**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 | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |  |  |  | | --- | --- | --- | | Byronic | Characterisation | Conceptual metaphor | | Convention | Desire | Disturbed | | Duality | Empathy | Fin-de-siècle | | Gothic | Human condition | Occult | | Physiognomy | Psychological | Romanticism | | Solitude | Sublime | Trope | |  |  | |  |  |  | |  |  |  | |
| 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 | |  |  |  | | --- | --- | --- | | 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 |  | |
| 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. |
| 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 grid  Plot point in at least 1 quadrant of a coordinate grid  Plot co-linear points in 1 quadrant  Discuss/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 gradients  Create an equation for graphs with +ve gradients including decimals and fractions  Create an equation for graphs with a positive gradient and +ve intercept  Plot point in 4 quadrants recap  Create an equation for graphs with -ve gradients  Create an equation for graphs with -ve gradients including decimals and fractions  Create an equation for graphs with a -ve intercept  Identify the gradient from y = mx + c  Identify the intercept from y = mx + c  Rearrange to find the above ay = mx + c  Rearrange to find the above mx + y = c  Rearrange to find the above with mx + ay = c  Substitute to generate points with negative  Substitute into an implicit points equations  Check to see if coordinates points on a line  Substitute into and generate coordinate for y = x2+c  Plot and recognise a quadratic graph  Substitute into and generate coordinate for y = -(x)2+c  Substitute into and generate coordinate for y = x2+bx+c  Identify a minimum or maximum for quadratic graph  Identify estimated roots of a quadratic graph  **Conditional Knowledge:**  Recognise physical differences in line with a negative gradient and positive gradients  Apply knowledge to create an equation for a horizontal line  Explore the limitations of your knowledge with a vertical line  Apply knowledge to across a range of linear graphs  Recognise 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 1  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 unit  Dr 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 positives  Expansion with more than 1 letter and/or more than 2 terms  Expansion and simplify with 2 or more brackets  Expansion to problems with negatives within the brackets  Expansion to problems with a negative outside the brackets  Expansion with negative with 2 or more brackets  Expansion with all fractions  Expansion with 2 brackets (all positive)  Expansion with 2 brackets (all negative)  Expansion with 2 brackets (mixed signs)  Expansion with 3 brackets  Factorise into a bracket with only positives and negative  inside the bracket  Factorisation with more than 1 factor  Factorisation with negative common factors  Factorise with indices greater than 2  Factorise 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 1  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 unit  Dr 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 symmetry  Describe a rotation  Rotate a shape 1800  Rotate a shape 900 in any direction  Show any rotation on a coordinate grid  Describe a translation  Describe a translation with a column vector  Demonstrate how to translate (including with a column vector)  Describe a reflection, describing the mirror line  Show a reflection in the a vertical or horizontal line  Show a reflection in y = x or y = -x  Describe a positive enlargement  Show a positive enlargement on a grid  Show a positive enlargement using ray lines and a centre  Show a positive fractional enlargement using ray lines  Show a negative enlargement using ray line  Demonstrate how to move the object through more than 1 transformation  Describe 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 1  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 unit  Dr 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 terminology  Understand 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 values  Calculate VAT at different rates  Be able to calculate profit and loss for business contexts  Calculate percentage profit and loss  Move freely between hourly, weekly, monthly and annual pay  Calculate gross income for a variety of wage schemes  Calculate bonus income using percentage commission  Calculate Taxable Pay  Calculate Net Income  **Conditional Knowledge:**  Apply tax and national insurance rates correctly by income band  Calculate 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 unit  Dr 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 systems  Definitions 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 equation  Standard units and power of ten; variables; understand accuracy, precision, resolution, repeatability, reproducibility  **Disciplinary Knowledge:**  Practical use of microscopes  How to calculate subatomic particles  Draw atoms  Draw ions  Identify useful and wasteful energies  Calculate efficiency  Production and use of flash cards, revision cards and mind maps.  How to convert units  Drawing a table  How to calculate a mean | Books | Skim reading  Decoding – modelled  Etymology 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 lesson  Memorising 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 animals  Definitions of element, atom, ions, compound, mixture, molecule and isotopes; Properties of mixtures; What reactants and products are  Contact and noncontact forces  understand 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 ions  Drawing force diagrams; Calculating resultant forces; Writing methods; Plotting data; Scaling an axis; Drawing a line of best fit; Calculating a gradient | Books | Skim reading  Decoding – modelled  Etymology 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 science  End of unit assessment – one for each science |
| Home | Preparation of revision cards for every lesson  Review sheet – for each science  Revision 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:**  Power  Immigration  Racism  Protest  Equality  Diversity  Democracy  **Disciplinary Knowledge:**  Literacy skills  Analytical skills  Source analysis  Reading comprehension  Developing and sustaining argument  Empathy  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 | Prohibition  Speakeasy  Liberty  Industrialisation  Democracy  Anti-Saloon League  Gangster  Jazz  Equality |
| Checklist RTL | Section A: knowledge quiz 10 questions  Section 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:**  Power  Dictatorship  Fascism  Religion  Equality  Propaganda  Conquer  **Disciplinary Knowledge:**  Literacy skills  Analytical skills  Source analysis  Reading comprehension  Developing and sustaining argument  Empathy  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 | Holocaust  Shoah  Genocide  Concentration camp  Remembrance  Dictator  Repression  Oppression  Propaganda  Lebensraum  Appeasement  Mein Kampf |
| Checklist RTL | Section A: knowledge quiz 10 questions  Section 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 Density  Population Distribution  Strategies to reduce population growth  Issues with population growth  Sustainability  **Disciplinary Knowledge:**  Literacy skills  Analytical\explanation skills  Reading comprehension  Evaluating  Analysis of data  Map 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 | Asia  Continent  Population  Birth rate  Death rate  Life expectancy  LIC (Low Income Country)  HIC (High Income Country)  Population pyramid  Terrain  Factor  Human  Physical  Relief  Distribution |
| 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 act  What are the PEGI age ratings  What are age restrictions on social media  What is a digital footprint  What is cyberbullying  Where can cyberbullying take place  How can I support people being bullied online  How do I know if news is fake  How can I report fake news  What is streaming  How can I live stream safely  How do I report concerns online  Where can I go for concerns about online safety  What is streaming  What is the Academy’s Acceptable Use policy  What happens if I lose control of personal information  **Disciplinary Knowledge:**  Literacy skills  Analytical skills  Source analysis  Reading comprehension  Developing and sustaining argument  Empathy  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 | Cybercrime  Misuse  PEGI  Restrictions  Cyberbullying  Social Network  Fake  Report  Streaming  Laws  Sharing  Acceptable Use Policy |
| Checklist RTL | Regular low stakes knowledge factual recall assessment/test e.g Quizziz  End of unit exam question- assessments |
| Home | Learning Journey questions  Research reporting on social media  Log 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:**  Rules  Youth court  Criminal responsibility  Court 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:**  Equality  Discrimination and its impact  Human Rights Act  Human Rights abuse  Taking 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 seras  c’est , ce sera / ce serait , c’était  il y aura / il y aurait  Qu’est -ce que tu as étudié ?  Qu’est-ce que tu voudrais faire à l’avenir ?  Parce que/ car  Si j’avais le choix  Plu tard, je voudrais  Être / avoir  Opinions + infinitives = j’aime travailler  Time phrases : aujourd’hui, hier, l’année dernière / prochaine/ l’été dernier / prochain/ à l’avenir  **Extension phrases :**  Je dirais que ce sera +adjective  Même si j’aille  Depuis 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.com  Quizizz.com  Research tasks  Languagenut |

**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 reading  Reading out loud  Skim and Scan of source information  Decoding terms  Etymology of key terms |
| Speech | Grooming  Sexting  Dark web  Consequences  Statistics  Ramifications |
| Checklist RTL | **Formative assessment**  Knowledge checks  Quiz  Practice questions  **Summative assessment**  End of unit assessment |
| Home | Quizizz  Practice questions  Revision tasks  Research 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 Terms  Etymology 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 Lesson  End 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 Terms  Etymology 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 Lesson  End 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 duologue  Understand the uses and purpose of monologues and duologues  Learn the Stanislavski Method  Consider 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 audience  Apply understanding of monologues to create your own character, situation and appropriate monologue | Books | Decoding of key words – modelled  Etymology of key terms  Individuals read aloud  Opportunities for jump in reading from scripts  Script choices to build confidence |
| Speech | Monologue, Duologue, Dialogue, Given circumstance, Characterisation, Physicality, Proxemics, Hot-seating |
| Checklist RTL | Recall tests – verbal and on whiteboards  End of unit 10 question knowledge quiz  Practical assessment of delivery of a monologue OR duologue from a pre-existing script  Practical 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 design  Computer aided manufacturing  The working properties of alloys  The process of casting and the risks associated with it.  **Disciplinary Knowledge:**  Use Computer aided design programme to design casting mould  Transfer 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 gates  Datum points and lines Pewter  Buffing Transfer  Computer aided Design  Computer aided manufacture  Batch production |
| Checklist RTL | Recall tests  Review sheet  End 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 world  History of the potato  Allergies  Autoimmune disease  Dietary 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 sheet  Preparation 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 Dali  Painting with acrylic, blending and skin tone  Tonal 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 unconventional  Which colours to mix in order to produce different skin tones, colour mixing ratios  Adjusting 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 pages  Critical 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 discussion  Peer marking  Self-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 eye  Create a tonal drawing of their eye |
| **Half term 2. Surrealism**  **Substantive Knowledge:**  Collage  Texture  Tonal 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 drawings  Designing, 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 pages  Critical 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 discussion  Peer marking  Self-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**

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| **Half Term 1: Wood Vehicle**  **Substantive Knowledge:**  Recognising Transferable skills  Career pathways  What are Smart targets  Options  Part time work  **Disciplinary Knowledge:**  How to use transferable skills in a variety of jobs  Understanding what a career pathway is  Setting SMART targets  Understanding the options process | Books | BUG  Pre-teaching of key vocab at the start of each lesson |
| Speech | Personal strength  Area for development  Transferable skill  Career pathway  SMART targets  Options  Careers Bucket  Communication  Part time work |
| Checklist RTL | Baseline assessment at start  Mid-point reflection on baseline  Personal statement at end of unit |
| Home | Research Task |

**Curriculum Overview for Core PE**

**Year 9**

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| **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:  Penetrate  Overload  Gate  Back foot  Binding  Tower of power  Jackling  Square  Second row  Body position  Lineout  Touch  Strategy  Attacking line  Defensive line  7s |
| Speech | Netball:  Fundamentals  Technique  Decision making  Movement  Penetrate  Strategies  Possession  Intercept  Centre Pass  Onside  Pivot  Running footwork  Communication  Umpiring/coaching  Tactical awareness# |
| Checklist RTL | Pupils to have a formal practical assessment at the end of the unit. |