

# Autumn term - Curriculum Overview

Year 9

CORE	English	<p>Pupils will begin with a unit entitled <b>Diversity Across Time</b>. This is a thematic reading study unit will include the following key texts:</p> <ul style="list-style-type: none"> <li>• <i>Of Mice and Men</i></li> <li>• <i>Extracts from Shakespeare's plays</i></li> <li>• <i>Non-fiction articles about discrimination</i></li> <li>• <i>Slave narratives</i></li> </ul> <p>Each will be explored in relation to a relevant extract of a text of the dystopian genre.</p>	<p>In the second half of the autumn term, <b>narrative writing</b> will be taught through one discrete writing lesson each week.</p> <p><i>Every fortnight students will write a narrative, based on a model text. Students will revisit the story archetypes, using a range of challenging models.</i></p>
	Mathematics	<p><b>Quadratics</b>, focusing on</p> <ul style="list-style-type: none"> <li><i>Expanding double brackets and factorising</i></li> <li><i>Solving quadratic equations</i></li> <li><i>Plotting non-linear graphs</i></li> <li><i>Sequences, including quadratic sequences</i></li> </ul>	<p><b>Indices and proportion</b>, focusing on</p> <ul style="list-style-type: none"> <li><i>Indices</i></li> <li><i>Standard form</i></li> <li><i>Ratio and proportion</i></li> </ul>
	Science	<p>All pupils begin Year 9 with a short project on investigation skills to build on and expand key themes from Year 8. Pupils then work through the different areas of Science - biology, physics, and chemistry - on rotation to help us share specialist equipment. However they follow the same sequence for each aspect of Science and so their first units this year will focus on the following:</p>	
	<p><b>Biology</b></p> <p><b>Photosynthesis and respiration.</b> This unit will focus on: <i>respiration, aerobic respiration, anaerobic respiration, photosynthesis, leaf structure, health and plants, and transpiration.</i></p> <p><b>Chemistry</b></p> <p><b>Trends in the periodic table.</b> This will introduce key knowledge areas that include: <i>atoms, elements, and compounds; chemical and physical changes; reactions of metals and water; reaction of metal oxides; acid rain; and the extraction of metals.</i></p> <p><b>Physics</b></p> <p><b>Electricity.</b> In this module, the following key topics will be explored: <i>static electricity, investigating batteries, series and parallel circuits, current and voltage in circuits, resistance, electrical energy, and energy changes.</i></p>		
	History	<p>The Year 9 Autumn term addresses the following key questions in History:</p> <ul style="list-style-type: none"> <li><i>Why did the world go to war in 1914?</i></li> <li><i>What was it like to fight on the Western Front?</i></li> <li><i>Does General Haigh deserved to be remembered as "The Butcher of The Somme?"</i></li> <li><i>To what extent is the view that the British army were "lions led by donkeys" true?</i></li> <li><i>Did the USA win World War One?</i></li> </ul>	
	Geography	<p>Pupils began the autumn term with a unit entitled: <b>Development - Why are some places more developed than others?</b> They will explore the definition and distribution of wealth, measuring development, change over time, poverty, gender equality, sustainable development goals, and how different societies are addressing inequality.</p>	<p>Pupils finish the autumn term with the <b>Going Global</b> unit in which they will study <i>the UK's Place in the Wider World, BREXIT, Globalisation, Loss of Culture, and Clone Towns.</i></p>
WORLD	Spanish	<p><b>Health</b> is our topic for the first term. Pupils will learn vocabulary and explore language needed to speak, write, listen, and read about:</p> <ul style="list-style-type: none"> <li><i>Food and drink</i></li> <li><i>Healthy diet</i></li> <li><i>Body parts</i></li> <li><i>Injuries</i></li> <li><i>Key activities</i></li> <li><i>Illness and symptoms</i></li> </ul>	<p><b>Grammatical and linguistic focus.</b> In exploring this topic, pupils will learn the following key knowledge:</p> <ul style="list-style-type: none"> <li><i>Present tense - including boot verbs</i></li> <li><i>Negatives</i></li> <li><i>Tu vs. Usted in context</i></li> <li><i>Infinitive structures</i></li> <li><i>Desde hace</i></li> <li><i>Introducing the preterite tense</i></li> </ul>
	French	<p><b>TV, Cinema, and Technology</b> is our topic for the first term. Pupils will learn vocabulary and explore language needed to speak, write, listen, and read about:</p> <ul style="list-style-type: none"> <li><i>Favourite and least favourite public figures</i></li> <li><i>TV programmes</i></li> <li><i>Digital technology</i></li> <li><i>Films</i></li> <li><i>Reading</i></li> <li><i>Shopping</i></li> </ul>	<p><b>Grammatical and linguistic focus.</b> In exploring this topic, pupils will learn the following key knowledge:</p> <ul style="list-style-type: none"> <li><i>Adjectival agreement (singular / plural)</i></li> <li><i>Forming questions independently using 'tu'</i></li> <li><i>Revising near future tense</i></li> <li><i>Additional negative forms ('ne... jamais', 'ne... rien')</i></li> <li><i>Revision of perfect tense regular verbs and introduction of perfect tense irregular verbs.</i></li> </ul>
	Religious Studies	<p><b>The global dimension</b> is our topic for the first half term. We will use this unit to explore the influence religious traditions have on life today. In the final weeks of the second half term, pupils will complete an introductory unit on <b>philosophy and philosophical thought</b>.</p>	<p>Faith focus: through the autumn term we will use these topics to explore and revisit <b>Islam</b> with a focus on:</p> <ul style="list-style-type: none"> <li><i>Muhammad</i></li> <li><i>The Qur'an</i></li> <li><i>Mosques and places of worship</i></li> <li><i>The five pillars of Islam</i></li> </ul>

TECHNICAL	Design Technology	<b>Design Technology enrichment</b> - robotics	<i>This topic will run through the academic year as pupils experience their enrichment lessons as part of our subject rotations on Tuesday mornings.</i>
	Computer Science	<b>Computer Science enrichment</b> - de-coding HTML and building websites.	<i>This topic will run through the academic year as pupils experience their enrichment lessons as part of our subject rotations on Tuesday mornings.</i>
PERFORMANCE	Art	<b>Art enrichment</b> - Japanese Art and Design.	<i>This topic will run through the academic year as pupils experience their enrichment lessons as part of our subject rotations on Tuesday mornings.</i>
	Physical Education		
	Music	<b>Music Enrichment</b> - 'Musical Futures': performing in a band.	<i>This topic will run through the academic year as pupils experience their enrichment lessons as part of our subject rotations on Tuesday mornings.</i>

In Year 9 pupils will also begin the study of their two subject choices from the performance and technical disciplines. This provides a transition to the demands of Upper School study as well as providing a broad and balanced curriculum as they move into Year 10 and 11.

TECHNICAL	Product Design	<b>Electronics:</b> the MP3 Mono Amplifier. <i>Pupils develop their understanding of electronics and electronic circuits to produce an Mp3 Mono Amplifier. After understanding resistance, capacitance and integrated circuits, a fully functioning PCB is prepared, developing soldering skills taught in Year 7. The case for the amplifier is then designed and manufactured based around the Bauhaus Art Movement.</i>	
	Business Studies GCSE	<b>Business in the real world.</b> Key knowledge to include: <i>the purpose and nature of business; business ownership; aims and objectives of business; stakeholders business locations; business planning; and expanding a business.</i>	
	Business Studies - Applied	<p><b>Entrepreneurs:</b>  <i>What is an Enterprise?</i>  <i>Entrepreneurs</i>  <i>The mindset of an Entrepreneur and skills for success</i>            Pupils will then take part in an entrepreneur project to produce a business plan for a specimen business.</p>	<p><b>Types of Businesses</b>  <i>Types of SMEs</i>  <i>Characteristics of SMEs</i>  <i>Purposes of enterprises</i>  <i>Social and political influences of enterprises</i>  <i>Good and services</i>            Pupils will then <b>run a business for a week during our Enterprise Week</b></p>
	Food Technology	<p><b>Macronutrients</b> – This units relates to the topic of food and nutrition. It begins with a brief overview of the macro and micronutrients, with its main focus on proteins. The functions and uses of protein in the body are explored, as well as protein-rich foods and the dietary reference values (DRVs) for protein for different groups.            Learning objectives:  <ul style="list-style-type: none"> <li>• <i>Explain the functions of protein in the body.</i></li> <li>• <i>Describe the terms low and high biological value proteins and protein complementation.</i></li> <li>• <i>Identify the main food sources of protein and protein alternatives.</i></li> <li>• <i>Recall the main DRVs for protein.</i></li> </ul> </p>	
	Computer Science	<b>Mathematics for Computer Science.</b> Key content to include: <i>binary, data sizes, data types, representing negative numbers, hex.</i>	
	ICT	<p><b>Understand the tools and techniques that can be used to initiate and plan solutions.</b> Key knowledge to include:  <i>The phases of the project life cycle and the tasks carried out in each phase</i>  <i>The interaction and iteration between the phases of the project life cycle</i>  <i>The inputs and outputs of each phase</i>  <i>Initial project considerations</i>  <i>Planning tools and the software types used to develop project plans</i></p>	<p><b>Initiate and plan a solution to meet an identified need.</b> Key knowledge to include:  <i>How to initiate a project by analysing the requirements in a given context</i>  <i>How to mitigate risks through the planning process</i>  <i>How to create and use planning documentation</i>  <i>How to undertake iterative testing</i></p>

PERFORMANCE

<p><b>Art</b></p>	<p><b>Workshops on natural forms:</b>  <i>Exploring photography as a method of recording natural forms (Blossfeldt and Weston)</i>  <i>Mastering a variety of drawing materials, techniques and processes looking at B/W and tone</i>  <i>Exploring photography as a method of recording natural forms (Blincoe and Small).</i>  <i>Mastering a variety of drawing materials, techniques and processes looking at colour and tone.</i>  <i>Development work 1. Mastering several printing techniques such as mono, press, emulsion and screen.</i>  <i>Development work 2. Mastering several texture and 3D techniques such as card relief and clay modelling.</i></p>	
<p><b>Drama</b></p>	<p>Our first half term focuses on <b>bridging skills</b> from lower to upper school. These focus on the following key knowledge: <i>still image, loop dialogue, mime and movement, comic movement, and mask work.</i></p>	<p>In the second half term we introduce one of our key studies texts - Russell's <b>Blood Brothers</b>. Pupils begin to study and work through the text as a class.</p>
<p><b>Media Studies</b></p>	<p><b>An introduction to theoretical frameworks</b> is the lead unit and <i>this will introduce the concepts of language, representation, audience, and industry.</i> Pupils will then move on to study <b>media forms</b> that include <i>moving image texts, film advertising, and television drama.</i></p>	
<p><b>Physical Education</b></p>	<p>This term pupils will study toward key exam topic areas such as:  <i>Bones; Function of the Skeleton; Synovial Joints; Mental Preparation; Goal Setting; Health Fitness and Wellbeing; Components of Fitness; Optimising Training; Player Violence; Commercialisation in Sport; Antagonistic Muscle Pairs; Muscles.</i></p>	
<p><b>Sports Studies - Applied</b></p>	<p>This term focuses on the following topic areas of the Applied qualification:  <i>R187 Topic Area 1: The Provision for Different Types of Outdoor and Adventurous Activities - Theory/Research; R185 Topic 1 - Key Components of Performance - ATHLETICS; R185 Topic Area 2: Apply Practice Methods to Support Improvement; yR187 Topic Area 2: Understand the Equipment, Clothing and Safety Aspects involved with Outdoor and Adventurous Activities; Topic Area 3: Plan and Demonstrate Knowledge and Skills during an Outdoor and Adventurous Activity.</i></p>	
<p><b>Music</b></p>	<p>A <b>thematic unit on Samba</b> will provide an introduction to the theory and listening elements of the Music GCSE.</p>	