

Year 9 Curriculum Map

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>English</b>	The Novel	The Novel (continued)	Shakespeare: Much Ado About Nothing/The Tempest	Conflict Poetry	Creative Writing	Voices in Fiction and Non-Fiction
	<b>Assessment:</b> Reading: Analysis of an aspect of the opening – extract focus (e.g. How does Old Major use rhetoric in his speech?)	<b>Assessment:</b> Reading: Analytical essay - whole novel focus(e.g. How does Orwell create sympathy for Boxer? Writing: Speech-writing for impact	<b>Assessment:</b> Reading: How is conflict presented in a key scene? Extract question skill-building Writing: Diary entry / Monologue	<b>Assessment:</b> Reading: Comparison of two poems (e.g. Compare the ways in which ideas about identity are explored)	<b>Assessment:</b> Reading: Poetry Examination (Comparison of 'The Class Game' and one other poem)	<b>Assessment:</b> Reading: Evaluation / Comparison piece Writing: Opinion article with a focus on distinctive voice Spoken Language: Scriptwriting and performances
<b>Mathematics</b>	<b>Basic Number</b> Solving real-life problems Multiplication and division with decimals Approximation of calculation Multiples, factors, prime numbers, powers and roots Prime factors, LCM and HCF Negative numbers <b>Fractions, Ratio and Proportion</b> One quantity as a fraction of another Adding, subtracting and calculating with fractions Multiplying and dividing fractions Fractions on a calculator Increasing and decreasing quantities by a percentage	Expressing one quantity as a percentage of another <b>Angles</b> Angle facts Triangles Angles in a polygon Regular polygons Angles in parallel lines Special quadrilaterals Scale drawings and bearings <b>Statistical diagrams and averages</b> Statistical representation Statistical measures Scatter diagrams	<b>Algebraic manipulation</b> Basic algebra Factorisation Quadratic expansion Expanding squares More than two binomials Quadratic factorisation Factorising $ax^2 + bx + c$ Changing the subject of a formula <b>Ratio and proportion</b> Ratio Direct proportion problems Best buys	Compound measures Compound interest and repeated percentage change Reverse percentage (working out the original amount) <b>Number and sequences</b> Patterns in number Number sequences Finding the $n$ th term of a linear sequence Special sequences General rules from given patterns <b>The <math>n</math>th term of a quadratic sequence</b> <b>Finding the <math>n</math>th term for quadratic sequences</b> <b>Transformations, constructions and loci</b> Congruent triangles	Rotational symmetry Transformations <b>Combinations of transformations</b> Bisectors Defining a locus Loci problems Plans and elevations <b>Length, area and volume</b> Circumference and area of a circle Area of a parallelogram Area of a trapezium Sectors Volume of a prism	Cylinders Volume of a pyramid Cones Spheres
	<b>Assessment:</b> Individual Topic Assessments	<b>Assessment:</b> Individual Topic Assessments	<b>Assessment:</b> Individual Topic Assessments	<b>Assessment:</b> Individual Topic Assessments	<b>Assessment:</b> Individual Topic Assessments	<b>Assessment:</b> End of Year examination
<b>Biology (Edexcel)</b>	<b>Key Concepts in Biology:</b> Microscopes and Cells	<b>Exchange and Transport in Animals:</b> The Respiratory and Circulatory Systems	<b>Health, Disease and the Development of Medicines:</b> Communicable and Non-Communicable Diseases, Pathogens	<b>Health, Disease and the Development of Medicines:</b> The Immune System, Enzymes, Antibiotics	<b>Plant Structures and their Functions:</b> Photosynthesis, Osmosis and Active Transport, Transpiration and Translocation	<b>Reviewing Biological Concepts:</b> Reviewing key knowledge and understanding from the year; embedding scientific skills and disciplinary knowledge
	<b>Assessment:</b> End of Topic Assessment	<b>Assessment:</b> End of Topic Assessment	<b>Assessment:</b> End of Topic Assessment	<b>Assessment:</b> End of Topic Assessment	<b>Assessment:</b> End of Topic Assessment	<b>Assessment:</b> End of Year examination
<b>Chemistry (Edexcel)</b>	Key concepts in chemistry	Key concepts in chemistry	Key concepts in chemistry	Key concepts in chemistry	Key concepts in chemistry States of matter and mixtures	States of matter and mixtures
	<b>Atomic Structure and The Periodic Table</b>	<b>Structure and Bonding: Ionic and Covalent</b>	<b>Types of Substance</b>	<b>Calculations involving masses</b>	<b>States of Matter Chromatography</b>	<b>Methods of separating and purifying substances</b>
<b>Assessment:</b> End of Topic Assessments	<b>Assessment:</b> End of Topic Assessments	<b>Assessment:</b> End of Topic Assessments	<b>Assessment:</b> End of Topic Assessments	<b>Assessment:</b> End of Topic Assessments	<b>Assessment:</b> End of Year examination	
<b>Physics (Edexcel)</b>	<b>Energy and Energy Conservation</b> Energy stores and transfers Energy Efficiency Sankey Diagrams Stored Energies	<b>Energy and Energy Conservation cont</b> Thermal Conductivity Energy Transfer Processes Renewable Energy	<b>Waves</b> Describing Waves Wavespeed calculations Sound-Ears and Hearing Infrasound Ultrasound	<b>Light and Electromagnetic Spectrum</b> Ray Diagrams Reflection Refraction Total Internal Reflection Dispersion	<b>Light and Electromagnetic Spectrum cont</b> Lenses The EM spectrum Uses of EM Waves	<b>Light and Electromagnetic Spectrum cont</b> Dangers of EM Waves Radiation and Temperature
	<b>Assessment:</b> End of Topic Assessment	<b>Assessment:</b> End of Topic Assessment	<b>Assessment:</b> End of Topic Assessment	<b>Assessment:</b> End of Topic Assessment	<b>Assessment:</b> End of Topic Assessment	<b>Assessment:</b> End of Year examination
<b>Computing</b>	Entry Level Computer Science qualification •Components of a computer •Internal components of a computer and their function •Peripherals and their function.	Operating System •System Software •Types of utility software in different contexts •Types of application software in different contexts	•Primary Storage •Secondary Storage  Moral, legal, and environmental concerns •Moral issues •Legal issues •Environmental issues •Open source and proprietary software •Computer Science legislation	Boolean logic •Boolean operators •Arithmetic operations  computational thinking •Binary/denary numbers •Flow charts	Programming techniques • variables •Input, output and storage of data • sequence •Selection •Iteration •Operators •Comments  Data Representation •Units of computer memory • data structure and data compression •Data in the form of binary digits	Graphics project using Adobe Photoshop to create a Game cover
	<b>Assessment:</b> Topic test	<b>Assessment:</b> Topic test	<b>Assessment:</b> Entry Level Computer Science tests	<b>Assessment:</b> Topic test	<b>Assessment:</b> Entry Level Computer Science tests	<b>Assessment:</b> End of Year examination
<b>French</b>	Studio Foundation GCSE Module 1 (Part 1) Physical and personality description, Friends, Family, present tense	Studio Foundation GCSE Module 1 (Part 2) Going out, future and past tenses	Studio Foundation GCSE Module 1 (Part 3) + Module 2 (Part 1) Role models, Free time activities	Studio Foundation GCSE Module 2 (Part 2) Sport & Technology, use of the internet	Studio Foundation GCSE Module 2 (Part 3) Music, Reading, TV	Studio Foundation GCSE Module 3 (Part 3) French cultural celebrations, traditions and Festivals + Summer project: organising a trip to a festival in a francophone country
	<b>Assessment:</b> Listening, Translation and Grammar Test: Comprehension and translation into French and into English	<b>Assessment:</b> Listening and Reading Test: Comprehension, GCSE-style questions	<b>Assessment:</b> Writing Test: 100 words in French (4 bullet points)	<b>Assessment:</b> Speaking Test: General conversation – all topics	<b>Assessment:</b> Vocabulary and Grammar Test Speaking Test: General Conversation – all topics	<b>Assessment:</b> End-of-Year Examinations: Listening, Reading, Writing
<b>German</b>	Stimmt! 3 Chapter 1 Role Models	Stimmt! 3 Chapter 2 (Part 1) Music	Stimmt! 3 Chapter 2 (Part 2) Music	Stimmt! 3 Chapter 3 (Part 1) Ambitions and Jobs	Stimmt! 3 Chapter 3 (Part 2) Ambitions and Jobs	Stimmt! 3 Chapter 4 Childhood
						Presentations of group project

	<b>Writing Test:</b> Vocabulary and Translation into German <b>Listening and Reading Test:</b> Comprehension and Dictation	<b>Grammar Test:</b> Future Tense	<b>Writing Test:</b> 80-90 words in German (4 bullet points)	<b>Listening and Reading Test:</b> Comprehension and Translation into English	<b>Speaking Test:</b> Role Play and General Conversation	End-of-Year Examinations: Listening, Reading, Writing
<b>Mandarin</b>	Travel in China: -Travel plans -Visiting Beijing -A tour of Xi'an -Shopping in Shanghai -Spring Festival in Guangzhou	My Life: -Basic Chinese introductions -Likes&dislikes -Chinese families/daily routine -Describing people -Hobbies -When I was young	School: -School subjects -Where things are in school -Opinions about school -Comparing UK & British schools -School rules & pressures -School exchanges and events	Leisure: -Sports and hobbies -The sports centre -Activities outside of school -Hobbies and interests -Keeping fit -Socialising with family and friends	Leisure: -Sports and hobbies -The sports centre -Activities outside of school -Hobbies and interests -Keeping fit -Socialising with family and friends	End of year/Hurdle test preparation
	<b>Assessment:</b> Reading/Listening/Translation end of unit Travel in China test	<b>Assessment:</b> Reading/Listening/Translation end of unit test: My Life	<b>Assessment:</b> Reading/Listening/Translation/Writing end of unit test: School	<b>Assessment:</b>	<b>Assessment:</b> R/L/W/T end of unit test: Leisure	<b>Assessment:</b> End of Year examination
<b>Spanish</b>	Edexcel GCSE Higher Unit 1: Holidays (Part 1)	Edexcel GCSE Higher Unit 1: Holidays (Part 2)	Edexcel GCSE Higher Unit 2: Out and about in Spain (Part 1)	Edexcel GCSE Higher Unit 2: Out and about in Spain (Part 2)	Edexcel GCSE Higher Unit 3: School	Edexcel GCSE Higher Unit 4: Daily life and relationships
	<b>Assessment:</b> Writing and Grammar Test: Present and Preterite tense. Holiday activities. Translation into English and Spanish.	<b>Assessment:</b> Writing Test: Preterite and Imperfect tenses.	<b>Assessment:</b> Listening and Grammar Test: Three tenses: Present, Preterite and Imperfect.	<b>Assessment:</b> Writing Test: Present and Preterite tenses.	<b>Assessment:</b> Speaking Test: Role Play and General Conversation	<b>Assessment:</b> End-of-Year Examinations: Listening, Reading, Writing
<b>Geography</b>	Global environmental issues.	People and the Biosphere inc Zoo trip.	Latin America and Caribbean locational knowledge. Hazardous Earth: Tectonics.	Hazardous Earth: Climate and climate change.	Hazardous Earth: Tropical Storms. Australasia and Pacific locational knowledge.	Globalisation and revision.
	<b>Assessment:</b> Earthshot presentation.	<b>Assessment:</b> People and the Biosphere test.	<b>Assessment:</b> Latin America locational knowledge test and Tectonics test.	<b>Assessment:</b> climate change test.	<b>Assessment:</b> tropical storms test and Australasia and Pacific locational knowledge test.	<b>Assessment:</b> End of Year examination. Globalisation assessment.
<b>History</b>	The Industrial Revolution and the changing lives of women, men and children.	The Origins of the First World War and the lives of women, men and children.	The Russian Revolution	The causes, key features and consequences of the Second World War.	The Holocaust	The United States: The 1920s Economic boom and which groups benefited and were left out.
	<b>Assessment:</b> To what extent do you agree with historian Emma Griffin's claim about the impact of the Industrial Revolution?	<b>Assessment:</b> Why do historians care about letters from Indian soldiers about walnuts?	<b>Assessment:</b> Why was the Bolshevik government able to survive?	<b>Assessment:</b> What have historians debated about the Second World War?	<b>Assessment:</b> How should the Holocaust be remembered on Holocaust Memorial Day?	<b>Assessment:</b> End of Year examination
<b>RE</b>	Philosophy GCSE - This starts by looking at the lives and work of key ancient philosophers for example Plato, Aristotle and Socrates.	Philosophy GCSE: looking at modern issues within philosopher like , life after death, animal rights and euthanasia	continuing to look at modern philosophical debates. These include the existence of God and do we have souls.	At some point this term we move from the GCSE work on Philosophy to War and Peace	War and Peace continued	Life as a teenage Muslim followed by an introduction to Judaism which is a foundation course for the Year 10 part of the short course GCSE in RE.
	<b>Assessment:</b> Do ancient Philosophers have any relevance today?	<b>Assessment:</b> An essay on one of the modern philosophical topics completed for the GCSE coursework.	<b>Assessment:</b> Continuing the essay for the GCSE coursework .	<b>Assessment:</b> Is the Golden Temple or the Pringalwara a more fulsome expression of Guru Nanak's vision?	<b>Assessment:</b>	<b>Assessment:</b> End of Year examination
<b>Art</b>	Creating the illusion of space and 1 Point Perspective	Creating the illusion of space and 1 Point perspective - introducing artists	Identity through Photography	Public vs Private - Photography continued	Identity through Culture Project	Identity through Culture Project
	<b>Assessment:</b> Tonal Corridor drawing	<b>Assessment:</b> Anselm Kiefer large artist copy	<b>Assessment:</b> Gillian Wearing Photography outcomes	<b>Assessment:</b> Cindy Sherman research and responses.	<b>Assessment:</b> large final piece derived from developing studies.	<b>Assessment:</b> End of Year examination
<b>Music</b>	Developing Performing Skills	Song-writing and developing skills using a Digital Audio Workstation	Form and Structure	Electronic Dance Music	Musical Theatre Song Performance and Composing Music for a Scene from a Musical	Completing the composing task started in term 5; Optional Tasks (choose from Fusions Study, Historical Study and Ska/ Reggae
	<b>Assessment:</b> Performance of chosen piece of music	<b>Assessment:</b> Original song composition	<b>Assessment:</b> Rondo Composition submitted in a DAW	<b>Assessment:</b> EDM composition submitted in a DAW	<b>Assessment:</b> Song Performance	<b>Assessment:</b> End of Year examination; Composition and Optional task performance/ composition
<b>PE (taught on rotations)</b>	*Rugby (Concept: Sporting Values) *Basketball	*Trampolining *Fitness (Concept: Motivation)	* Engage & Excite lessons due to examinations	*Table Tennis *Netball	*Athletics *Pickleball (Concept: Power of Positivity)	*Athletics *Rounders *Volleyball (Concept: Intra-Personal Skills)
	<b>Assessment:</b> End of topic practical assessment	<b>Assessment:</b> End of topic practical assessment	<b>Assessment:</b> End of topic practical assessment	<b>Assessment:</b> End of topic practical assessment	<b>Assessment:</b> End of topic practical assessment	<b>Assessment:</b> End of topic practical assessment
<b>Technology*</b>	<b>Food Preparation and Nutrition:</b> To develop Food Preparation and Nutrition and the foundation of learning going into GCSE Food Preparation and Nutrition. Students complete a design project that introduces Food Science as well as practical skills and presentation. Students make a range of cakes using five different techniques and quickly learn how the mechanical actions, techniques and proportions of the same ingredients lead to different textures and consistencies. Students learn how to research effectively using target market opinions and sensory analysis to evaluate their work. Students build on their previous designing skills to use testing and research to create a consistent design response to the project. Health, hygiene and safety as well as quality control is introduced through the use of an action plan that students need to create to make their final design response. Within the unit. The science aspects that we cover are the function of ingredients, aeration and raising agents and how CO2 is produced by chemical raising agents. Presentation skills will be developed throughout the unit of work.		<b>Textiles:</b> Students will build on their skills from their previous learning to create a woven piece. This project bridges the learning from Year 7&8 to GCSE by introducing a sketchbook-based project that develops their understanding of contextual research and how this can inspire the design process. Students research the work of others and create contextual responses to the work of others to understand how emotions and concepts are created and communicated through thread and fabrics. Students explore the techniques of weaving and using a starting point of "Telling Stories", students explore the context to create a personal and meaningful response. Throughout this project pupils aim to develop imaginative ideas that are supported by perceptive investigations/Carry out textile techniques independently following teacher demonstration. Students use specialist terminology accurately, are creative in their use of drawing to express thoughts and feelings. Demonstrate working beyond the classroom with independent study. Create a personal outcome that fully and skilfully fulfils your intentions. Pupils develop skills in weaving by closely following teacher demonstrations, the resources provided, as well as researching their own techniques.		Students will develop knowledge regarding metals & polymers and their finishes, electronic components, model making, accuracy in their work and multiple technical drawing techniques utilised in the GCSE NEA. They will undertake research and evaluative tasks to help develop ideas to generate fully functional design proposals. Students will develop practical skills when working with copper, HIPS and a basic circuit kit, cutting, manipulating and joining, which will help develop their understand of their properties and practical skills for GCSE Design & Technology. Practical lessons are supported and enforced with theory lessons and flipped learning independent study tasks, in order to create an underlining knowledge of the materials they are working with, again to prepare students for the GCSE course.	
	<b>Assessment:</b> Students in Year 9 are assessed regularly through peer assessment in class, questionnaires and evaluations, self-assessment and by the teacher on a formative and summative basis in relation to the GCSE Assessment Criteria. Most work is done online and in prepared booklet pages, which are collected in at intervals during the course of a project and again at the end. Students also have a project guide booklet which includes assessment criteria, which they use to record their progress throughout the project. The booklets are collected in with each project booklet, when the teacher will add a target. Target Levels are recorded in the project booklet.					