

# 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)	Extra-Curricular Options (Places to visit; videos, wider reading; clubs to join)
<p><b>Year 9 English Curriculum Overview:</b>  <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 19<sup>th</sup> Century Literature and Shakespearean plays. Again, they revisit the study of poetry, developing their analytical skills regarding: structure, form; and language. Furthermore, across an anthology of poems students will build 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><b>Year 9 HT1</b></p>	<p><b>Unit Title: The Picture of Dorian Gray</b>  This challenging 19<sup>th</sup> century text introduces students to the context of Victorian London. They also study how psychology has influenced literature and begin to consider authorial intent behind the text; encouraging them to understand the motives and intentions of others.  Students will learn about</p> <ul style="list-style-type: none"> <li>• The context of Victorian London</li> <li>• Developing theses and arguments about a text</li> <li>• Constructing threads of analysis across a novel.</li> </ul>	<p><b>Formative assessment:</b> Essay on either theme or character based on an extract.</p> <p><b>Summative Assessment:</b> Essay on either theme or character based on an extract.</p>	<p>Watch: BBC documentary series ‘Victorian Sensations’.</p> <p>Wider reading: further 19<sup>th</sup> century literature is available from the school library.</p> <p>Creative Writing Club</p>
<p><b>Year 9 HT2</b></p>	<p><b>Unit Title: Othello</b>  Students further their study of Shakespeare through the challenging play ‘Othello’. Students consolidate their study of building links between context and text through the exploration of Shakespearean contexts. They consider how contemporary power dynamics affect literature, and critically engage with the study of alternative interpretations and readings.  Students will learn about:</p> <ul style="list-style-type: none"> <li>• The dual context of Elizabethan England and 16<sup>th</sup> century Venice.</li> <li>• Alternative interpretations: considering both contemporary and modern readings of the play.</li> <li>• Constructing clear arguments in an essay.</li> </ul>	<p><b>Formative assessment:</b> Thematic essay on an extract</p> <p><b>Summative assessment:</b> Thematic essay on an extract</p>	<p>Visit: Shakespeare’s Globe Theatre</p> <p>Watch: English Touring Theatre’s documentary on the making of their production of Othello</p>
<p><b>Year 9 HT3</b></p>	<p><b>Unit Title: Identity and Relationships Poetry</b>  The study of an anthology of poems allows students to explore symbolism across a common theme. Students continue to draw lines of comparison across texts and begin to develop their analytical skills of comparison. Supported by a range of non-fiction</p>	<p><b>Mid-Year Exam:</b>  Reading: Students write an essay on either a character of theme from ‘Othello’</p>	<p>Non-fiction articles available from The Day.</p>

	<p>articles, students are encouraged to critically engage with the themes of identity and relationships.</p> <p>Students will learn about:</p> <ul style="list-style-type: none"> <li>Analyzing a theme across poetry of different contexts and time periods.</li> <li>An introduction to analytical comparison.</li> <li>Making links between literature and the world around them.</li> </ul>	<p>Writing: Fiction Writing. Students write a descriptive/narrative story</p> <p><b>Formative Assessment:</b> Thematic essay on one poem from the anthology.</p> <p><b>Summative Assessment:</b> Thematic essay on a different poem from the anthology.</p>	<p>Further reading around the themes of identity and relationships are available from the school library.</p>
<p><b>Year 9 HT4</b></p>	<p><b>Unit Title: Non-Fiction Writing</b></p> <p>Students are introduced to non-fiction writing through speech and article writing. Following a clear set of principles around constructing arguments, students use non-fiction articles and speeches as the basis for their own writing. Students are encouraged to articulate their own opinions and use these to convincingly build arguments.</p> <p>Students will learn about:</p> <ul style="list-style-type: none"> <li>Writing to argue or persuade</li> <li>Structuring non-fiction writing</li> <li>Developing their use of ambitious vocabulary</li> </ul>	<p><b>Formative Assessment:</b> Write a persuasive speech or article responding to a statement.</p> <p><b>Summative Assessment:</b> Write a persuasive speech or article responding to a statement.</p>	<p>Young Writer's 'Empowered' Poetry competition</p> <p>Newspaper Club</p>
<p><b>Year 9 HT5</b></p>	<p><b>Unit Title: African and Diasporic short stories</b></p> <p>Students study Chimamanda Ngozi Adichie's short stories, and examine themes of identity, family and race set against the context of African and Diasporic literature. Studying two stories from a wider anthology, the rich basis of discussion encourages students to have depth and freedom in their analysis of texts.</p> <p>Students will learn about:</p> <ul style="list-style-type: none"> <li>Tracking character progression throughout a story.</li> <li>Situating analysis within context and readership.</li> <li>Analyzing structural features of a short story.</li> </ul>	<p><b>Formative Assessment:</b> Essay on a character or theme from one story in the anthology.</p> <p><b>Summative Assessment:</b> Essay on a character or theme from one story in the anthology</p>	<p>Further African and Diasporic literature is available from the school library</p>
<p><b>Year 9 HT6</b></p>	<p><b>Unit Title: Community Writing – Writing to our MP</b></p>	<p><b>End of Year Exams</b></p>	<p>Listen: BBC Sounds – Four Speeches that Shook the World</p>

	<p>This unit gives students the platform to become more articulate, fluent and confident in conveying their own views. Students study letter writing to allow them to understand the value of formal writing for a genuine purpose, developing their life skills and engage with the world around them.</p> <p>Students will learn about:</p> <ul style="list-style-type: none"> <li>• Form, audience, and purpose in non-fiction writing</li> <li>• Adapting their register for formal writing and forming clear arguments</li> <li>• Developing skills of planning, editing, and re-drafting</li> </ul>	<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>Newspaper Club</p>
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Term	MATHS Curriculum Content	Assessment(s)	Extra-Curricular Options (Places to visit; videos, wider reading; clubs to join)
<p><b>Year 9 Maths Curriculum Overview:</b> Year 9 is a critical year as it helps bridge the gap between KS3 and KS4. Students will further develop their mathematical skills from Year 7 and Year 8 and will learn new skills by studying the topics listed below.</p>			
Year 9 HT1	Students will study: <ul style="list-style-type: none"> <li>• Decimal Manipulation</li> <li>• Estimation &amp; Limits of Accuracy</li> <li>• Related calculations</li> <li>• HCF and LCM of large numbers</li> <li>• Fraction Calculations</li> </ul>	End of topic tests – duration 30 mins Assessment Week 1-5	<ul style="list-style-type: none"> <li>• Pupils encouraged to work on XP section of Sparx and explore the topics taught in greater depth.</li> <li>• Maths games on Sparx</li> </ul>
Year 9 HT2	Students will study: <ul style="list-style-type: none"> <li>• Algebraic Manipulation</li> <li>• Index Laws</li> <li>• Standard Form</li> <li>• Expanding and Factorising 2</li> </ul>		<ul style="list-style-type: none"> <li>• Watch following films</li> <li>• The theory of Everything</li> <li>• Imitation game</li> <li>• A beautiful mind</li> <li>• The Man who knew about infinity</li> <li>• Hidden figures</li> </ul>
Year 9 HT3	Students will study: <ul style="list-style-type: none"> <li>• Forming expressions and substitution</li> <li>• Direct and Inverse Proportion</li> <li>• Probability 1</li> </ul>		<ul style="list-style-type: none"> <li>• UKMT clubs for selected pupils</li> </ul>
Year 9 HT4	Students will study: <ul style="list-style-type: none"> <li>• Solving equations 2</li> <li>• Inequalities 1</li> <li>• Sequences</li> <li>• Pythagoras</li> </ul>		Visit <ul style="list-style-type: none"> <li>• Bank of England</li> <li>• Science Museum</li> <li>• V&amp;A Museum</li> <li>• Bletchley Park</li> </ul>
Year 9 HT5	Students will study: <ul style="list-style-type: none"> <li>• Interior and Exterior Angles</li> <li>• Vectors 1</li> <li>• Transformations 1</li> </ul>		

<b>Year 9 HT6</b>	Students will study: <ul style="list-style-type: none"> <li>• Plans and Elevations</li> <li>• Arcs and Sectors</li> <li>• Surface Area</li> </ul>		
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<b>Term</b>	<b>SCIENCE Curriculum Content</b>	<b>Assessment(s)</b>	<b>Extra-Curricular Options (Places to visit; videos, wider reading; clubs to join)</b>
<p><b>Year 9 Science Curriculum Overview:</b>  <i>In Year 9 students continue to go through the KS3 schemes of work, now building upon their knowledge and concepts from the previous 2 years and further deepening their understanding of science in the world. Students continue to develop their experimental and investigative skills. Students also prepare to begin KS4 content during the summer term. By the end of KS3 our students are expected to have developed their application skills and understanding of the key concepts in science in order to build upon them even more at KS4.</i></p> <p><i>The topics studied in Year 9 are:</i></p> <ul style="list-style-type: none"> <li>• <i>Reactivity</i></li> <li>• <i>Plants and Photosynthesis</i></li> <li>• <i>Energetics and Rates</i></li> <li>• <i>Biological Systems and processes</i></li> <li>• <i>Sound</i></li> <li>• <i>C1: Atomic Structure and the Periodic Table</i></li> <li>• <i>C2: Structure and Bonding</i></li> </ul>			
<b>Year 9 HT1</b>	<p><b>9CR Reactivity</b>            We will begin a recap of basic atomic structure and electron configuration and then move onto neutron numbers, atomic mass and formula mass. The skills introduced include writing ionic formulae, RFM, balancing equations along with practical work.            The lessons in this unit are as follows:</p> <ol style="list-style-type: none"> <li>1. Atomic Structure</li> <li>2. Reactions and bonding</li> <li>3. Ar, Mr and balancing equations</li> <li>4. Metals and acids</li> <li>5. Metal oxides and acids</li> <li>6. Metal Carbonates and acids</li> <li>7. Acids and Alkalis</li> <li>8. Salt preparation</li> </ol>	<p><b>9CR TOPIC TEST</b></p> <p><b>KPIs</b></p>	<p><b>STEM Club</b></p> <p><b>The Day</b></p> <p><b>New Scientist</b></p> <p><b>Science Museum</b></p>

	<ul style="list-style-type: none"> <li>9. Reactivity series</li> <li>10. Extraction of metal</li> <li>11. Displacement reactions</li> </ul>		Natural History Museum
Year 9 HT2	<p><b>9BP Plants + Photosynthesis</b></p> <p>The unit starts with exploring the structure and function of roots, with emphasis on its adaptations. Pupils then progress on to the process of photosynthesis and its importance. The lessons in this unit are as follows:</p> <ul style="list-style-type: none"> <li>1. Plant roots</li> <li>2. Photosynthesis</li> <li>3. Uses of sugar</li> <li>4. Rate of photosynthesis</li> <li>5. Leaf adaptations</li> <li>6. Transport in plants</li> </ul>	<p><b>9BP TOPIC TEST</b></p> <p>KPIs</p>	London Transport Museum
Year 9 HT3	<p><b>9CE Energetics + Rates</b></p> <p>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:</p> <ul style="list-style-type: none"> <li>1. Measuring rates and particle theory</li> <li>2. RP: Effect of concentration</li> <li>3. Surface area</li> <li>4. Catalysts</li> <li>5. Endothermic and Exothermic</li> <li>6. Combustion</li> <li>7. Thermal combustion</li> </ul>	<p><b>MID-YEAR PPE – 60 MINS</b></p> <p><b>9CE TOPIC TEST</b></p> <p>KPIs</p>	
Year 9 HT4	<p><b>9BB Biological Systems and Processes</b></p> <p>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:</p> <ul style="list-style-type: none"> <li>1. Recap of levels of organisational</li> <li>2. Skeletal system</li> </ul>	<p><b>9BB TOPIC TEST</b></p> <p>KPIs</p>	

	<ol style="list-style-type: none"> <li>3. Muscles</li> <li>4. Respiratory system</li> <li>5. Breathing and Lung volume</li> <li>6. Aerobic and anaerobic respiration</li> <li>7. The effects of exercise</li> <li>8. Smoking</li> <li>9. The effect of drugs and alcohols</li> <li>10. Discovery of DNA</li> <li>11. Building a DNA model</li> <li>12. Inheritance</li> </ol>		
<p><b>Year 9 HT5</b></p>	<p><b>9PS Sound</b> The unit begins with introducing waves in matter and water and sound waves are used as examples of this. The unit then looks at the speed of sound in different media and is a chance to revisit accurate language around particle theory. The lessons in this unit are as follows:</p> <ol style="list-style-type: none"> <li>1. Types of waves</li> <li>2. Speed of waves</li> <li>3. Reflection of waves</li> <li>4. Sound in different media</li> <li>5. Hearing</li> <li>6. Ultrasound and its uses</li> <li>7. Microphones and speakers</li> </ol>	<p><b>9PS TOPIC TEST</b></p> <p><b>KPIs</b></p>	
<p><b>Year 9 HT6</b></p>	<p><b>GCSE Cell Biology + Periodic table + Energy</b> 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"> <li>• Develop an understanding of size and scale in relation to cells, tissues, organs and systems.</li> </ul> <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</p>	<p><b>BIO 1 TEST – 45 MINS</b></p> <p><b>END OF YEAR PPE – 60 MINS</b> <b>END OF YEAR PPE – 60 MINS</b></p>	

	<p>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"> <li>• Writing formulae and balanced symbol equations</li> <li>• Evaluating the use of models</li> <li>• Understanding the periodic table</li> </ul> <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. 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"> <li>• Explore the link between work done (energy transfer) and current flow in a circuit is covered in Work done and energy transfer.</li> <li>• Students should be able to recall, apply and manipulate equations.</li> <li>• Investigate the transfer of energy from a gravitational potential energy store to a kinetic energy store.</li> <li>• Investigate thermal conductivity using rods of different materials</li> </ul>		
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Term	RE Curriculum Content	Assessment(s)	Extra-Curricular Options (Places to visit; wider reading; videos, clubs to join)
<p><b>Year 9 RE Curriculum Overview:</b></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>			
<p><b>Year 9 HT1-2</b></p>	<p><b>Unit Title: Life and Death</b> 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"> <li>• Ethics and moral decision making.</li> <li>• Abortion.</li> <li>• Euthanasia.</li> <li>• Capital punishment.</li> <li>• Animal rights.</li> </ul>	<p><b>Formative assessment</b> 5-10 mark small stakes retrieval quiz in each lesson</p> <p><b>Summative assessment</b> Feature a multiple choice 1 mark question, 2, 4, 5 and 12 mark question which steadily increases in complexity of skill.</p>	<p><b>REOnline Festivals calendar</b> <a href="https://www.reonline.org.uk/festival-calendar/">https://www.reonline.org.uk/festival-calendar/</a></p> <p><b>REOnline - Subject knowledge</b> <a href="https://www.reonline.org.uk/subject-knowledge/">https://www.reonline.org.uk/subject-knowledge/</a></p> <p><b>Email a believer (REonline)</b> <a href="http://pof.reonline.org.uk/">http://pof.reonline.org.uk/</a></p> <p><b>Guardian online - Religion</b> <a href="https://www.theguardian.com/world/religion">https://www.theguardian.com/world/religion</a></p>
<p><b>Year 9 HT3</b></p>	<p><b>Unit Title: Religion Revisit</b> 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"> <li>• Key beliefs in Islam and Christianity.</li> <li>• Key practices in Islam and Christianity.</li> <li>• The existence of God.</li> <li>• Issues of life and death.</li> </ul>	<p><b>Formative assessment</b> 5-10 mark small stakes retrieval quiz in each lesson</p> <p><b>Summative assessment</b> Feature a multiple choice 1 mark question, 2, 4, 5 and 12 mark question which steadily</p>	<p><b>BBC Bitesize GCSE</b> <a href="https://www.bbc.co.uk/bitesize/subjects/zb48q6f">https://www.bbc.co.uk/bitesize/subjects/zb48q6f</a></p> <p><b>Most BBC RE clips</b> <a href="https://drive.google.com/open?id=17VMuMqZ7JZXFnz-k2M0FEgxQqJbF9A1hUL8igC5eNF">https://drive.google.com/open?id=17VMuMqZ7JZXFnz-k2M0FEgxQqJbF9A1hUL8igC5eNF</a></p>

	<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>increases in complexity of skill.</p>	<p><b>Seneca</b>  <a href="https://www.senecalearning.com/">https://www.senecalearning.com/</a></p>
<p><b>Year 9 HT4 - 5</b></p>	<p><b>Unit Title: Issues of Equality</b>  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"> <li>• Racism</li> <li>• Sexism and misogyny</li> <li>• LGBTQ+phobia</li> <li>• Ableism</li> </ul>	<p><b>Formative assessment</b>  5-10 mark small stakes retrieval quiz in each lesson</p> <p><b>End of year assessment</b>  Feature 3 multiple choice 1 mark question, 2, 4, 5 and 12 mark question which steadily increases in complexity of skill.</p>	<p><b>Quizlet</b>  <a href="https://quizlet.com/en-gb">https://quizlet.com/en-gb</a></p> <p><b>MrMcMillanREvis</b>  <a href="https://www.youtube.com/user/MrMcMillanREvis/playlists">https://www.youtube.com/user/MrMcMillanREvis/playlists</a></p> <p><b>BBC - podcasts &amp; programmes - Ethical theories</b>  <a href="https://www.bbc.co.uk/programmes/topics/Ethical_theories?fbclid=IwAR1bowymJUmq1stCD343tPB8f4vaoS8S7CO9Si4E0b8CM2yXzL6iuqyBuSU">https://www.bbc.co.uk/programmes/topics/Ethical_theories?fbclid=IwAR1bowymJUmq1stCD343tPB8f4vaoS8S7CO9Si4E0b8CM2yXzL6iuqyBuSU</a></p>
<p><b>Year 9 HT 6</b></p>	<p><b>Unit Title: Preparing for GCSE</b>  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"> <li>• How to develop their explanatory and descriptive skills.</li> <li>• How to impactfully criticise ideas and beliefs.</li> <li>• How to draw judgements and conclusions from available evidence.</li> </ul> <p>Within this unit students will revisit key learning from the following topics:</p> <ul style="list-style-type: none"> <li>• Key beliefs in Islam and Christianity.</li> <li>• Key practices in Islam and Christianity.</li> <li>• The existence of God.</li> <li>• Issues of life and death.</li> <li>• Issues of equality.</li> </ul>	<p><b>Formative assessment</b>  5-10 mark small stakes retrieval quiz in each lesson</p> <p><b>End of year assessment</b>  Feature 3 multiple choice 1 mark question, 2, 4, 5 and 12 mark question which steadily increases in complexity of skill.</p>	<p><b>University of Oxford podcasts - Theology &amp; religion</b>  <a href="https://podcasts.ox.ac.uk/uni.../faculty-theology-and-religion">https://podcasts.ox.ac.uk/uni.../faculty-theology-and-religion</a></p> <p><b>University of Oxford podcasts - Philosophy</b>  <a href="https://podcasts.ox.ac.uk/units/faculty-philosophy">https://podcasts.ox.ac.uk/units/faculty-philosophy</a></p> <p><b>BBC - podcasts &amp; programmes - Ethics</b>  <a href="https://www.bbc.co.uk/programmes/topics/Ethics?fbclid=IwAR3BGqxtWZwOjTxeNER4ZFi2KtSAFCpXIQJPEF3gKhIGzn2hS87som_N_us">https://www.bbc.co.uk/programmes/topics/Ethics?fbclid=IwAR3BGqxtWZwOjTxeNER4ZFi2KtSAFCpXIQJPEF3gKhIGzn2hS87som_N_us</a></p> <p><b>Religious sites to visit in London</b></p>

	<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><a href="https://www.inspirock.com/uk/united-kingdom/religious-sites-in-london">https://www.inspirock.com/uk/united-kingdom/religious-sites-in-london</a></p> <p>Religion museums in London  <a href="https://www.museumslondon.org/category/13/religion">https://www.museumslondon.org/category/13/religion</a></p>
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Term	ART, DT and Food Curriculum Content	Assessment(s)	Extra-Curricular Options (Places to visit; videos, wider reading; clubs to join)
<p><b>Year 9 Art and DT Curriculum Overview:</b>            In year 9 we shift our delivery of lessons to give students insight into the KS4 curriculum style; students develop and extend imagery and ideas from primary imagery.</p>			
<p><b>Year 9 Art Cycle 1 (Sept-Jan)</b></p>	<p><b>Unit Title: Public art: the fourth plinth.</b>            This project allows students to explore the world of meaningful sculpture: sculptures that have been designed with a purpose, significance and activism in mind. Art which has something to say!            We investigate the artists that have been commissioned through the global competition to create artwork for the fourth plinth in Trafalgar Square, London. Students will learn different sculptural techniques in preparation to design their own meaningful public art.</p>	<p>In class practical exam based around student independent application of our curriculum principles (investigate, record, experiment, respond) as students plan an artwork in response to the title “The 4<sup>th</sup> plinth”. All tasks are marked against a rubric.</p>	<p><b>The British Museum, London.</b>  <a href="https://www.britishmuseum.org/">https://www.britishmuseum.org/</a>  <b>The John Soane Museum</b>  <a href="https://www.soane.org/">https://www.soane.org/</a></p>
<p><b>Year 9 Art Cycle 2 (Feb-July)</b></p>	<p><b>Unit Title: Image and text.</b>            In year 9 we shift our delivery of lessons to give students insight into the KS4 curriculum process; students develop and extend imagery and ideas from</p>	<p>Multiple choice digital test paper of art history elements taught this term including image</p>	<p><b>Victoria and Albert Museum, London. (V&amp;A)</b>  <a href="https://www.vam.ac.uk/">https://www.vam.ac.uk/</a></p>

	primary imagery. Applying art and design to a brief: typography, graphic design, we explore how art meets text and has done so throughout history.	analysis appropriate selection, tools, materials and processes.	
<b>Year 9 DT (Cycle 1)</b>	<p><b>Lanterns brief:</b> Students move towards the complexity of GCSE projects. In this unit students design and manufacture small batches of identical lanterns and add an electronic component to make it a fully functional.</p> <ul style="list-style-type: none"> <li>• Model making</li> <li>• CAD/CAM to manufacture a prototype</li> <li>• scales of production</li> <li>• communication of design ideas using CAD</li> <li>• evaluating products.</li> </ul>	<p>January 2024</p> <ul style="list-style-type: none"> <li>• CAD/CAM</li> <li>• 2-point perspective drawing</li> <li>• Evaluating products</li> </ul>	
<b>Year 9 DT (Cycle 2)</b>	<p><b>Jewellery brief:</b> Students use research to develop designs to create decorative jewellery that minimises waste.</p> <ul style="list-style-type: none"> <li>• 6Rs of sustainability</li> <li>• Tessellation</li> <li>• Entrepreneurship / branding</li> <li>• Design movements</li> <li>• Metals</li> </ul>	<p>June 2024</p> <ul style="list-style-type: none"> <li>• 6Rs of sustainability</li> <li>• Ways of minimising waste</li> <li>• Design task</li> <li>• Metals</li> </ul>	
<b>Year 9 Food Cycle 1 (Sept-Jan)</b>	<p><b>Unit Title: Healthy Eating</b></p> <p><b>Health and Safety:</b> Students learn to use a range of basic equipment and learn how to use them safely in the food room. They will also develop their subject knowledge in the following areas: Good Hygiene Standards Handling and Storing Food Safely Cross Contamination</p> <p><b>Eatwell Guide:</b> Students are being introduced to the eatwell guide and how they can maintain a balanced diet through a series of food practicals. They will also be introduced to a range of equipment and develop confidence in using them independently.</p>	<p><b>January 2024</b> Subject Knowledge Assessment. Identifying equipment in Food Technology Eatwell Guide</p>	<p><b>Research the Eatwell Guide online. Watch health and fitness videos such as Joe Wicks.</b></p>

<b>Year 9 Food</b> Cycle 1 (Feb-Jun)	<b>Unit Title: Cultural Dishes</b> This term we will be learning about foods and dishes from around the world. Students will practise a range of practical skills and develop an understanding of diverse cultures and foods that unite as a community. Students will be working towards designing and making their own cultural dish to celebrate the diversity in London.	<b>June 2024</b> Planning, Designing and Making their own cultural dish.	
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<b>Term</b>	<b>COMPUTING Curriculum Content</b>	<b>Assessment(s)</b> <i>(assessment title, duration and approx date)</i>
<b>Year 9 Computing Curriculum Overview:</b> <i>In Year 9 students continue to go through the KS3 schemes of work, now building upon their knowledge and concepts from the previous 2 years and further deepening their understanding of computers, networks and coding. Students now are able to develop algorithms and create mini games using code preparing them for KS4.</i>		
<b>Year 9 HT1</b>	<b>Unit Title: Cybersecurity</b> Students will be taken on a journey of discovery of techniques that cybercriminals use to steal data, disrupt systems, and infiltrate networks. The Students will start by considering the value their data holds and what organisations might use it for. They will then learn about social engineering and other common cybercrimes, and finally look at methods to protect against these attacks. <ol style="list-style-type: none"> <li>1. You and your data</li> <li>2. Social engineering</li> <li>3. Script kiddies</li> <li>4. Rise of the bots</li> <li>5. There's no place like 127.0.0.1</li> <li>6. Under attack</li> </ol>	<b>Summative assessment – Cyber security – Y9</b>  <b>25 minutes</b>  <b>Week 6</b>
<b>Year 9 HT2</b>	<b>Unit Title: Data science</b> Students will be introduced to data science, and by the end of the unit they will be empowered by knowing how to use data to investigate problems and make changes to the world around them. Students will be exposed to both global and local data sets and gain an understanding of how visualising data can help with the process of identifying patterns and trends. <ol style="list-style-type: none"> <li>1. Delving into data science</li> <li>2. Global data</li> <li>3. Statistical state of mind</li> <li>4. Data for action</li> <li>5. Clean it up</li> </ol>	<b>Summative assessment – Data science – Y9</b>  <b>20 minutes</b>  <b>Week 12</b>

	6. Make a change	
<b>Year 9 HT3</b>	<p><b>Unit Title: Media – Animations</b> Students will learn how films, television, computer games, advertising, and architecture have been revolutionised by computer-based 3D modelling and animation. In this unit Students will discover how professionals create 3D animations using the industry-standard software package, Blender.</p> <ol style="list-style-type: none"> <li>1. Move, rotate, scale, colour</li> <li>2. Animation, names, parenting</li> <li>3. Complex models and colours</li> <li>4. Organic modelling</li> <li>5. Lights, camera, render</li> <li>6. Project</li> </ol>	<p><b>Project</b></p> <p><b>1 hour</b></p> <p><b>Week 18</b></p>
<b>Year 9 HT4</b>	<p><b>Unit Title: Physical computing</b> Students will apply and enhance their programming skills in a new engaging context: physical computing, using the BBC micro:bit.</p> <ol style="list-style-type: none"> <li>1. Hello physical world</li> <li>2. Bare bones</li> <li>3. Connections</li> <li>4. Dream it up</li> <li>5. Build it up</li> <li>6. Wrap it up</li> </ol>	<p><b>Summative assessment – Physical computing – Y9</b></p> <p><b>45 minutes</b></p> <p><b>Week 24</b></p>
<b>Year 9 HT5</b>	<p><b>Unit Title: Python programming with sequences of data</b> Students will learn how data can be represented and processed in sequences, such as lists and strings.</p> <ol style="list-style-type: none"> <li>1. Warm up</li> <li>2. Playlist</li> <li>3. In a while, crocodile</li> <li>4. The famous for</li> <li>5. Make a thing</li> <li>6. Wrap up</li> </ol>	<p><b>Summative assessment – Python programming with sequences of data – Y9</b></p> <p><b>25 minutes</b></p> <p><b>Week 30</b></p>
<b>Year 9 HT6</b>	<p><b>Unit Title: Representations – going audio-visual</b> Students will develop skills of making digital media such as images and sounds, and discover how media is stored as binary code.</p> <ol style="list-style-type: none"> <li>1. Binary mosaic</li> <li>2. A splash of colour</li> </ol>	<p><b>Summative assessment – Representations – going audiovisual – Y9</b></p> <p><b>40 minutes</b></p>

	3. Collage 4. Good vibrations 5. Sonic playground 6. Always another way	<b>Week 36</b>
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Term	DRAMA Curriculum Content	Assessment(s)	Extra-Curricular Options (Places to visit; videos, wider reading; clubs to join)
	<p><b>Year 9 Curriculum Overview:</b></p> <p><i>In year 9, students continue to build and refine their knowledge of practical drama and their analytical and evaluative skills. There is a strong focus on texts and devising in preparation for the component 1, 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 oracy and public speaking as well as team work. They will also get a taste of the written element at GCSE when they will watch the Live Theatre production of 'Crime of the Century' by Chicken Shed and write a live theatre review based upon their experience. Year 9 concludes with a devised performance from a stimulus of War. They will be able to accumulate all their knowledge and skills from the whole of KS3 and celebrate their confidence by performing live to a year 8 class.</i></p> <p><b><u>Drama intent</u></b></p> <p>By the end of Year 9 students:</p> <ul style="list-style-type: none"> <li>• Will have been exposed to moral, political and social environments through historical and situational context</li> <li>• Will be able to use Drama skills to a high standard in order to enhance devised performance and show understanding of where the use of learned skills can be applied in order to gain maximum impact on an audience</li> <li>• Will be able to confidently address the class with ideas and strategies to develop Drama and character to a developing / securing and mastering standard</li> <li>• Will have learned to communicate, debate and refine ideas in a group setting allowing for ideas and growth of others.</li> <li>• Will have developed Confidence and Oracy skills</li> <li>• Will be able to evaluate in both verbal and written form their successes and areas for improvement using full Drama language to a Developing, securing mastering standard</li> <li>• Will have completed a live Theatre review of a stage production for their end of KS3 assessment</li> </ul>		

- Key to terms – **C1** – Component one of GCSE specification, **C2** – Component two of GCSE specification, **C3** – Component 3 of the KS4 drama curriculum.

## IMPLEMENTATION

<p><b>Year 9 HT1</b></p>	<p><b>Unit title - C1 practice- Responding using a stimulus: Forum Theatre and MAKING A STAND Exploring 'true stories'</b>          Responding to a stimulus          Exploring a range of practitioners/styles/genres Developing empathy/considering impact on the audience          Historical, social and cultural context          Structuring a performance          Voice and physical skills</p>	<p><b>Practical assessment</b></p>	<p><b>Open Evening and Black History Month, Ks3 club Mondays and Fridays after school</b></p>
<p><b>Year 9 HT2</b></p>	<p>Unit title – Review of live theatre   <b>C3- live theatre Crime of the Century</b>          Responding to live performance          Production elements including design          Analytical and evaluative skills</p>	<p><b>Written assessment</b></p>	
<p><b>Year 9 HT3</b></p>	<p><b>Unit title - C3- exploring a play Bouncers</b> -Script exploration          -Monologue exploration -Design exploration          Page to stage          Use of stage space          Interpreting character          Exploration of design elements Voice and physical skills</p>	<p><b>Practical assessment</b></p>	
<p><b>Year 9 HT4</b></p>	<p><b>Unit title C3- exploring a play Bouncers</b> -Script exploration          -Monologue exploration -Design exploration          Page to stage          Use of stage space          Interpreting character          Exploration of design elements Voice and physical skills</p>	<p><b>Practical and written assessment</b></p>	

<b>Year 9 HT5</b>	<b>Unit title - C1 practice- Devising using a stimulus: <u>War</u></b> Responding to a stimulus Exploring a historical context Structuring a performance Developing character Use of stage space Voice and physical skills	<b>Practical assessment</b>	
<b>Year 9 HT6</b>	<b>Unit title C1 practice- Devising using a stimulus: <u>War</u></b> Responding to a stimulus Exploring a historical context Structuring a performance Developing character Use of stage space Voice and physical skills	<b>Practical and written assessment</b>	

Term	FRENCH/ SPANISH Curriculum Content	Assessment(s)	Extra-Curricular Options (Places to visit; wider reading; videos, clubs to join)
<p><b>Year 9 Curriculum Overview:</b>  <i>In year 9 our Curriculum aims at inspiring young teenagers while consolidating and extending their language knowledge, ensuring a majority chooses to carry on with their language into GCSE. Therefore, it includes cultural topics, a wide representation of the Spanish speaking world and it encourages the exploration of songs, short films and literature, as well as consolidating practice on phonics, expanding vocabulary knowledge (breadth and depth) and increasing understanding and knowledge of key grammar.</i></p>			
<p><b>Year 9 HT1</b></p>	<p><b>Unit Title: Relationships</b>  The first unit in year 9 combines revision of previously learnt language with the introduction of a wider range of vocabulary, allowing for a more mature and sophisticated way of describing people, personal relationships and future wishes. Pupils also extend their ability to express preferences, future 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 cover the following:</p> <ul style="list-style-type: none"> <li>• Describing family relationships (reflexive verbs)</li> <li>• Romantic relationships</li> <li>• Describing past events (imperfect tense)</li> </ul>	<p><b>Formative assessment:</b>  Vocabulary quizzes</p> <p><b>Summative Assessment:</b> End of unit listening and speaking assessment</p>	<ul style="list-style-type: none"> <li>• Song “Mi otra mitad” by Tisubyo (Venezuela)</li> <li>• Song “Amor de verano”, by David Rees (born in Spain from a British family).</li> <li>• Song “50 cosas sobre mí”, by David Rees</li> <li>• Song “Corazón sin cara” by Prince Royce (American-born Dominican singer and songwriter).</li> </ul>
<p><b>Year 9 HT2</b></p>	<p><b>Unit Title: Festivals</b>  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"> <li>• Food</li> <li>• French/Spanish-speaking cultural events</li> <li>• Comparisons</li> <li>• Photo card practice</li> </ul>	<p><b>Formative assessment:</b>  Vocabulary quizzes</p> <p><b>Summative assessment:</b>  End of unit reading and writing assessment</p>	<ul style="list-style-type: none"> <li>• La leyenda de la Llorona (México). Song with lyrics and interactive exercises</li> <li>• Receta pan de muerto (México): Video recipe and activities</li> <li>• Auténtica tortilla de patatas (Spain) : video recipe and activities</li> <li>• Día de Todos los Santos en España</li> <li>• Film: opening scene of “Volver”, by Pedro Almodóvar (Spain)</li> </ul>
<p><b>Year 9 HT3</b></p>	<p><b>Unit Title: My City</b>  In this unit pupils further develop their knowledge about and ability to compare different countries and cultures. They extend their knowledge about the Hispanic</p>	<p><b>Formative assessment:</b>  Vocabulary quizzes</p>	<ul style="list-style-type: none"> <li>• Test de cultura (including videos and photos)</li> <li>• Argentina</li> </ul>

	<p>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.</p> <p>Students will learn about:</p> <ul style="list-style-type: none"> <li>• Revisiting town vocabulary (covered in Y7)</li> <li>• Comparisons between present and past</li> <li>• Tourist information</li> <li>• Life in French/Spanish speaking cities</li> </ul>	<p><b>Summative assessment:</b> End of unit reading and writing assessment</p>	<ul style="list-style-type: none"> <li>• Colombia</li> <li>• Mexico</li> </ul>
<p><b>Year 9 HT4</b></p>	<p><b>Unit Title: The World Around Us</b> 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"> <li>• The environment</li> <li>• Children's rights</li> <li>• Helping others – voluntary work in the community</li> </ul>	<p><b>Formative Assessment:</b> Vocabulary quizzes</p> <p><b>Summative Assessment:</b> Listening, writing</p>	
<p><b>Year 9 HT5</b></p>	<p><b>Unit Title: Revision</b> 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>	<p><b>End of Year Exams</b></p>	
<p><b>Year 9 HT6</b></p>	<p><b>Unit Title: Planning a trip</b> To end the year, students complete a unit of work that is based around practical skills such as 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.</p> <p>Students will learn about:</p> <ul style="list-style-type: none"> <li>• What to pack (vocabulary)</li> <li>• How to travel</li> <li>• Problems in a restaurant/hotel</li> </ul>	<p><b>Formative Assessment:</b> A travel brochure on their chosen destination</p>	<p>Film: Voces Inocentes – exploring the plight of child soldiers in El Salvador.</p>

Term	GEOGRAPHY Curriculum Content	Assessment(s) (assessment title, duration and approx date)	Extra-Curricular Options (Places to visit; wider reading; clubs to join)
<p><b>Year 9 Geography Curriculum Overview:</b> Students start with the 'Life in an Emerging Country' topic. Here, pupils will study the world's emerging countries that have seen rapid industrialisation, urbanisation and economic growth. Next, pupils study climate change where they look at the natural and human causes and the impacts and solutions. Life in an emerging country leads on from Development and Population covered in Y7 and 8 and prepares pupils for GCSE where pupils study Challenge of an Urbanising World.</p>			
<p><b>Year 9 HT1 and 2</b></p>	<p><b>Unit Title: Life in an Emerging Economy</b> Students 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"> <li>• The location and features of emerging countries.</li> <li>• Development indicators in emerging countries.</li> <li>• Employment structure change.</li> <li>• China's economic success.</li> <li>• Rural to urban migration in emerging countries.</li> <li>• Where is Brazil and what is it like?</li> <li>• Opportunities and challenges in Rio.</li> <li>• South Korea and economic miracle.</li> <li>• Where is Nigeria and why is it important?</li> <li>• TNCs in Nigeria.</li> <li>• Russia DME.</li> </ul>	<p><b>Life in an emerging country assessment – 1 hour</b></p>	<p><b>Colombia with Simon Reeve -</b> <a href="https://www.bbc.co.uk/iplayer/episode/b08n5flh/colombia-with-simon-reeve">https://www.bbc.co.uk/iplayer/episode/b08n5flh/colombia-with-simon-reeve</a></p>
<p><b>Year 9 HT3 and 4</b></p>	<p><b>Unit Title: Climate Change</b> In this unit pupils will investigate the challenge of a changing climate, it's causes (both human and physical), the consequences of changing temperatures and what, if anything, we can do to prevent it. This element of the unit builds on their understanding of river and coastal flooding studied in Y7 and 8, as well as the weather</p>	<p><b>Climate change assessment – 1 hour</b></p>	<p><b>Climate Change: The Facts -</b> <a href="https://www.bbc.co.uk/iplayer/episode/m00049b1/climate-change-the-facts">https://www.bbc.co.uk/iplayer/episode/m00049b1/climate-change-the-facts</a></p>

	<p>and climate unit. Pupils will study climate change through a range of geographical locations and understand the importance of international co-operation in achieving a positive outcome for the planet. Pupils will also consider their individual role and contribution to climate change and how they can reduce their carbon footprint. Pupils will explore the slogan to ‘act local, think global’, and consider approaches to sustainable development.</p> <ul style="list-style-type: none"> <li>• Evidence for climate change.</li> <li>• Natural causes of climate change.</li> <li>• The greenhouse effect</li> <li>• The effects of climate change.</li> <li>• The effects of climate change in Bangladesh.</li> <li>• The climate change dilemma.</li> <li>• Adaptation vs mitigation.</li> </ul>		
<p><b>HT 5 &amp; 6</b></p>	<p><b>Unit Title: Energy</b></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"> <li>• Energy distribution, consumption and poverty</li> <li>• The changing energy mix</li> <li>• Non-renewables</li> <li>• Renewable energy.</li> <li>• Extended writing – renewable vs non-renewables.</li> <li>• Decision making exercise</li> <li>• Fracking case study</li> <li>• Fracking – extended writing.</li> </ul>	<p><b>June PPE: Climate change and NEE (1 hr)</b></p>	

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

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

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

Term	MUSIC Curriculum Content	Assessment(s)	Extra-Curricular Options (Places to visit; videos, wider reading; clubs to join)
<p><b>Year 9 Curriculum Overview:</b> During year 9 students deep dive into the world of professional producers, composers and musicians building on the instrumental skills and concepts in years 7 and 8 they now start to experience how extended ideas are developed and utilise linear arranging of ideas in DAW software. They can adapt their learning at various points to gain specialism in singing, playing and music production through project work. Compositional devices are explored through a range of genres and students study how ideas that have been around for centuries are found even in the most up to date music. They gain the opportunity to explore personal expression in their music.</p>			
<p><b>Year 9 HT1</b></p>	<p><b>Unit Title: What makes a good song – ‘The Beat’</b> Students will cover the following:</p> <ul style="list-style-type: none"> <li>• Concepts in: Arranging drum parts for live and electronic music</li> <li>• Notating through: Reading Rhythm using varied patterns</li> <li>• Instrumental Skills: Body Percussion / Stick Control / Percussion / Drum Programming in DAW</li> <li>• Outcomes: Mini composition project scoring parts for drums and programming in DAW – handwritten score and mp3 of work</li> </ul>	<p><b>HT1 assessment week – Listening &amp; Appraising + Knowledge test</b></p>	<p><b>Listen to favourite songs, identify the structure of the song</b></p>
<p><b>Year 9 HT2</b></p>	<p><b>Unit Title: What makes a good song? - Sampling and Remixing</b> Students will cover the following:</p> <ul style="list-style-type: none"> <li>• Concepts in: Harmony - Diatonic chords, Texture, Looping, Sampling, Mixing</li> <li>• Notating through: Reading Lead sheets / chord symbols / diagrams</li> <li>• Instrumental Skills: Keyboard / DAW</li> <li>• Outcomes: A live mix session of remixes created during the term</li> </ul>	<p><b>HT2 assessment week – Listening &amp; Appraising + Knowledge test</b></p> <p><b>In - Class performance recording</b></p>	<p><b>Listen to favourite song, analyse what aspects of the song make it attractive.</b></p> <p>Opportunities to perform in Winter concert events</p> <p>Sign-up opens for extra curricula groups</p>
<p><b>Year 9 HT3</b></p>	<p><b>Unit Title: Music for Film &amp; Video Game (1)</b> Students will cover the following:</p> <ul style="list-style-type: none"> <li>• Concepts in: Arranging for Orchestra, Compositional Devices, Dissonance</li> <li>• Notating Through: Full Score / Parts / Diagrams and Rhythm Notation</li> </ul>	<p><b>HT3 assessment week – Listening &amp; Appraising + Knowledge test</b></p>	<p><b>Rewatch favourite film paying particular attention on how the music enhances the scene / support certain character.</b></p>

	<ul style="list-style-type: none"> <li>Instrumental Skills: Band Instruments /</li> <li>Outcomes: Mini Orchestral Score set to film, Live improvised performance to Film</li> </ul>	<b>In - Class performance recording</b>	
<b>Year 9 HT4</b>	<p><b>Unit Title: Music for Film &amp; Video Game (2)</b> Students will cover the following:</p> <ul style="list-style-type: none"> <li>Concepts in: Adaptive Music, Immersive Sound, Compositional Devices</li> <li>Notating Through: Timeline / Graphic scores / Full Score</li> <li>Instrumental Skills: Keyboard / Midi Controllers / DAW</li> <li>Outcomes: Video Game composition set to gameplay footage – journal outlining process</li> </ul>	<p><b>HT4 assessment week – Listening &amp; Appraising + Knowledge test</b></p> <p><b>In - Class performance recording</b></p>	Analyse the elements of sound and music found in video game of your choice
<b>Year 9 HT5</b>	<p><b>Unit Title: Social Justice in Music</b> Students will cover the following:</p> <ul style="list-style-type: none"> <li>Concepts in: Music that promotes social justice, Arranging and Ensemble playing</li> <li>Notating through: Staff notation / TABS / Diagrams</li> <li>Instrumental Skills: Band instruments / Voice / DAW</li> <li>Outcomes: Performance of a song, composing ideas promoting social justice</li> </ul>	<p><b>HT5 assessment week – Listening &amp; Appraising + Knowledge test</b></p> <p><b>In - Class composition recording</b></p>	Sign-up opens for extra curricula groups
<b>Year 9 HT6</b>	<p><b>Unit Title: Festival</b> Students will cover the following:</p> <ul style="list-style-type: none"> <li>Concepts in: Music for occasion / ensemble rehearsal and/or production</li> <li>Notating through: Staff notation / TABS / Diagrams</li> <li>Instrumental Skills: Band instruments / Voice / DAW</li> <li>Outcomes: Ensemble performance and/or recorded music</li> </ul>	<p><b>End of year Listening and Appraisal Exam</b></p> <p><b>In – Class performance / recording</b></p>	Opportunities to perform in summer concert events

Term	PE Curriculum Content	Assessment(s)	Extra-Curricular Options (Places to visit; videos, wider reading; clubs to join)
<b>Year 9 PE Curriculum Overview:</b> <i>Students will continue to build on practical skills developed in Year 7 and Year 8 but will also spend time in the classroom learning PE theory.</i>			
<b>Year 9 HT1</b>	Students will learn about/ develop skills of: <ul style="list-style-type: none"> <li>• Multi-skills</li> <li>• Trampoline</li> <li>• Basketball</li> <li>• Cross Country</li> </ul>	Component of Fitness - Baseline assessment, two hours, w/b 12 September	<ul style="list-style-type: none"> <li>• Boys and girls football</li> <li>• Girls netball</li> <li>• Table Tennis team</li> <li>• Cross Country squad</li> </ul>
<b>Year 9 HT2</b>	Students will learn about/ develop skills of: <ul style="list-style-type: none"> <li>• Rugby</li> <li>• Table Tennis</li> <li>• Fitness</li> <li>• PE Theory</li> </ul>	Component of Fitness - Baseline assessment, two hours, w/b 11 November	<ul style="list-style-type: none"> <li>• Boys and girls football</li> <li>• Girls netball</li> <li>• Boys and girls basketball</li> <li>• Indoor athletics</li> <li>• Badminton squad</li> <li>• Indoor girls cricket</li> <li>• Boys and girls Handball</li> </ul>
<b>Year 9 HT3</b>	Students will learn about/ develop skills of: <ul style="list-style-type: none"> <li>• Rugby</li> <li>• Football</li> <li>• Handball</li> <li>• PE Theory</li> </ul>	Component of Fitness - Baseline assessment, two hours, w/b 30 January  PE Theory – End of topic exam, one hour exam (50 marks)	<ul style="list-style-type: none"> <li>• Boys and girls basketball</li> <li>• Indoor athletics</li> <li>• Boys and girls Handball</li> <li>• Trampoline squad</li> </ul>
<b>Year 9 HT4</b>	Students will learn about/ develop skills of: <ul style="list-style-type: none"> <li>• Rugby</li> <li>• Football</li> <li>• Handball</li> </ul>	Component of Fitness - Baseline assessment, two hours, w/b 27 March	<ul style="list-style-type: none"> <li>• Boys and girls football</li> <li>• Girls netball</li> <li>• Indoor athletics</li> </ul>
<b>Year 9 HT5</b>	Students will learn about/ develop skills of: <ul style="list-style-type: none"> <li>• Athletics</li> </ul>		<ul style="list-style-type: none"> <li>• Boys and girls athletics league (outdoor)</li> <li>• Boys Cricket</li> </ul>

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