaning</li> <li>Incorporating mime and exaggerated gestures</li> </ul> <b>Vocal Techniques (Brecht)</b> <ul style="list-style-type: none"> <li>Experimenting with tone, pitch, and rhythm</li> <li>Using choral speaking and soundscapes</li> </ul> <b>Characterisation</b> <ul style="list-style-type: none"> <li>Developing abstract and symbolic characters</li> <li>Using non-verbal communication to express emotions and ideas</li> </ul>
Theatrical Elements	<b>Script Work</b> <ul style="list-style-type: none"> <li>Interpreting and performing non-naturalistic scripts</li> <li>Writing original scripts with non-linear structures</li> </ul> <b>Stagecraft</b> <ul style="list-style-type: none"> <li>Utilising minimalistic and symbolic set designs</li> <li>Experimenting with lighting and sound to create mood and atmosphere</li> </ul> <b>Directing</b> <ul style="list-style-type: none"> <li>Understanding the role of the director in non-naturalistic theatre</li> <li>Developing innovative staging and blocking techniques</li> </ul>
Assessment Tools	<ul style="list-style-type: none"> <li>Student's will be marked in accordance with the Drama Rubric</li> <li>Assessment of a performance</li> <li>Encourage students to reflect on their own performances and provide constructive feedback to their peers. This promotes self-awareness and critical thinking.</li> <li>Written analysis of performances</li> </ul>
Spring Term	
Topic Title	Details Commedia Dell'Arte



# Year 9 Overviews

	<p>Commedia Dell'Arte is a form of theatre that originated in Italy in the 16th century and is characterised by its use of improvised dialogue, stock characters, and physical comedy. This theatrical tradition emphasises ensemble acting and often involves exaggerated movements and masks. It provides a rich foundation for students to explore creativity, improvisation, and physicality in performance.</p>
<b>Key Skills</b>	<p><b>Improvisation</b></p> <ul style="list-style-type: none"> <li>Developing quick-thinking and spontaneous performance abilities</li> <li>Creating dialogue and action based on scenarios rather than scripts</li> </ul> <p><b>Characterization</b></p> <ul style="list-style-type: none"> <li>Understanding and portraying stock characters such as Arlecchino, Pantalone, and Colombina</li> <li>Using physicality and voice to differentiate characters</li> </ul> <p><b>Collaboration</b></p> <ul style="list-style-type: none"> <li>Working effectively in groups to create cohesive performances</li> <li>Sharing and integrating diverse ideas and improvisations</li> </ul>
<b>Performance Skills</b>	<p><b>Physical Comedy</b></p> <ul style="list-style-type: none"> <li>Utilising exaggerated gestures, movements, and facial expressions</li> <li>Incorporating slapstick and acrobatics to enhance comedic effect</li> </ul> <p><b>Vocal Techniques</b></p> <ul style="list-style-type: none"> <li>Projecting voice to ensure clarity and audibility in various performance spaces</li> <li>Experimenting with different tones and pitches to suit various characters</li> </ul> <p><b>Mask Work</b></p> <ul style="list-style-type: none"> <li>Using masks to enhance character portrayal and expression</li> <li>Understanding the significance of masks in Commedia Dell'Arte and how they influence performance</li> </ul>
<b>Theatrical Elements</b>	<p><b>Scenarios</b></p> <ul style="list-style-type: none"> <li>Working with brief plot outlines instead of full scripts</li> <li>Encouraging creativity and flexibility in performance</li> </ul> <p><b>Costumes and Props</b></p> <ul style="list-style-type: none"> <li>Using colourful and elaborate costumes to reflect characters' personalities</li> <li>Incorporating simple props to support improvisation and physical comedy</li> </ul> <p><b>Stagecraft</b></p> <ul style="list-style-type: none"> <li>Performing in various spaces, including outdoor and unconventional venues</li> <li>Utilising minimalistic set designs to keep the focus on actors and their performances</li> </ul>
<b>Assessment Tools</b>	<ul style="list-style-type: none"> <li>Student's will be marked in accordance with the Drama Rubric</li> <li>Assessment of a performance</li> <li>Encourage students to reflect on their own performances and provide constructive feedback to their peers. This promotes self-awareness and critical thinking.</li> <li>Written analysis of performances</li> </ul>



# Year 9 Overviews

Summer Term	
Topic Title	Details Texts and Techniques
Key Skills	<p><b>Textual Analysis</b></p> <ul style="list-style-type: none"><li>Understanding the themes, characters, and plot of the play</li><li>Analysing the social and moral issues presented in the text</li></ul> <p><b>Character Development</b></p> <ul style="list-style-type: none"><li>Exploring the motivations and backgrounds of characters</li><li>Developing empathy and understanding of different perspectives</li></ul> <p><b>Collaboration</b></p> <ul style="list-style-type: none"><li>Working effectively in groups to create cohesive performances</li><li>Sharing and integrating diverse ideas and interpretations</li></ul>
Performance Skills	<p><b>Vocal Techniques</b></p> <ul style="list-style-type: none"><li>Projecting voice to ensure clarity and audibility</li><li>Experimenting with tone, pitch, and pace to convey emotions and character traits</li></ul> <p><b>Physicality</b></p> <ul style="list-style-type: none"><li>Using body language, gestures, and facial expressions to portray characters</li><li>Incorporating movement and staging to enhance the narrative</li></ul> <p><b>Improvisation</b></p> <ul style="list-style-type: none"><li>Developing quick-thinking and spontaneous performance abilities</li><li>Creating dialogue and action based on scenarios rather than strict scripts</li></ul>
Theatrical Elements	<p><b>Set Design</b></p> <ul style="list-style-type: none"><li>Utilising minimalistic and symbolic set designs to focus on the narrative</li><li>Creating an atmosphere that reflects the themes and mood of the play</li></ul> <p><b>Lighting and Sound</b></p> <ul style="list-style-type: none"><li>Using lighting to create mood and highlight key moments</li><li>Incorporating sound effects and music to enhance the storytelling</li></ul> <p><b>Costumes and Props</b></p> <ul style="list-style-type: none"><li>Designing costumes that reflect the characters' personalities and social status</li><li>Using props to support the action and add realism to the performance</li></ul> <p><b>Themes and Issues:</b> Exploring complex themes such as peer pressure, morality, and the consequences of actions through the narrative of "DNA."</p> <p><b>Empathy and Understanding:</b> Using the play to develop empathy and understanding of different perspectives and moral dilemmas.</p> <p><b>Community and Identity:</b> Creating performances that reflect and engage with the community and individual identities.</p> <p>This curriculum aims to develop students' analytical and performance skills while fostering a deeper understanding of the social and moral issues presented in "DNA."</p>
Evaluation:	<p><b>Characterisation</b></p> <ul style="list-style-type: none"><li>Understanding of Character: Evaluate how well students understand their character's motivations, background, and relationships.</li><li>Consistency: Assess the consistency of their portrayal throughout the performance.</li><li>Depth: Look for depth in their interpretation, including emotional range and complexity.</li></ul>



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	<p><b>Vocal Techniques</b></p> <ul style="list-style-type: none"><li>• Clarity and Projection: Ensure students are speaking clearly and projecting their voices so they can be heard by the audience.</li><li>• Expression: Evaluate the use of tone, pitch, and pace to convey emotions and character traits.</li><li>• Diction: Check for proper articulation and pronunciation.</li></ul> <p><b>Physicality</b></p> <ul style="list-style-type: none"><li>• Body Language: Assess the use of gestures, posture, and facial expressions to convey character and emotions.</li><li>• Movement: Look at how students use the stage space and their movements to enhance the narrative.</li><li>• Interaction: Evaluate how well they interact with other characters and respond to the dynamics of the scene.</li></ul> <p><b>Interpretation and Creativity</b></p> <ul style="list-style-type: none"><li>• Originality: Assess the creativity in their interpretation of the text and their ability to bring something unique to their performance.</li><li>• Engagement: Look for their ability to engage the audience and maintain their interest.</li><li>• Adaptation: Evaluate how well they adapt their performance to different scenes and contexts within the play.</li></ul> <p><b>Collaboration and Teamwork</b></p> <ul style="list-style-type: none"><li>• Group Dynamics: Assess how well students work together as a group, including their ability to share ideas and support each other.</li><li>• Rehearsal Process: Look at their commitment and contribution during rehearsals.</li><li>• Problem-Solving: Evaluate their ability to solve problems and make decisions collaboratively.</li></ul>
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# Year 9 Overviews

## English

Autumn Term	
Topic Title	Details
<b>Of Mice and Men</b>	<p>Details: Students will explore how the writer created a purposeful literary microcosm to explore specific cultural contexts. They will consider how a writer can carefully construct characters, symbolic settings, and key themes for a meaningful purpose.</p> <p>What is context? What is the context of the novel? Who is John Steinbeck?</p> <p>How does Steinbeck use the opening of the novel to establish the mood and tone?</p> <p>Who is George and Lennie? What is the American Dream? How does it link to the central characters?</p> <p>What is the American Dream? What happens in Section 2?</p> <p>Who is Curley?</p> <p>Who is Curley's wife? How does Steinbeck's presentation link to context?</p> <p>Who is Slim?</p> <p>What happens in Section 3? What is tension?</p> <p>Who is Crooks? What is white privilege?</p> <p>How does the novel end?</p> <p>How are the readers encouraged to respond to the characters?</p>
<b>Poetry of Protest</b>	<p>Details: Students will explore how poets use and manipulate language, form, and structure in order to illustrate writers' perspective.</p> <p>What is Poetry?</p> <p>What is meant by protest?</p> <p>What is authorial intent?</p> <p>What are poetic devices and their meaning?</p> <p>How is language and poetic techniques used to convey meaning?</p> <p>What is the intended effect of language and structure?</p> <p>How do selected poems compare?</p> <p>How can I speak like an orator?</p>
Spring Term	
Topic Title	Details
<b>Macbeth</b>	<p>Details: Students will draw from their study of comedies the related themes, methods, and ideas that Shakespeare has explored in this text and consider the ways in which these are further refined or manipulated in his pivotal tragedy.</p> <p>What is meant by context?</p> <p>What were the beliefs and ideas of those in Shakespearean society?</p> <p>What atmosphere is created at the beginning of the play?</p> <p>How are we initially introduced to Macbeth's character?</p> <p>What do we learn about Macbeth and Banquo from their reactions to the witches?</p> <p>What is ambition? What do we learn about Macbeth in Act 1 Sc 4?</p> <p>Who is Lady Macbeth? What is the relationship like between Macbeth and her?</p> <p>What is the significance of the murder of King Duncan?</p> <p>What does Macbeth say in his famous 'dagger' soliloquy?</p> <p>What do Macbeth and Lady Macbeth do after the murder?</p> <p>Who is the Porter? Who is Macduff?</p> <p>How does Duncan's murder affect the Great Chain of Being?</p> <p>What is the relationship like between Macbeth and Banquo?</p> <p>How has Macbeth's state of mind developed from the beginning of the play?</p> <p>Why does Banquo's ghost appear to Macbeth?</p> <p>Who is Hecate?</p> <p>What do the three apparitions tell Macbeth?</p> <p>Who is Lady Macduff? What happens to her and her son?</p> <p>What is kingship? What qualities make a good king?</p> <p>What becomes of Lady Macbeth?</p> <p>What becomes of Macbeth?</p>
Summer Term	



# Year 9 Overviews

Topic Title	Details
Non-Fiction - places	What is non-fiction? What is transactional writing? What is perspective and tone? How do writers use language to convey perspective? How do writers adhere to audience and purpose?
An Inspector Calls	What predictions can be made about the play? How is the play structured? What is Capitalism and Socialism? What happens in each Act? Who are the key characters? How are the characters presented by Priestley? Who are the characters 'constructs' of? What are the key themes of the play? Why? Why did Priestley write the play?



# Year 9 Overviews

## Food Technology

Autumn Term	
Topic Title	Details
Recipes	Bread, Brownies, Swiss Roll, Calzone
Health & safety & Hygiene	Following Health and safety Rules as stated in Link book, hazards and risks, procedures and what happens if there is an accident. Where do bacteria come from?
Cereals	Fermentation of yeast, making bread dough from flour from wheat Nutrients – carbohydrates
Dairy	Milk, cheese, yoghurt
Sensory evaluation	Tasting and testing foods How to complete a star diagram
Caramelisation	What is caramelisation – sweet and savoury? Recipe investigation
Spring Term	
Topic Title	Details
Recipes	Meatballs in tomato sauce, Banoffee Pie, Free Cook (wraps)
Nutrients	Sources and functions of nutrients Nutrients for different age groups
Nutritional analysis	Food tables Nutrient analysis – for different groups
Choosing foods	How to select foods for different groups of people with differing needs Celebrations/preferences/culture and religion, Cost, Fashion/trends/media, Lifestyles, and health
Seasonality	Seasonality of foods, how food can be available when out of season. Social, moral, and environmental reasonings
British & International Cuisine	Eating patterns, food produced and eaten in Britain, origins of British Cuisine. Italian, Indian and Chinese Cuisine. Recipe research
Microwave	Microwave cooking – recipe analysis and tasting
Summer Term	
Topic Title	Details
Recipes	Hummus and breadsticks, Cheesecake, Free Cook
Meat and poultry	Types of meat, nutrients in meat. Storage and cooking of meat products. Social contexts around eating meat. Bacteria and contamination when preparing meat
Prepare, combine and shape	Recap different cooking methods/ Dough – choux and flaky pastry, cultural bread types. Heat transfer - the science of cooking.
Sauces	Starch, gelatinisation, roux, reduction
Raising agents	Biological and mechanical
Setting mixtures	Heat, gelatine, protein
Food costing	How to cost a recipe Importance of budgeting and planning shopping



# Year 9 Overviews

## French

Autumn Term	
Topic Title	Details
<b>Studio 2 Module 1: Cinema and TV</b>	<b>Studio 2 Module 1: unit 1,2,4,5</b> TV programmes / Give opinions using connectives. Cinema, favourite film, actor, actress Give opinions using connectives/ intensifier /Use the negative ne...pas Talk about what you do in internet/ give opinion/ verb faire/ frequency words. Weather Activities in different weather, use of quand/ verb aller/ use of on/ connectives
<b>Studio 2 Module 2: Paris description, tourist attractions, what you like doing, tourist information</b>  <b>Past tense of -er verbs, describing a past trip</b>	<b>Studio 2 Module 2: unit 1,2,3,4,5 + grammar page 42/43</b> Activities you can do in Paris and elsewhere/ Agree and disagree with someone/ Use On peut + the infinitive. Activities you like / not like doing + reasons / ask about activities. Infinitive of verbs / J'aime/j'adore/je n'aime pas/ je déteste + the infinitive Question words to obtain tourist information/ Use rising intonation in questions / information about a tourist attraction. 24 hour clock / Use il y a / il n'y a pas de Places in Paris/ past tense of visiter / opinion Sequencing words (d'abord, ensuite...) and qualifiers (un peu, très...) Past tense activities / Form the perfect tense of er verbs
Spring Term	
Topic Title	Details
<b>Studio 2 Module 3: Personal details, personality, relationships, music.</b>	<b>Studio 2 Module 3: unit 1,2,3,4,5 + grammar page 62/63</b> Character/personality words/Use qualifiers ( <i>un peu, très, assez...</i> ) Understand adjectival agreement ( <i>sportif/sportive</i> )/ Use connectives ( <i>mais...</i> ) and opinions with <i>je pense que</i> / present tense of <i>être</i> in the negative Description of activities, and what you do and talk about with your friends / Use on / Use <i>si</i> and <i>quand</i> / Getting on with your friends/ family. Music you listen to / favourite singer/ group/ present tense of <i>venir</i> Clothes/ colour agreement/ near future tense / what I am going to do / to wear/Ask someone a question in the future tense/ use of <i>alors</i>
<b>Studio 2 Module 3: Clothes Past tense Studio 2</b>	Revision of past tense verbs /where I went last weekend. Use <i>où</i> as a connective / Verb <i>aller</i> in the past tense.
Summer Term	
Topic Title	Details
<b>Studio 2 Module 4: Unit 1 and 2 House town</b>	<b>Theme 1, Unit 5 Home, town, neighbourhood, and region:</b> 5.1 Home 5.2 Where I live  Where you live, your house, town/ Use of <i>il y a / il n'y a pas de</i> Where you would like to live town in more details/use of <i>on peut</i> / advantages of town or countryside /Rooms of the house/prepositions.  description of house, opinion, and reasons ideal house



# Year 9 Overviews

## Geography

Autumn Term	
Topic Title	Details
<b>T1: Our Unequal World</b>	How Do We Measure Development? Global Development Escaping Inequality Food Inequality Health Inequality What is Appropriate Technology? The Geography of Chocolate Skills Focus: Scatter graphs The Trading Game
<b>T2: Melting Planet</b>	Why is Our Climate Changing? How Will Climate Change Affect Different Places? This Time...Is It Us? Local Actions, Global Effects On Thin Ice What Can We Do? Is Wind Energy the Future? Tracking Hurricane Irma What Will My Future Be Like?
Spring Term	
Topic Title	Details
<b>T3: World Cities</b>	The Rise and Rise of London Urbanisation Rural-Urban Migration in China What is it Like Living in Shanghai? Megacities What is it Like to Grow Up in a Poor Country? Housing the Poor – Focus on India Sustainable Cities <b>Skills Focus:</b> Choropleth Maps and Proportional Symbols
<b>T4: The Coastal Zone</b>	Waves and Tides The Waves at Work The Formation of Stacks The Formation of a Spit Coastal Landscapes Mapping the Coast The Rise and Fall of Blackpool How Long Can Happisburgh Hang On? The War Against the Sea
Summer Term	
Topic Title	Details
<b>T5: Preparing for GCSE</b>	A World of Extremes What on Earth is Latitude and Longitude? What is a Climate Graph? Water in the UK What is Water Stress? A New Reservoir for Oxfordshire Should the Reservoir Be Built? Say No to the Reservoir? Tackling the 9 marker



# Year 9 Overviews

## German

Autumn Term	
Topic Title	Details
Free time	Free time activities Opinions with “gern”, comparisons with “lieber” Discussing hobbies and interests Times of the day TV genres Describing your favourite show Saying when a show starts and ends. Musical instruments Sequencers and conjunctions
Health	Parts of the body Illnesses Saying “since when” and “how long ago”
Spring Term	
Topic Title	Details
School	Doctor’s advice (the imperative) Healthy and unhealthy lifestyles Opinions on subjects, comparisons Types of schools in Germany School buildings and facilities Students, teachers (masculine, feminine and plural endings) School rules Daily routine
Summer Term	
Topic Title	Details
Future	Future plans Future time phrases and adverbs Jobs Character traits Environment Opinions with “dass”, more conjunctions
Revision	Revision and End of Year Exams



# Year 9 Overviews

## History

Autumn Term	
Topic Title	Details
Civil Rights	Abolition of the slave trade How did the Jim Crow law impact black Americans? KKK Passive resistance Martin Luther King Malcolm X Selma
Jack the Ripper	An introduction to Whitechapel Social problems in Whitechapel Policing in Whitechapel A serial killer emerges What did 'the Ripper' look like? Who were the suspects? Why was the Ripper difficult to catch? Evil Criminal or social reformer? What makes a source reliable? Assessment preparation
Spring Term	
Topic Title	Details
Russian Revolution	Democracy vs Dictatorship Case study: The French Revolution Long term causes February and October Revolution Stalin vs Trotsky How did Stalin rise to power and how did he maintain control? How did communism change Russia?
Cold War	Origins of the Cold War Soviet Union and containment Berlin Blockade and the Berlin Wall Why was the existence of the atomic bomb so terrifying?
Summer Term	
Topic Title	Details
Cold War	Cuban Missile Crisis Moon landing conspiracy Vietnam War Soviet Collapse
The Holocaust	What is Genocide? Causes of the Holocaust Treatment of Jews in Nazi Germany Ghettos Kinder transport Concentration camps Why is it so important to remember the Holocaust? Final solution



# Year 9 Overviews

## Latin

Autumn Term				
Chapter	Characters	Grammar	Civilisation	v
11: mare	Sabina, Lucrio, Rufina, Alexander	Genitive Case -ne and -que	Romans and the sea	
12: incendium	Lucrio, Rufina, Catia, Quartilla, Currax, Gisco, Faustus	Giving orders (imperative) Vocative case	The Great Fire of Rome	
CHAPTERS 1-12 ASSESSMENT				
13: Arelatae	Sabina, Poppillus (baker) and Letta (his wife), Alexander	Relative pronouns and clauses	The theatre Bakeries	
14: artifex	Sabina, Alexander, Philetus, Poppillus and Letta, Lucilius, Tiro (Lucilius' slave)	Future tense Comparison	Mosaics Mining	
CHAPTERS 1-14 ASSESSMENT				
Spring Term				
Chapter	Characters	Grammar	Civilisation	v
15: villa	Lucilius, Tiro, Sabina, Alexander, Cantaber	Indirect statements	Country estates Dinner parties	
CHAPTERS 1-15 ASSESSMENT				
16: nuptiae	Hettia and Melo (Alexander's parents), Alexander, Lucilius, Cantaber, Otho, Sabina, Rufina	This and that Him, her, it, them	Marriage Husbands and wives	
<u>BOOK 2</u>	Currax, Gisco, Julia Felix, Oculatius, Quartilla, Ampliatius' slaves	Pluperfect tense Adverbs	The domus Shops and businesses Cleaning clothes	
17: Pompeii				
CHAPTERS 1-17 ASSESSMENT				
Summer Term				
Chapter	Characters	Grammar	Civilisation	v
18: libertas	Ampliatius and his clients, Nymphius, Gisco, Quartilla, Umbricia Fortunata, Indus, Celer	Future tense Impersonal phrases <i>eo</i>	Patrons and clients Garum Wine	
CHAPTERS 1-18 ASSESSMENT				
19: lacrimae	Gisco, Quartilla, Umbricius Scaurus and his family, Julia Felix, Ampliatius, Rufina, Lucrio	Present participle <i>fero</i>	Funerals and tombs The afterlife	
CHAPTERS 1-19 ASSESSMENT				
End of Year project: Roman Empire				





# Year 9 Overviews

## Mathematics

Autumn Term	
Topic Title	Details
Calculations	Place value and rounding, adding, and subtracting, multiplying, and dividing.
Expressions	Simplifying expressions, indices, expanding and factorising 1, algebraic fractions (H).
Angles and polygons	Angles and lines, triangles and quadrilaterals, congruence and similarity, polygon angles.
Spring Term	
Topic Title	Details
Handling data	Sampling, organising data, representing data, averages and spread.
Fractions, decimals, and percentages	Fractions and percentages, calculations with fractions, convert between fractions, decimals, and percentages.
Formulae and functions	Substitution, formulae, functions (H), equivalences in algebra, expanding and factorising 2.
Working in 2D	Measuring lengths and angles, area of a 2D shape, transformations.
Summer Term	
Topic Title	Details
Probability	Probability experiments, theoretical probability, expected outcomes, mutually exclusive events.
Measures and accuracy	Estimation and approximation, calculator methods, Measures, and accuracy



# Year 9 Overviews

## Music

Autumn Term	
Topic Title	Details
Unit: Blues Music	<p>Learning about the origins of blues and jazz Exploring the development of blues and jazz from 1900s – 1940s Learning about the different styles of blues, ragtime, dixieland and swing. Listening to and analysing examples of a range of different styles/genres Learning about key bands/musicians in each style Blues HW Research assessment task.</p> <p><b>Theory:</b> Consolidate all concepts from Y8 and MADTSHIRT <b>Melody/Harmony:</b> Major scale (aural and notation) Key signature, definition Circle of fifths Scale degrees Pentatonic and Chromatic Scales (aural and notation) Harmony Tonality of Chords in Major Keys Labelling chords using roman numerals Primary Triads - Secondary Triads Augmented and Diminished Triads (aural and notation) <b>Rhythm:</b> Groupings of quavers - Dotted crotchets/minims - Quaver and semiquaver combinations Dotted quaver/semiquaver combinations <b>Instrumentation:</b> Instruments commonly used in blues styles <b>Structure:</b> 12 bar blues - AABA popular song form <b>Performance:</b> Developing skills on chosen instrument (guitar, keyboard, voice, drums) 12 bar blues performance assessment Class improvisation tasks <b>Composition:</b> Class blues composition activity (lyrics and chords) <b>Music tech:</b> programme a swing/shuffle drum beat, input bass line + rhythm section</p>
Unit: Jazz Music	<p>Exploring the development of blues and jazz from 1940s – 1980s Learning about the different styles of bebop, cool, fusion. Listening to and analysing examples of a range of different styles/genres Learning about key bands/musicians in each style <b>Theory: Harmony:</b> Tonality of Chords in Minor Keys <b>Instrumentation:</b> Instruments commonly used in jazz styles Autumn theory test <b>Performance:</b> Developing skills on chosen instrument (guitar, keyboard, voice, drums) Class improvisation tasks Composing/Performing – Jazz performance/improvising assessment - C Jam blues? - Jazzy Jingle bells</p>
Spring Term	
Topic Title	Details
Unit: History of Rock and Pop	<p>Origins of popular music in the 1950s Exploring the different styles and the musical characteristics from the 1950s, 1960s and 1970s Listening to and analysing examples of a range of different styles/genres from 1950s, 1960s and 1970s Learning about key bands/musicians in each era Music era research task (h/w) <b>Theory: Instrumentation:</b> Instruments commonly used in different popular styles/genres <b>Performance:</b> Developing skills on chosen instrument (guitar, keyboard, voice, drums) Developing ensemble skills</p>



# Year 9 Overviews

	<p>Class performance activities linked to musical eras</p> <p>Solo instrument performance linked to rock music and riffs</p> <p>Exploring the different styles and the musical characteristics from the 1980s, 1990s and 2000s</p> <p>Listening to and analysing examples of a range of different styles/genres from 1980s, 1990s, and 2000s.</p> <p>Learning about key bands/musicians in each era</p> <p><b>Theory: Instrumentation:</b> Instruments commonly used in different popular styles/genres</p> <p><b>Rhythm:</b> Semiquaver subdivisions</p> <p>Compound Time vs Simple Time - 6/8 Time</p> <p>Spring term theory test</p> <p><b>Performance:</b> Developing skills on chosen instrument (guitar, keyboard, voice, drums)</p> <p>Developing ensemble skills</p> <p>Ensemble performance task</p> <p>Class performance activities linked to musical eras</p> <p><b>Composition:</b> Music technology synth pop composition task Soundtrap composition task</p>
<b>Summer Term</b>	
<b>Topic Title</b>	<b>Details</b>
<b>Unit: Music for the Screen</b>	<p>Add computer game music.</p> <p>Exploring the purpose of music in films/tv shows/games.</p> <p>Learning about important film composers</p> <p>Learning about the process for scoring a film</p> <p>Learning about the different people involved in creating music for films</p> <p>Listening to and analysing music from a range of films/tv show/video games, discussing how music creates emotion</p> <p><b>Key terms:</b> Film Score, Underscore, Soundtrack, Sound effects, Diegetic music, Non-diegetic music, theme, motif.</p> <p><b>Theory: Pitch:</b> Interval of 3rds</p> <p>Natural Minor Scale (aural and notation)</p> <p>Relative Keys</p> <p>Harmonic Minor (aural and notation)</p> <p><b>Rhythm:</b> Dotted Crotchet - Dotted Minim</p> <p><b>Tempo:</b> Accelerando, ritardando, rallentando, ritenuto</p> <p><b>Dynamics:</b> Fortissimo, pianissimo, fp</p> <p><b>Structure:</b> Compositional devices: motif/theme, pedal point, ostinato</p> <p><b>Instrumentation:</b> Orchestral instruments</p> <p><b>Performance:</b> Developing skills on chosen instrument (guitar, keyboard, voice, drums)</p> <p><b>Composition:</b> Class soundscapes using instruments, creating emotion through music</p> <p>'Song' Writing (with or without lyrics)</p> <ul style="list-style-type: none"> <li>• Compose chord sequences on the keyboard or guitar in C, G or F major, A, E or D minor.</li> <li>• Compose contrasting chord sequences to create pieces in either ternary or verse/chorus form.</li> <li>• Write simple bass lines using the root note of each chord. Give these bass lines rhythm and use passing notes to enhance them.</li> <li>• Create rhythmic accompaniment to support chord sequences.</li> <li>• Compose melodic lines, shaped by lyrics and/or harmonic intention.</li> </ul> <p>- Listening to and analysing music from a range of films/tv show/video games, discussing how music creates emotion</p> <p><b>Theory: Pitch:</b> Intervals of 4ths and 5ths - Triads/Chords, definition - Major/Minor (aural and notation)</p> <p><b>Rhythm:</b> Dotted Quaver - Triplet</p> <p><b>Tempo: Expressive markings:</b> Cantabile, dolce, grave, leggiero, pesante, molto, poco a poco Timbre: - Expressive techniques: legato, staccato, accent, marcato - Spring term test Performance:</p>



# Year 9 Overviews

	<p>Developing skills on chosen instrument (guitar, keyboard, voice, drums)</p> <p>Solo recording performance task</p> <p><b>Composition:</b> Film score task, using Bandlab Programme Music</p> <ul style="list-style-type: none"><li>• Compose chord sequences on the keyboard or guitar in C, G, or F major, A, E or D minor.</li><li>• Compose contrasting harmonic sequences that respond to extra-musical stimuli.</li><li>• Use percussion and percussive sounds.</li><li>• Explore melodic line, use of contrast and structural ideas, e.g. ABACA Improvise: Take the listener on an original musical journey.</li></ul>
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# Year 9 Overviews

## Physical Education

Autumn Term	
Topic Title	Details
P09EB1 P09WB1	Baseline Testing Boys Gym Baseline Testing D Block/Hall Basketball Boys Gym x 4 <b>Basketball Assessment Boys Gym</b>
	Badminton Hall x 3 Volleyball Hall Volleyball Boys Gym x 2 <b>1st Lesson Football Assessment</b> <b>2nd Lesson Volleyball Assessment</b>
P09EB2 P09WB2	Baseline Testing D Block/Hall Baseline Testing Boys Gym Badminton Hall x 4 <b>Assessment Hall</b>
	Volleyball Hall x 3 Football D Block x 3 <b>1st Lesson Volleyball Assessment</b> <b>2nd Lesson Football Assessment</b>
P09EG1 P09WG1	Baseline Testing Girls Gym Baseline Testing Dance Studio/S Block Fitness Dance Studio x 2 Trampolining Girls Gym x 2 <b>1st Lesson Fitness Assessment (DS)</b> <b>2nd Lesson Trampolining Assessment (GG)</b>
	Basketball Girls Gym x 2 Bench Ball Dance Studio Netball S Block x 3 <b>1st Lesson Basketball Assessment</b> <b>2nd Lesson Netball Assessment</b>
P09EG2 P09WG2	Baseline Testing Dance Studio/S Block Baseline Testing Girls Gym Trampolining Girls Gym x 2 Fitness Dance Studio x 2 <b>1st Lesson Trampolining Assessment (GG)</b> <b>2nd Lesson Fitness Assessment (DS)</b>
	Netball S Block x 3 Bench Ball Dance Studio Basketball Girls Gym x 2 <b>1st Lesson Netball Assessment</b> <b>2nd Lesson Basketball Assessment</b>
Spring Term	
Topic Title	Details
P09EB1 P09WB1	Table Tennis Boys Gym x 2 Hockey D Block x 2 <b>1st Lesson Table Tennis Assessment</b> <b>2nd Lesson Hockey Assessment</b>
	Football D Block x 3 Fitness Dance Studio x 2 <b>1st Lesson Badminton Assessment</b> <b>2nd Lesson Fitness Assessment</b>
P09EB2 P09WB2	Hockey D Block x 2 Table Tennis Boys Gym x 2



# Year 9 Overviews

	1st Lesson Hockey Assessment 2nd Lesson Table Tennis Assessment
	Basketball Boys Gym x 3 Fitness Boys Gym x 2 1st Lesson Basketball Assessment 2nd Lesson Fitness Assessment
P09EG1 P09WG1	Badminton Hall x 2 Volleyball Girls Gym x 2 1st Lesson Badminton Assessment 2nd Lesson Volleyball Assessment
	Hockey S Block x 2 Table Tennis Girls Gym x 3 1st Lesson Hockey Assessment 2nd Lesson Table Tennis Assessment
P09EG2 P09WG2	Volleyball Girls Gym x 2 Badminton Hall x 2 1st Lesson Volleyball Assessment 2nd Lesson Badminton Assessment
	Table Tennis Girls Gym x 2 Hockey S Block/Hall Hockey S Block x 2 1st Lesson Table Tennis Assessment 2nd Lesson Hockey Assessment
Summer Term	
Topic Title	Details
P09EB1 P09WB1	Rounders D Block x 2 Rounders Field Athletics Field Athletics Field/E Block 1st Lesson Rounders Assessment 2nd Lesson Athletics Assessment
	Cricket D Block x 3 Tennis E Block x 2 Softball Field 1st Lesson Cricket Assessment 2nd Lesson Tennis Assessment
P09EB2 P09WB2	Athletics Field/E Block x 2 Athletics Field Rounders Field Rounders D Block 1st Lesson Athletics Assessment 2nd Lesson Rounders Assessment
	Tennis E Block x 3 Cricket D Block x 3 1st Lesson Tennis Assessment 2nd Lesson Cricket Assessment
P09EG1 P09WG1	Rounders S Block x 2 Rounders Field Tennis S Block x 2 1st Lesson Rounders Assessment 2nd Lesson Tennis Assessment
	Cricket S Block x 3 Softball Field Athletics Field x 2 1st Lesson Cricket Assessment 2nd Lesson Athletics Assessment



# Year 9 Overviews

P09EG2 P09WG2	Tennis S Block x 3 Rounders Field x 2 <b>1st Lesson Tennis Assessment</b> <b>2nd Lesson Rounders Assessment</b>
	Athletics Field x 3 Cricket S Block x 3 <b>1st Lesson Athletics Assessment</b> <b>2nd Lesson Cricket Assessment</b>



# Year 9 Overviews

## PSHE

Autumn Term	
Topic Title	Details
Health and wellbeing	<b>Peer influence and substance use</b> Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation.
Living in the wider world	<b>Financial choices</b> Financial exploitation in different contexts e.g., online scams, values and attitudes to finance including debt.
Spring Term	
Topic Title	Details
Relationships	<b>Respectful relationships</b> Families and parenting, healthy relationships, conflict resolution, and relationship changes, marriage and forced marriage.
Health and wellbeing	<b>Healthy lifestyle</b> Diet, exercise, lifestyle balance, healthy choices and first aid.
Summer Term	
Topic Title	Details
Relationships	<b>Intimate relationships</b> Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography.
Living in the wider world	<b>Employability skills</b> Employability skills, applying for a job and routes into work.





# Year 9 Overviews

RS

Autumn Term	
Topic Title	Details
<b>Part One: The Study of Religions Christianity</b>	<p><b>Chapter 1: Beliefs and Teachings</b></p> <p>1.1 The nature of God  1.2 God as omnipotent, loving and just.  1.3 The Oneness of God and the Trinity  1. 4 Christian beliefs about creation  1. 5 The incarnation and Jesus, the Son of God  1.6 The Crucifixion  1.7 Resurrection and Ascension</p> <p><b>Mid Unit/ Key terms Assessments</b></p> <p>1.8 Resurrection and life after death  1.9 The afterlife and judgement  1.10 Heaven and Hell  1.11 Sin and Salvation  1.12 The role of Christ in salvation  1.13 Assessment guidance</p>
Spring Term	
Topic Title	Details
<b>Part two: Thematic Studies Relationships and Families</b>	<p><b>Chapter 3: Relationships and families</b></p> <p>3.1 Religious teachings about human sexuality  3.2 Sexual relationships before and outside marriage  3.3 Contraception and family planning  3.4 Religious teachings about marriage  3.5 Divorce and remarriage  3.6 Religious teachings about the nature of families in the 21<sup>st</sup> century  3.7 Religious teachings about the purpose of families in the 21<sup>st</sup> century</p> <p><b>Mid Unit/ Key terms Assessments</b></p> <p>3.8 Religious attitudes to gender equality  3.9 Assessment guidance  <b>3.10 End of unit assessment</b></p>
Summer Term	
Topic Title	Details
<b>Part One: The Study of Religions Islam</b>	<p><b>Chapter 1: Beliefs and Teachings</b></p> <p>1.1 The Oneness of God and the supremacy of God's will.  1.2 Key beliefs of Sunni Islam and Shi'a Islam  1.3 The nature of God  1.4 Angels  1.5 Predestination  1.6 Life after death  1.7 Prophethood and Adam</p> <p><b>Mid Unit/ Key terms Assessments</b></p> <p>1.8 Ibrahim  1.9 Muhammad and the imamate  1.10 The holy books in Islam  1.11 Assessment guidance  <b>1.12 End of unit assessment</b></p>



# Year 9 Overviews

<b>Part two: Thematic Studies Religion, Peace and Conflict</b>	<b>Chapter 6: Religion, peace, and conflict</b> 6.1 Introduction 6.2 Violence, violent protest, and terrorism 6.3 Reasons for war 6.4 Nuclear war and weapons of mass destruction 6.5 The just war 6.6 Holy war and religion as a cause of violence 6.7 Pacifism and peace-making  <b>Mid Unit/ Key terms Assessments</b>  6.8 Religious responses to victims of war 6.9 Assessment guidance <b>6.10 End of unit assessment</b>
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# Year 9 Overviews

## Science

Autumn Term	
Topic Title	Details
<b>Working Scientifically</b>	<b>Working Scientifically</b> <ul style="list-style-type: none"> <li>- The power of science</li> <li>- Methods, models, and communication</li> <li>- Asking scientific questions</li> <li>- Planning an investigation</li> <li>- Obtaining high quality data</li> <li>- Presenting data</li> <li>- Interpreting data</li> <li>- Errors and uncertainties</li> </ul>
<b>Maths in Biology</b>	<b>Maths in Biology</b> <ul style="list-style-type: none"> <li>- Decimal form and standard form</li> <li>- Ratios, fractions, and percentages</li> <li>- Significant figures</li> <li>- Frequency tables, bar charts and histograms</li> <li>- Sampling and probability</li> <li>- Mean, median and mode.</li> <li>- Estimates and order of magnitude</li> <li>- Data and graphs</li> <li>- Area and volumes</li> </ul>
<b>Cell level systems, Respiration and Photosynthesis</b>	<b>Cell level systems, Respiration and Photosynthesis</b> <ul style="list-style-type: none"> <li>- Plant and animal cells.</li> <li>- Bacterial cells</li> <li>- Light microscopy</li> <li>- Electron microscopy</li> <li>- DNA</li> <li>- Enzymes and enzyme reactions</li> <li>- Carbohydrates</li> <li>- Aerobic and anaerobic respiration</li> <li>- Photosynthesis</li> <li>- Photosynthesis experiments</li> <li>- Factors affecting photosynthesis.</li> <li>-</li> </ul>
<b>Particle model and Atomic Structure</b>	<b>Particle model and Atomic Structure</b> <ul style="list-style-type: none"> <li>- Introducing particles</li> <li>- Chemical and physical changes</li> <li>- Limitations of the particle model</li> <li>- Atomic structure</li> <li>- Isotopes</li> <li>- Developing the atomic model</li> </ul>
Spring Term	
Topic Title	Details
<b>Maths in Chemistry and Physics</b>	<b>Maths in Chemistry and Physics</b> (further reinforced from the Autumn Term)
<b>The particle model and changes of state</b>	<b>The particle model and changes of state</b> <ul style="list-style-type: none"> <li>- The model of the atom</li> <li>- Density</li> <li>- Energy and temperature</li> <li>- Specific heat capacity</li> </ul>



	<ul style="list-style-type: none"> <li>- Specific latent heat</li> <li>- Gas pressure and temperature</li> <li>- </li> </ul>
Scaling up- Supplying the cell and Challenges of size	<b>Scaling up- Supplying the cell and Challenges of size</b> <ul style="list-style-type: none"> <li>- Diffusion</li> <li>- Osmosis</li> <li>- Active transport</li> <li>- Mitosis</li> <li>- Cell differentiation</li> <li>- Stem cells</li> <li>- Exchange and transport</li> <li>- Circulatory system</li> <li>- Heart and blood</li> <li>- Plant transport systems.</li> <li>- Transpiration stream</li> <li>- Factors affecting transpiration.</li> </ul>
Summer Term	
Topic Title	Details
Purity and Separation Techniques	<b>Purity and Separation Techniques.</b> <ul style="list-style-type: none"> <li>- Relative formula mass</li> <li>- Empirical formula</li> <li>- Pure and impure substances</li> <li>- Filtration and crystallisation</li> <li>- Distillation</li> <li>- Chromatography</li> <li>- Purification and checking purity.</li> </ul>
Bonding and materials	<b>Bonding and materials</b> <ul style="list-style-type: none"> <li>- Metals and non-metals</li> <li>- Electronic structures</li> <li>- Forming ions</li> <li>- Ionic compounds</li> <li>- Simple molecules</li> <li>- Giant covalent structures</li> <li>- Polymer molecules</li> <li>- Structure of metals</li> <li>- Developing the Periodic table</li> <li>- Atomic structure</li> <li>- Carbon</li> <li>- Changing state</li> <li>- Bulk properties of materials</li> </ul>
Preparation for EOY exam. STEM Project	Preparation for EOY exam <ul style="list-style-type: none"> <li>- Revision techniques</li> <li>- Application of knowledge</li> <li>- </li> </ul> STEM Project <ul style="list-style-type: none"> <li>- Design challenge.</li> </ul>