**Curriculum Overview**

**Year 9**

**Autumn Term 2022-2023**

In this booklet you will find details for each subject which focusses on the substantive knowledge (facts etc) and disciplinary knowledge (how the subject gains knowledge. For example, in Science, disciplinary knowledge would focus on practical investigations, enquiry and data analysis etc).

This knowledge has been carefully sequenced to build in complexity and focuses on securing core knowledge, before moving on to more complex knowledge.

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| Books | This symbol indicates the ways in which we will support pupils with their reading. |
| Speech | This symbol indicates the key terminology we will be introducing in lessons. |
| Checklist RTL | This symbol indicates how we will assess progress in the term. |
| Home | This symbol indicates the homework pupils will be set. |

**Curriculum Overview for English**

 **Year 9**

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| **Term 1 - The Gothic Tradition****Substantive Knowledge:*** Gothic Literature is a genre of literature and film that covers horror, death, and at times, romance
* The Gothic derived from Walpole’s The Castle of Otranto and developed with texts such as Mysteries of Udolpho, Jane Eyre and Wuthering Heights.
* Gothic conventions consist of evoking mystery and fear, emotional distress, the supernatural, romance as well as many others.
* Characterisation is a conscious construct developed by a writer’ often convincing representation of society or a dramatised version for stylistic or moral effect.
* A conceptual metaphor is a figurative comparison that draws on experience and shared understanding of a source and the target image.
* Romanticism is an artistic and intellectual movement that began in the late 18th century where imagination rather than reason was the most important factor.
* A Byronic hero is an arrogant, intelligent, educated outcast, who somehow balances their cynicism and self-destructive tendencies with a mysterious magnetism and attraction, particularly for heroines.
* A periodic sentence is a sentence in which the main clause is given at the end of the sentence in order to create interest or suspense

**Disciplinary Knowledge:*** use tenor, vehicle and ground to analyse a range of metaphors
* use excellent epithets to evaluate and analyse Gothic characters and conventions
* Develop understanding of societal anxiety portrayed through Gothic Literature
* Evaluate the writer’s creation of characters and their state of mind.
* Develop use of conceptual metaphors to craft own detailed description.
* Use periodic sentences within own writing to build suspense.
* Summarise chronological events within Wuthering Heights and the development of tension and conflict.
* Evaluate the roles of Cathy and Heathcliff and Bronte’s purpose in creating such characters.
* Discuss thematic links between texts such as the conflicted mind as shown by Cathy in Wuthering Heights and Jane in The Yellow Wallpaper.
 | Books | Graphical user interface, application, Word  Description automatically generated |
| Speech |

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| Byronic | Characterisation | Conceptual metaphor |
| Convention | Desire | Disturbed |
| Duality | Empathy | Fin-de-siècle |
| Gothic | Human condition | Occult |
| Physiognomy | Psychological | Romanticism |
| Solitude | Sublime | Trope |

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| Checklist RTL | * Frequent checks for understanding and multiple-choice questions provided.
* Regular opportunities to practise summarizing and thesis statements.
* Low stakes quiz to assess knowledge of academic vocabulary, comparative themes, literary concepts & analytical lexis.

End point test |
| Home | A range/variety of online quizzes to embed and test substantive knowledge and vocabulary. |
| **Half Term 2: War Writing****Substantive Knowledge:*** The influence of the First World War on the development of modernism as a literary movement
* *Journey’s End* is a modernist play
* What makes a ‘well-made’ play
* The 3 different types of irony (dramatic, situational & verbal)
* How Aristotle’s 5 part plot structure applies to *Journey’s End*
* Characters are vehicles which represent particular tenors
* Themes are tenors represented by different vehicles
* Aristotle’s dramatic unities and how these apply to *Journey’s End*
* Can explain the effects of irony and symbolism
* How characters from different social classes are presented in *Journey’s End*
* How heroism, comradeship, class and power are presented in *Journey’s End*

**Disciplinary Knowledge:*** use tenor, vehicle and ground to analyse a range of metaphors
* use excellent epithets to evaluate and analyse characters and themes
* Demonstrate understanding of societal anxiety portrayed through war writing
* Evaluate the processes a writer uses to create characters
* Explain the effects of figures and schemes in poetry
* Develop use of conceptual metaphors to craft own detailed description.
* Use a range of create sentence types in descriptive writing Summarise chronological events within Journey’s End and the development of tension and conflict.
* Evaluate the roles of Stanhope, Osbourne and Raleigh and Sherriff’s purpose in creating such characters.
* Discuss thematic links between texts
 | Books | Graphical user interface, application, Word  Description automatically generated |
| Speech |

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| Allusion | Blank verse | Caesura |
| Climax | Characterisation | Irony |
| Dialogue | Denouement | Dialect |
| Form | Figurative language | Formalism |
| Direct address | Foreshadowing | End-stopping  |
| Structure | Realism | Sibilance |
| Personification | Rhyming couplet | Juxtaposition |
| Absurdity | Protagonist | Exposition |
| Caesura | Enjambement | End-stopping |
| Sonnet | Individualism |  |

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| Checklist RTL | * Frequent checks for understanding and multiple-choice questions provided.
* Regular opportunities to practise summarizing and thesis statements.
* Low stakes quizzing for knowledge
* End of topic test.
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| Home | A range/variety of online quizzes to embed and test substantive knowledge and vocabulary. |

**Curriculum Overview for Mathematics**

**Year 9**

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| **Half Term 1: Exploring Graphs****Declarative Knowledge:**Recognise the four quadrants of a co-ordinate gridPlot point in at least 1 quadrant of a coordinate gridPlot co-linear points in 1 quadrantDiscuss/describe a relationship between x and y coordinates Discuss/describe a relationship between 2 linear variables **Procedural Knowledge:**Create an equation for graphs with +ve gradientsCreate an equation for graphs with +ve gradients including decimals and fractionsCreate an equation for graphs with a positive gradient and +ve interceptPlot point in 4 quadrants recapCreate an equation for graphs with -ve gradientsCreate an equation for graphs with -ve gradients including decimals and fractionsCreate an equation for graphs with a -ve interceptIdentify the gradient from y = mx + cIdentify the intercept from y = mx + cRearrange to find the above ay = mx + cRearrange to find the above mx + y = cRearrange to find the above with mx + ay = c Substitute to generate points with negativeSubstitute into an implicit points equationsCheck to see if coordinates points on a lineSubstitute into and generate coordinate for y = x2+cPlot and recognise a quadratic graphSubstitute into and generate coordinate for y = -(x)2+cSubstitute into and generate coordinate for y = x2+bx+cIdentify a minimum or maximum for quadratic graphIdentify estimated roots of a quadratic graph**Conditional Knowledge:** Recognise physical differences in line with a negative gradient and positive gradientsApply knowledge to create an equation for a horizontal lineExplore the limitations of your knowledge with a vertical lineApply knowledge to across a range of linear graphsRecognise limits of a calculator | Books | Modelling reading of questions by the class teacher – teaching like a Mathematician Two key words at the start of each lesson defined Expectation of Mathematical vocabulary used in lessons |
| Speech | Function, equation Quadratic, cubic, reciprocal Gradient, y-intercept, x-intercept, root Sketch, plot Kinematic Speed, distance, time Acceleration, deceleration Linear, non-linear Parabola, Asymptote Rate of change |
| Checklist RTL | There will be a formal end of half-term exam incorporating the 2 units studied during the half-term and will recall work from Half-Term 1We will re-teach during an Exam Review lesson after the assessment |
| Home | Key Knowledge Organiser test – revise the key knowledge organiser given at the start of the unitDr Frost Maths – practising skills using DrFrostMaths.com (a unique username and password will be provided by the school) |
| **Half Term 1: Expanding and Factorising****Declarative Knowledge:**Understand that single brackets produce a linear graph and double brackets produce a quadratic graph**Procedural Knowledge:**Expand brackets with only positivesExpansion with more than 1 letter and/or more than 2 termsExpansion and simplify with 2 or more bracketsExpansion to problems with negatives within the bracketsExpansion to problems with a negative outside the bracketsExpansion with negative with 2 or more bracketsExpansion with all fractionsExpansion with 2 brackets (all positive)Expansion with 2 brackets (all negative)Expansion with 2 brackets (mixed signs)Expansion with 3 bracketsFactorise into a bracket with only positives and negativeinside the bracketFactorisation with more than 1 factorFactorisation with negative common factorsFactorise with indices greater than 2Factorise quadratics (Only positives)Factorise quadratics (With negatives)**Conditional Knowledge:**Know when to expand first or divide first to solve an equation. Sketch the graph from the factorised quadratic.  | Books | Modelling reading of questions by the class teacher – teaching like a Mathematician Two key words at the start of each lesson defined Expectation of Mathematical vocabulary used in lessons |
| Speech | Inequality Identity Equivalent Equation Formula, Formulae Expression Expand Linear Quadratic |
| Checklist RTL | There will be a formal end of half-term exam incorporating the 2 units studied during the half-term and will recall work from Half-Term 1We will re-teach during an Exam Review lesson after the assessment |
| Home | Key Knowledge Organiser test – revise the key knowledge organiser given at the start of the unitDr Frost Maths – practising skills using DrFrostMaths.com (a unique username and password will be provided by the school) |
| **Half Term 2: Transformations****Declarative Knowledge:**Know the meaning of rotation, translation, enlargement and reflection**Procedural Knowledge:**Identify rotational symmetryDescribe a rotationRotate a shape 1800 Rotate a shape 900 in any directionShow any rotation on a coordinate gridDescribe a translationDescribe a translation with a column vectorDemonstrate how to translate (including with a column vector)Describe a reflection, describing the mirror lineShow a reflection in the a vertical or horizontal lineShow a reflection in y = x or y = -xDescribe a positive enlargementShow a positive enlargement on a gridShow a positive enlargement using ray lines and a centreShow a positive fractional enlargement using ray linesShow a negative enlargement using ray lineDemonstrate how to move the object through more than 1 transformationDescribe and object moved through more than 1 transformation**Conditional Knowledge:**Identify invariant points | Books | Modelling reading of questions by the class teacher – teaching like a Mathematician Two key words at the start of each lesson defined Expectation of Mathematical vocabulary used in lessons |
| Speech | (Cartesian) coordinates Axis, axes, x-axis, y-axis Origin Quadrant Translation, Reflection, Rotation Transformation Object, Image Congruent, congruence Mirror line Vector Centre of rotation, invariant point, Enlarge, enlargement Scaling Scale factor Centre of enlargement Object Image |
| Checklist RTL | There will be a formal end of half-term exam incorporating the 2 units studied during the half-term and will recall work from Half-Term 1We will re-teach during an Exam Review lesson after the assessment |
| Home | Key Knowledge Organiser test – revise the key knowledge organiser given at the start of the unitDr Frost Maths – practising skills using DrFrostMaths.com (a unique username and password will be provided by the school) |
| **Half Term 2: Financial Maths****Declarative Knowledge:**Have an awareness of where money can come from.Understand and use common financial terminologyUnderstand the role of Income Tax and National Insurance **Procedural Knowledge:**Be able to interpret a bank statement.Be able to interpret and create a budget, with an awareness of accuracy and estimated valuesCalculate VAT at different ratesBe able to calculate profit and loss for business contextsCalculate percentage profit and lossMove freely between hourly, weekly, monthly and annual payCalculate gross income for a variety of wage schemes Calculate bonus income using percentage commissionCalculate Taxable PayCalculate Net Income**Conditional Knowledge:** Apply tax and national insurance rates correctly by income bandCalculate total deductions (tax and national insurance) Compare and analyse impact of changes to rates and pay schemes | Books | Modelling reading of questions by the class teacher – teaching like a Mathematician Two key words at the start of each lesson defined Expectation of Mathematical vocabulary used in lessons |
| Speech | To credit To debit Expenditure Income Salary Wage Inheritance Rent Mortgage Utilities Tax Budget VAT ‘Value Added Tax’ Interest Simple Interest Compound Interest Debt Appreciation Depreciation Per Annum. Expenditure, Profit. |
| Checklist RTL | There will be a formal end of half-term exam incorporating the 2 units studied during the half-term. We will re-teach during an Exam Review lesson after the assessment |
| Home | Key Knowledge Organiser test – revise the key knowledge organiser given at the start of the unitDr Frost Maths – practising skills using DrFrostMaths.com (a unique username and password will be provided by the school) |

**Curriculum Overview for Science**

**Year 9**

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| **Half Term 1: Biology, Chemistry and Physics Big Ideas** **Substantive Knowledge:**What classifies something as living; structure and organelles of simple plant/animal cells and bacterial cells; Functions of organelles; Differences between prokaryotes and eukaryotes; Hierarchical system of organisation; Structure of the digestive system and function; Structure of the respiratory system and function; How the respiratory and digestive system work together.; Structure and function of the reproductive systemsDefinitions of element, atom, ions, compound, mixture, molecule and isotopes; Identify how early and modern periodic tables are organised; Interpret the periodic table; Structure of the atom; The charge and mass of subatomic particles.Energy stores; Energy transfers; Useful and wasteful energy; Efficiency equationStandard units and power of ten; variables; understand accuracy, precision, resolution, repeatability, reproducibility**Disciplinary Knowledge:**Practical use of microscopesHow to calculate subatomic particlesDraw atomsDraw ionsIdentify useful and wasteful energiesCalculate efficiencyProduction and use of flash cards, revision cards and mind maps.How to convert unitsDrawing a table How to calculate a mean | Books | Skim readingDecoding – modelledEtymology of key terms |
| Speech | Cell, prokaryotic, eukaryotic, organelle, plant, animal, bacteria, tissue, organ, organ system, organism, organ system, neurone, impulse, reproductive, Element, Atomic weight, Atomic proton number, Atom, Nucleus, Subatomic particle, Proton, Electron, Neutron, Isotope, Relative atomic mass, Shell, Ion, Energy, Store, Transfer, system, System, chain, Sankey diagram, Insulation, heating, Line of best fit, scale, control |
| Checklist RTL | Recall – one for each science |
| Home | Preparation of revision cards for every lessonMemorising of revision cards for recall quiz – one for each science |
| **Half Term 2: Biology, Chemistry and Physics Big Ideas****Substantive Knowledge:**Structure and function of the reproductive systems; The relationships between genes, chromosomes and DNA; Theory of evolution in the context of plants and animalsDefinitions of element, atom, ions, compound, mixture, molecule and isotopes; Properties of mixtures; What reactants and products areContact and noncontact forcesunderstand what an anomaly is; understand what a line of best fit is; Non-linear, proportional, directly proportional graphs; understand what a trend is; understand what a gradient is**Disciplinary Knowledge:**How scientists work together to develop ideas.How to calculate subatomic particles; Draw atoms; Draw ionsDrawing force diagrams; Calculating resultant forces; Writing methods; Plotting data; Scaling an axis; Drawing a line of best fit; Calculating a gradient | Books | Skim readingDecoding – modelledEtymology of key terms |
| Speech | Gamete, haploid, DNA, double helix, adaptation, evolution, mixture, compound, properties, effervescence, observation, reactants products, equation, Useful, wasteful, efficiency, Variables, efficiency, accurate, Work, energy, transfer, Power, work, method, Power, Force, Resultant force, Balanced and unbalanced force, terminal velocity |
| Checklist RTL | Review sheet – one for each scienceEnd of unit assessment – one for each science |
| Home | Preparation of revision cards for every lessonReview sheet – for each scienceRevision for end of unit assessment – for each science |

**Curriculum Overview for History**

**Year 9**

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| **Half Term 1: How far was the USA roaring in the 1920s?****Substantive Knowledge:**PowerImmigration Racism Protest Equality Diversity Democracy **Disciplinary Knowledge:**Literacy skillsAnalytical skillsSource analysisReading comprehensionDeveloping and sustaining argumentEmpathy Evaluating significance | Books | Individuals read aloud Opportunities for jump in reading for articles/source material.Skim reading source material to look for key phrases/words*Book recommendation: The Great Gatsby by F.Scott Fitzgerald*  |
| Speech | ProhibitionSpeakeasyLibertyIndustrialisationDemocracy Anti-Saloon LeagueGangsterJazzEquality  |
| Checklist RTL | Section A: knowledge quiz 10 questionsSection B: Skills question focusing explaining the causes and consequences of Prohibition  |
| Home | Homework booklets, set weekly |
| **Half Term 2: What was life like in Hitler's Germany?****Substantive Knowledge:**PowerDictatorship Fascism ReligionEquality Propaganda Conquer **Disciplinary Knowledge:**Literacy skillsAnalytical skillsSource analysisReading comprehensionDeveloping and sustaining argumentEmpathy Evaluating significance | Books | Individuals read aloud Opportunities for jump in reading for articles/source material.Skim reading source material to look for key phrases/words*Book recommendation for challenge: The book thief by Markus Zusak**The Diary of Anne Frank* |
| Speech | HolocaustShoahGenocide Concentration campRemembrance DictatorRepressionOppressionPropagandaLebensraumAppeasement Mein Kampf  |
| Checklist RTL | Section A: knowledge quiz 10 questionsSection B: Skills question focusing on source analysis of life in Nazi Germany |
| Home | Homework booklets, set weekly |

**Curriculum Overview for Geography**

**Year 9**

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| **Half Term 1: How does China’s demography change through space and time?****Substantive Knowledge:**Population DensityPopulation Distribution Strategies to reduce population growthIssues with population growthSustainability**Disciplinary Knowledge:**Literacy skillsAnalytical\explanation skillsReading comprehensionEvaluatingAnalysis of dataMap skills Interpretation of maps/sources  | Books | * The countries in Asia especially China, Russia and India
* The factors affecting the population distribution in China – east v west, human v physical factors.
* Population growth in China and the reason for and impact of the one child policy.
* Population pyramids and how China’s population pyramid is changing. Comparison with India and Russia.

**Book Recommendation:** Little White Duck: A childhood in China – Na Liu and Andres Vera Martinez |
| Speech | AsiaContinentPopulation Birth rateDeath rateLife expectancyLIC (Low Income Country)HIC (High Income Country) Population pyramid TerrainFactorHumanPhysicalReliefDistribution |
| Checklist RTL | Assessment – Describe and explain the reasons behind China’s population distribution |
| Home | Homework booklet set weekly  |

**Curriculum Overview for PSHE**

**Year 9**

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| **Half Term 1: E-Safety****Substantive Knowledge:**What is the computer misuse actWhat are the PEGI age ratingsWhat are age restrictions on social mediaWhat is a digital footprintWhat is cyberbullyingWhere can cyberbullying take placeHow can I support people being bullied onlineHow do I know if news is fakeHow can I report fake newsWhat is streamingHow can I live stream safelyHow do I report concerns onlineWhere can I go for concerns about online safetyWhat is streamingWhat is the Academy’s Acceptable Use policyWhat happens if I lose control of personal information**Disciplinary Knowledge:**Literacy skillsAnalytical skillsSource analysisReading comprehensionDeveloping and sustaining argumentEmpathy Evaluating significance | Books | Whole class reading Individuals read aloud Opportunities for jump in reading for articles/source material.Skim reading source material to look for key phrases/words |
| Speech | CybercrimeMisusePEGIRestrictionsCyberbullyingSocial NetworkFakeReportStreamingLawsSharingAcceptable Use Policy |
| Checklist RTL | Regular low stakes knowledge factual recall assessment/test e.g QuizzizEnd of unit exam question- assessments |
| Home | Learning Journey questionsResearch reporting on social mediaLog a week of daily streaming |

*Half term 2 will be updated prior to the start of the new half term*

**Curriculum Overview for Religion, Philosophy and Ethics**

**Year 9**

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| **Half Term 1: What is humanism?****Substantive Knowledge:**Atheism Non-theistic way of life Morality beyond religion Scientific Theory Logic**Disciplinary Knowledge:**Comprehension Listening Team work Leadership Debate Self-evaluation Critical thinking | Books | Teachers lead by example. Teachers read from the board but will also encourage pupils to read aloud to the class |
| Speech | Humanist Non-theistic Atheist Stewardship Environmentalist Nihilist Dignity Rites Ceremony Morality Ethics Big Bang Evolution |
| Checklist RTL | Assessment at the end of the unit made up of short answer and long answer questions. |
| Home | Homework booklet with tasks every week |
| **Half Term 2: What is a Good Life?****Substantive Knowledge:**Prayer Faith Enlightenment Happiness Mental Health Compassion**Disciplinary Knowledge:**Comprehension Listening Team work Leadership Debate Self-evaluation Critical thinking | Books | Teachers lead by example. Teachers read from the board but will also encourage pupils to read aloud to the class |
| Speech | Faith Jesus Parables Charity Prayer Mindfulness Meditation Eightfold Path Enlightenment Veganism Animal testing Animal welfare Environmentalist |
| Checklist RTL | Assessment at the end of the unit made up of short answer and long answer questions. |
| Home | Homework booklet with tasks every week |

**Curriculum Overview for Citizenship**

**Year 9**

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| **Half Term 1: Why do we have laws?****Substantive Knowledge:**RulesYouth courtCriminal responsibilityCourt cases**Disciplinary Knowledge:**Comprehension of newspaper articles Evaluate other pupils’ ideas Discuss personal ideas Oracy skills Written communication  | Books | Teachers lead by example. Teachers read aloud but will also encourage pupils to read aloud to the class and in smaller groups.  |
| Speech | Justice Court Punishment Responsibility Judge Criminal justice system Law Equality Government Prejudice Discrimination Human Rights Petition Boycott Activist Migration Refugee Asylum seeker immigration  |
| Checklist RTL | Recall quiz |
| Home | Homework booklet with tasks to be completed every other lesson |
| **Half Term 2: What is Fair?****Substantive Knowledge:**EqualityDiscrimination and its impactHuman Rights ActHuman Rights abuseTaking action on global problems**Disciplinary Knowledge:**Comprehension of newspaper articles Evaluate other pupils’ ideas Discuss personal ideas Oracy skills Written communication  | Books | Teachers lead by example. Teachers read aloud but will also encourage pupils to read aloud to the class and in smaller groups.  |
| Speech | Justice Court Punishment Responsibility Judge Criminal justice system Law Equality Government Prejudice Discrimination Human Rights Petition Boycott Activist Migration Refugee Asylum seeker immigration  |
| Checklist RTL | Extended written piece of writing and retrieval questions |
| Home | Homework booklet with tasks to be completed every other lesson |

**Curriculum Overview for French**

**Year 9**

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| **Half Term 1 & 2: Projets d‘avenir****Substantive Knowledge:**This units talks about work and future aspirations.Talk about work , what people can do to earn money, different types of jobs , future aspirations , understand and explain the qualities of an inventor. **Disciplinary Knowledge:**Using modal verbs pouvoir. devoir/vouloir/ future tense/ using three tenses / using connectives to extend /giving extended opinions/pour +infinitive / formulating questions in the perfect tense. | Books | * De-coding new vocabulary
* Reading for gist
* Reading for detail
* Understanding word association
* Looking at written prose.
* Model reading
* Paired reading
* Reading out loud
 |
| Speech | **Key vocabulary**j’irai /je travaillerai / tu serasc’est , ce sera / ce serait , c’étaitil y aura / il y auraitQu’est -ce que tu as étudié ?Qu’est-ce que tu voudrais faire à l’avenir ?Parce que/ carSi j’avais le choixPlu tard, je voudraisÊtre / avoirOpinions + infinitives = j’aime travaillerTime phrases : aujourd’hui, hier, l’année dernière / prochaine/ l’été dernier / prochain/ à l’avenir**Extension phrases :**Je dirais que ce sera +adjectiveMême si j’ailleDepuis que je suis au collège, j’ étudie …Apres avoir fini …Avant d’aller à l’université |
| Checklist RTL | **Formative assessment**Listening and reading exercises.Speaking peer and self assessed interview. **Summative assessment**Writing assessment – write a about any work experience and future aspirations. |
| Home | Memrise.comQuizizz.comResearch tasksLanguagenut  |

**Curriculum Overview for Computer Science**

**Year 9**

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| **Half Term 1** E-Safety Grooming, sexting, the dark web**Substantive Knowledge:**What the dark web and how it is not only used for illegal activity but by newspapers and is funded by the US government**Disciplinary Knowledge:*** Explore grooming and how talking to strangers and sharing information can be used by a groomer
* How sexting can affect someone's life even if they are in a relationship with the person, they are sexting
 | Books | Model readingReading out loudSkim and Scan of source informationDecoding termsEtymology of key terms |
| Speech | GroomingSextingDark webConsequencesStatisticsRamifications |
| Checklist RTL | **Formative assessment**Knowledge checksQuizPractice questions**Summative assessment**End of unit assessment |
| Home | QuizizzPractice questionsRevision tasksResearch tasks |

**Curriculum Overview for Music**

**Year 9**

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| **Half Term 1: Dance Music****Substantive Knowledge:**Understand the connection between the steps, movement and formation of dances and the inter-related musical features within the music that accompanies them.different dance music genres use different time signatures and metres and how these relate to the dance.dance music is chiefly made up of primary chords, using chords I, IV, V, V7 and seventh chords in a range of simple major and minor keys.**Disciplinary Knowledge:**Describe the different accompaniment patterns and textures in dance music from different times and places.  | Books | Key TermsEtymology of Key Terms |
| Speech | Marches, The Baroque Dance Suite, Waltz, Latin Dance: Tango, Irish Jig and Reel, American Line Dance, Disco, Club Dance. Primary Chords, Time Signatures |
| Checklist RTL | Recall Questions to Start Every LessonEnd of Unit Assessment |
| Home | Homework Sheet |
| **Half Term 2: Film Music****Substantive Knowledge:**How music can enhance the visual images and dramatic impact of film and can reflect the emotional and narrative messages of the drama.How timing is a crucial factor in the composition and performance of music for film.How film music can change the viewer’s interpretation of a scene**Disciplinary Knowledge:**How to create an effective musical narrative for a film scene, using appropriate techniques to create an intended effect. | Books | Key TermsEtymology of Key Terms |
| Speech | Leitmotif, Soundtrack, Theme Song, Mickey-Mousing, Sequencing, Storyboard, Sound Effects, Motif, Timbre / Sonority, Musical Clichés, Diegetic / Non-Diegetic Music. |
| Checklist RTL | Recall Questions to Start Every LessonEnd of Unit Assessment |
| Home | Homework Sheet |

**Curriculum Overview for Drama:**

**Year 9**

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| **Half Term 1 &2: Monologues and Duologues****Substantive Knowledge:**Understand the terms monologue and duologueUnderstand the uses and purpose of monologues and duologuesLearn the Stanislavski MethodConsider different methods of delivery for monologues**Disciplinary Knowledge:**Use given circumstances and hot-seating to explore a character and develop your ability to create convincing characterisation Explore different ways of delivering lines: use of voice, movement, gesture, levels, interaction with the audienceApply understanding of monologues to create your own character, situation and appropriate monologue | Books | Decoding of key words – modelledEtymology of key termsIndividuals read aloud Opportunities for jump in reading from scriptsScript choices to build confidence |
| Speech | Monologue, Duologue, Dialogue, Given circumstance, Characterisation, Physicality, Proxemics, Hot-seating  |
| Checklist RTL | Recall tests – verbal and on whiteboardsEnd of unit 10 question knowledge quizPractical assessment of delivery of a monologue OR duologue from a pre-existing scriptPractical assessment of delivery of a devised monologue for a character of your choice |
| Home | Preparation for knowledge retrieval test.Learn lines for practical assessment of a monologue. |

**Curriculum Overview for Design Technology**

**Year 9**

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| **Term 1: Pewter Jewellery****Substantive Knowledge:**Computer aided designComputer aided manufacturingThe working properties of alloys The process of casting and the risks associated with it.**Disciplinary Knowledge:**Use Computer aided design programme to design casting mouldTransfer designs to Laser cutter.Apply knowledge for safe use of casting.Use a variety of metal skills to produce a quality jewellery brooch/necklace. | Books | Decoding of keywords.Opportunities for extended knowledge theory |
| Speech | Casting Vee gatesDatum points and lines PewterBuffing TransferComputer aided DesignComputer aided manufactureBatch production |
| Checklist RTL | Recall tests Review sheetEnd of unit test |
| Home | Retrieval and review Homework sheet.Preparation for retrieval test |

**Curriculum Overview for Catering**

**Year 9**

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| **Term 1: Staple foods** **Substantive Knowledge:**Staple food from around the worldHistory of the potatoAllergiesAutoimmune diseaseDietary needs of different people **Disciplinary Knowledge:**Cook dishes and identify different staple foods and their origins. Evaluation of dishes.Identifying allergens within dish. How technology has impacted food production. Alternative ingredients to suit allergies and auto-immune dishes Dietary requirements of age, activity levels and food choice.  | Books | Decoding of key words Opportunities for extended knowledge theory.  |
| Speech | Allergy, autoimmune, dietary need, growth, repair, technology in farming, calorie intake, energy expenditure, age.  |
| Checklist RTL | Recall tests Review sheets End of unit test.  |
| Home | Retrieval and homework sheetPreparation for retrieval test.  |

**Curriculum Overview for Art and Design**

**Year 9**

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|  **Half term 1. Surrealism****Substantive Knowledge:**Surreal artwork and Salvador DaliPainting with acrylic, blending and skin toneTonal drawing Translating an image using a grid**Disciplinary Knowledge:**The inspirations and ideas behind the Surrealist movement including dreams, magic, beauty in the unexpected and the disregarded and unconventionalWhich colours to mix in order to produce different skin tones, colour mixing ratiosAdjusting tone by varying pressure, changing their pencil or layering to add depth and a sense of three dimensionality to drawings Creating a distorted drawing by manipulating a standard drawing grid  | Books | Decoding of keywords with etymology Teacher modelling subject specific vocabulary Opportunities for group and independent reading of artist context pagesCritical analysis of artist’s work with guidance on writing an opinion |
| Speech | Surrealist, Surrealism, bizarre, collage, frottage, juxtaposition,conscious/unconscious, Exquisite Corpse, automatism, metamorphism |
| Checklist RTL | Student/teacher discussionPeer markingSelf-assessment Questioning Start and end of unit RAG rating  |
| Home | Artist research page on Salvador Dali Print out reference imagery needed to draw their own Surrealism inspired eyeCreate a tonal drawing of their eye  |
| **Half term 2. Surrealism****Substantive Knowledge:**CollageTextureTonal drawing Responding to an artist’s ideas**Disciplinary Knowledge:**Experimenting with composition and perspective to create a visually engaging piece Incorporating organic texture into artwork using surface pattern rubbings to make a piece more interesting Adjusting tone by varying pressure, changing their pencil or layering to add depth and a sense of three dimensionality to drawingsDesigning, producing and critically evaluating a final piece  | Books | Decoding of keywords with etymology Teacher modelling subject specific vocabulary Opportunities for group and independent reading of artist context pagesCritical analysis of artist’s work with guidance on writing an opinion |
| Speech | Surrealist, Surrealism, bizarre, collage, frottage, juxtaposition,conscious/unconscious, Exquisite Corpse, automatism, metamorphism, composition, perspective  |
| Checklist RTL | Student/teacher discussionPeer markingSelf-assessment Questioning Start and end of unit RAG rating  |
| Home | Create a research page about Margaret Keane ‘big eyes’ artist.Complete a tonal study of their own eye |

**Curriculum Overview for Careers**

**Year 9**

|  |  |  |
| --- | --- | --- |
|  **Half Term 1: Wood Vehicle****Substantive Knowledge:**Recognising Transferable skillsCareer pathwaysWhat are Smart targetsOptionsPart time work**Disciplinary Knowledge:**How to use transferable skills in a variety of jobsUnderstanding what a career pathway isSetting SMART targetsUnderstanding the options process | Books | BUGPre-teaching of key vocab at the start of each lesson |
| Speech | Personal strengthArea for developmentTransferable skillCareer pathwaySMART targetsOptionsCareers BucketCommunicationPart time work  |
| Checklist RTL | Baseline assessment at startMid-point reflection on baselinePersonal statement at end of unit |
| Home | Research Task |

**Curriculum Overview for Core PE**

**Year 9**

|  |  |  |
| --- | --- | --- |
| **Half Term 1: Rotation of Sports****Substantive Knowledge:**Rugby:Netball: * Passing
* Receiving
* Defending
* Attacking
* Applying the correct technique
* Special awareness
* Movement off the ball
* Creating space
* Intercepting
* What is onside/offside?
* Footwork
* What is communication?
* What is meant by umpiring/coaching?

**Disciplinary Knowledge:**Rugby:* Pupils to perform skills within drills, conditioned games, small sided game/mini tournaments.
* Leadership opportunities
* Officiating
* Evaluating performance
* Communication and teamwork
* Selection of pass to meet the demands of a game

Netball:* Pupils to perform skills within drills, conditioned games, small sided game/mini tournaments.
* Leadership opportunities
* Officiating
* Evaluating performance
* Communication and teamwork
* Selection of shot to meet the demands of a game
 | Speech | Rugby:PenetrateOverloadGateBack footBindingTower of powerJacklingSquareSecond rowBody positionLineoutTouchStrategyAttacking lineDefensive line7s |
| Speech | Netball:FundamentalsTechniqueDecision makingMovementPenetrateStrategiesPossessionInterceptCentre PassOnsidePivotRunning footworkCommunicationUmpiring/coachingTactical awareness# |
| Checklist RTL | Pupils to have a formal practical assessment at the end of the unit. |