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 4pprox. Date)*	Extra-Curricular Options *(Places to visit; wider reading; clubs to join)*
Year 9 Curriculum Overview: *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.*			
Year 9 HT1	**Unit Title: Non-Fiction Writing** 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. Students will learn about: • Writing to argue or persuade • Structuring non-fiction writing • Developing their use of ambitious vocabulary	**Formative Assessment:** Write a persuasive speech or article responding to a statement. **Summative Assessment:** Write a persuasive speech or article responding to a statement.	Young Writer's 'Empowered' Poetry competition Newspaper Club Debate Club Persuasive language resources and tasks on Seneca
Year 9 HT2	**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: • 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.	**Formative assessment:** Thematic essay on an extract **Summative assessment:** Thematic essay on an extract	Visit: Shakespeare's Globe Theatre Watch: English Touring Theatre's documentary on the making of their production of Othello

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Year 9 HT3	**Unit Title: A Christmas Carol** This challenging 19th century text introduces students to the context of Victorian London. They also study how ideas about society and class have 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 • The context of Victorian London • Developing theses and arguments about a text • Constructing threads of analysis across a novel.	**Formative assessment:** Essay on either theme or character based on an extract. **Summative Assessment:** Essay on either theme or character based on an extract.	Watch: BBC documentary series 'Victorian Sensations'. Wider reading: further 19th century literature is available from the school library. Creative Writing Club
Year 9 HT4	**Unit Title: People and Place 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 to develop their analytical skills of comparison between 'England in 1819' by Percy Shelley, 'Thirteen' by Caleb Femi and 'A Century Later' by Imtiaz Dharker. Supported by a range of non-fiction articles, students are encouraged to critically engage with the themes of people and place. Students will learn about: • 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.	**Formative Assessment:** Thematic essay on one poem from the anthology. **Summative Assessment:** Thematic essay on a different poem from the anthology.	Non-fiction articles available from The Day. Further reading around the themes of people and place are available from the school library. Poetry resources and tasks on Seneca
Year 9 HT5	**Unit Title: African and Diasporic short stories** 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. Students will learn about: • Tracking character progression throughout a story. • Situating analysis within context and readership. • Analysing structural features of a short story.	**Formative Assessment:** Essay on a character or theme from one story in the anthology. **Summative Assessment:** Essay on a character or theme from one story in the anthology	Further African and Diasporic literature is available from the school library

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Year 9 HT6	**Unit Title: Speech Writing** To end the year, students across KS3 complete a unit of work that focuses on developing their oracy and public speaking skills. Students will work on writing speeches around a theme and then performing them to their peers. The year culminates in an inter-year competition with performances in assembly. Students will learn about: • What makes an effective speech • How to effectively use persuasive devices in their writing • How to use their voice and body language to communicate with an audience	**End of Year Exams** Reading: Students write an essay on either a character of theme on a story from the African and Diasporic literature anthology Writing: Non-Fiction Writing. Students write a persuasive speech or article responding to a statement.	Listen: BBC Sounds – Four Speeches that Shook the World Newspaper Club

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Term	MATHS Curriculum Content	Assessment(s) *(assessment title, duration and 7pprox. Date)*	Extra-Curricular Options *(Places to visit; wider reading; clubs to join)*
Year 9 Curriculum Overview: *Year 9 is a critical year as it helps bridge the gap between KS3 and KS4.*			
Year 9 HT1	Students will learn about/ develop skills of: • 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 **Progress Point 1 Test**	• 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: • Algebraic Manipulation • Index Laws • Standard Form • Expanding and Factorising 2 • Forming expressions & substitution	End of topic tests – 30 min at the end of most topics	• 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: • Sequences • Direct and Inverse Proportion • Probability 1	End of topic tests – 30 min at the end of most topics **Pre Public Examinations (PPE1)**	• UKMT clubs for selected pupils
Year 9 HT4	Students will learn about/ develop skills of: • Solving equations 2 • Inequalities 1 • Pythagoras	End of topic tests – 30 min at the end of most topics	Visit • Bank of England • Science Museum • V&A Museum • Bletchley Park
Year 9 HT5	Students will learn about/ develop skills of: • Interior and Exterior Angles • Vectors 1	End of topic tests – 30 min at the end of most topics	

	• Transformations 1 • Arcs and Sectors	**Progress Point 2 Test**	
Year 9 HT6	Students will learn about/ develop skills of: • Plans and Elevations • Surface Area • Volume 2 • Compound Measures	End of topic tests – 30 min at the end of most topics **Pre Public Examinations (PPE2)**	

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Term	SCIENCE Curriculum Content	Assessment(s) *(assessment title, duration and 9pprox. Date)*	Extra-Curricular Options *(Places to visit; wider reading; clubs to join)*
Year 9 Curriculum Overview: *Students finalize their KS3 journeys by looking at more difficult concepts such as reactivity, energetics, and sound and continue to develop their experimental and investigative skills. Students begin KS4 content during the summer term with the foundational chemistry and biology. Topics taught are: 9PM Matter, 9CR Reactivity, 9CE Energetics and Rates, 9BB Biological Systems and processes, 9PS Sound, B1: Cell Biology, C1: Atomic Structure and the Periodic Table* **Wider Reading:** https://www.sciencejournalforkids.org/ Wow science https://wowscience.co.uk/ https://www.youtube.com/@bbcteach One Zoo Three Series Read articles in The Day or in New Scientist			
Year 9 HT1	**Matter** – Students will review the particle model and then explore how particle interactions cause pressure, floating and diffusion. • Density • Diffusion and Brownian motion • Pressure in a liquid • Upthrust, floating and sinking Atmospheric Pressure	**9CM TOPIC TEST – 35 MINS**	Try out one of these cool at home experiments on density: https://www.sciencebuddies.org/blog/density-experiments
Year 9 HT1	**Reactivity** – We will begin a recap of basic atomic structure and then move onto calculations on atomic mass and formula mass. Then we will explore the reactivity of metals, aids and alkalis. 1. Atomic Structure 2. Reactions and bonding 3. Ar, Mr and balancing equations 4. Metals and acids 5. Metal oxides and acids 6. Metal Carbonates and acids 7. Acids and Alkalis 8. Salt preparation 9. Reactivity series	**9CR TOPIC TEST**	Check out this cool video of Alkali metal reactions! https://www.youtube.com/watch?v=eaChisV5uR0

	10. Extraction of metal 11. Displacement reactions		
Year 9 HT3	**9CE Energetics + Rates** This topic will introduce the idea of rates and factors that affect rates for the first time. The ideas of surface area and catalysts are introduced. The lessons in this unit are as follows: 1. Measuring rates and particle theory 2. RP: Effect of concentration 3. Surface area 4. Catalysts 5. Endothermic and Exothermic 6. Combustion 7. Thermal combustion	**9CE TOPIC TEST**	Read more about chemical energy in this article: https://sciencenotes.org/what-is-chemical-energy-definition-and-examples/
Assessment week 2 – MID-YEAR PPE – 60 MINS **Topics: 9BP Photosynthesis • 9CR Reactivity • 9CE Energetics • 9PM Matter • 9PF Forces in Action** Knowledge from any year 7 & 8 units may be assessed **Chemistry:** Particle Theory, Chemical reactions, Separation techniques, Periodic Table, Materials and the Earth **Biology:** Reproduction, Cells, tissues and organs, Ecology, Digestion **Physics:** Energy, Forces, Light and Space, Electricity and magnetism **Revision resources posted on Satchel One and Seneca**			
Year 9 HT4	**9BB Biological Systems and Processes** This unit of work begins with a recap of organisational 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. The lessons in this unit are as follows: 1. Recap of levels of organisational 2. Skeletal system 3. Muscles 4. Respiratory system 5. Breathing and Lung volume 6. Aerobic and anaerobic respiration 7. The effects of exercise 8. Smoking 9. The effect of drugs and alcohols	**9BB TOPIC TEST**	Visit Chessington or London Zoo to improve your knowledge of animals and their environments. https://www.zsl.org/zsl-london-zoo ·Visit the Grant Museum of Zoology

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	10. Discovery of DNA 11. Building a DNA model • Inheritance		
Year 9 HT5	**Sound** -This unit builds on light waves and begins by reviewing waves. Waves in matter are explored and how we observe them. • Sound Waves • Speed of sound • Hearing • Ultrasound • Sound devices	**9PS TOPIC TEST – 35 MINS**	Check out a concert at the Southbank Centre or National Theatre!! Check out the Making the Modern World exhibition at the Science Museum
Assessment Week 4 3 exams – Biology, chemistry, physics – each 40 minutes and 40 marks Knowledge from any KS3 unit may be assessed **Chemistry:** Reactivity, Energetics, Particle Theory, Chemical reactions, Separation techniques, Periodic Table, Materials and the Earth **Biology:** Photosynthesis, Biological Systems and Processes, Reproduction, Cells, tissues and organs, Ecology, Digestion **Physics:** Forces in Action, Matter, Sound, Energy, Forces, Light and Space, Electricity and magnetism Revision resources can be found on Google Classroom and Oak Academy website – https://continuityoak.org.uk/Lessons#			
Year 9 HT6	**GCSE Periodic Table** – Students will study the periodic table which provides chemists with a structured organisation of the known chemical elements from which they can make sense of their physical and chemical properties. • Elements and Compounds • Mixtures and separation • Separation by distillation and by chromatography • Atomic Structure • Development of the atomic model • Isotopes • Electron configuration • Periodic Table development • Why elements react • Group 1 and 7 elements and displacement	**CHEM 1 TEST – 45 MINS**	Read more about all the interesting elements on this interactive periodic table https://www.rsc.org/periodic table/
Year 9 HT6	**GCSE Cell Biology** -Students will begin their GCSE journey by learning about cells which are the basic unit of all forms of life. Cells are controlled by genes and students will study how cells transfer key chemicals. • Different Types of cells	No assessment	Visit Chessington or London Zoo to improve your knowledge of animals and their environments. https://www.zsl.org/zsl-london-zoo

	• Microscopes • RP: Plant cells and animal cells • Specialised cells • Diffusion • Internal surfaces • Osmosis • Active transport • Genes DNA and Cell cycle • Stem cells		Visit the Grant Museum of Zoology

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Term	RE Curriculum Content	Assessment(s) *(assessment title, duration and 13pprox. Date)*	Extra-Curricular Options *(Places to visit; wider reading; clubs to join)*
Year 9 Curriculum Overview: *What will year 9s study and learn this academic year? Why this/ why now?* *We have held the unit on Equality till the end of Year 9 as this is when students should have the substantive knowledge to understand differing religious and non-religious approaches to issues around equality and why it is important. For example, in the unit on Judaism, students have ample time to explore anti-Semitism and the Holocaust and understand how people have been persecuted based on their religion and ethnicity.* *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 life and death, and equality. 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.*			
Year 9 **HT1-2**	**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: • Ethics and moral decision making. • Abortion. • Euthanasia. • Capital punishment. Animal rights.	**Formative assessment** 5-10 mark small stakes retrieval quiz in each lesson **Summative assessment** Feature 10 one-mark questions, a 5 mark describe question, and a 10 mark explain question.	**REOnline Festivals calendar** https://www.reonline.org.uk/festival-calendar/ **REOnline – Subject knowledge** https://www.reonline.org.uk/subject-knowledge/ **Email a believer (Reonline)** http://pof.reonline.org.uk/ **Guardian online – Religion** https://www.theguardian.com/world/religion **BBC Bitesize GCSE** https://www.bbc.co.uk/bitesize/subjects/zb48q6f **Most BBC RE clips** https://drive.google.com/open?id=17VmuMqZ7JZXFnz-k2M0FegxQqJbF9A1hUL8igC5eNF

			Seneca https://www.senecalearning.com/ **Quizlet** https://quizlet.com/en-gb **MrMcMillanREvis** https://www.youtube.com/user/MrMcMillanREvis/playlists **BBC – podcasts & programmes – Ethical theories** https://www.bbc.co.uk/programmes/topics/Ethical_theories?fbclid=IwAR1bowymJUmq1stCD343tPB8f4vaoS8S7CO9Si4E0b8CM2yXzL6iuqyBuSU **University of Oxford podcasts – Theology & religion** https://podcasts.ox.ac.uk/uni…/faculty-theology-and-religion **University of Oxford podcasts – Philosophy** https://podcasts.ox.ac.uk/units/faculty-philosophy **BBC – podcasts & programmes – Ethics** https://www.bbc.co.uk/programmes/topics/Ethics?fbclid=IwAR3BGqxtWZwOjTxeNER4Zfi2KtSAFCpXlQJPEF3gKhIGzn2hS87som_N_us **Religious sites to visit in London** https://www.inspirock.com/united-kingdom/religious-sites-in-london **Religion museums in London** https://www.museumslondon.org/category/13/religion

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Year 9 **HT3 – 4**	**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: • Racism • Sexism and misogyny • LGBTQ+phobia • Ableism	**Formative assessment** 5-10 mark small stakes retrieval quiz in each lesson **Summative assessment** Feature 10 one-mark questions, a 5 mark describe question, and a 10 mark explain question.	
Year 9 **HT 5-6**	**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: • How to develop their explanatory and descriptive skills. • How to impactfully criticise ideas and beliefs. • How to draw judgements and conclusions from available evidence. Within this unit students will revisit key learning from the following topics: • Key beliefs in Islam and Christianity. • Key practices in Islam and Christianity. • The existence of God. • Issues of life and death. • Issues of equality.	**Formative assessment** 5-10 mark small stakes retrieval quiz in each lesson **End of year assessment** Feature 3 multiple choice 1 mark question, 4, 6 and 12 mark question which steadily increases in complexity of skill.	

	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.		

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Term	ART Curriculum Content	Assessment(s) *(assessment title, duration and 17pprox. Date)*	Extra-Curricular Options *(Places to visit; wider reading; clubs to join)*
Year 9 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 Autumn	**Unit Title: Bugs** In this art project, students will explore the theme of bugs, focusing on drawing and mark-making techniques. They will study the contrasting styles of Eugène Séguy, known for his detailed insect illustrations, and Bridget Riley, famous for her abstract, optical patterns. Students will experiment with printmaking techniques, including mono printing, and use collage to create layered and dynamic compositions. This project will help them develop their technical skills and creativity while exploring both realistic and abstract approaches to art. • **Realistic Drawing: Students improve observation and detail skills through fine line work and shading in insect studies.** • **Abstract Exploration: They learn to use shapes, patterns, and contrasts to represent ideas in abstract forms inspired by Bridget Riley.** • **Mark-Making: Students experiment with techniques like stippling and hatching to create texture and movement.** • **Printmaking: They develop basic mono printing skills, layering compositions using ink and pressure.**	Students will be assessed on their ongoing work within their workbook. Practical outcomes: Mono Print	**Places to Visit:** • **Natural History Museum (London) – insect and bug collections for direct observation** • **Local botanical gardens or parks – for sketching live insects and studying patterns** • **Contemporary art galleries showcasing abstract or optical art (Bridget Riley)** • **Printmaking studios or workshops nearby for hands-on experience** **Wider Reading / Viewing:** • **Study Eugène Séguy's detailed insect plates and learn about entomology-inspired art** • **Research Bridget Riley's op art and watch documentaries or interviews** • **YouTube tutorials on mono printing and collage techniques** • **Books like *"Insects: Art and Design"* or *"Op Art: Optical Illusions"* for inspiration** • **Explore online collections from the Victoria & Albert Museum or Tate** **Clubs to Join / Activities:** • **School Printmaking Club – experiment with mono printing and layered collage** • **Create a personal bug sketchbook combining detailed and abstract studies**

	• **Collage: Students practise cutting and layering to create balanced compositions with different textures and colours.**		• **Try home projects: insect collage with recycled materials or optical pattern drawings**
Year 9 Spring	**Unit Title: Iconic People Portraits** In this art project, students will create portraits of iconic people, focusing on facial features and the structure of the face. They will explore techniques like continuous line drawing and contour drawing, inspired by artists such as Pablo Picasso, known for his fluid continuous line portraits, Egon Schiele, renowned for his expressive contour drawings, and Toyin Ojih Odutola, a Nigerian American artist celebrated for her intricate, textured portraits that explore identity. These exercises will help students improve their observational skills, understanding of proportion, and ability to depict expressive and accurate portraits through simplified and flowing lines. • **Facial Structure Understanding: Students will improve their knowledge of facial proportions and how to depict them accurately in portraits.** • **Continuous Line Technique: They will develop the ability to create portraits using a single, unbroken line, enhancing flow and fluidity in their drawing.** • **Contour Drawing: Students will practise capturing the outer edges and expressive details of faces, focusing online variation and precision.** • **Observation Skills: Through close study of facial features, students will enhance their ability to observe and replicate subtle details in their portraits.**	Students will be assessed on their ongoing work within their workbook. Practical outcomes: Iconic portrait painting	**Places to Visit:** • **National Portrait Gallery (London) – wide range of iconic portraits from history to contemporary** • **Tate Modern – exhibitions featuring Picasso and modern portrait artists** • **Local galleries with portrait or figurative art collections** • **Museums with ethnographic collections to explore diverse cultural portraits** **Wider Reading / Viewing:** • **Books or articles about Picasso's line drawings and Cubism** • **Explore Egon Schiele's expressive portraits through online galleries or books** • **Research Toyin Ojih Odutola's work via her website and interviews** • **Watch YouTube tutorials on continuous line and contour drawing techniques** • **Use art apps to practice digital continuous line portraits** **Clubs to Join / Activities:** • **Create a personal portfolio of continuous line and contour portraits** • **Try home projects: self-portraits, family member portraits, or famous figures using line work**

	• **Expressive Line Work: They will learn to use simplified, flowing lines to convey emotion and character in their portraits.**		
Year 9 Summer	**Unit Title: Typography** In this typography project, students will explore the art of lettering, beginning with the history of typography and its evolution. They will study calligrams, where text forms images, and investigate graffiti, focusing on artists like Ben Eine, known for his bold, colourful letterforms, and artist Barbara Kruger, famous for her impactful use of text in art to communicate powerful messages. Through these techniques, students will learn how letters and words can be used creatively to convey meaning, design, and emotion, while developing an understanding of visual communication and typography's cultural significance. • **Historical Understanding**: Students will gain knowledge of the history and evolution of typography, learning about its development and impact on visual communication. • **Calligrams**: They will learn to create visual images using text, exploring how letters and words can be arranged to form shapes and convey dual meanings. • **Graffiti Art Techniques**: Students will study and apply graffiti styles, focusing on bold, colourful letterforms and understanding their role in urban art and culture. • **Design and Communication**: They will develop skills in using typography to design impactful messages, learning how text can	Students will be assessed on their ongoing work within their workbook. Practical outcomes: A print of their own letter design	**Places to Visit:** • **Street art tours in cities with vibrant graffiti scenes (e.g., Shoreditch in London)** • **Local museums or galleries with exhibitions on graphic design and text-based art** • **Design and typography exhibitions at venues like the Design Museum (London)** • **Libraries with graphic design collections or typography archives** **Wider Reading / Viewing:** • **Books like *"The History of Typography"* by Jens Müller** • **Explore Barbara Kruger's art and messages via online galleries or museum websites** • **Research Ben Eine's street art and typography styles through videos and articles** • **YouTube tutorials on hand lettering, graffiti styles, and creating calligrams** • **Graphic design websites or apps that allow students to experiment with text art** **Clubs to Join / Activities:** • **Participate in school poster competitions focusing on powerful messages using typography** • **Home projects: practice hand lettering styles or create digital typography art**

	be creatively used to convey meaning and emotion. • **Visual Communication**: Students will enhance their understanding of how typography functions in various contexts, improving their ability to communicate ideas effectively through text and design.		

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Term	COMPUTING Curriculum Content
Year 9 HT1	**Unit Title: Python programming with sequences of data and project** Students will learn more advanced coding concepts such as how data can be represented and processed in sequences, such as lists and strings.
Year 9 HT2	**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.
Year 9 HT3	. **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.
Year 9 HT4	**Unit Title: Flowal** Students will learn the purpose and structure of flowcharts in the planning and design of coding projects. Using the Flowol application, they will apply this knowledge to solve real-world problems through a series of logical programming tasks
Year 9 HT5	**Unit Title: Systems Architecture** Students will learn about the inner workings of a computer, including the key components of the CPU, how data is processed, and the role of registers and memory in executing instructions.
Year 9 HT6	**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.

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Term	DRAMA Curriculum Content	Assessment(s) *(assessment title, duration and 22écipe22 date)*	Extra-Curricular Options *(Places to visit; wider reading; clubs to join)*

Year 9 Curriculum Overview:

In Year 9 Drama, students will build on their previous experiences by engaging in a variety of enriching and challenging schemes of learning. The year begins with "Exploration of Theme and Devising Approaches: Peer Pressure," where students will delve into the complexities of peer influence through the creation of original dramatic pieces. Following this, they will study "Theatre Practitioners: Stanislavski," exploring the techniques and theories of Konstantin Stanislavski to enhance their understanding of naturalistic acting. The curriculum then shifts to "The Power of Design," where students will investigate the critical elements of staging, lighting, set design, costume, and sound, gaining insights into how these aspects contribute to the overall impact of a performance and getting some insight into the wide range of career options within the performing arts industry. Finally, students will engage with "Page to Stage and Exploration Scripts: The Crucible" by Arthur Miller, analysing and performing scenes from this classic play to deepen their script interpretation and performance skills. This comprehensive curriculum aims to further develop students' dramatic skills while integrating thematic exploration, historical context, and technical aspects of theatre.

Drama intent

By the end of Year 9 students will:

- **Explore the theme** of peer pressure by devising and performing original dramatic pieces, examining its impact on individual behaviour and group dynamics.
- Study Konstantin Stanislavski's acting techniques to **enhance their naturalistic performance skills**, focusing on methods for developing deep characterizations and emotional authenticity.
- **Investigate the power of design** elements such as staging, lighting, set, costume, and sound, understanding how these components contribute to the overall impact and effectiveness of a production.
- Analyse and perform scenes from Arthur Miller's "The Crucible," developing their **script interpretation and performance skills through a detailed exploration of this classic play**.
- **Integrate their learning from thematic, historical, and technical aspects** of drama to create well-rounded and compelling performances, reflecting their growing expertise and understanding of theatre.

IMPLEMENTATION

Year 9 HT1	**9HT1 Exploration of Theme and Devising Approaches: Peer Pressure** • Students will investigate the theme of peer pressure through discussions and research, examining its effects on individuals and groups.	**Quiz and practical assessment**	**Open Evening** **Black History Month- Cultural Gala**

	• Students will participate in improvisation exercises to explore different scenarios and responses related to peer pressure. • Students will brainstorm and develop original dramatic pieces that reflect various aspects and impacts of peer pressure. • Students will create and rehearse their devised pieces, focusing on portraying realistic character interactions and emotional responses. • Students will use various explorative and performance techniques to explore character thoughts, feelings and consider alternative outcomes. • Students will present their work to the class and engage in peer feedback sessions to refine their pieces and deepen their understanding of the theme.		
Year 9 HT2	**9HT2 Theatre Practitioners: Stanislavski** • Students will study Konstantin Stanislavski's acting techniques, including the "system" for naturalistic performance and character development. • Students will explore Stanislavski's concepts such as emotional memory, the magic "if," and given circumstances through practical exercises. • Students will apply Stanislavski's methods to scenes and monologues, focusing on creating truthful and believable performances. • Students will participate in group activities to practice Stanislavski's techniques in ensemble work, enhancing their collaborative skills. • Students will reflect on their use of Stanislavski's techniques and compare their results with other acting methods, considering how different approaches affect their performances.	**Quiz and practical assessment**	**Anti Bullying Week** **Monday 11th – Friday 15th November**
Year 9 HT3 **And** **Year 9 HT4**	**9HT3&4 The Power of Design: Staging, Lighting, Set, Costume, Sound** • Students will explore the role of staging in theatre, including the arrangement of actors and props on stage to create effective visual and spatial dynamics. • Students will check their understanding of the stage areas and examine the different stage configurations and why they might be chosen by directors. • Students will study the impact of lighting design, learning about different lighting techniques and their effects on mood, atmosphere, and visibility. • Students will investigate set design, understanding how scenery and props contribute to the setting and context of a performance.	**HT3- N/A** **HT4 Quiz and written assessment**	**Academy production rehearsals**

	• Students will examine costume design, including how clothing choices reflect character, period, and theme within a production. • Students will analyse sound design, learning about the use of music, sound effects, and silence to enhance the narrative and emotional impact of a performance.		
	Page to Stage and Exploration Scripts: The Crucible by Arthur Miller • Students will read and analyse "The Crucible" by Arthur Miller, focusing on its themes, characters, and historical context. • Students will explore the dramatic structure and language of the play, studying how Miller builds tension and develops the plot. • Students will practice performing selected scenes from "The Crucible," focusing on character motivations, emotional expression, and historical accuracy. • Students will engage in group discussions to evaluate different interpretations of the play and its relevance to contemporary issues. • Students will participate in rehearsals and performances of their scenes, integrating feedback and refining their portrayal of the play's complex themes and characters.	**Written Assessment**	**Academy production rehearsals and showtime!**

Walthamstow Academy - Year 9 Curriculum Experience

Term	DT Curriculum Content	Assessment(s) *(assessment title, duration and 25écipe25 date)*	Extra-Curricular Options *(Places to visit; wider reading; clubs to join)*
Year 9 Curriculum Overview: *In this year long project, students will explore the global impact of climate change, focusing on rising sea levels and coastal flooding. In collaborative groups, they will investigate the concept of floating towns and cities as a sustainable response. The project culminates in a 3D model of a floating town, designed to meet real-world challenges, incorporating knowledge of materials, buoyancy, and design principles.* **D&T intent** • Deepen students' understanding of the global impact of climate change, particularly rising sea levels and coastal flooding. • Encourage empathy and awareness of how climate-related challenges affect communities worldwide. • Introduce the concept of floating architecture as a sustainable solution for future living. • Develop students' understanding of material science, including buoyancy, density, and material properties. • Build confidence in visual communication through 3D sketching techniques. • Promote collaborative working, project planning, and team-based problem solving. • Encourage critical thinking and iterative design through prototyping, testing, and evaluation. • Provide hands-on opportunities to design and construct scaled 3D models of floating towns. • Integrate STEAM principles by combining science, engineering, and design within a real-world context. • Support students in presenting and reflecting on their work, building communication and evaluative skills.			
Year 9 HT1	**How will climate change affect homes and towns in the future?** • Students are introduced to climate change and its impacts on coastal regions. • Students research climate-related flooding and global responses. They explore real examples of floating architecture (e.g., Netherlands, Maldives). • Students explore buoyancy principles, water resistant materials and test out their ideas • Students investigate town planning: transport, housing, community spaces.	**Homework quizzes**	Books: • **"How Big is Big? How Far is Far?" by Julia Stilitz** Great *for understanding scale and engineering concepts.* • **"Architecture for Teens: A Beginner's Book for Aspiring**

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Year 9 HT2	**How can sketched ideas be communicated in 3D?** • Students learn how to sketch in isometric and 2-point perspective • Students draw key buildings and structures in 3D • Students collaborate to plan a layout for a town	**Homework quizzes**	**Architects" by Danielle Willkens** *Accessible insights into architecture and sustainable design.* <u>Places to visit:</u> **The Science Museum (South Kensington)** • *Galleries to Visit*: ○ **"Our Future Planet"** Tackles climate change and carbon capture solutions. ○ **"Engineer Your Future"** Explores engineering innovation and design challenges. ○ **"Materials Gallery"** Hands-on exhibits on materials and properties. *A great way to link material science, climate solutions, and innovation.*
Year 9 HT3 **And** **Year 9 HT4**	**How do structures float?** • PPE1 • Students create small scale structures / models of buildings • Students evaluate their design ideas and are introduced to scale • Students draw their final plan for their buildings • Students are taught modelling techniques	**Written Assessment**	
Year 9 HT5 and HT6	**How to build a prototype of a building.** • Students work in their groups to build 3D models of their floating towns, an emphasis on teamwork construction techniques and model finish • Students bring all model elements together and make their towns • Students work in groups to create a presentation that documents their project and explains their ideas to their peers • PPE2	**Documentation of project**	

Term	FRENCH/ SPANISH Curriculum Content	Assessment(s) *(assessment title, duration and 27écipe27 date)*	Extra-Curricular Options *(Places to visit; wider reading; clubs to join)*
Year 9 Curriculum Overview: *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.*			
Year 9 HT1	**Unit Title: Relationships** 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 • Describing family relationships (reflexive verbs) • Romantic relationships • Describing past events (imperfect tense)	**Formative assessment:** Vocabulary quizzes **Summative Assessment:** End of unit listening and speaking assessment	• Song "Mi otra mitad" by Tisuby (Venezuela) • Song "Amor de 27écipe", 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	**Unit Title: Festivals** 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: • Food • French/Spanish-speaking cultural events • Comparisons	**Formative assessment:** Vocabulary quizzes **Summative assessment:** End of unit reading and writing assessment	• La leyenda de la Llorona (México). Song with lyrics and interactive exercises • Receta pan de muerto (México): Video 27écipe and activities • Auténtica tortilla de patatas (Spain): video recipe and activities • Día de Todos los Santos en España

	• Photo card practice		• Film: opening scene of "Volver", by Pedro Almodóvar (Spain)
Year 9 HT3	**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: • Revisiting town vocabulary (covered in Y7) • Comparisons between present and past • Tourist information • Life in French/Spanish speaking cities	**Formative assessment:** Vocabulary quizzes **Summative assessment:** End of unit reading and writing assessment	• Test de cultura (including videos and photos) - Argentina - Colombia - Mexico
Year 9 HT4	**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. • The environment • Children's rights • Helping others – voluntary work in the community	**Formative Assessment:** Vocabulary quizzes **Summative Assessment:** Listening, writing	
Year 9 HT5	**Unit Title: Revision + Skills Based Lessons** Students to spend time focusing on key exam skills-based lessons in-line with the new GCSE including: - Listening Comprehension Skills - Reading Comprehension Skills - Speaking Skills (Role Play, Photo Task, Asking + Answering Questions in French/Spanish)		

	- Writing Skills (Essay Writing, Translation) - Grammar Focus - Dictation and Phonics		
Year 9 HT6	**Unit Title: Revision + End of Year Projects** 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. To end the year, students will do a research project on a French/Spanish speaking country and present it to the class. The best presentation will receive an end of year prize.	**End of Year Exams** Listening, reading and writing	

Walthamstow Academy - Year 9 Curriculum Experience

Term	GEOGRAPHY Curriculum Content	Assessment(s) *(assessment title, duration and approx date)*	Extra-Curricular Options *(Places to visit; wider reading; clubs to join)*
Year 9 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.			
Year 9 **HT1 and 2**	**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. • 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.	**October Mid topic test: 20 mins** **Life in an emerging country assessment – 1 hour**	**Colombia with Simon Reeve -** https://www.bbc.co.uk/iplayer/episode/b08n5flh/colombia-with-simon-reeve
Year 9	**Unit Title: Energy**		**Wider reading:**

HT2	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. 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. • Energy distribution, consumption and poverty • The changing energy mix • Non-renewables • Renewable energy. • Extended writing – renewable vs non-renewables. • Decision making exercise. • Fracking case study • Fracking – extended writing.		**https://www.theguardian.com/business/article/2024/sep/03/renewable-energy-auction-windfarms-tidal-power**
HT 3& 4 Energy	**Unit Title: Climate Change** 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. • Evidence for climate change. • Natural causes of climate change. • The greenhouse effect • The effects of climate change.	**Climate change assessment – 30 mins**	**Climate Change: The Facts - https://www.bbc.co.uk/iplayer/episode/m00049b1/climate-change-the-facts** Wider Watching: ***David Attenborough: A Life on Our Planet*** The age of stupid. Climate Change Documentary (https://www.youtube.com/watch?v=va_MVxpboqg)

	• The effects of climate change in Bangladesh. • The climate change dilemma. • Adaptation vs mitigation.		
Year 9 HT 5	**Unit Title: Urbanisation** This unit focuses on urban areas in the UK. A central theme through the unit is the need for urban areas to become more sustainable. Students will develop an understanding of both the problems and solutions of urban living within the UK. Pupils will be introduced to the process of urbanisation and consider the consequences of this process in relation to land use. Pupils will investigate the factors which have led to urban decay/ decline in the UK, including deindustrialisation, counter-urbanisation and urban sprawl. Pupils will then investigate the impacts of this decay/ decline upon cities in different parts of the world. The unit will conclude with pupils investigating the success/ failures of a regeneration project in improving the sustainability of Walthamstow.	**June PPE:** Climate change and Life in an emerging country 1 hr	**Colombia with Simon Reeve -** https://www.bbc.co.uk/iplayer/episode/b08n5flh/colombia-with-simon-reeve https://www.bbc.co.uk/bitesize/topics/z96vr82 **Global cities documentary:** https://www.youtube.com/watch?v=V-4oMnmu47Q
Year 9 HT 6	Unite Title: Fieldwork **Fieldwork-** pupils will carry out a fieldwork investigation in the local area. Before completing the fieldwork, the unit will focus on: • How to create enquiry questions • Different types of sampling • Primary and secondary data collection • Analysing and presenting data • Drawing conclusions from data • Evaluating the study	**End of year PPE (June) Climate change and Life in a Newly Emerging Country**	

Term	HISTORY Curriculum Content	Assessment(s) *(assessment title, duration and 34pprox. date)*	Extra-Curricular Options *(Places to visit; wider reading; clubs to join)*
Year 9 Curriculum Overview: *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 year7 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.*			
Year 9 HT1	**Unit Title: Causes of the First World War One** Students will learn about/ develop skills of: • 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 • CASE STUDY: The Story of the British West Indies Regiment during WWI **Key Skills:** • 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. • Understand the experiences of soldiers from British colonies during WWI	**Formative assessment:** **- Key questions and hinge questions designed into all lessons** **- Source analysis tasks** **- Interpretation tasks** **- Teacher questioning** **Summative assessment:** **Q: Explain the 3 main causes of WWI (12)**	**Imperial War Museum:** **https://www.iwm.org.uk/**
Year 9 HT2	**Unit Title: The Suffragettes (WSPU)** Students will learn about/ develop skills of:	**Formative assessment:**	**Museum of London Suffragettes Exhibition:**

	• 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? • Why did women gain the vote in 1918? **Key Skills:** • 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.	**- Key questions and hinge questions designed into all lessons** **- Source analysis tasks** **- Interpretation tasks** **- Teacher questioning** **Summative assessment:** **Q: How useful are Sources A and B for an enquiry about the protest methods of the WSPU. (8)**	**https://www.museumoflondon.org.uk/discover/suffragettes** **Suffragette the Movie:** **https://www.channel4.com/programmes/suffragette**
Year 9 HT3	**Unit Title: The Holocaust** Students will learn about/ develop skills of: • 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? Key Skills: • 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.	**Formative assessment:** **- Key questions and hinge questions designed into all lessons** **- Source analysis tasks** **- Interpretation tasks** **- Teacher questioning** **Summative assessment:** **Q: UL Common Assessment**	**Anne Frank's Diary:** **https://www.annefrank.org/en/anne-frank/diary/** **The Boy in the Striped Pyjamas: Novel by John Boyne** **The Boy in the Striped Pyjamas: Novel by John Boyne: Film** **https://rakuten.tv/uk/movies/the-boy-in-the-striped-pajamas**
Year 9 HT4	**Unit Title: End of the British Empire** Students will learn about/ develop skills of: • Scramble for Africa • Decolonisation of Africa • Independence of India and Partition Key Skills: • Continuity and Change • Analysing Sources' utility	**Formative assessment:** **- Key questions and hinge questions designed into all lessons** **- Source analysis tasks** **- Interpretation tasks** **- Teacher questioning** **Summative assessment:**	**Gandhi – directed by Richard Attenborough. Available on a range of streaming networks.** **https://www.amazon.co.uk/Gandhi-Ben-Kingsley/dp/B00FYN72PO**

	• 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 **Rise of Extremism:** • Development of ideologies • Stalin's Soviet Union • Hitler and Nazi Germany **Battles of WWII:** • **Dunkirk** • **Battle of Britain** • **Blitz and Evacuation**	**Na**	
Year 9 HT5	**Battles of WWII:** • **Operation Barbarossa** • **Battle of Stalingrad** **Unit Title: UL EOY Common Assessment** Students will learn about/ develop skills of: • Core units: Causes of WWI, Suffragettes, the Holocaust Key Skills: • 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.	**Formative assessment:** **- Key questions and hinge questions designed into all lessons** **- Source analysis tasks** **- Interpretation tasks** **- Teacher questioning** **Summative assessment:** **- UL Common Assessment**	
Year 9 HT6	**Unit Title: Civil Rights: Britain and USA** Students will learn about/ develop skills of:	**Formative assessment:**	**'Eyes on the Prize'. Award winning PBS documentary about the US Civil rights**

	• 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 **Key Skills:** • 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 **Developments in the Cold War:** • Yalta and Potsdam • Hiroshima and Nagasaki • Soviet takeover of Eastern Europe • Truman Doctrine and Marshall Aid • Berlin Blockade / Airlift and building of the Berlin Wall • Cuban Missile Crisis • Détente • Reagan and the second Cold War • Gorbachev and the end of the Cold War	**- Key questions and hinge questions designed into all lessons** **- Source analysis tasks** **- Interpretation tasks** **- Teacher questioning** **- Summative assessment:**	**Movement. A must watch documentary for anyone interested in the development of the US Civil Rights Movement.** **https://www.youtube.com/watch?v=Ts10IVzUDVw**

Term	MUSIC Curriculum Content	Assessment(s) *(assessment title, duration and approx date)*	Extra-Curricular Options *(Places to visit; wider reading; clubs to join)*
Year 9 Curriculum Overview: Year 9 students have only completed Rhythm and Pulse from their KS3 journey. All five units are delivered at trimmed lesson counts (40 lessons total) to systematically build composing, performing and appraising skills. Sequence: Tonality and Structure (8L) → The Ensemble Musician (7L) → Black Music in America (7L) → What Makes a Good Song (10L) → Film Music (8L).			
Year 9 HT1	**Unit Title: Tonality and Structure** Students will learn about/ develop skills of: • Concepts: major, minor, chromatic and pentatonic scales; binary, ternary and variation form; theme and variations composition. Set works: In the Hall of the Mountain King (Grieg), New World Symphony (Dvořák). Outcomes: solo keyboard performance; theme and variations composition. • Reading a lead sheet in creating a Musical Arrangement of a Popular Song • Diatonic chords, major/minor/diminished triads • Outcomes: rehearse and perform a cover version of a song	**Mid-unit listening and appraising check; KPI assessment: rhythmic fluency on two instruments**	**Listen to favourite songs, identify the structure of the song**
Year 9 HT2	**Unit Title: The Ensemble Musician** Students will learn about/ develop skills of: • Concepts: chord construction, primary and secondary chords, inversions, harmonic rhythm. Instrument skills: keyboard and ukulele. Repertoire: Jammin', Three Little Birds (Bob Marley), Wake Me Up (Avicii), Blinding Lights (The Weeknd). Outcomes: keyboard/ukulele ensemble performance. • Hooks, riffs and motives • Musical intervals and their usage in choruses • Creating a remix • Rudimentary understanding music copyright • Explore the impact of AI • Outcomes: rehearse and perform a cover version of a song	**Mid-unit listening and appraising check; KPI assessment: use of elements vocabulary in written response** **In - Class performance recording**	**Listen to favourite song, analyse what aspects of the song make it attractive.** Opportunities to perform in Winter concert events Sign-up opens for extra curricula groups
Year 9 HT3	**Unit Title: Black Music in America** Students will cover the following:	**HT3 assessment week – Listening & Appraising + Knowledge test**	**Rewatch favourite film paying particular attention on how the**

	• Concepts: jazz history (Spiritual → Ragtime → Blues → Jazz → R&B → Rock and Roll), 12-bar blues, structured improvisation. Set works: C Jam Blues (Ellington), Cantaloupe Island (Hancock). Outcomes: blues performance; improvised solos; cultural context of Black American music. • Notating Through: Full Score / Parts / Diagrams and Rhythm Notation • Instrumental Skills: Band Instruments / • Outcomes: Mini Orchestral Score set to film, Live improvised performance to Film	**In - Class performance recording**	**music enhances the scene / support certain character.**
Year 9 HT4	**Unit Title: What Makes a Good Song** Students will cover the following: • Concepts: song structure, cadences, primary/secondary chords, texture, intervals, hooks, riffs, motifs, lyrics and rhythm in rap. Song analysis: Feel So Close (Calvin Harris), Stay With Me (Sam Smith), Bad Romance (Lady Gaga), Safe and Sound (Capital Cities). Outcomes: extended written song analysis — GCSE appraising preparation. • Notating Through: Timeline / Graphic scores / Full Score • Instrumental Skills: Keyboard / Midi Controllers / DAW • Outcomes: Video Game composition set to gameplay footage – journal outlining process	**HT4 assessment week – Listening & Appraising + Knowledge test** **In - Class performance recording**	Analyse the elements of sound and music found in video game of your choice
Year 9 HT5	**Unit Title: Film Music (Part 1) — GCSE Foundation** Students will cover the following: • Concepts: mickey mousing, leitmotif, soundscape, fanfare, diegetic/non-diegetic sound, sci-fi timbres, horror techniques. Set works: Steamboat Willie, James Bond Theme, Hedwig's Theme (Williams), Doctor Who Theme (Derbyshire), Stranger Things (Dixon/Stein). Outcomes: short stylistic composite tasks; DAW composition sketches. • Notating through: Staff notation / TABS / Diagrams • Instrumental Skills: Band instruments / Voice / DAW • Outcomes: Performance of a song, composing ideas promoting social justice	**HT5 assessment week – Listening & Appraising + Knowledge test** **In - Class composition recording**	Sign-up opens for extra curricula groups
Year 9 HT6	**Unit Title: Black Music in America (The Creative Musician)** Students will cover the following: • Concepts in: Music for occasion / ensemble rehearsal and/or production • Notating through: Staff notation / TABS / Diagrams	**End-of-year listening and appraisal exam; KPI end-of-year assessment**	Opportunities to perform in summer concert events

	• Instrumental Skills: Band instruments / Voice / DAW • Outcomes: Ensemble performance and/or recorded music	**In – Class performance / recording**	

Term	PE Curriculum Content	Assessment(s) *(assessment title, duration and approx date)*	Extra-Curricular Options *(Places to visit; wider reading; clubs to join)*
Year 9 Curriculum Overview: *Students will focus on developing on the skills they've learnt in the previous 2 years by working on tactics and strategies in the sports and physical activities they participate in. We look at the ways that a performer can outwit an opponent using the techniques they have mastered so far. Students will work on these skills in isolated practices before the challenge increases to active and competitive scenarios. Students will have the opportunity to compete in all the topics they cover whether this be in small-sided games or showcases for the aesthetic sports. We also introduce a theory unit of work so that students can have an idea of the theoretical content that is taught at GCSE level. This is so that students can understand the demands of the course especially as it is predominantly a theoretical exam rather than a practical one.*			
Year 9 HT1	**Core PE:** Students will learn about/ develop skills of: • Trampoline • Basketball • Netball	Students will be assessed on these key pupil indicators (KPIs): • Effectively perform a range of actions, skills, and techniques with control, combining them appropriately in both isolation and small group setting. • Leads by example in lessons through their enthusiasm and determination to achieve their best and overcome challenges. • Effectively conducts their own safe and well-designed warm-up/cool-down and can describe the purpose and benefits of each.	• Football teams • Netball teams • Table tennis teams and club • Cross country squad • Basketball club • Girls only club • Badminton club
Year 9 HT2	**Core PE:** Students will learn about/ develop skills of: • Football • Table Tennis • Fitness	Students will be assessed on these key pupil indicators (KPIs): • Successfully employs simple tactics or creative processes in practical settings. • Successfully leads a simple activity individually or as part of a group, showing respect and empathy for other and cooperation skills in doing so. • Effectively conducts their own safe and well-designed warm-up/cool-down and can describe the purpose and benefits of each.	• Basketball teams and club • Indoor athletics squad • Badminton teams • Indoor cricket team • Handball teams • Girls only club • Badminton club

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Year 9 HT3	**Core PE:** Students will learn about/ develop skills of: • Football • Theory	Students will be assessed on these key pupil indicators (KPIs): • Accurately describes their own and others' performances, using appropriate vocabulary and concepts to identify main strengths and areas for improvement. • Understand simple tactics or creative ideas and can communicate those effectively using good verbal and non-verbal skills. • Effectively conducts their own safe and well-designed warm-up/cool-down and can describe the purpose and benefits of each.	• Basketball teams and club • Indoor athletics squad • Badminton teams • Indoor cricket team • Handball teams • Girls only club • Badminton club • Trampoline squad
Year 9 HT4	**Core PE:** Students will learn about/ develop skills of: • Badminton • Handball	Students will be assessed on these key pupil indicators (KPIs): • Accurately describes their own and others' performances, using appropriate vocabulary and concepts to identify main strengths and areas for improvement. • Understand simple tactics or creative ideas and can communicate those effectively using good verbal and non-verbal skills. • Effectively conducts their own safe and well-designed warm-up/cool-down and can describe the purpose and benefits of each.	• Football teams • Netball teams • Basketball club • Girls only club • Badminton club • Table tennis club • Pickle ball club
Year 9 HT5	**Core PE:** Students will learn about/ develop skills of: • Athletics	Students will be assessed on these key pupil indicators (KPIs): • Demonstrate appropriate strength, stamina, and suppleness across activities, including being able to complete short period of sustained exercise. • Effectively conducts their own safe and well-designed warm-up/cool-down and can describe the purpose and benefits of each. • Knows and can explain how physical activity contributes to a balanced, healthy lifestyle.	• Outdoor athletics squad • Cricket teams

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Year 9 HT6	**Core PE:** Students will learn about/ develop skills of: • Cricket • Softball • Rounders • Ultimate frisbee	Students will be assessed on all of the key pupil indicators (KPIs) mentioned above.	• Outdoor athletics squad • Cricket teams • Kwik cricket team • Rounders teams • Beach volleyball team