

# CURRICULUM MAP 2017/18 - TOPICS COVERED EACH HALF TERM

## YEAR 9

	AUTUMN		SPRING		SUMMER	
SUBJECT	FIRST HALF	SECOND HALF	FIRST HALF	SECOND HALF	FIRST HALF	SECOND HALF
<b>ART &amp; DESIGN</b>	Pop Art: Understanding the Pop art movement and learning about Popular culture and fashion iconography. Learning to embellish with stitch & stencilling.	Applying design using at least two techniques. Learning to adapt and fit a T-shirt and basic machining, trim and logo.	Conflict: Exploring issues and topical debate. Creating photographic images to communicate a strong message and working on these using a variety of techniques used by photographers.	Learning to use photography and textiles techniques to manipulate and re-work their photographs. Creating a personal and meaningful artwork which explores a theme / issue which they feel strongly about.	Tools Understanding contemporary art. Studying artists / influences such as Jim Dine, Natalie Parsley, Steam Punk art & assemblage. Drawing and photography to record from primary observation.	Creating work with a shared subject but encouraging broad interpretations. Potential opportunities to develop photographic collage work, mixed media art, stitching using recycled materials.
<b>COMPUTING</b>	<b>Introduction</b> - Recaps on password security, Acceptable User Policy, expectations, office online. <b>My Digital footprint project</b> - Recap on web fundamentals – online safety, security How does web searching work? Deconstruct common web algorithms search and sort Recap Boolean operators in searching AND, OR, NOT Validity & bias of information, using multiple sources <b>Database project</b> - Understanding a DBMS, how databases are used in day-to-day computing Create a database. Database Assessment		Databases continued (if necessary) <b>Flowcharting</b> - Flowol mini-project on flow-charting <b>High level Programing project</b> - Types of programming – high and low level How computers execute instructions as binary Understanding data types in textual programming Learn basic programming constructs in Python Create programs in Python Assessment Form test buddies to test programs.		<b>App Development project</b> - What makes a good app? App Design App Shed Create own apps Publish app created  <b>Skills project</b> – Office online, OneDrive, Word, PowerPoint, Excel	
<b>DANCE</b>	<b>Unit 1: Conflict/Contact work Thematic/Cultural</b> <ul style="list-style-type: none"> <li>Introduction to contact work, trust, balance &amp; weight taking leading into lifting.</li> <li>Composition task in a trio to reflect GCSE set work Swansong by Christopher Bruce. With a focus on communicating a theme of conflict and interrogation.</li> <li>An introduction to a range of dynamics through focus on the rehearsal and refining process.</li> <li>Trio compositions to be performed and evaluated by self and peers.</li> </ul>		<b>Unit 2: Designing a Performance Composition</b> <ul style="list-style-type: none"> <li>Working within a variety of styles, students explore their own area of dance study.</li> <li>Working within a chosen style and in keeping with a chosen theme, students will choreograph, design and produce a professional dance performance.</li> <li>Each individual will have a specific responsibility within the company. For example, costume design, set design, publicity and marketing and finance director.</li> <li>A final performance and presentation is shown and evaluated at the end of the term.</li> </ul>		<b>Unit 3: Curious Incident of the Dog in the Night Time Physical Theatre (alongside Drama)</b> <ul style="list-style-type: none"> <li>Students will develop and apply skills in physical theatre.</li> <li>Exploring and developing ideas through observing and analysing a piece of professional theatre.</li> <li>Students will blend together knowledge and elements of Dance and Drama to create an original performance.</li> <li>Students will devise and structure a performance alongside a set narrative.</li> <li>Analyse your own work and others' work using appropriate technical language.</li> </ul>	
<b>DRAMA</b>	<b>Blood Brothers</b> Students will study the play by Willy Russell and the scheme of learning which will result in a final off script performance. There will be a focus on characterisation and creating realistic roles. Students will use a range of explorative strategies to gain a greater understanding of the play playwright's intentions.		<b>Warden X</b> A scheme of learning that is set in a 1960s' borstal. Students will be expected to spend long periods of the lesson in role working alongside teacher. Students will take ownership and lead the drama in the direction they wish.		<b>The Curious Incident of the Dog in the Night-time</b> This is a joint project done with Dance. Students will read and analyse the playtext before working on sections to perform. Students will understand and apply the style of physical theatre and ensemble performance. Students will experiment with ways to show change in setting on an empty stage.	
<b>DT</b>	Students work in three areas of D&T throughout the year - each 7-8 weeks duration: Materials Technology - a jewellery project (metal cast pendant and plastic stand); Graphics - theory on typography, use of colour, layout and more, followed by a Fragrance Packaging Design Project; STEM - USB Stick project (CAD/CAM).					
<b>ENGLISH</b>	<b>Of Mice and Men</b> Assessment: WB 2.10.17 Lang paper 1 Q1-4	<b>Of Mice and Men</b> Assessment: WB 11.12.17 Choice of two character and two	<b>Gothic</b> Assessment: WB 29.1.18 Unseen image or narrative (no	<b>Non-fiction</b> Links to Gothic and Science wherever possible. Assessment:	<b>Macbeth</b> Assessment: 21.5.18 (unless PPE, then no assessment)	<b>War Poetry</b> Some anthology will be seen. Assessment: Speaking and Listening.

		theme questions: Curley's Wife or George The American Dream/ Friendship	planning) Lang Paper 1 Q5	WB 19.3.18 Lang Paper 1 Do questions 1-3 in build-up but keep Q4 unseen until day of assessment	Gather notes on Lady Macbeth and Macbeth as students read extracts, but also consider the theme of power. Lit Paper 1 Extract question and wider play.	Students must present on one of the Y11 anthology poems learning facts and quotes.
<b>FOOD</b>	2 x 7 to 8 week session repetitive roll over of practical with each group. Focus on practical skills building.		2 x 7 to 8 week session repetitive roll over of practical with each group. Focus on practical skills building.		2 x 7 to 8 week session repetitive roll over of practical with each group. Focus on practical skills building.	
<b>GEOGRAPHY</b>	<u>Natural Hazards</u> Design an earthquake proof building (Teacher Assessed)	<u>Global Fashion</u> Fashion Project – developing your own fairtrade fashion product (Peer Assessed)	<u>Climate Change</u> Energy Report (Teacher Assessed)	<u>Tourism</u> SDME GCSE Exam practice (Teacher assessed)	<u>Glaciation</u> GCSE Style Test (Teacher Assessed)	<u>Amazing Places</u> Project (Peer Assessed)
<b>HISTORY</b>	Who or what was most to blame for WW1? Teacher Assessed	Representation of Haig  Peer Assessed	How far was Hitler to blame for WW2?  Teacher Assessed	Dark Days of WWII  Peer Assessed	Life under Hitler  Year 9 Exam Teacher Assessed	Holocaust  Peer Assessed
<b>MATHS – Higher</b>	<b>UNIT 1</b> Number practice Data Analysis Triangles Algebraic substitution Symmetry Time Angles Order of Operations			<b>UNIT 2</b> Algebraic expressions Quadrilaterals Multiples & factors Enlargement Coordinates Money problems Angles		
<b>MATHS – Intermediate</b>	<b>UNIT 1</b> 3D objects Simplifying expressions Fractions Real-life graphs Equations & Formulae Number types			<b>UNIT 2</b> Circumference of a circle Area of a circle Enlargement Problem solving Straight line graphs Loci & Scale drawing Percentage change		
<b>MATHS – Foundation</b>	<b>UNIT 1</b> Congruence Decimals Sequences Fractions Probability			<b>UNIT 2</b> Money problems Money problems Percentages Algebraic expressions Pie charts Probability		
<b>MFL</b>	All students will study one language in the curriculum time. Opportunities for those wishing to be dual linguists to study a second language after school. (Speaking assessment)	All students will study one language in the curriculum time. Opportunities for those wishing to be dual linguists to study a second language after school. (Reading and writing assessment)	All students will study one language in the curriculum time. Opportunities for those wishing to be dual linguists to study a second language after school. (Formative assessment)	All students will study one language in the curriculum time. Opportunities for those wishing to be dual linguists to study a second language after school. (Speaking and listening assessments)	All students will study one language in the curriculum time. Opportunities for those wishing to be dual linguists to study a second language after school. (Reading and Writing End of year exams)	All students will study one language in the curriculum time. Opportunities for those wishing to be dual linguists to study a second language after school. (Speaking and listening assessments)
	<b>French</b> Social life	Future careers	Health and food	Health and illnesses	Holidays and festivals	Holidays and literature
	<b>German</b> Holidays	Holidays	Media	Fashion	Where I live	My town
	<b>Spanish</b> Holidays	Holidays	School	Work	Healthy living	Healthy living
	<b>Mandarin</b> All about me (appearance and clothes)	All about me (transport and daily routine)	Where I live (town)	My house	School	My life
<b>MUSIC</b>	<b>Minimalism</b>  <b>LISTENING</b> to examples of minimalist music	<b>African Music</b>  <b>PERFORMING</b> and <b>COMPOSING</b> music using African elements.	<b>Film Music</b>  <b>COMPOSING</b> music to a James Bond film	<b>Blues</b>  Learn about blues music and <b>COMPOSE</b>	<b>Sampling</b>  Learn how to sample a piece of music and then use those skills to	<b>Popular Song</b>  <b>PERFORMANCE:</b> Choose a pop song and perform

	and <b>COMPOSING</b> a piece using IT.		sequence using computer software.	a piece in a blues style.	sample a piece of music and create an original <b>COMPOSITION.</b>	an arrangement of it.
<b>PE</b>	Boys – Basketball, Hockey, Rugby, Cross Country, Fitness, Tae Kwondo Girls – Gymnastics, Trampolining, Hockey, Netball, Spinning	Boys – Basketball, Hockey, Rugby, Cross Country, Fitness, Tae Kwondo Girls - Gymnastics, Trampolining, Hockey, Netball, Spinning	Boys – Basketball, Hockey, Football, Circuits, Fitness, Tae Kwondo Girls – Trampolining, Gymnastics, Rugby, Boxercise, Spinning, Table Tennis	Boys – Fitness suite, Spinning, Boxercise, Trampolining, Circuits, Football Girls – Basketball, Fitness suite, Boxercise, Rugby	Boys – Cricket, Athletics, Tennis Girls – Rounders, Cricket, Athletics, Tennis	Boys – Cricket/Softball, Tennis, Athletics Girls – Cricket, Rounders, Tennis, Athletics
GCSE PE Theory content delivered practically and embedded during core PE lessons.						
<b>RE</b>	War, peace and religion. Covering 21 <sup>st</sup> century conflict and the religious reaction to war. Assessment	War, peace and religion. Covering 21 <sup>st</sup> century conflict and the religious reaction to war. Assessment	Christian Beliefs	Christian Beliefs- complete and class test.	Revision and PPE	Christian Practices and worship.
<b>SCIENCE</b> (please note - different classes will do the modules in a different order. There will be a test at the end of each module)	Biology Transition Work: Cells Digestion: Nutrients and Enzymes Photosynthesis Transport in Plants Health and Disease: <ul style="list-style-type: none"> <li>• Diabetes</li> <li>• Drugs</li> <li>• Smoking</li> <li>• Alcohol</li> <li>• Transplant Ethics</li> </ul>		Chemistry Transition Work: Atomic Structure Periodic Table Isotopes Change of State Kinetic Theory Reactions of Metals Displacement Reactions Extraction of Metals- REDOX Properties of Metals		Physics transition work: Springs: Force and Extension. Hooke's Law Current Electricity Density Kelvin Scale of Temperature Vectors <ul style="list-style-type: none"> <li>• Velocity</li> <li>• Acceleration Fields</li> <li>• Static electricity</li> <li>• Gravity</li> <li>• Magnetism</li> </ul>	