

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>Year 9 English Curriculum Overview: <i>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 19th 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.</i></p>			
<p>Year 9 HT1</p>	<p>Unit Title: The Picture of Dorian Gray This challenging 19th 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"> • The context of Victorian London • Developing theses and arguments about a text • Constructing threads of analysis across a novel. • 	<p>Formative assessment: Essay on either theme or character based on an extract.</p> <p>Summative Assessment: Essay on either theme or character based on an extract.</p>	<p>Watch: BBC documentary series ‘Victorian Sensations’.</p> <p>Wider reading: further 19th century literature is available from the school library.</p> <p>Creative Writing Club</p>
<p>Year 9 HT2</p>	<p>Unit Title: Othello 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"> • The dual context of Elizabethan England and 16th century Venice. • Alternative interpretations: considering both contemporary and modern readings of the play. • Constructing clear arguments in an essay. • 	<p>Formative assessment: Thematic essay on an extract</p> <p>Summative assessment: 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>Year 9 HT3</p>	<p>Unit Title: Identity and Relationships Poetry 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>Mid-Year Exam:</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"> Analysing a theme across poetry of different contexts and time periods. An introduction to analytical comparison. Making links between literature and the world around them. 	<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>Formative Assessment: Thematic essay on one poem from the anthology.</p> <p>Summative Assessment: 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>Year 9 HT4</p>	<p>Unit Title: Non-Fiction Writing</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"> Writing to argue or persuade Structuring non-fiction writing Developing their use of ambitious vocabulary 	<p>Formative Assessment: Write a persuasive speech or article responding to a statement.</p> <p>Summative Assessment: Write a persuasive speech or article responding to a statement.</p>	<p>Young Writer's 'Empowered' Poetry competition</p> <p>Newspaper Club</p>
<p>Year 9 HT5</p>	<p>Unit Title: African and Diasporic short stories</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"> Tracking character progression throughout a story. Situating analysis within context and readership. 	<p>Formative Assessment: Essay on a character or theme from one story in the anthology.</p> <p>Summative Assessment: 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"> • Analysing structural features of a short story. • 		
<p style="text-align: center;">Year 9 HT6</p>	<p>Unit Title: Community Writing – Writing to our MP</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"> • Form, audience, and purpose in non-fiction writing • Adapting their register for formal writing and forming clear arguments • Developing skills of planning, editing, and re-drafting • 	<p style="text-align: center;">End of Year Exams</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>
Year 9 Maths Curriculum Overview: <i>Year 9 is a critical year as it helps bridge the gap between KS3 and KS4.</i>			
Year 9 HT1	Students will learn about/ develop skills of: <ul style="list-style-type: none"> • Decimal Manipulation • Estimation & Limits of Accuracy • Related calculations • HCF and LCM of large numbers • Fraction Calculations 	End of topic tests – 30 min at the end of most topics	<ul style="list-style-type: none"> • Pupils encouraged to work on XP section of Sparx and explore the topics taught in greater depth. Maths games on Sparx
Year 9 HT2	Students will learn about/ develop skills of: <ul style="list-style-type: none"> • Algebraic Manipulation • Index Laws • Standard Form • Expanding and Factorising 2 	End of topic tests – 30 min at the end of most topics	<ul style="list-style-type: none"> • Watch following films • The theory of Everything • Imitation game • A beautiful mind • The Man who knew about infinity Hidden figures
Year 9 HT3	Students will learn about/ develop skills of: <ul style="list-style-type: none"> • Forming expressions and substitution • Direct and Inverse Proportion • Probability 1 	End of topic tests – 30 min at the end of most topics	<ul style="list-style-type: none"> • UKMT clubs for selected pupils
Year 9 HT4	Students will learn about/ develop skills of: <ul style="list-style-type: none"> • Solving equations 2 • Inequalities 1 • Sequences • Pythagoras 	End of topic tests – 30 min at the end of most topics	Visit <ul style="list-style-type: none"> • Bank of England • Science Museum • V&A Museum • Bletchley Park
Year 9 HT5	Students will learn about/ develop skills of: <ul style="list-style-type: none"> • Interior and Exterior Angles • Vectors 1 • Transformations 1 	End of topic tests – 30 min at the end of most topics	
Year 9 HT6	Students will learn about/ develop skills of: <ul style="list-style-type: none"> • Plans and Elevations • Arcs and Sectors • Surface Area 	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)
Year 9 Science Curriculum Overview: <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. The topics studied in Year 9 are:</i> <ul style="list-style-type: none"> • <i>Reactivity</i> • <i>Plants and Photosynthesis</i> • <i>Energetics and Rates</i> • <i>Biological Systems and processes</i> • <i>Sound</i> • <i>C1: Atomic Structure and the Periodic Table</i> • <i>C2: Structure and Bonding</i> 			Science Museum Natural History Museum London Transport Museum
Year 9 HT1	9CR Reactivity 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. <ul style="list-style-type: none"> • 9CR Reactivity • Identification of hazards and risks, and suggestions for reducing risk • Method writing, including equipment names chemicals and processes 	9CR TOPIC TEST KPIs	STEM Club The Day New Scientist
Year 9 HT2	9BP Plants + Photosynthesis 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	9BP TOPIC TEST KPIs	STEM Club The Day

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	<p>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 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"> • 9BP – Plants and Photosynthesis • Identifying variables to change, measure and control • Describing and explaining trends in graphs and using data to illustrate points 		<p>New Scientist</p>
<p style="text-align: center;">Year 9 HT3</p>	<p>9CE Energetics + Rates 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"> • 9CE Energetics + Rates • Scaling and plotting graphs and drawing lines of best fit • Explaining choices for equipment to minimise heat loss and suggestions 	<p style="text-align: center;">MID-YEAR PPE – 60 MINS</p> <p style="text-align: center;">9CE TOPIC TEST</p> <p style="text-align: center;">KPIs</p>	<p style="text-align: center;">STEM Club</p> <p style="text-align: center;">The Day</p> <p style="text-align: center;">New Scientist</p>
<p style="text-align: center;">Year 9 HT4</p>	<p>9BB Biological Systems and Processes 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"> • 9BB – Biological Systems and Processes • Calculating means, spotting anomalies • Displaying secondary data appropriately and the analysis of it 	<p style="text-align: center;">9BB TOPIC TEST</p> <p style="text-align: center;">KPIs</p>	<p style="text-align: center;">STEM Club</p> <p style="text-align: center;">The Day</p> <p style="text-align: center;">New Scientist</p>

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<p>Year 9 HT5</p>	<p>9PS Sound 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"> • 9PS – Sound • Identifying sources of error • Using SI units for wavelength, frequency, and speed • Calculating means and uncertainties 	<p>9PS TOPIC TEST</p> <p>KPIs</p>	<p>STEM Club</p> <p>The Day</p> <p>New Scientist</p>
<p>Year 9 HT6</p>	<p>GCSE Cell Biology + Periodic table + Energy Students will begin their GCSE journey with the first three sciences: Cells are the basic unit of all forms of life. In this section we explore how structural differences between types of cells enables them to perform specific functions within the organism. These differences in cells are controlled by genes in the nucleus and explore how an organism grows by mitosis. Students will study how cells transfer key chemicals across membranes for respiration and photosynthesis. Finally they will look at the impact of stem cell technology and how cells develop from key structures.</p> <ul style="list-style-type: none"> • Develop an understanding of size and scale in relation to cells, tissues, organs and systems. <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.</p> <ul style="list-style-type: none"> • Writing formulae and balanced symbol equations • Evaluating the use of models • Understanding the periodic table <p>The concept of energy emerged in the 19th century. The idea was used to explain the work output of steam engines and then generalised to understand other heat engines. It also became a key tool for understanding chemical reactions and biological systems.</p>	<p>BIO 1 TEST – 45 MINS</p> <p>END OF YEAR PPE 1 – 60 MINS END OF YEAR PPE 2 – 60 MINS</p>	<p>STEM Club</p> <p>The Day</p> <p>New Scientist</p>

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	<p>Limits to the use of fossil fuels and global warming are critical problems for this century. Physicists and engineers are working hard to identify ways to reduce our energy usage.</p> <ul style="list-style-type: none"> • Explore the link between work done (energy transfer) and current flow in a circuit is covered in Work done and energy transfer. • Students should be able to recall, apply and manipulate equations. • Investigate the transfer of energy from a gravitational potential energy store to a kinetic energy store. • Investigate thermal conductivity using rods of different materials 		
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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>Year 9 RE Curriculum Overview: <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>Unit Title: Life and Death Students will learn about/ develop skills of: Year 9 starts with a unit on the Life and Death. Students study religious teachings, and religious, philosophical and ethical arguments, relating to the issues such as the 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 issues:</p> <ul style="list-style-type: none"> • Ethics and moral decision making. • Abortion. • Euthanasia. • Capital punishment. • Animal rights. 	<p>Formative assessment 5-10 mark small stakes retrieval quiz in each lesson</p> <p>Summative assessment Feature a multiple choice 1 mark question, 2, 4, 5 and 12 mark question which steadily increases in complexity of skill.</p>	<p>REOnline Festivals calendar https://www.reonline.org.uk/festival-calendar/</p> <p>REOnline - Subject knowledge https://www.reonline.org.uk/subject-knowledge/</p> <p>Email a believer (REonline) http://pof.reonline.org.uk/</p> <p>Guardian online - Religion https://www.theguardian.com/world/religion</p> <p>BBC Bitesize GCSE https://www.bbc.co.uk/bitesize/subjects/zb48q6f</p> <p>Most BBC RE clips</p>
Year 9 HT3	<p>Unit Title: Religion Revisit Students will learn about/ develop skills of: Developing their revision skills to more effectively recall past learning. So far students have amassed knowledge and skills which are integral for their future as citizens and future GCSE students. The revision will be applied to some GCSE based assessments. Within this unit students will revisit key learning from the following topics:</p> <ul style="list-style-type: none"> • Key beliefs in Islam and Christianity. • Key practices in Islam and Christianity. 	<p>Formative assessment 5-10 mark small stakes retrieval quiz in each lesson</p> <p>Summative assessment Feature a multiple choice 1 mark question,</p>	<p>BBC Bitesize GCSE https://www.bbc.co.uk/bitesize/subjects/zb48q6f</p> <p>Most BBC RE clips</p>

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	<ul style="list-style-type: none"> The existence of God. Issues of life and death. <p>Students will understand that the learning they have gained is not to be discarded once a topic has finished, but is vital for their entire progress through Walthamstow Academy.</p> <ul style="list-style-type: none"> 	<p>2, 4, 5 and 12 mark question which steadily increases in complexity of skill.</p>	<p>https://drive.google.com/open?id=17VMuMqZ7JZXFnz-k2M0FEgxQqJbF9A1hUL8igC5eNF</p> <p style="text-align: center;">Seneca</p> <p>https://www.senecalearning.com/</p> <p style="text-align: center;">Quizlet</p> <p>https://quizlet.com/en-gb</p>
<p style="text-align: center;">Year 9 HT4 - 5</p>	<p>Unit Title: Issues of Equality 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 beliefs on the following issues:</p> <ul style="list-style-type: none"> Racism Sexism and misogyny LGBTQ+phobia Ableism 	<p>Formative assessment 5-10 mark small stakes retrieval quiz in each lesson</p> <p>End of year assessment Feature 3 multiple choice 1 mark question, 2, 4, 5 and 12 mark question which steadily increases in complexity of skill.</p>	<p style="text-align: center;">MrMcMillanREvis</p> <p>https://www.youtube.com/user/MrMcMillanREvis/playlists</p> <p>BBC - podcasts & programmes - Ethical theories</p> <p>https://www.bbc.co.uk/programmes/topics/Ethical_theories?fbclid=IwAR1b0wymJUmq1stCD343tPB8f4vaoS8S7CO9Si4E0b8CM2yXzL6iuqyBuSU</p>
<p style="text-align: center;">Year 9 HT 6</p>	<p>Unit Title: Preparing for GCSE Students will learn about/ develop skills of: Developing their revision and assessment skills in order to up-skill students to be prepared for GCSE. Students will learn how to apply what they have learnt in KS3 to GCSE style questions. Within this unit students will be taught:</p> <ul style="list-style-type: none"> How to develop their explanatory and descriptive skills. How to impactfully criticise ideas and beliefs. How to draw judgements and conclusions from available evidence. <p>Within this unit students will revisit key learning from the following topics:</p> <ul style="list-style-type: none"> Key beliefs in Islam and Christianity. Key practices in Islam and Christianity. The existence of God. 	<p>Formative assessment 5-10 mark small stakes retrieval quiz in each lesson</p> <p>End of year assessment Feature 3 multiple choice 1 mark question, 2, 4, 5 and 12 mark question which steadily increases in complexity of skill.</p>	<p style="text-align: center;">University of Oxford podcasts - Theology & religion</p> <p>https://podcasts.ox.ac.uk/uni.../faculty-theology-and-religion</p> <p style="text-align: center;">University of Oxford podcasts - Philosophy</p> <p>https://podcasts.ox.ac.uk/units/faculty-philosophy</p> <p>BBC - podcasts & programmes - Ethics</p> <p>https://www.bbc.co.uk/programmes/topics/Ethics?fbclid=IwAR3BGqxtWZwO</p>

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	<ul style="list-style-type: none"> • Issues of life and death. • Issues of equality. <p>Students will understand that the learning they have gained is not to be discarded once a topic has finished, but is vital for their entire progress through Walthamstow Academy.</p>		<p><u>jTxeNER4ZFi2KtSAFCpXIQJPEF3gKhIGzn2hS87som N us</u></p> <p>Religious sites to visit in London <u>https://www.inspirock.com/united-kingdom/religious-sites-in-london</u></p> <p>Religion museums in London <u>https://www.museumslondon.org/category/13/religion</u></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>
Year 9 Art and DT Curriculum Overview: 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.			
Year 9 Art Cycle 1 (Sept-Jan)	Unit Title: Monuments. A 3d project exploring public artworks made to remember people and events. Students will learn about: <ul style="list-style-type: none"> • 3d processes: modelling, carving, construction, assemblage and casting • Art made with intention- art made to meet a specific brief, function, to be site or non-site specific • Art with significance- universality, longevity and activism 	Multiple choice quiz on art history element. Completed under exam conditions in school in January. 30mins duration.	The British Museum, London. https://www.britishmuseum.org/ The John Sloane Museum https://www.soane.org/
Year 9 Art Cycle 2 (Feb-July)	Unit Title: TAGS. We explore how art meets text and has done throughout history. Students will learn about: <ul style="list-style-type: none"> • Typology, illustration and graphic design • How text meets art in different cultures: Islamic Art, Medieval and Renaissance manuscripts • One and two point perspective drawing • Developing an idea from primary imagery 	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.	Victoria and Albert Museum, London. (V&A) https://www.vam.ac.uk/
Year 9 DT	Unit Title: Commemoration. 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"> • The development of design briefs • Architecture and the design of spaces • Orthographic and plan view drawing • The properties of materials and changes in material choices due to internal or external use • Independent research skills through structured homework's 	Assessment will be through multiple choice quizzes completed under exam conditions in school in January and April. 10min duration each	Westminster Abbey, London. https://www.westminster-abbey.org/ St. Paul's cathedral, London. https://www.stpauls.co.uk/visit-us

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Term	COMPUTING Curriculum Content	Assessment(s) <i>(assessment title, duration and approx date)</i>
<p>Year 9 Computing Curriculum Overview: <i>What will year 9s study and learn this academic year? Why this/ why now?</i></p>		
Year 9 HT1	<p>Unit Title: Cybersecurity 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"> 1. You and your data 2. Social engineering 3. Script kiddies 4. Rise of the bots 5. There's no place like 127.0.0.1 6. Under attack 	<p>Summative assessment – Cyber security – Y9</p> <p>25 minutes</p> <p>Week 6</p>
Year 9 HT2	<p>Unit Title: Data science 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"> 1. Delving into data science 2. Global data 3. Statistical state of mind 4. Data for action 5. Clean it up 6. Make a change 	<p>Summative assessment – Data science – Y9</p> <p>20 minutes</p> <p>Week 12</p>
Year 9 HT3	<p>Unit Title: Media – Animations 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"> 1. Move, rotate, scale, colour 2. Animation, names, parenting 3. Complex models and colours 	<p>Project</p> <p>1 hour</p> <p>Week 18</p>

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

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Term	DRAMA Curriculum Content	Assessment(s) (assessment title, duration and approx date)	Extra-Curricular Options (Places to visit; wider reading; clubs to join)
<p>Year 9 Curriculum Overview:</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><u>Drama intent</u></p> <p>By the end of Year 9 students:</p> <ul style="list-style-type: none"> • Will have been exposed to moral, political and social environments through historical and situational context • 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 • 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. • 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 • They will have learned to communicate, debate and refine ideas in a group setting allowing for ideas and growth of others. • Confidence and vocal diction abilities will be developed to a good/very good level. • 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 • They will have completed a live Theatre review of Billy Elliot for their end of KS3 assessment 			
IMPLEMENTATION			
Year 9 HT1	<p>Theme <i>Post-World War 2, corporal punishment, the court system, social unrest and sexual identity</i></p> <p>Unit Title: Let him have it</p>	<p>Practical assessment only Week commencing 17 October over Week A and Week B</p>	<p>Open Evening and Black History Month</p>

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

Walthamstow Academy - Year 9 Curriculum Experience

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

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	<ul style="list-style-type: none"> • They will compose a rehearsal schedule and make a record of all props and costume they require • 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. • They will decide on appropriate lighting based on availability in the Drama room • Staging choices will be appropriate and effective to the piece. • They will be able to remain focused and in character throughout • They will show a range of vocal and physical skills and execute them to a high standard 		
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Term	FRENCH/ SPANISH 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>
Year 9 Curriculum Overview: <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>			
Year 9 HT1	<p>Unit Title: Relationships</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 plans and to narrate events in the past, including a range of past tenses. It is recommended that songs are used to further pupils' practice of the phonics, vocabulary and grammar relevant to this unit of work and to increase cultural awareness (see below). Students will learn about</p> <ul style="list-style-type: none"> • Describing family relationships (reflexive verbs) • Romantic relationships • Describing past events (imperfect tense) 	<p>Formative assessment: Vocabulary quizzes</p> <p>Summative Assessment: End of unit listening and speaking assessment</p>	<ul style="list-style-type: none"> • Song "Mi otra mitad" by Tisuby (Venezuela) • Song "Amor de verano", by David Rees (born in Spain from a British family). • Song "50 cosas sobre mí", by David Rees • Song "Corazón sin cara" by Prince Royce (American-born Dominican singer and songwriter).
Year 9 HT2	<p>Unit Title: Festivals</p> <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. Students will learn about:</p> <ul style="list-style-type: none"> • Food • French/Spanish-speaking cultural events • Comparisons • Photo card practice 	<p>Formative assessment: Vocabulary quizzes</p> <p>Summative assessment: End of unit reading and writing assessment</p>	<ul style="list-style-type: none"> • La leyenda de la Llorona (México). Song with lyrics and interactive exercises • Receta pan de muerto (México): Video recipe and activities • Auténtica tortilla de patatas (Spain) : video recipe and activities • Día de Todos los Santos en España • Film: opening scene of "Volver", by Pedro Almodóvar (Spain)

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Year 9 HT3	<p>Unit Title: My City 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/countries/areas. This unit provides ample scope for adapting to suit individual department's knowledge, expertise or interest. Students will learn about:</p> <ul style="list-style-type: none"> • Revisiting town vocabulary (covered in Y7) • Comparisons between present and past • Tourist information • Life in French/Spanish speaking cities 	<p>Formative assessment: Vocabulary quizzes</p> <p>Summative assessment: End of unit reading and writing assessment</p>	<ul style="list-style-type: none"> • Test de cultura (including videos and photos) <ul style="list-style-type: none"> • Argentina • Colombia • Mexico
Year 9 HT4	<p>Unit Title: The World Around Us This is the last unit in our KS3 curriculum and could provide a bridge between KS3 and KS4. Pupils have the opportunity to extend their knowledge about world-wide issues through Spanish, using knowledge they might have acquired via other areas of the curriculum such as Geography or PSHE.</p> <ul style="list-style-type: none"> • The environment • Children's rights • Helping others – voluntary work in the community 	<p>Formative Assessment: Vocabulary quizzes</p> <p>Summative Assessment: Listening, writing</p>	
Year 9 HT5	<p>Unit Title: Revision Students revise all core content from previous units and lessons are based on developing key language skills to allow them to success in their PPEs.</p>	End of Year Exams	
Year 9 HT6	<p>Unit Title: Planning a trip To end the year, students complete a unit of work that is based around practical skills such to allow travel to a French/Spanish-speaking country. This allows those students who are not continuing to study a language to leave KS3 with some useful vocabulary; whilst preparing those who are taking a languages GCSE with key skills such as role play and photo card descriptions. Students will learn about:</p> <ul style="list-style-type: none"> • What to pack (vocabulary) • How to travel • Problems in a restaurant/hotel 	<p>Formative Assessment: A travel brochure on their chosen destination</p>	<p>Film: Voces Inocentes – exploring the plight of child soldiers in El Salvador.</p>

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Term	GEOGRAPHY 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>Year 9 Geography Curriculum Overview: 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.</p>			
<p>Year 9 HT1 and 2</p>	<p>Unit Title: Life in an Emerging Economy 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.</p> <ul style="list-style-type: none"> • The location and features of emerging countries. • Development indicators in emerging countries. • Employment structure change. • China's economic success. • Rural to urban migration in emerging countries. • Where is Brazil and what is it like? • Opportunities and challenges in Rio. • South Korea and economic miracle. • Where is Nigeria and why is it important? • TNCs in Nigeria. • Russia DME. 	<p>Life in an emerging country assessment – 1 hour</p>	<p>Colombia with Simon Reeve - https://www.bbc.co.uk/iplayer/episode/b08n5flh/colombia-with-simon-reeve</p>
<p>Year 9</p>	<p>Unit Title: Climate Change</p>	<p>Climate change assessment – 1 hour</p>	<p>Climate Change: The Facts - https://www.bbc.co.uk/iplayer</p>

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HT3 and 4	<p>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 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"> • Evidence for climate change. • Natural causes of climate change. • The greenhouse effect • The effects of climate change. • The effects of climate change in Bangladesh. • The climate change dilemma. • Adaptation vs mitigation. 		/episode/m00049b1/climate-change-the-facts
HT 5 & 6	<p>Unit Title: Energy</p> <p>This unit concludes KS3. The unit focusses on the topical issue of energy, with an opportunity for pupils to consider how the energy mix is changing and how this will continue to diversify in the future. Pupils will investigate the factors behind the uneven consumption of energy worldwide and how this is influenced, to some extent, by a countries level of development. Pupil's will link their learning to the 'Climate Change' unit, showing an understanding of the possible impacts, on a global scale, of continuing to use non-renewable energy sources. At the same time, they will appreciate that there are still limitations regarding renewable/ alternative energies. Pupils will conclude the unit by focusing on energy production in a country, assessing the impacts of this production socially, economically and environmentally.</p> <ul style="list-style-type: none"> • Energy distribution, consumption and poverty • The changing energy mix • Non-renewables • Renewable energy. • Extended writing – renewable vs non-renewables. 	<p style="text-align: center;">June PPE: Climate change and NEE (1 hr)</p>	

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	<ul style="list-style-type: none">• Decision making exercise• Fracking case study• Fracking – extended writing.		
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Walthamstow Academy - Year 9 Curriculum Experience

Term	HISTORY Curriculum Content	Assessment(s) (assessment title, duration and 26pprox. date)	Extra-Curricular Options (Places to visit; wider reading; clubs to join)
<p>Year 9 Curriculum Overview: <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>Unit Title: Causes of the First World War Students will learn about/ develop skills of:</p> <ul style="list-style-type: none"> • Who were the world's 'Great Powers'? • What were the short-term causes of World War One? (Sarajevo and subsequent events). • What were the long-term causes of World War one? (MAIN) • What were the conditions in the trenches on the Western Front <p>Key Skills:</p> <ul style="list-style-type: none"> • Explain why the war broke out when it did. • How to identify the message of a range of sources, a focus is on satire, and to infer and explain their usefulness. • How to use interpretations from the German perspective to appreciate different perspectives and views from the period. 	<p>Formative assessment:</p> <ul style="list-style-type: none"> - Key questions and hinge questions designed into all lessons - Source analysis tasks - Interpretation tasks - Teacher questioning <p>Summative assessment: Q: Explain the 3 main causes of WWI (12)</p>	<p>Imperial War Museum: https://www.iwm.org.uk/</p>
Year 9 HT2	<p>Unit Title: The Suffragettes (WSPU) Students will learn about/ develop skills of:</p> <ul style="list-style-type: none"> • Why was suffrage desired by 19th century women and working-class men? • Which group was most effective in increasing the impact of the campaign for women's suffrage? • How far did WW1 help the campaign for universal suffrage? 	<p>Formative assessment:</p> <ul style="list-style-type: none"> - Key questions and hinge questions designed into all lessons - Source analysis tasks - Interpretation tasks 	<p>Museum of London Suffragettes Exhibition: https://www.museumoflondon.org.uk/discover/suffragettes</p> <p>Suffragette the Movie:</p>

Walthamstow Academy - Year 9 Curriculum Experience

	<ul style="list-style-type: none"> Why did women gain the vote in 1918? <p>Key Skills:</p> <ul style="list-style-type: none"> Analysing sources to identify the content and provenance and being able to link this to utility. Analysing interpretations to identify the differences between them, and which interpretation they agree with most. 	<p>- Teacher questioning</p> <p>Summative assessment: Q: How useful are Sources A and B for an enquiry about the protest methods of the WSPU. (8)</p>	<p>https://www.channel4.com/programmes/suffragette</p>
<p style="text-align: center;">Year 9 HT3</p>	<p>Unit Title: The Holocaust Students will learn about/ develop skills of:</p> <ul style="list-style-type: none"> How did life change for Jews under the Nazi regime? 1933-39. How did WWII effect European Jews? How were the Nazis able to implement the Final Solution? How far was Hitler responsible for the Final Solution? <p>Key Skills:</p> <ul style="list-style-type: none"> Analysing sources to identify the content and provenance and being able to link this to utility. Analysing interpretations to identify the differences between them, and which interpretation they agree with most. Using evidence to humanise Jewish people and develop an appreciation of their diversity. 	<p>Formative assessment: - Key questions and hinge questions designed into all lessons - Source analysis tasks - Interpretation tasks - Teacher questioning</p> <p>Summative assessment: Q: UL Common Assessment</p>	<p>Anne Frank's Diary: https://www.annefrank.org/en/anne-frank/diary/</p> <p>The Boy in the Striped Pyjamas: Novel by John Boyne</p> <p>The Boy in the Striped Pyjamas: Novel by John Boyne: Film https://rakuten.tv/uk/movies/the-boy-in-the-striped-pajamas</p>
<p style="text-align: center;">Year 9 HT4</p>	<p>Unit Title: End of the British Empire Students will learn about/ develop skills of:</p> <ul style="list-style-type: none"> Scramble for Africa Decolonisation of Africa Independence of India and Partition <p>Key Skills:</p> <ul style="list-style-type: none"> Continuity and Change Analysing Sources' utility Explain why the British granted independence to their colonies in Africa and India Explain who was responsible for Partition, including the roles of Jawaharlal Nehru, Gandhi, Jinnah (Muslim League), Lord Mountbatten and the British government, Winston Churchill 	<p>Formative assessment: - Key questions and hinge questions designed into all lessons - Source analysis tasks - Interpretation tasks - Teacher questioning</p> <p>Summative assessment: Na</p>	<p>Gandhi – directed by Richard Attenborough. Available on a range of streaming networks. https://www.amazon.co.uk/Gandhi-Ben-Kingsley/dp/B00FYN72PO</p>

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<p style="text-align: center;">Year 9 HT5</p>	<p>Unit Title: UL EOY Common Assessment Students will learn about/ develop skills of:</p> <ul style="list-style-type: none"> • Core units: Causes of WWI, Suffragettes, the Holocaust <p>Key Skills:</p> <ul style="list-style-type: none"> • Explain and evaluate the main causes of WWI (Alliances, Arms Race, Imperial Rivalries) • Analysing sources to identify the content and provenance and being able to link this to utility. • Analysing interpretations to identify the differences between them, and which interpretation they agree with most. 	<p>Formative assessment:</p> <ul style="list-style-type: none"> - Key questions and hinge questions designed into all lessons - Source analysis tasks - Interpretation tasks - Teacher questioning <p>Summative assessment:</p> <ul style="list-style-type: none"> - UL Common Assessment 	
<p style="text-align: center;">Year 9 HT6</p>	<p>Unit Title: Civil Rights: Britain and USA Students will learn about/ develop skills of:</p> <ul style="list-style-type: none"> • What should Doctor Harold Moody be remembered for? • Was there a typical post-war Black Migrant experience in Britain? • How much progress did Black campaigns make in the sixties? • What was the role of women in the British Black Power movement? • The Jim Crow Laws and segregation in the South. The emergence and significance of Martin Luther King <p>Key Skills:</p> <ul style="list-style-type: none"> • Historical significance of Harold Moody • Analysing sources to identify the content and provenance and being able to link this to utility. • Evaluation of the role of women in the British Black Power Movement • Significance of Martin Luther King and the civil rights movement in the USA 	<p>Formative assessment:</p> <ul style="list-style-type: none"> - Key questions and hinge questions designed into all lessons - Source analysis tasks - Interpretation tasks - Teacher questioning <p>Summative assessment:</p> <p>na</p>	<p>‘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.</p> <p>https://www.youtube.com/watch?v=Ts10IVzUDVw</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>
Year 9 Curriculum Overview:			
Year 9 HT1	Unit Title: What makes a good song? (1) Students will learn about/ develop skills of: <ul style="list-style-type: none"> • Textural and structural elements of a song/popular song. • Reading a lead sheet in creating a Musical Arrangement of a Popular Song 	January Listening and Appraisal Exam	Listen to favourite songs, identify the structure of the song
Year 9 HT2	Unit Title: What makes a good song? (2) Students will learn about/ develop skills of: <ul style="list-style-type: none"> • Textural and structural elements of electronic dance music • Hooks, riffs and motives • Musical intervals and their usage in choruses • Creating a cover for a song 	January Listening and Appraisal Exam	Listen to favourite song, analyse what aspects of the song make it attractive.
Year 9 HT3	Unit Title: Film Music Students will learn about/ develop skills of: <ul style="list-style-type: none"> • How music can enhance the visual images and dramatic impact of film and can reflect the emotional and narrative messages of the drama. • How timing is a crucial factor in the composition and performance of music for film. • How film music can change the viewer's interpretation of a scene. • How to create an effective musical narrative for a film scene, using appropriate techniques to create an intended effect 	June Listening and Appraisal Exam	Rewatch favourite film paying particular attention on how the music enhances the scene / support certain character.
Year 9 HT4	Unit Title: Sound of Indonesia Students will learn about/ develop skills of: <ul style="list-style-type: none"> • Traditional instruments of Indonesia • Textures, layers and interlocking rhythm in Indonesian music. 	June Listening and Appraisal Exam	
Year 9 HT5	Unit Title: Sound of Samba Students will learn about/ develop skills of: <ul style="list-style-type: none"> • Instruments of Samba band • Structure of Samba music • Class Samba band performance 	June Listening and Appraisal Exam	School Samba Band

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Year 9 HT6	<p>Unit Title: Hamilton the Musical Students will learn about/ develop skills of:</p> <ul style="list-style-type: none"> • Review all the music terminologies learnt in KS3 • Apply them through active listening while watching excerpts of the musical Hamilton • Learn about musical as a genre and the conflict of using historical facts in creative work 	June Listening and Appraisal Exam	Music Tech Club
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Walthamstow Academy - Year 9 Curriculum Experience

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>
Year 9 PE Curriculum Overview: <i>What will year 9s study and learn this academic year? Why this/ why now?</i>			
Year 9 HT1	Students will learn about/ develop skills of: <ul style="list-style-type: none"> • Multi-skills • Trampoline • Basketball • Cross Country 	Component of Fitness - Baseline assessment, two hours, w/b 12 September	<ul style="list-style-type: none"> • Boys' and girls' football • Girls' netball • Table Tennis team • Cross Country squad
Year 9 HT2	Students will learn about/ develop skills of: <ul style="list-style-type: none"> • Rugby • Table Tennis • Fitness • PE Theory 	Component of Fitness - Baseline assessment, two hours, w/b 11 November	<ul style="list-style-type: none"> • Boys' and girls' football • Girls' netball • Boys' and girls' basketball • Indoor athletics • Badminton squad • Indoor girls' cricket • Boys' and girls' Handball
Year 9 HT3	Students will learn about/ develop skills of: <ul style="list-style-type: none"> • Rugby • Football • Handball • PE Theory 	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"> • Boys' and girls' basketball • Indoor athletics • Boys' and girls' Handball • Trampoline squad
Year 9 HT4	Students will learn about/ develop skills of: <ul style="list-style-type: none"> • Rugby • Football • Handball 	Component of Fitness - Baseline assessment, two hours, w/b 27 March	<ul style="list-style-type: none"> • Boys and girls' football • Girls' netball • Indoor athletics

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Year 9 HT5	Students will learn about/ develop skills of: <ul style="list-style-type: none"> • Athletics 		<ul style="list-style-type: none"> • Boys' and girls' athletics league (outdoor) • Boys Cricket
Year 9 HT6	Students will learn about/ develop skills of: <ul style="list-style-type: none"> • Cricket • Softball • Rounders • International sports activities 		<ul style="list-style-type: none"> • Boys' and girls' athletics league (outdoor) • Boys Cricket • Girls' Kwik cricket • Girls' rounders • Beach Volleyball