

YEAR 9 CURRICULUM MAP, AUTUMN TERM

ENGLISH

In the first half term, we study ‘Iridescent adolescent’ and a number of other short stories. We then explore poetry on the themes of ‘Identity’ and ‘Powerful Voices.’ The poems we are analysing include: “I look at the World” (Langston Hughes), “Refugees” (Brian Bilston), “Still I rise” (Maya Angelou), “Search for my tongue” (Sujata Bhatt), “Checking out Me History” (John Agard). We then compare the World War One poems of Wilfred Owen, “Dulce et Decorum Est”, and Jessie Pope, “Who’s for the Game?”

HUMANITIES (GEOGRAPHY, HISTORY, RELIGIOUS EDUCATION)

In the first half term, students are introduced to **Economics** with a study of micro-economics and how markets work, exploring important concepts such as demand, supply, growth, unemployment and inflation. In the second half term, we study the European Union and Brexit, exchange rates and the budget. In **Geography**, the focus for the first half term is the structure of the earth. This includes continental drift theory, earthquakes, volcanoes and the prediction, preparation and prevention of tectonic hazards. We then move to the theme of globalisation with a focus on China, including human and physical geography, trade, globalisation, rural-urban migration, population dynamics, one child policy and environmental issues. In **History**, we begin by studying the significance of the Industrial Revolution in Britain 1750-1900. Was this progression or regression? We then move on to the theme: “From Slavery to Black Lives Matter.” We will explore the important key question: Why is the legacy of the Slave Trade so important and controversial? To break that question down, we ask a number of sub-questions such as: Why did Britain take part in the transatlantic slave trade? What was Africa like before the transatlantic slave trade? What was life like on the plantations? How much really changed in Jamaica 1760-1865? What was life like for African-Americans after the end of slavery? What can we learn from Black British music about the experiences of Black people in Britain 1948-the present day? Meanwhile, in **Religious Education**, we have studied ‘Death and Beyond’, with reference to Judaism, Christianity, Islam, Buddhism, Sikhism, Hinduism and Humanism. We then moved on to ‘Evil and suffering’ with a focus on the logical and evidential problem of evil, Buddhism and suffering, the freewill defence, the soul making argument, the Islamic test of faith and the catastrophe of the Holocaust.

MODERN FOREIGN LANGUAGES

In **French**, we will be looking at ‘Mon monde a moi’ (The world according to me), and ‘Projets d’avenir’ (Plans for the future). We will recap the perfect, simple and near future tense, as well as modal verbs – can and must. In **Spanish**, we start with ‘Dieta y Salud’ in which we look at Hispanic foods and eating customs along with pupils own eating habits and opinions on food. We learn how to form the past tense in the ‘I’ form and how to order food and drinks. We move on to ‘De vacaciones’ in which pupils learn how to form the past tense in all forms to allow them to describe previous holidays in terms of activities, transport, places of interest and opinions. In **Mandarin**, students study ‘Family’ using past time expression 小时候/那时候 / 六岁的时候 to talk about past experience. They also talk about sequences of events using ...前 / 后, 然后 and use 比 to compare. In the ‘School’ unit they learn to make comparison: 中国的中学比英国的中学大多了 and use modal verbs: 应该, 不要, 能, 可以, 必须

MATHS

We begin by studying the theme of ‘Number’: decimal calculations, estimation, upper and lower bounds, indices and surds, working with and calculating in standard form, fraction calculations, converting recurring decimals and repeated percentage change. We then progress to algebra including algebraic manipulation, including double brackets, rearranging complex formulae, simultaneous equations and linear inequalities.

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

In **PSHE**, students use existing knowledge on how drugs affect the body and brain to understand the detrimental effects of alcohol abuse. Knowledge on the law and drugs is used to better understand one’s responsibilities in society. Practical skills are taught regarding how to reduce the effects of peer pressure. Practical first aid skills are refreshed with additional knowledge regarding how to use an AED embedded into the lesson. Students look at peer on peer abuse online and how this affects the victim and their families. Using prior knowledge students discuss cyberbullying and discuss the long-term consequences to both the victim and perpetrator. We will have assemblies about sharing, being honest, inclusion, mental health, and Black History Month. We will mark Remembrance Day, and reflect on the idea of accountability and democracy, being thankful and we have an independent presentation on apprenticeships and T levels. The **PE** and **Games** curriculum has been carefully mapped to ensure all students undertake a range of activities throughout the year which enables the National Curriculum to be delivered effectively. Students will learn about the link between exercise and healthy living. Once again, body growth and changes in physical ability will be taught explicitly in lessons. The final aspect to the beginning of Y9 will be to develop students’ confidence in a variety of sports building upon an understanding of exercise and the impact of growth and development.

BIOLOGY, CHEMISTRY, PHYSICS AND COMPUTING

In **Biology** we study the structure of animal and plant cells. We develop our understanding of microscopy and explore concepts such as diffusion and osmosis. **Chemistry** students examine the structure of the atom and how this model has changed over time to the one that is now accepted. Similarly they look at how the Periodic Table has evolved into the format that is widely used and accepted by Scientists. We then build upon these key principles of atoms of elements by looking at how they bond with each other. **Physics** will examine ‘Motion’ (calculating velocity, acceleration and plotting motion graphs) and the ‘Electromagnetic Spectrum’ (applications/uses of radio waves, microwaves, UV, X-rays and gamma rays). We then cover the topic of the conservation of energy. In **Computer Science** this term, students have been learning how to construct sequenced flowcharts using appropriate symbols and will move onto learning complex Python programming using sub routines.

ART, DESIGN AND MUSIC

In **Art** this term, we are focusing on the theme of the Mexican ‘Day of the Dead’ and consolidating our knowledge of colour theory through a watercolour painting. We also produce a ceramic skull candle holder. Students are encouraged to develop visual insights into several cultural images and have the opportunity to attend a trip to The Pitt Rivers Museum. In **DT** the year is divided into two half year units. The Resistance Material 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 in 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** focuses on minimalism, the compositional rhythmic melodic devices and conventions of minimalist composers. We will explore how composers develop compositions from small starting points and how these can be extended using devices such as augmentation, or retrograde inversion.