YEAR 9 CURRICULUM MAP, SUMMER TERM

ENGLISH

We continue to examine the seminal text: 'To Kill a Mocking Bird' by Harper Lee. This continues our exploration of the themes of identity, power and conflict. We will finish the year developing and honing our skills of creative writing.

MATHS

In **Maths** this term, we are completing Module 4 content on 2D and 3D shapes (such as volume and surface area of cylinders). We are then going on to probability and statistics along with ratio and proportion. This allows us to recap skills seen earlier in the year in the number, algebra and geometry sections. For example, solving equations with similar shapes in the ratio and proportion section.

HUMANITIES (GEOGRAPHY, HISTORY, RELIGIOUS EDUCATION)

In **Geography**, we study the Earth's Natural Resources by investigating the global distribution of water, energy and food. We then investigate the advantages and disadvantages of the Lesotho Highlands Water Project and look into the Chambamontera Micro-Hydro project as an example of local sustainable management scheme.

In **History**, we move from our examination of the British Empire and World War 1 to World War II, the Holocaust and genocide post 1945.

In **RE** we move to an examination of relationships from a variety of religious and non-religious perspectives. Students will consider the views of others on different types of relationships whist reflecting on their own perspectives.

In **Economics**, we continue our year long introduction of economics with Break-Even and finish with financial literacy. All students now should have a sound grounding in macro-economics including demand and supply, exchange rates, the EU/Brexit, the budget and types of business and production.

PSHE, FORM TIME, ASSEMBLIES AND PE (PHYSICAL EDUCATION)

We continue to develop our students understanding of the world around them with modules on safety, substance abuse and relationships. In Assemblies this term, we will explore the anniversary of the Good Friday agreement, D-day and Windrush and what these events can teach us. We will have whole-school leadership hustings. Time is also allocated to revise. In the Summer Term, our focus in **PE** moves to skills such as body growth and development, performance and competition rules, fair play etiquette and tactics. We will use a range of sports to hone these skills. Cricket, tennis, athletics will all form part of our competitive fixture programme.

BIOLOGY, CHEMISTRY, PHYSICS AND COMPUTING

In **Biology**, we now move our focus to organising plants and animals and communicable diseases and then transport of materials in plants and finally pathogens that cause communicable diseases. In **Chemistry** we examine the composition of the Earth's atmosphere and we look at how chemicals in the atmosphere change due to environmental factors and human impact. This further reinforces content from the spring term when we considered the direct impact on the atmosphere of producing and burning crude oil. This then leads into chemical changes and how everyday reactions occur. Expanding on our previous work on energy in **Physics** we will analyse the advantages and disadvantages of different energy resources and their impact on the world. Our focus will be on comparing renewable energy sources such as solar, wind, and geothermal, to non-renewable sources like fossil fuels. Additionally, we will ponder the future of our energy resources and demands. In the latter half of the term, our focus will shift to data analysis in science. We will explore methods for effectively collecting and evaluating data from experimental procedures. In **Computing**, students develop understanding of complex modular programs in the Python language. They recap their prior learning on programming basics (sequencing, selection & iteration) before learning how to use sub-routines to create efficient solutions to different programs.

MODERN FOREIGN LANGUAGES

We finish the year in **French** consolidating our previous knowledge through the guise of the Francophone world. In **Spanish**, we start Unit 4 'Adictos a la moda' in which pupils learn how to describe clothing and their opinions on it. They look at demonstrative adjectives and direct object pronouns in the context of shops and shopping and making basic complaints regarding purchases. We revise core language and content from the Year with a focus on Spanish speaking parts of the World. In **Mandarin**, our focus moves to leisure and hobbies as we continue to develop our knowledge of the Mandarin language and Chinese culture.

ART, DESIGN AND MUSIC

In **Art**, we consolidate our 'Formal Elements' through natural forms. Students have the freedom to consider their own starting points based on three key artists. In DT, the year is divided into two half-year units. The Resistant Materials unit follows an iterative design process to create a picture frame using the workshop and graphic design. There is a strong focus on research, development, and testing the creation of the final product. In **Food**, students develop their skills from vegetarian dishes such as pasta Fiorentina, mushroom risotto, and Samos, through to meat dishes such as cottage pie. They move onto more sophisticated skills such as the creation of savoury tart, Dutch apple cake, Thai green curry and Lasagne. This term in **Music**, we cover a variety of genres, ranging from rock and pop to computer and video game music. We focus on sequencing, composing, as well as continuing to develop guitar and keyboard skills.