

# Walthamstow Academy – Year 9 Curriculum Experience



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Welcome to the Curriculum Experience for Year 9!

In this Curriculum Experience you can look at everything you'll be studying this academic year: all the brilliant topics you'll be learning about and the knowledge and skills you will gain. You can also see what assessments are going to be set each half term in each subject, so you can plan your revision and prepare yourself for your assessments. Our teachers have also included information for you on what extra-curricular opportunities you can pursue in order to study subjects and topics in more depth – from books, to websites, to documentaries, to places to visit.

If you have any questions about anything in this document, you can ask your subject teacher, your form tutor or your Head of Year.

Term	ENGLISH Curriculum Content	Assessment(s) (assessment title, duration and approx date)	Extra-Curricular Options (Places to visit; wider reading; clubs to join)
<p><b>Year 9 English Curriculum Overview:</b>            Students will solidify their knowledge of key concepts of power, identity, and hierarchy as they move into Year 9. Students study increasingly challenging texts which invite a critical understanding of 19<sup>th</sup> Century Literature and Shakespeare. Again, they revisit the study of poetry, developing their skills of analysing structure, form and language across an anthology of poems, and building in a comparative element to their analysis. Students also study modern short stories, building on the breadth and diversity of text choices throughout KS3. Their study of African and diasporic literature at the end of the year facilitates rich discussions around race, gender and identity, further developing their criticality as they move into KS4.</p>			
<p><b>Year 9 HT1</b></p>	<p><b>Unit Title: The Picture of Dorian Gray</b>            This challenging 19<sup>th</sup> century text introduces students to the context of Victorian London. They also study how psychology has influenced literature and begin to consider authorial intent behind the text; encouraging them to understand the motives and intentions of others.            Students will learn about</p> <ul style="list-style-type: none"> <li>• The context of Victorian London</li> <li>• Developing theses and arguments about a text</li> <li>• Constructing threads of analysis across a novel.</li> <li>•</li> </ul>	<p><b>Formative assessment:</b> Essay on either theme or character based on an extract.</p> <p><b>Summative Assessment:</b> Essay on either theme or character based on an extract.</p>	<p>Watch: BBC documentary series ‘Victorian Sensations’.</p> <p>Wider reading: further 19<sup>th</sup> century literature is available from the school library.</p> <p>Creative Writing Club</p>
<p><b>Year 9 HT2</b></p>	<p><b>Unit Title: Othello</b>            Students further their study of Shakespeare through the challenging play ‘Othello’. Students consolidate their study of building links between context and text through the exploration of Shakespearian dual contexts. They consider how contemporary power dynamics affect literature, and critically engage with the study of alternative interpretations and readerships.            Students will learn about:</p> <ul style="list-style-type: none"> <li>• The dual context of Elizabethan England and 16<sup>th</sup> century Venice.</li> <li>• Alternative interpretations: considering both contemporary and modern readings of the play.</li> <li>• Constructing clear arguments in an essay.</li> <li>•</li> </ul>	<p><b>Formative assessment:</b>            Thematic essay on an extract</p> <p><b>Summative assessment:</b>            Thematic essay on an extract</p>	<p>Visit: Shakespeare’s Globe Theatre</p> <p>Watch: English Touring Theatre’s documentary on the making of their production of Othello</p>
<p><b>Year 9 HT3</b></p>	<p><b>Unit Title: Identity and Relationships Poetry</b>            The study of an anthology of poems allows students to explore symbolism across a common theme. Students continue to draw lines of comparison across texts and begin</p>	<p><b>Mid-Year Exam:</b></p>	<p>Non-fiction articles available from The Day.</p>

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	<p>to develop their analytical skills of comparison. Supported by a range of non-fiction articles, students are encouraged to critically engage with the themes of identity and relationships.</p> <p>Students will learn about:</p> <ul style="list-style-type: none"> <li>• Analysing a theme across poetry of different contexts and time periods.</li> <li>• An introduction to analytical comparison.</li> <li>• Making links between literature and the world around them.</li> <li>•</li> </ul>	<p>Reading: Students write an essay on either a character of theme from 'Othello'</p> <p>Writing: Fiction Writing. Students write a descriptive/narrative story</p> <p><b>Formative Assessment:</b> Thematic essay on one poem from the anthology.</p> <p><b>Summative Assessment:</b> Thematic essay on a different poem from the anthology.</p>	<p>Further reading around the themes of identity and relationships are available from the school library.</p>
<p><b>Year 9 HT4</b></p>	<p><b>Unit Title: Non-Fiction Writing</b></p> <p>Students are introduced to non-fiction writing through speech and article writing. Following a clear set of principles around constructing arguments, students use non-fiction articles and speeches as the basis for their own writing. Students are encouraged to articulate their own opinions and use these to convincingly build arguments.</p> <p>Students will learn about:</p> <ul style="list-style-type: none"> <li>• Writing to argue or persuade</li> <li>• Structuring non-fiction writing</li> <li>• Developing their use of ambitious vocabulary</li> <li>•</li> </ul>	<p><b>Formative Assessment:</b> Write a persuasive speech or article responding to a statement.</p> <p><b>Summative Assessment:</b> Write a persuasive speech or article responding to a statement.</p>	<p>Young Writer's 'Empowered' Poetry competition</p> <p>Newspaper Club</p>
<p><b>Year 9 HT5</b></p>	<p><b>Unit Title: African and Diasporic short stories</b></p> <p>Students study Chimamanda Ngozi Adichie's short stories, and examine themes of identity, family and race set against the context of African and Diasporic literature. Studying two stories from a wider anthology, the rich basis of discussion encourages students to have depth and freedom in their analysis of texts.</p> <p>Students will learn about:</p> <ul style="list-style-type: none"> <li>• Tracking character progression throughout a story.</li> <li>• Situating analysis within context and readership.</li> </ul>	<p><b>Formative Assessment:</b> Essay on a character or theme from one story in the anthology.</p> <p><b>Summative Assessment:</b> Essay on a character or theme from one story in the anthology</p>	<p>Further African and Diasporic literature is available from the school library</p>

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	<ul style="list-style-type: none"> <li>• Analysing structural features of a short story.</li> <li>•</li> </ul>		
<p style="text-align: center;"><b>Year 9 HT6</b></p>	<p><b>Unit Title: Community Writing – Writing to our MP</b></p> <p>This unit gives students the platform to become more articulate, fluent and confident in conveying their own views. Students study letter writing to allow them to understand the value of formal writing for a genuine purpose, developing their life skills and engage with the world around them.</p> <p>Students will learn about:</p> <ul style="list-style-type: none"> <li>• Form, audience, and purpose in non-fiction writing</li> <li>• Adapting their register for formal writing and forming clear arguments</li> <li>• Developing skills of planning, editing, and re-drafting</li> <li>•</li> </ul>	<p style="text-align: center;"><b>End of Year Exams</b></p> <p>Reading: Students write an essay on either a character of theme on a story from the African and Diasporic literature anthology</p> <p>Writing: Fiction Writing. Students write a persuasive speech or article responding to a statement.</p>	<p>Listen: BBC Sounds – Four Speeches that Shook the World</p> <p>Newspaper Club</p>

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Term	MATHS Curriculum Content	Assessment(s) <i>(assessment title, duration and approx date)</i>	Extra-Curricular Options <i>(Places to visit; wider reading; clubs to join)</i>
<b>Year 9 Maths Curriculum Overview:</b> <i>Year 9 is a critical year as it helps bridge the gap between KS3 and KS4.</i>			
<b>Year 9 HT1</b>	Students will learn about/ develop skills of: <ul style="list-style-type: none"> <li>• Decimal Manipulation</li> <li>• Estimation &amp; Limits of Accuracy</li> <li>• Related calculations</li> <li>• HCF and LCM of large numbers</li> <li>• Fraction Calculations</li> </ul>	End of topic tests – 30 min at the end of most topics	<ul style="list-style-type: none"> <li>• Pupils encouraged to work on XP section of Sparx and explore the topics taught in greater depth.</li> </ul> Maths games on Sparx
<b>Year 9 HT2</b>	Students will learn about/ develop skills of: <ul style="list-style-type: none"> <li>• Algebraic Manipulation</li> <li>• Index Laws</li> <li>• Expanding and Factorising</li> <li>• Expressions and Substitution</li> </ul>	End of topic tests – 30 min at the end of most topics	<ul style="list-style-type: none"> <li>• Watch following films</li> <li>• The theory of Everything</li> <li>• Imitation game</li> <li>• A beautiful mind</li> <li>• The Man who knew about infinity</li> </ul> Hidden figures
<b>Year 9 HT3</b>	Students will learn about/ develop skills of: <ul style="list-style-type: none"> <li>• Percentages with calculators</li> <li>• Proportion</li> <li>• Probability</li> </ul>	End of topic tests – 30 min at the end of most topics	<ul style="list-style-type: none"> <li>• UKMT clubs for selected pupils</li> </ul>
<b>Year 9 HT4</b>	Students will learn about/ develop skills of: <ul style="list-style-type: none"> <li>• Linear Equations</li> <li>• Linear Inequalities</li> <li>• Sequences</li> <li>• Pythagoras</li> </ul>	End of topic tests – 30 min at the end of most topics	Visit <ul style="list-style-type: none"> <li>• Bank of England</li> <li>• Science Museum</li> <li>• V&amp;A Museum</li> <li>• Bletchley Park</li> </ul>
<b>Year 9 HT5</b>	Students will learn about/ develop skills of: <ul style="list-style-type: none"> <li>• Interior and Exterior Angles</li> <li>• Parallel lines</li> <li>• Basic vectors</li> </ul>	End of topic tests – 30 min at the end of most topics	

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	<ul style="list-style-type: none"><li>• Basic transformations</li></ul>		
<b>Year 9 HT6</b>	Students will learn about/ develop skills of: <ul style="list-style-type: none"><li>• Plans and Elevations</li><li>• Circles and Surface Area</li></ul>	End of topic tests – 30 min at the end of most topics	

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Term	SCIENCE Curriculum Content	Assessment(s) (assessment title, duration and approx date)	Extra-Curricular Options (Places to visit; wider reading; clubs to join)
<p><b>Year 9 Science Curriculum Overview:</b>  <i>In Year 9 students continue to go through the KS3 schemes of work, now building upon their knowledge and concepts from the previous 2 years and further deepening their understanding of science in the world. Students continue to develop their experimental and investigative skills. Students also prepare to begin KS4 content during the summer term. By the end of KS3 our students are expected to have developed their application skills and understanding of the key concepts in science in order to build upon them even more at KS4.</i></p> <p><i>The topics studied in Year 9 are:</i></p> <ul style="list-style-type: none"> <li>• <i>Reactivity</i></li> <li>• <i>Plants and Photosynthesis</i></li> <li>• <i>Energetics and Rates</i></li> <li>• <i>Biological Systems and processes</i></li> <li>• <i>Sound</i></li> <li>• <i>C1: Atomic Structure and the Periodic Table</i></li> <li>• <i>C2: Structure and Bonding</i></li> </ul>			<p><b>Science Museum</b></p> <p><b>Natural History Museum</b></p> <p><b>London Transport Museum</b></p>
Year 9 HT1	<p><b>9CR Reactivity</b>            The unit begins by recapping the work covered in year 8 on basic atomic structure and electron configuration and then adds on neutron numbers, atomic mass and formula mass. The skills introduced in the first few lessons (writing ionic formulae, RFM and balancing equations) are consolidated throughout the unit whilst they look at a variety of chemical reactions. The latter part of the unit introduces the reactivity series and how it can be used to predict and/or explain reaction outcomes. The required practical in this unit is displacement reactions and focusses on the application of the reactivity series. There are many opportunities within this scheme to interleave conservation of mass ideas by incorporating mass calculations that link directly to the reactions carried out.</p> <ul style="list-style-type: none"> <li>• 9CR Reactivity</li> <li>• Identification of hazards and risks, and suggestions for reducing risk</li> <li>• Method writing, including equipment names chemicals and processes</li> </ul>	<p><b>9CR TOPIC TEST</b></p> <p><b>KPIs</b></p>	<p><b>STEM Club</b></p> <p><b>The Day</b></p> <p><b>New Scientist</b></p>
Year 9 HT2	<p><b>9BP Plants + Photosynthesis</b>            This unit provides the foundation for work in key stage 4 on limiting factors in photosynthesis, energy transfer through an ecosystem and the mineral requirements of plants. The unit starts with exploring the structure and function of roots, with emphasis on its adaptations. Pupils then progress on to the process of photosynthesis and its importance. This will include understanding that the carbon dioxide for photosynthesis</p>	<p><b>9BP TOPIC TEST</b></p> <p><b>KPIs</b></p>	<p><b>STEM Club</b></p> <p><b>The Day</b></p> <p><b>New Scientist</b></p>

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	<p>comes from the air, that chlorophyll enables a plant to utilise light in photosynthesis, the role of the leaf in photosynthesis, the importance and roles of the xylem and phloem and the importance of photosynthesis to humans and other animals.</p> <ul style="list-style-type: none"> <li>• 9BP – Plants and Photosynthesis</li> <li>• Identifying variables to change, measure and control</li> <li>• Describing and explaining trends in graphs and using data to illustrate points</li> </ul>		
<b>Year 9 HT3</b>	<p><b>9CE Energetics + Rates</b>          This topic will introduce the idea of rates and factors that affect rates for the first time. How rates are measured is covered first, focusing on the element of time that is essential. There is a required practical, which uses the same reaction as the first lesson to avoid confusion and just allow the changing of concentration. The ideas of surface area and catalysts are introduced. If you have time, you could also do the effect of temperature here. The unit then covers types of reaction – endothermic, exothermic, combustion as a type of oxidation reaction and thermal decomposition.</p> <ul style="list-style-type: none"> <li>• 9CE Energetics + Rates</li> <li>• Scaling and plotting graphs and drawing lines of best fit</li> <li>• Explaining choices for equipment to minimise heat loss and suggestions</li> </ul>	<p><b>MID-YEAR PPE – 60 MINS</b></p> <p><b>9CE TOPIC TEST</b></p> <p><b>KPIs</b></p>	<p><b>STEM Club</b></p> <p><b>The Day</b></p> <p><b>New Scientist</b></p>
<b>Year 9 HT4</b>	<p><b>9BB Biological Systems and Processes</b>          This unit of work begins with a recap of organizational hierarchy, with students recalling the function of different organ systems. Students will then focus on the skeletal and muscular systems, considering how these two interact to produce movement and locomotion. Students will be introduced to the concept of antagonistic muscle pairings and will investigate the forces exerted by different muscles involved in movement. Students will then examine the respiratory system, looking at the mechanism of breathing, lung volumes and the role of diffusion in gas exchange. The impacts of drugs and exercise on the respiratory and other systems will be explored. Finally, students will consider the basis of life by investigating the structure and function of DNA. Through this module students will be introduced to key biological concepts such as DNA as a blueprint for life and its link to cells, tissues, organs, organ systems and organisms.</p> <ul style="list-style-type: none"> <li>• 9BB – Biological Systems and Processes</li> <li>• Calculating means, spotting anomalies</li> <li>• Displaying secondary data appropriately and the analysis of it</li> </ul>	<p><b>9BB TOPIC TEST</b></p> <p><b>KPIs</b></p>	<p><b>STEM Club</b></p> <p><b>The Day</b></p> <p><b>New Scientist</b></p>
<b>Year 9 HT5</b>	<p><b>9PS Sound</b></p>	<p><b>9PS TOPIC TEST</b></p>	<p><b>STEM Club</b></p>

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	<p>This unit builds on the work in year 8 on light waves and makes several links to it. The unit begins by reviewing the work from year 8 and establishing the different types of wave. Waves in matter are introduced and water and sound waves are used as examples of this. The idea of absorption of energy leading to an increase in the thermal store of a substance is revisited here too. The unit then looks at the speed of sound in different media and is a chance to revisit accurate language around particle theory. Then, uses of ultrasound and how microphones and loudspeakers work.</p> <ul style="list-style-type: none"> <li>• 9PS – Sound</li> <li>• Identifying sources of error</li> <li>• Using SI units for wavelength, frequency, and speed</li> <li>• Calculating means and uncertainties</li> </ul>	<p><b>KPIs</b></p>	<p><b>The Day</b></p> <p><b>New Scientist</b></p>
<p><b>Year 9 HT6</b></p>	<p><b>Chemistry</b></p> <p>The periodic table provides chemists with a structured organisation of the known chemical elements from which they can make sense of their physical and chemical properties. The historical development of the periodic table and models of atomic structure provide good examples of how scientific ideas and explanations develop over time as new evidence emerges. The arrangement of elements in the modern periodic table can be explained in terms of atomic structure which provides evidence for the model of a nuclear atom with electrons in energy levels. Chemists use theories of structure and bonding to explain the physical and chemical properties of materials. Analysis of structures shows that atoms can be arranged in a variety of ways, some of which are molecular while others are giant structures. Theories of bonding explain how atoms are held together in these structures. Scientists use this knowledge of structure and bonding to engineer new materials with desirable properties. The properties of these materials may offer new applications in a range of different technologies</p> <ul style="list-style-type: none"> <li>• AQA trilogy combined science – Chemistry</li> <li>• Writing formulae and balanced symbol equations</li> <li>• Evaluating the use of models</li> <li>• Understanding the periodic table</li> <li>• Using equipment correctly to test a hypothesis</li> </ul>	<p><b>CHEM 1 TEST – 45 MINS</b></p> <p><b>END OF YEAR PPE 1 – 60 MINS</b></p> <p><b>END OF YEAR PPE 2 – 60 MINS</b></p>	<p><b>STEM Club</b></p> <p><b>The Day</b></p> <p><b>New Scientist</b></p>

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Term	ART and DT Curriculum Content	Assessment(s) <i>(assessment title, duration and approx date)</i>	Extra-Curricular Options <i>(Places to visit; wider reading; clubs to join)</i>
<b>Year 9 Art and DT Curriculum Overview:</b> In year 9 we shift our delivery of lessons to give students insight into the KS4 curriculum style; students develop and extend imagery and ideas from primary imagery.			
<b>Year 9 Art Cycle 1 (Sept-Jan)</b>	<b>Unit Title: Monuments.</b> A 3d project exploring public artworks made to remember people and events. Students will learn about: <ul style="list-style-type: none"> <li>• 3d processes: modelling, carving, construction, assemblage and casting</li> <li>• Art made with intention- art made to meet a specific brief, function, to be site or non-site specific</li> <li>• Art with significance- universality, longevity and activism</li> </ul>	Multiple choice quiz on art history element. Completed under exam conditions in school in January. 30mins duration.	<b>The British Museum, London.</b> <a href="https://www.britishmuseum.org/">https://www.britishmuseum.org/</a> <b>The John Sloane Museum</b> <a href="https://www.soane.org/">https://www.soane.org/</a>
<b>Year 9 Art Cycle 2 (Feb-July)</b>	<b>Unit Title: TAGS.</b> We explore how art meets text and has done throughout history. Students will learn about: <ul style="list-style-type: none"> <li>• Typology, illustration and graphic design</li> <li>• How text meets art in different cultures: Islamic Art, Medieval and Renaissance manuscripts</li> <li>• One and two point perspective drawing</li> <li>• Developing an idea from primary imagery</li> </ul>	Multiple choice quiz on art history element. Completed under exam conditions in school in April. 30mins duration. Practical exam 55mins duration. Completed under exam conditions in school in June.	<b>Victoria and Albert Museum, London. (V&amp;A)</b> <a href="https://www.vam.ac.uk/">https://www.vam.ac.uk/</a>
<b>Year 9 DT</b>	<b>Unit Title: Commemoration.</b> Designed to complement the year 9 Art Monuments unit, in DT students will be studying the design of architecture and spaces which are specifically designed to celebrate, remember and open a discussion on events, moments in time or historic people. Students will learn about: <ul style="list-style-type: none"> <li>• The development of design briefs</li> <li>• Architecture and the design of spaces</li> <li>• Orthographic and plan view drawing</li> <li>• The properties of materials and changes in material choices due to internal or external use</li> <li>• Independent research skills through structured homework's</li> </ul>	Assessment will be through multiple choice quizzes completed under exam conditions in school in January and April. 10min duration each	<b>Westminster Abbey, London.</b> <a href="https://www.westminster-abbey.org/">https://www.westminster-abbey.org/</a> <b>St. Paul's cathedral, London.</b> <a href="https://www.stpauls.co.uk/visit-us">https://www.stpauls.co.uk/visit-us</a>

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Term	COMPUTING Curriculum Content	Assessment(s) (assessment title, duration and approx date)
<p><b>Year 9 Computing Curriculum Overview:</b>  <i>What will year 9s study and learn this academic year? Why this/ why now?</i></p>		
Year 9 HT1	<p><b>Unit Title: Cybersecurity</b>                      Students will be taken on a journey of discovery of techniques that cybercriminals use to steal data, disrupt systems, and infiltrate networks. The Students will start by considering the value their data holds and what organisations might use it for. They will then learn about social engineering and other common cybercrimes, and finally look at methods to protect against these attacks.</p> <ol style="list-style-type: none"> <li>1. You and your data</li> <li>2. Social engineering</li> <li>3. Script kiddies</li> <li>4. Rise of the bots</li> <li>5. There's no place like 127.0.0.1</li> <li>6. Under attack</li> </ol>	<p><b>Summative assessment – Cyber security – Y9</b></p> <p><b>25 minutes</b></p> <p><b>Week 6</b></p>
Year 9 HT2	<p><b>Unit Title: Data science</b>                      Students will be introduced to data science, and by the end of the unit they will be empowered by knowing how to use data to investigate problems and make changes to the world around them. Students will be exposed to both global and local data sets and gain an understanding of how visualising data can help with the process of identifying patterns and trends.</p> <ol style="list-style-type: none"> <li>1. Delving into data science</li> <li>2. Global data</li> <li>3. Statistical state of mind</li> <li>4. Data for action</li> <li>5. Clean it up</li> <li>6. Make a change</li> </ol>	<p><b>Summative assessment – Data science – Y9</b></p> <p><b>20 minutes</b></p> <p><b>Week 12</b></p>
Year 9 HT3	<p><b>Unit Title: Media – Animations</b>                      Students will learn how films, television, computer games, advertising, and architecture have been revolutionised by computer-based 3D modelling and animation. In this unit Students will discover how professionals create 3D animations using the industry-standard software package, Blender.</p> <ol style="list-style-type: none"> <li>1. Move, rotate, scale, colour</li> <li>2. Animation, names, parenting</li> <li>3. Complex models and colours</li> </ol>	<p><b>Project</b></p> <p><b>1 hour</b></p> <p><b>Week 18</b></p>

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	<ol style="list-style-type: none"> <li>4. Organic modelling</li> <li>5. Lights, camera, render</li> <li>6. Project</li> </ol>	
<b>Year 9 HT4</b>	<p><b>Unit Title: Physical computing</b> Students will apply and enhance their programming skills in a new engaging context: physical computing, using the BBC micro:bit.</p> <ol style="list-style-type: none"> <li>1. Hello physical world</li> <li>2. Bare bones</li> <li>3. Connections</li> <li>4. Dream it up</li> <li>5. Build it up</li> <li>6. Wrap it up</li> </ol>	<p><b>Summative assessment – Physical computing – Y9</b></p> <p><b>45 minutes</b></p> <p><b>Week 24</b></p>
<b>Year 9 HT5</b>	<p><b>Unit Title: Python programming with sequences of data</b> Students will learn how data can be represented and processed in sequences, such as lists and strings.</p> <ol style="list-style-type: none"> <li>1. Warm up</li> <li>2. Playlist</li> <li>3. In a while, crocodile</li> <li>4. The famous for</li> <li>5. Make a thing</li> <li>6. Wrap up</li> </ol>	<p><b>Summative assessment – Python programming with sequences of data – Y9</b></p> <p><b>25 minutes</b></p> <p><b>Week 30</b></p>
<b>Year 9 HT6</b>	<p><b>Unit Title: Representations – going audio-visual</b> Students will develop skills of making digital media such as images and sounds, and discover how media is stored as binary code.</p> <ol style="list-style-type: none"> <li>1. Binary mosaic</li> <li>2. A splash of colour</li> <li>3. Collage</li> <li>4. Good vibrations</li> <li>5. Sonic playground</li> <li>6. Always another way</li> </ol>	<p><b>Summative assessment – Representations – going audiovisual – Y9</b></p> <p><b>40 minutes</b></p> <p><b>Week 36</b></p>

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Term	DRAMA Curriculum Content	Assessment(s) <i>(assessment title, duration and approx date)</i>	Extra-Curricular Options <i>(Places to visit; wider reading; clubs to join)</i>
<p><b>Year 9 Curriculum Overview:</b></p> <p><i>In year 9, students continue to build and refine their knowledge of practical drama and their analytical and evaluative skills. There is a strong focus on texts in preparation for the component 2 and 3 exams in KS4, through the exploration of 3 contrasting texts from playwrights from diverse backgrounds. The core performance and devising skills continue to be built upon through these schemes of work with students being pushed to take bigger risks to meet the needs of each text. Students build on their knowledge of practitioners by studying and experimenting with Stanislavski's methods in the form of naturalism. Time is also given to presentation skills through presence, vocal and stature when sharing their findings and experiences of the Theatre timeline unit. They will also get a taste of the written element at GCSE when they will watch the Live Theatre production of 'Billy Elliot' the musical and write a live theatre review based upon their experience. Year 9 concludes with a devised performance from a stimulus of their choice. They will be able to accumulate all their knowledge and skills from the whole of KS3 and celebrate their confidence by performing live to a year 8 class.</i></p> <p><b>Drama intent</b></p> <p>By the end of Year 9 students:</p> <ul style="list-style-type: none"> <li>• Will have been exposed to moral, political and social environments through historical and situational context</li> <li>• They will be able to use Drama skills to a high standard in order to enhance devised performance and show understanding of where the use of learned skills can be applied in order to gain maximum impact on an audience</li> <li>• They will have completed a historical journey through the Last days of corporal punishment and will have debated and formed their own opinions on the matter.</li> <li>• They will be able to confidently address the class with ideas and strategies to develop Drama and character to a good/very good/excellent standard</li> <li>• They will have learned to communicate, debate and refine ideas in a group setting allowing for ideas and growth of others.</li> <li>• Confidence and vocal diction abilities will be developed to a good/very good level.</li> <li>• They will be able to evaluate in written form their successes and areas for improvement using full Drama language to a good/very good/excellent standard</li> <li>• They will have completed a live Theatre review of Billy Elliot for their end of KS3 assessment</li> </ul>			
<b>IMPLEMENTATION</b>			
<b>Year 9 HT1</b>	<p><b>Theme</b> <i>Post-World War 2, corporal punishment, the court system, social unrest and sexual identity</i></p> <p><b>Unit Title: Let him have it</b></p>	<p><b>Practical assessment only Week commencing 17 October over Week A and Week B</b></p>	<p><b>Open Evening and Black History Month</b></p>

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	<ul style="list-style-type: none"> <li>• Film Stimulus.</li> <li>• Students develop an unseen moment of the film through historical and social context of the times.</li> <li>• Focus upon the relationship between Derek Bentley and his special needs and epilepsy and the wayward Christopher Craig</li> <li>• Define elements of character and their struggles in society.</li> <li>• Whole class courtroom improvisation putting Derek on Trial in 2022</li> <li>• How society now responds to special needs and mental health issues.</li> <li>• Exploration strategies- Mind Map and Role on the wall</li> </ul>		
Year 9 HT2	<p><b>Unit Title: Gangs and riots</b></p> <ul style="list-style-type: none"> <li>• Using theatrical Knowledge gained in prior unit theme will be used to develop knowledge further.</li> <li>• Script and devised based sow, using true stories, Monologues and Duologues of those effected by the London riots.</li> <li>• Students are encouraged to empathize, understand and re-create the situations of those involved.</li> <li>• Reading of monologues and written stage directions accumulating in assessment performance and Written evaluation.</li> <li>• Physical Theatre and ensemble work, alongside soundscape and excellent staging techniques.</li> </ul> <p>Numeracy- Timing, staging co-ordinates and floor marking</p>	<p><b>Written Booklets week commencing Nov 14<sup>th</sup> over week A and Week B</b></p>	<p><b>After school GCSE Drana taster club SBY</b></p>
Year 9 HT3	<p><b>Unit Title: Stanislavski</b></p> <ul style="list-style-type: none"> <li>• Students will be introduced to Naturalism,</li> <li>• Emotional memory recall, Body awareness,</li> </ul>	<p><b>Practical assessment</b></p>	

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	<ul style="list-style-type: none"> <li>• Focus and concentration and character Analysis through the Theatre of Stanislavski.</li> <li>• Scenarios will involve every-day situations and behaviors of human beings when put in various predicaments and facing various choices.</li> <li>• Improvisation skills</li> <li>• The Magic if</li> </ul>		
<b>Year 9 HT4</b>	<p><b>Unit Title: Theatre timeline presentation</b></p> <ul style="list-style-type: none"> <li>• Historical exploration into the different eras of Theatre and their roots</li> <li>• The development of style through the practitioner Artaud.</li> <li>• Forum Theatre and Political Theatre through Practitioner Boal.</li> <li>• Evaluation: public speaking and confidence when presenting their findings</li> </ul>	<b>Practical and written assessment</b>	<b>School production rehearsals SBY and MML</b>
<b>Year 9 HT5</b>	<p><b>Unit Title: Billy Elliot</b></p> <ul style="list-style-type: none"> <li>• Students will take notes on the Musical Billy Elliot on an official template that guides the student through the pre-review process</li> <li>• Students will practically explore some of the themes from the musical contrasting comedy with Drama</li> <li>• Using ICT skills students will write a Live Theatre review for their PPE exams</li> </ul>	<b>Practical assessment</b>	<b>School production rehearsals SBY and MML</b>
<b>Year 9 HT6</b>	<p><b>Unit Title: Devised unit</b></p> <ul style="list-style-type: none"> <li>• In Groups Students will select their own stimulus and use all Drama strategies skills and techniques from their learning throughout KS3</li> <li>• They will gain group working skills and task focus to a high standard and be able to add solid ideas to the group process</li> <li>• They will use their previous knowledge of various practitioners, Genre and style to enhance the devising process</li> <li>• They will perform their pieces to a live audience (a year 8 class) and gain further confidence and experience in a public setting.</li> </ul>	<b>Practical and written assessment</b>	<b>School production rehearsals SBY and MML</b>

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	<ul style="list-style-type: none"> <li>• They will compose a rehearsal schedule and make a record of all props and costume they require</li> <li>• They will decide on as a group where they will use the following which they will be required to use at least 3. Face front Theatre, Marking the moment, talking in unison, flashbacks, choral speaking, Fast forward, elements of Physical Theatre, Narration and Mime.</li> <li>• They will decide on appropriate lighting based on availability in the Drama room</li> <li>• Staging choices will be appropriate and effective to the piece.</li> <li>• They will be able to remain focused and in character throughout</li> <li>• They will show a range of vocal and physical skills and execute them to a high standard</li> </ul>		
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Term	FRENCH Curriculum Content	Assessment(s) (assessment title, duration and approx date)
<p><b>Year 9 Curriculum Overview</b></p> <p><i>In year 9 our Curriculum aims at inspiring young teenagers while consolidating and extending their language knowledge, ensuring a majority chooses to carry on with their language into GCSE. Therefore, it includes cultural topics, a wide representation of the French speaking world and it encourages the exploration of songs, short films and literature, as well as consolidating practice on phonics, expanding vocabulary knowledge (breadth and depth) and increasing understanding and knowledge of key grammar.</i></p>		
<b>Year 9 HT1</b>	<p><b>Unit 9 – Relationships</b></p> <p>The first unit in year 9 combines revision of previously learnt language with the introduction of a wider range of vocabulary, allowing for a more mature and sophisticated way of describing people, personal relationships, and future wishes. Pupils also extend their ability to express preferences, future and to narrate events in the past, including a range of past tenses, using reflexive verbs, time frequency phrases and future and imperfect tenses.</p> <p><b>Prior learning: Units 1-8</b> Students will learn about/ develop skills:</p> <ul style="list-style-type: none"> <li>• Describing your family</li> <li>• Do you get on well with your family?</li> <li>• What you do and when</li> <li>• What you do with your siblings at the weekend</li> <li>• Your ideal partner Opinions about what makes a good friend</li> <li>• Your plans for the weekend</li> <li>• What you did at the weekend with partner, friends, and family?</li> <li>• What you did when you were young</li> </ul>	<p><b>Listening, Reading, and Writing</b></p>
<b>Year 9 HT2</b>	<p><b>Unit 10- Festivals and Traditions</b></p>	

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	<p>This is a predominantly cultural unit aimed at expanding knowledge of other countries' traditions and to establish comparisons with their own culture. In this unit pupils further develop their ability to express future plans and narrate events in the past combining various tenses. New specific vocabulary is introduced, and sound-symbols correspondences covered since year 7 are revisited.</p> <p>The key phonics, vocabulary and grammar could be covered concentrating the whole unit around Christmas in France. We explore a variety of festivals and traditions from around the French speaking world.</p> <p><b>Prior learning: Units 1-9</b></p> <p>Students will learn about/ develop skills of:</p> <ul style="list-style-type: none"> <li>• Food and mealtimes</li> <li>• Variety within the French Cuisine</li> <li>• Celebrations and Festivals in the French speaking Word</li> <li>• Speak about a recent Celebration</li> <li>• Which festival would you like to visit and why</li> <li>• Making Comparisons (Sophisticated comparisons and opinions)</li> </ul>	
<p style="text-align: center;"><b>Year 9 HT3</b></p>	<p><b>Unit 11- City/Region in French Speaking Countries</b></p> <p>In this unit pupils further develop their knowledge about and ability to compare different countries and cultures. They extend their knowledge about the Hispanic world or an area of a French speaking country by learning about certain cities/countries/areas. In this unit we explore a variety of countries or areas from around the French speaking world.</p> <p><b>Prior learning: Units 1-10</b></p> <p>Students will learn about/ develop skills of:</p> <ul style="list-style-type: none"> <li>• Revision</li> <li>• PPE's</li> <li>• My city</li> <li>• What you can do in your region</li> <li>• My region in now and in the past (Cont'd in HT4)</li> </ul>	<p><b>Year 9 French PPE</b></p>
<p style="text-align: center;"><b>Year 9 HT4</b></p>	<p><b>Unit 11: City/Region in French Speaking Countries</b></p>	

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	<p>In this unit pupils further develop their knowledge about and ability to compare different countries and cultures. They extend their knowledge about the Hispanic world or an area of a French speaking country by learning about particular cities or areas.</p> <p>Students will learn about/ develop skills of:</p> <ul style="list-style-type: none"> <li>• What do you know about Madrid/Mexico/Central America?</li> <li>• Comparing cities</li> <li>• Where you would like to live in the future and why</li> <li>• Tourism vocabulary and buying souvenirs</li> <li>• Going shopping and what you have bought recently</li> <li>• What region /French speaking country would you like to visit and why?</li> <li>• What will you do there?</li> </ul>	
<p><b>Year 9 HT5</b></p>	<p><b>Unit 12-The World Around Us</b></p> <p>Students will learn about/ develop skills of:</p> <ul style="list-style-type: none"> <li>• The environmental issues</li> <li>• The solutions for environmental issues -what can we do?</li> <li>• When you were young</li> <li>• My rights</li> <li>• Helping others</li> <li>• Helping others in the future</li> </ul>	
<p><b>Year 9 HT6</b></p>	<p><b>Unit-PPE Revision, Consolidation, Feedback, Cultural Awareness and Film Study</b></p> <p>Students will learn about/ develop skills of:</p> <ul style="list-style-type: none"> <li>• PPE Revision – Writing/listening/ Reading Skills</li> <li>• Year 9 PPE’s – All four skills</li> <li>• Revision and Consolidation</li> <li>• Culture awareness/Film Study of ‘Los Voces Inocentes’ /Exploration of authentic materials</li> </ul>	<p><b>Year 9 French End of Year Assessments- Listening, Reading, and Writing</b></p>

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Term	GEOGRAPHY Curriculum Content	Assessment(s) (assessment title, duration and approx date)	Extra-Curricular Options (Places to visit; wider reading; clubs to join)
<b>Year 9 Geography Curriculum Overview:</b> Students start with the 'Life in an Emerging Country' topic. Here, pupils will study the world's emerging countries that have seen rapid industrialisation, urbanisation and economic growth. Next, pupils study climate change where they look at the natural and human causes and the impacts and solutions. Life in an emerging country leads on from Development and Population covered in Y7 and 8 and prepares pupils for GCSE where pupils study Challenge of an Urbanising World.			
<b>Year 9 HT1, 2 and 3</b>	<b>Unit Title: Life in an Emerging Countr</b> Pupils will extend their locational knowledge and deepen their spatial awareness of the world's countries using atlas maps to focus on the location of the countries classified as emerging. One of the key outcomes should be that pupils understand the characteristics and features of emerging countries. Pupils will investigate, using a range of geographical data, the reasons why rural to urban migration is a key feature within these countries. This will lead pupils to consider the opportunities and challenges faced due to rapid urbanisation. The unit also provides an opportunity for pupils to evaluate the impacts of TNCs on the quality of life and economic development of a host country. This unit further develops pupil understanding of development and interdependence. <ul style="list-style-type: none"> <li>• The location and features of emerging countries.</li> <li>• Development indicators in emerging countries.</li> <li>• Employment structure change.</li> <li>• China's economic success.</li> <li>• Rural to urban migration in emerging countries.</li> <li>• Where is Brazil and what is it like?</li> <li>• Opportunities and challenges in Rio.</li> <li>• South Korea and economic miracle.</li> <li>• Where is Nigeria and why is it important?</li> <li>• TNCs in Nigeria.</li> <li>• Russia DME.</li> </ul>	<b>Life in an emerging country assessment – 1 hour</b>	<b>Colombia with Simon Reeve -</b> <a href="https://www.bbc.co.uk/iplayer/episode/b08n5flh/colombia-with-simon-reeve">https://www.bbc.co.uk/iplayer/episode/b08n5flh/colombia-with-simon-reeve</a>
<b>Year 9 HT4, 5 and 6</b>	<b>Unit Title: Climate Change</b> In this unit pupils will investigate the challenge of a changing climate, it's causes (both human and physical), the consequences of changing temperatures and what, if anything, we can do to prevent it. This element of the unit builds on their	<b>Climate change assessment – 1 hour</b>	<b>Climate Change: The Facts -</b> <a href="https://www.bbc.co.uk/iplayer/episode/m00049b1/climate-change-the-facts">https://www.bbc.co.uk/iplayer/episode/m00049b1/climate-change-the-facts</a>

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	<p>understanding of river and coastal flooding studied in Y7 and 8, as well as the weather and climate unit. Pupils will study climate change through a range of geographical locations and understand the importance of international co-operation in achieving a positive outcome for the planet. Pupils will also consider their individual role and contribution to climate change and how they can reduce their carbon footprint. Pupils will explore the slogan to 'act local, think global', and consider approaches to sustainable development.</p> <ul style="list-style-type: none"> <li>• Evidence for climate change.</li> <li>• Natural causes of climate change.</li> <li>• The greenhouse effect</li> <li>• The effects of climate change.</li> <li>• The effects of climate change in Bangladesh.</li> <li>• The climate change dilemma.</li> <li>• Adaptation vs mitigation.</li> </ul>		
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Term	HISTORY Curriculum Content	Assessment(s) (assessment title, duration and 23approx. date)	Extra-Curricular Options (Places to visit; wider reading; clubs to join)
<p><b>Year 9 Curriculum Overview:</b>  <i>Students begin year 9 which focuses on the modern period of British and world history beginning with the First World War which develops students' understanding of the controversial causes of the war, and transformational impact of the war on the world and the beginning of the end of British Empire. Students learn how the British Empire ends in Africa and India with catastrophic effects on the formal colonies which is a legacy of the Empire. Students from year 7 to year 9 developing a high level and critical understanding of the British Empire and the legacy for the country they live in. Making this ks3 curriculum very much a diverse and inclusive history curriculum for WA students. There is also a depth study of the Holocaust in year 9 in which students can receive a deep understanding of the significance of the Holocaust which is taught during the period of Holocaust Memorial week so that they can also make links with PSHE lessons and other events taking place in the community, nationally and internationally. There is also an opportunity to develop students' understanding of other diverse histories including the women's suffrage movement and the civil rights movement in Britain and the USA and Britain's imperial past.</i></p>			
Year 9 HT1	<p><b>Unit Title: Causes of the First World War One</b>  Students will learn about/ develop skills of:</p> <ul style="list-style-type: none"> <li>Who were the world's 'Great Powers'?</li> <li>What were the short-term causes of World War One? (Sarajevo and subsequent events).</li> <li>What were the long-term causes of World War one? (MAIN)</li> <li>What were the conditions in the trenches on the Western Front</li> </ul> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>Explain why the war broke out when it did.</li> <li>How to identify the message of a range of sources, a focus is on satire, and to infer and explain their usefulness.</li> <li>How to use interpretations from the German perspective to appreciate different perspectives and views from the period.</li> </ul>	<p><b>Formative assessment:</b>  - Key questions and hinge questions designed into all lessons  - Source analysis tasks  - Interpretation tasks  - Teacher questioning</p> <p><b>Summative assessment:</b>  <b>Q: Explain the 3 main causes of WWI (12)</b></p>	<p><b>Imperial War Museum:</b>  <a href="https://www.iwm.org.uk/">https://www.iwm.org.uk/</a></p>
Year 9 HT2	<p><b>Unit Title: The Suffragettes (WSPU)</b>  Students will learn about/ develop skills of:</p> <ul style="list-style-type: none"> <li>Why was suffrage desired by 19<sup>th</sup> century women and working-class men?</li> <li>Which group was most effective in increasing the impact of the campaign for women's suffrage?</li> <li>How far did WW1 help the campaign for universal suffrage?</li> <li>Why did women gain the vote in 1918?</li> </ul> <p><b>Key Skills:</b></p>	<p><b>Formative assessment:</b>  - Key questions and hinge questions designed into all lessons  - Source analysis tasks  - Interpretation tasks  - Teacher questioning</p>	<p><b>Museum of London Suffragettes Exhibition:</b>  <a href="https://www.museumoflondon.org.uk/discover/suffragettes">https://www.museumoflondon.org.uk/discover/suffragettes</a></p> <p><b>Suffragette the Movie:</b>  <a href="https://www.channel4.com/programmes/suffragette">https://www.channel4.com/programmes/suffragette</a></p>

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	<ul style="list-style-type: none"> <li>Analysing sources to identify the content and provenance and being able to link this to utility.</li> <li>Analysing interpretations to identify the differences between them, and which interpretation they agree with most.</li> </ul>	<p><b>Summative assessment:</b> Q: How useful are Sources A and B for an enquiry about the protest methods of the WSPU. (8)</p>	
<p style="text-align: center;"><b>Year 9 HT3</b></p>	<p><b>Unit Title: The Holocaust</b> Students will learn about/ develop skills of:</p> <ul style="list-style-type: none"> <li>How did life change for Jews under the Nazi regime? 1933-39.</li> <li>How did WWII effect European Jews?</li> <li>How were the Nazis able to implement the Final Solution?</li> <li>How far was Hitler responsible for the Final Solution?</li> </ul> <p>Key Skills:</p> <ul style="list-style-type: none"> <li>Analysing sources to identify the content and provenance and being able to link this to utility.</li> <li>Analysing interpretations to identify the differences between them, and which interpretation they agree with most.</li> <li>Using evidence to humanise Jewish people and develop an appreciation of their diversity.</li> </ul>	<p><b>Formative assessment:</b> - Key questions and hinge questions designed into all lessons - Source analysis tasks - Interpretation tasks - Teacher questioning</p> <p><b>Summative assessment:</b> Q: UL Common Assessment</p>	<p><b>Anne Frank's Diary:</b> <a href="https://www.annefrank.org/en/anne-frank/diary/">https://www.annefrank.org/en/anne-frank/diary/</a></p> <p><b>The Boy in the Striped Pyjamas: Novel by John Boyne</b></p> <p><b>The Boy in the Striped Pyjamas: Novel by John Boyne: Film</b> <a href="https://rakuten.tv/uk/movies/the-boy-in-the-striped-pajamas">https://rakuten.tv/uk/movies/the-boy-in-the-striped-pajamas</a></p>
<p style="text-align: center;"><b>Year 9 HT4</b></p>	<p><b>Unit Title: End of the British Empire</b> Students will learn about/ develop skills of:</p> <ul style="list-style-type: none"> <li>Scramble for Africa</li> <li>Decolonisation of Africa</li> <li>Independence of India and Partition</li> </ul> <p>Key Skills:</p> <ul style="list-style-type: none"> <li>Continuity and Change</li> <li>Analysing Sources' utility</li> <li>Explain why the British granted independence to their colonies in Africa and India</li> <li>Explain who was responsible for Partition, including the roles of Jawaharlal Nehru, Gandhi, Jinnah (Muslim League), Lord Mountbatten and the British government, Winston Churchill</li> </ul>	<p><b>Formative assessment:</b> - Key questions and hinge questions designed into all lessons - Source analysis tasks - Interpretation tasks - Teacher questioning</p> <p><b>Summative assessment:</b> Na</p>	<p><b>Gandhi – directed by Richard Attenborough. Available on a range of streaming networks.</b> <a href="https://www.amazon.co.uk/Gandhi-Ben-Kingsley/dp/B00FYN72PO">https://www.amazon.co.uk/Gandhi-Ben-Kingsley/dp/B00FYN72PO</a></p>

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<b>Year 9 HT5</b>	<p><b>Unit Title: UL EOY Common Assessment</b> Students will learn about/ develop skills of:</p> <ul style="list-style-type: none"> <li>• Core units: Causes of WWI, Suffragettes, the Holocaust</li> </ul> <p>Key Skills:</p> <ul style="list-style-type: none"> <li>• Explain and evaluate the main causes of WWI (Alliances, Arms Race, Imperial Rivalries)</li> <li>• Analysing sources to identify the content and provenance and being able to link this to utility.</li> <li>• Analysing interpretations to identify the differences between them, and which interpretation they agree with most.</li> </ul>	<p><b>Formative assessment:</b></p> <ul style="list-style-type: none"> <li>- Key questions and hinge questions designed into all lessons</li> <li>- Source analysis tasks</li> <li>- Interpretation tasks</li> <li>- Teacher questioning</li> </ul> <p><b>Summative assessment:</b></p> <ul style="list-style-type: none"> <li>- UL Common Assessment</li> </ul>	
<b>Year 9 HT6</b>	<p><b>Unit Title: Civil Rights: Britain a-nd USA</b> Students will learn about/ develop skills of:</p> <ul style="list-style-type: none"> <li>• What should Doctor Harold Moody be remembered for?</li> <li>• Was there a typical post-war Black Migrant experience in Britain?</li> <li>• How much progress did Black campaigns make in the sixties?</li> <li>• What was the role of women in the British Black Power movement?</li> <li>• The Jim Crow Laws and segregation in the South. The emergence and significance of Martin Luther King</li> </ul> <p>Key Skills:</p> <ul style="list-style-type: none"> <li>• Historical significance of Harold Moody</li> <li>• Analysing sources to identify the content and provenance and being able to link this to utility.</li> <li>• Evaluation of the role of women in the British Black Power Movement</li> <li>• Significance of Martin Luther King and the civil rights movement in the USA</li> </ul>	<p><b>Formative assessment:</b></p> <ul style="list-style-type: none"> <li>- Key questions and hinge questions designed into all lessons</li> <li>- Source analysis tasks</li> <li>- Interpretation tasks</li> <li>- Teacher questioning</li> </ul> <p><b>Summative assessment:</b></p> <p>na</p>	<p><b>‘Eyes on the Prize’. Award winning PBS documentary about the US Civil rights Movement. A must watch documentary for anyone interested in the development of the US Civil Rights Movement.</b></p> <p><a href="https://www.youtube.com/watch?v=Ts10IVzUDVw">https://www.youtube.com/watch?v=Ts10IVzUDVw</a></p>

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Term	MUSIC Curriculum Content	Assessment(s) <i>(assessment title, duration and approx date)</i>	Extra-Curricular Options <i>(Places to visit; wider reading; clubs to join)</i>
<b>Year 9 Curriculum Overview:</b>			
<b>Year 9 HT1</b>	<b>Unit Title: What makes a good song? (1)</b> Students will learn about/ develop skills of: <ul style="list-style-type: none"> <li>• Textural and structural elements of a song/popular song.</li> <li>• Reading a lead sheet in creating a Musical Arrangement of a Popular Song</li> </ul>	<b>January Listening and Appraisal Exam</b>	<b>Listen to favourite songs, identify the structure of the song</b>
<b>Year 9 HT2</b>	<b>Unit Title: What makes a good song? (2)</b> Students will learn about/ develop skills of: <ul style="list-style-type: none"> <li>• Textural and structural elements of electronic dance music</li> <li>• Hooks, riffs and motives</li> <li>• Musical intervals and their usage in choruses</li> <li>• Creating a cover for a song</li> </ul>	<b>January Listening and Appraisal Exam</b>	<b>Listen to favourite song, analyse what aspects of the song make it attractive.</b>
<b>Year 9 HT3</b>	<b>Unit Title: Film Music</b> Students will learn about/ develop skills of: <ul style="list-style-type: none"> <li>• How music can enhance the visual images and dramatic impact of film and can reflect the emotional and narrative messages of the drama.</li> <li>• How timing is a crucial factor in the composition and performance of music for film.</li> <li>• How film music can change the viewer's interpretation of a scene.</li> <li>• How to create an effective musical narrative for a film scene, using appropriate techniques to create an intended effect</li> </ul>	<b>June Listening and Appraisal Exam</b>	<b>Rewatch favourite film paying particular attention on how the music enhances the scene / support certain character.</b>
<b>Year 9 HT4</b>	<b>Unit Title: Video Game Music</b> Students will learn about/ develop skills of: <ul style="list-style-type: none"> <li>• Various ways in which music is used within a range of computer and video games from different times.</li> <li>• Common compositional and performance features used in computer and video game music.</li> <li>• Varying, adapting and changing a melody (character theme) for different atmospheres/scenarios.</li> <li>• Importance of sound effects and how these are used at certain cues to enhance gameplay within a computer or video game.</li> </ul>	<b>June Listening and Appraisal Exam</b>	<b>Music Tech Club</b>

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<b>Year 9 HT5</b>	<p><b>Unit Title: Maths in 20<sup>th</sup> century Music</b> Students will learn about/ develop skills of:</p> <ul style="list-style-type: none"> <li>• How twentieth century composers ‘broke away’ from late-Romantic ideals.</li> <li>• Vast variety of genre in twentieth century</li> <li>• how minimalist composers develop pieces from small starting points.</li> <li>• Using Ableton to remix 20<sup>th</sup> century minimalistic music</li> </ul>	<b>June Listening and Appraisal Exam</b>	<b>Music Tech Club</b>
<b>Year 9 HT6</b>	<p><b>Unit Title: KS3 Final Project!</b> Students will learn about/ develop skills of:</p> <ul style="list-style-type: none"> <li>• How to plan a recording session</li> <li>• Recording in a recording studio</li> <li>• Design of microphones and their application</li> </ul>	<b>June Listening and Appraisal Exam</b>	<b>Music Tech Club</b>

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Term	PE Curriculum Content	Assessment(s) <i>(assessment title, duration and approx date)</i>	Extra-Curricular Options <i>(Places to visit; wider reading; clubs to join)</i>
<b>Year 9 PE Curriculum Overview:</b> <i>What will year 9s study and learn this academic year? Why this/ why now?</i>			
<b>Year 9 HT1</b>	Students will learn about/ develop skills of: <ul style="list-style-type: none"> <li>• Multi-skills</li> <li>• Trampoline</li> <li>• Basketball</li> <li>• Cross Country</li> </ul>	Component of Fitness - Baseline assessment, two hours, w/b 12 September	<ul style="list-style-type: none"> <li>• Boys' and girls' football</li> <li>• Girls' netball</li> <li>• Table Tennis team</li> <li>• Cross Country squad</li> </ul>
<b>Year 9 HT2</b>	Students will learn about/ develop skills of: <ul style="list-style-type: none"> <li>• Rugby</li> <li>• Table Tennis</li> <li>• Fitness</li> <li>• PE Theory</li> </ul>	Component of Fitness - Baseline assessment, two hours, w/b 11 November	<ul style="list-style-type: none"> <li>• Boys' and girls' football</li> <li>• Girls' netball</li> <li>• Boys' and girls' basketball</li> <li>• Indoor athletics</li> <li>• Badminton squad</li> <li>• Indoor girls' cricket</li> <li>• Boys' and girls' Handball</li> </ul>
<b>Year 9 HT3</b>	Students will learn about/ develop skills of: <ul style="list-style-type: none"> <li>• Rugby</li> <li>• Football</li> <li>• Handball</li> <li>• PE Theory</li> </ul>	Component of Fitness - Baseline assessment, two hours, w/b 30 January  PE Theory – End of topic exam, one hour exam (50 marks)	<ul style="list-style-type: none"> <li>• Boys' and girls' basketball</li> <li>• Indoor athletics</li> <li>• Boys' and girls' Handball</li> <li>• Trampoline squad</li> </ul>
<b>Year 9 HT4</b>	Students will learn about/ develop skills of: <ul style="list-style-type: none"> <li>• Rugby</li> <li>• Football</li> <li>• Handball</li> </ul>	Component of Fitness - Baseline assessment, two hours, w/b 27 March	<ul style="list-style-type: none"> <li>• Boys and girls' football</li> <li>• Girls' netball</li> <li>• Indoor athletics</li> </ul>
<b>Year 9 HT5</b>	Students will learn about/ develop skills of: <ul style="list-style-type: none"> <li>• Athletics</li> </ul>		<ul style="list-style-type: none"> <li>• Boys' and girls' athletics league (outdoor)</li> </ul>

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			<ul style="list-style-type: none"> <li>• Boys Cricket</li> </ul>
<p style="text-align: center;"><b>Year 9 HT6</b></p>	<p>Students will learn about/ develop skills of:</p> <ul style="list-style-type: none"> <li>• Cricket</li> <li>• Softball</li> <li>• Rounders</li> <li>• International sports activities</li> </ul>		<ul style="list-style-type: none"> <li>• Boys' and girls' athletics league (outdoor)</li> <li>• Boys Cricket</li> <li>• Girls' Kwik cricket</li> <li>• Girls' rounders</li> <li>• Beach Volleyball</li> </ul>

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Term	RE Curriculum Content	Assessment(s) (assessment title, duration and approx date)	Extra-Curricular Options (Places to visit; wider reading; clubs to join)
<p><b>Year 9 RE Curriculum Overview:</b>  <i>What will year 9s study and learn this academic year? Why this/ why now?</i></p> <p><i>Now equipped with not only skills in critical thinking, text analysis and an understanding doctrine, year 9 students are able to parlay these skills and knowledge into empathetic and evaluative critique of ethical matters which arise in society, be it abortion or the environment. They will be able to tackle these challenging concepts in a nuanced way. Students will study religious, philosophical and ethical arguments pertaining to religion and life, human rights and social justice and relationships and families. Students will explore contrasting perspectives in contemporary British society and be able to explain them with reference to Christianity and Islam. The aim is to grab their interest, by teaching them content which is not only relevant and relatable to their past, current day and futures, but to inspire critical thinking through analysis and evaluation to foster informed citizens who are able to thoughtfully participate in society.</i></p>			
Year 9 HT1-2	<p><b>Unit Title: Religion and Life</b>  Students will learn about/ develop skills of:  Year 9 starts with a unit on the Religion and life. Students study religious teachings, and religious, philosophical and ethical arguments, relating to the issues such as the origins of human life, quality of life, death etc, and their impact and influence in the modern world. Students explore contrasting perspectives in contemporary British society on all these issues. Students will also be able to explain contrasting beliefs on the following three issues with reference to the main religious tradition in Britain (Christianity) and Islam:</p> <ul style="list-style-type: none"> <li>• Abortion.</li> <li>• Euthanasia.</li> <li>• Animal experimentation.</li> </ul>	<p><b>Formative assessment</b>  5-10 mark small stakes retrieval quiz in each lesson</p> <p><b>Summative assessment</b>  Feature a multiple choice 1 mark question, 2, 4, 5 and 12 mark question which steadily increases in complexity of skill.</p>	<p><b>REOnline Festivals calendar</b>  <a href="https://www.reonline.org.uk/festival-calendar/">https://www.reonline.org.uk/festival-calendar/</a></p> <p><b>REOnline - Subject knowledge</b>  <a href="https://www.reonline.org.uk/subject-knowledge/">https://www.reonline.org.uk/subject-knowledge/</a></p> <p><b>Email a believer (REonline)</b>  <a href="http://pof.reonline.org.uk/">http://pof.reonline.org.uk/</a></p> <p><b>Guardian online - Religion</b>  <a href="https://www.theguardian.com/world/religion">https://www.theguardian.com/world/religion</a></p>
Year 9 HT3-4	<p><b>Unit Title: Religion, human rights and social justice</b>  Students will learn about/ develop skills of:  Students study religious teachings, and religious, philosophical and ethical arguments, relating to the issues such as human rights, poverty and discrimination etc, and their impact and influence in the modern world. Students explore contrasting perspectives in contemporary British society on all these issues. Students will also be able to explain contrasting beliefs on the following three issues with reference to the main religious tradition in Britain (Christianity) and one or more other religious traditions:</p>	<p><b>Formative assessment</b>  5-10 mark small stakes retrieval quiz in each lesson</p> <p><b>Summative assessment</b>  Feature a multiple choice 1 mark question,</p>	<p><b>BBC Bitesize GCSE</b>  <a href="https://www.bbc.co.uk/bitesize/subjects/zb48q6f">https://www.bbc.co.uk/bitesize/subjects/zb48q6f</a></p> <p><b>Most BBC RE clips</b></p>

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	<ul style="list-style-type: none"> <li>• Status of women in religion.</li> <li>• The uses of wealth.</li> <li>• Freedom of religious expression.</li> </ul>	<p>2, 4, 5 and 12 mark question which steadily increases in complexity of skill.</p>	<p><a href="https://drive.google.com/open?id=17VMuMqZ7JZXFnz-k2M0FEgxQqJbF9A1hUL8igC5eNF">https://drive.google.com/open?id=17VMuMqZ7JZXFnz-k2M0FEgxQqJbF9A1hUL8igC5eNF</a></p>
<p><b>Year 9 HT5-6</b></p>	<p><b>Unit Title: Religion, relationships and families</b> Students will learn about/ develop skills of: Students study religious teachings, and religious, philosophical and ethical arguments, relating to the issues such as human sexuality, women’s rights in religion and divorce etc and their impact and influence in the modern world. Students develop their understanding of contrasting perspectives in contemporary British society on all these issues. Students will be able to explain contrasting beliefs on the following three issues with reference to the main religious tradition in Britain (Christianity) and one or more other religious traditions:</p> <ul style="list-style-type: none"> <li>• Contraception.</li> <li>• Sexual relationships before marriage.</li> <li>• Homosexual relationships.</li> </ul>	<p><b>Formative assessment</b> 5-10 mark small stakes retrieval quiz in each lesson</p> <p><b>End of year assessment</b> Feature 3 multiple choice 1 mark question, 2, 4, 5 and 12 mark question which steadily increases in complexity of skill.</p>	<p><a href="https://www.senecalearning.com/">https://www.senecalearning.com/</a></p> <p><b>Seneca</b></p> <p><b>Quizlet</b> <a href="https://quizlet.com/en-gb">https://quizlet.com/en-gb</a></p> <p><b>MrMcMillanREvis</b> <a href="https://www.youtube.com/user/MrMcMillanREvis/playlists">https://www.youtube.com/user/MrMcMillanREvis/playlists</a></p> <p><b>BBC - podcasts &amp; programmes - Ethical theories</b> <a href="https://www.bbc.co.uk/programmes/topics/Ethical_theories?fbclid=IwAR1bowymJUmq1stCD343tPB8f4vaoS8S7CO9Si4E0b8CM2yXzL6iuqyBuSU">https://www.bbc.co.uk/programmes/topics/Ethical_theories?fbclid=IwAR1bowymJUmq1stCD343tPB8f4vaoS8S7CO9Si4E0b8CM2yXzL6iuqyBuSU</a></p> <p><b>University of Oxford podcasts - Theology &amp; religion</b> <a href="https://podcasts.ox.ac.uk/uni.../faculty-theology-and-religion">https://podcasts.ox.ac.uk/uni.../faculty-theology-and-religion</a></p> <p><b>University of Oxford podcasts - Philosophy</b> <a href="https://podcasts.ox.ac.uk/units/faculty-philosophy">https://podcasts.ox.ac.uk/units/faculty-philosophy</a></p> <p><b>BBC - podcasts &amp; programmes - Ethics</b> <a href="https://www.bbc.co.uk/programmes/topics/Ethics?fbclid=IwAR3BGqxtWZwO">https://www.bbc.co.uk/programmes/topics/Ethics?fbclid=IwAR3BGqxtWZwO</a></p>

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			<p><a href="#">jTxeNER4ZFi2KtSAFCpXIQJPEF3gKhIGzn2hS87som N us</a></p> <p><b>Religious sites to visit in London</b> <a href="https://www.inspirock.com/united-kingdom/religious-sites-in-london">https://www.inspirock.com/united-kingdom/religious-sites-in-london</a></p> <p><b>Religion museums in London</b> <a href="https://www.museumslondon.org/category/13/religion">https://www.museumslondon.org/category/13/religion</a></p>
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## Walthamstow Academy - Year 9 Curriculum Experience

Term	SPANISH Curriculum Content	Assessment(s) <i>(assessment title, duration and approx date)</i>
<b>Year 9 Curriculum Overview</b>  <i>In year 9 our Curriculum aims at inspiring young teenagers while consolidating and extending their language knowledge, ensuring a majority chooses to carry on with their language into GCSE. Therefore, it includes cultural topics, a wide representation of the Spanish speaking world and it encourages the exploration of songs, short films and literature, as well as consolidating practice on phonics, expanding vocabulary knowledge (breadth and depth) and increasing understanding and knowledge of key grammar.</i>		
<b>Year 9 HT1</b>	<p><b>Unit 9 – Relationships</b>            The first unit in year 9 combines revision of previously learnt language with the introduction of a wider range of vocabulary, allowing for a more mature and sophisticated way of describing people, personal relationships, and future wishes. Pupils also extend their ability to express preferences, future and to narrate events in the past, including a range of past tenses, using reflexive verbs, time frequency phrases and future and imperfect tenses.</p> <p><b>Prior learning: Units 1-8</b>            Students will learn about/ develop skills:</p> <ul style="list-style-type: none"> <li>• Describing your family</li> <li>• Do you get on well with your family?</li> <li>• What you do and when</li> <li>• What you do with your siblings at the weekend</li> <li>• Your ideal partner Opinions about what makes a good friend</li> <li>• Your plans for the weekend</li> <li>• What you did at the weekend with partner, friends, and family?</li> <li>• What you did when you were young</li> </ul>	<b>Listening, Reading, and Writing</b>
<b>Year 9 HT2</b>	<p><b>Unit 10- Festivals and Traditions</b></p>	

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	<p>This is a predominantly cultural unit aimed at expanding knowledge of other countries' traditions and to establish comparisons with their own culture. In this unit pupils further develop their ability to express future plans and narrate events in the past combining various tenses. New specific vocabulary is introduced, and sound-symbols correspondences covered since year 7 are revisited.</p> <p>The key phonics, vocabulary and grammar could be covered concentrating the whole unit around Christmas in Spain. We explore a variety of festivals and traditions from around the Spanish speaking world.</p> <p><b>Prior learning: Units 1-9</b></p> <p>Students will learn about/ develop skills of:</p> <ul style="list-style-type: none"> <li>• Food and mealtimes</li> <li>• Variety within the Spanish Cuisine</li> <li>• Celebrations and Festivals in the Spanish speaking Word</li> <li>• Speak about a recent Celebration</li> <li>• Which festival would you like to visit and why</li> <li>• Making Comparisons (Sophisticated comparisons and opinions)</li> </ul>	
<p><b>Year 9 HT3</b></p>	<p><b>Unit 11- City/Region in Spanish Speaking Countries</b></p> <p>In this unit pupils further develop their knowledge about and ability to compare different countries and cultures. They extend their knowledge about the Hispanic world or an area of a Spanish speaking country by learning about certain cities/countries/areas. In this unit we explore a variety of countries or areas from around the Spanish speaking world.</p> <p><b>Prior learning: Units 1-10</b></p> <p>Students will learn about/ develop skills of:</p> <ul style="list-style-type: none"> <li>• Revision</li> <li>• PPE's</li> <li>• My city</li> <li>• What you can do in your region</li> <li>• My region in now and in the past (Cont'd in HT4)</li> </ul>	<p style="text-align: center;"><b>Year 9 Spanish PPE</b></p>
<p><b>Year 9 HT4</b></p>	<p><b>Unit 11: City/Region in Spanish Speaking Countries</b></p>	

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	<p>In this unit pupils further develop their knowledge about and ability to compare different countries and cultures. They extend their knowledge about the Hispanic world or an area of a Spanish speaking country by learning about particular cities or areas.</p> <p>Students will learn about/ develop skills of:</p> <ul style="list-style-type: none"> <li>• What do you know about Madrid/Mexico/Central America?</li> <li>• Comparing cities</li> <li>• Where you would like to live in the future and why</li> <li>• Tourism vocabulary and buying souvenirs</li> <li>• Going shopping and what you have bought recently</li> <li>• What region /Spanish speaking country would you like to visit and why?</li> <li>• What will you do there?</li> </ul>	
<p style="text-align: center;"><b>Year 9 HT5</b></p>	<p><b>Unit 12-The World Around Us</b></p> <p>Students will learn about/ develop skills of:</p> <ul style="list-style-type: none"> <li>• The environmental issues</li> <li>• The solutions for environmental issues -what can we do?</li> <li>• When you were young</li> <li>• My rights</li> <li>• Helping others</li> <li>• Helping others in the future</li> </ul>	
<p style="text-align: center;"><b>Year 9 HT6</b></p>	<p><b>Unit-PPE Revision, Consolidation, Feedback, Cultural Awareness and Film Study</b></p> <p>Students will learn about/ develop skills of:</p> <ul style="list-style-type: none"> <li>• PPE Revision – Writing/listening/ Reading Skills</li> <li>• Year 9 PPE’s – All four skills</li> <li>• Revision and Consolidation</li> <li>• Culture awareness/Film Study of ‘Los Voces Inocentes’ /Exploration of authentic materials</li> </ul>	<p style="text-align: center;"><b>Year 9 Spanish End of Year Assessments- Listening, Reading, and Writing</b></p>