

Year 9 Curriculum Map		Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
English Language. 3 lessons per week	Curriculum Content	Gothic Literature: Study of extracts from a range of texts including Frankenstein, Dracula, Jekyll and Hyde and The Woman in Black. Writing to describe.		Crime and Punishment: Study of a range of non-fiction texts. Writing to present a viewpoint.		Adventure and Survival Students will study a range of non-fiction travel writing texts. They will analyse how the writers use a range of sentence types, punctuation and tone. Students will then create their own description/ narrative of an adventure using a range of sophisticated punctuation, vocabulary and paragraphing for deliberate effect.	
	Assessment	Reading: Responding to and analysing a fictional extract. Writing: Writing to describe.		Reading: Responding to and analysing non-fiction extracts. Writing: Writing to present a viewpoint.		Students will analytically read a range of texts and create their own texts	
English Literature: 3 lessons per week.	Curriculum Content	Poetry (Paper 2): Poems about Power from the AQA Anthology:		Modern Drama: An Inspector Calls or Blood Brothers.		Shakespeare: Study of full play of either Macbeth or Romeo and Juliet.	
	Assessment	Write an analytical comparison about a named poem and one other that they have studied.		Responding to a theme or character based question on the whole play.		Responding to an extract based theme or character question on whole play.	
Maths 5 lessons per week	Curriculum Content	Place value & rounding Angles Statistical Diagrams	Calculations & BIDMAS Manipulation & formulae Perimeter, area & volume	Transformations Fractions Ratio & Proportion Percentages	Financial Maths Solving equations Calculator & non-calculator skills	Standard form Probability Factors, multiples & primes	Pythagoras Trigonometry Graphs
	Assessment	End of Unit Assessments on topics listed above	End of Unit Assessments on topics listed above	Edexcel Past Paper x 1 Calculator 1MA1 Series	End of Unit Assessments on topics listed above	End of Unit Assessments on topics listed above	Edexcel Past Paper x 1 Calculator 1MA1 Series
Science 6 lessons per week	Curriculum Content	Biology - Key concepts in biology - Cells and Control Chemistry - Formula, equations and hazards - Key concepts in chemistry - atomic structure, the periodic table, ionic and covalent bonds Physics - Key concepts in physics - Conservation of energy	Biology - Cells and Control (continued) - Genetics Chemistry - Key concepts in chemistry (continued) - ionic and covalent bonds, calculations involving masses Physics - Motion and forces - Conservation of energy (continued)	Biology - Genetics (continued) - Natural selection and genetic modification Chemistry - Key concepts in chemistry (continued) - calculations involving masses - States of matter Physics - Motion and forces (continued) - Waves - Light and the electromagnetic spectrum	Biology - Natural selection and genetic modification (continued) - Health, disease and the development of medicines Chemistry - Acids Physics - Light and the electromagnetic spectrum (continued) - Radioactivity	- Health, disease and the development of medicines (continued) Chemistry - The electrolytic process - Acids (continued) - The electrolytic process Physics - Radioactivity (continued)	Biology - Health, disease and the development of medicines (continued) Chemistry - The electrolytic process - Obtaining and using metals - Reversible reactions and equilibria - Transition metals, alloys and corrosion Physics - Radioactivity (continued) - Astronomy
	Assessment	End of topic tests plus interim progress checks. Assessments are normally about 3/4 weeks apart					
French 3 lessons per week	Curriculum Content	Introductions Looking at descriptions of yourself and others now and in the past as well as describing relationships with family and friends.	Hobbies Pupils will look at what they do outside of school, including sports and activities as well as how they use computers and mobile devices.	Special Occasions Looking at traditional family celebrations and festivals in the French speaking world	Where I Live Pupils will look at the pros and cons of their town and local area with particular regard to facilities, events and weather.		
	Assessment	Translations into English and French Extended writing task	Translation Reading & Listening Extended writing task	Listening & Reading tasks Translations	Translation Reading & Listening Extended writing task		
History 3 lessons per week	Curriculum Content	Crime and Punishment 1000-present Key skills: time comparison, cause/consequence, balanced argument.		Crime and Punishment 1000-present Key skills: time comparison, cause/consequence, balanced argument. Whitechapel 1870-1900 Key skills: describe features, source utility, source enquiry.	Whitechapel 1870-1900 Key skills: describe features, source utility, source enquiry.	Anglo-Saxon and Norman England 1060-1088 Key skills: describe features, cause/consequence, balanced argument.	
	Assessment	Walking, talking mock and formal in class mock completed for topic. Exam questions completed weekly.					
Geography 3 lessons per week	Curriculum Content	Challenge of natural hazards What is a natural hazard? Plate boundaries, causes, effects and responses of earthquakes (Haiti and Christchurch), planning, predicting and preparing for tectonic hazards, living with tectonic hazards, causes, effects and responses of tropical storms (Hurricane Katrina), the changing nature of tropical storms, causes, evidence, effects and management of climate change Key skills: Logarithmic scale - richter scale, bar graphs, scatter graph, longitude and latitude.		The living world Characteristics and locations of major biomes, small scale UK ecosystem (reed bed). Tropical rainforests: characteristics and interdependence of tropical rainforests, adaptations of plants and animals, causes and impacts of deforestation in Malaysia, strategies to manage tropical rainforests. Cold environments: Characteristics of cold environments, plant and animal adaptations, opportunities and challenges in Alaska, management strategies in cold environments Key skills: Climate graph, choropleth maps, satellite images, mean, median and mode.		UK Physical landscapes: coasts Overview of UK physical landscapes, coastal processes, rock type and coastal landforms, characteristics and formation of erosional and depositional landforms (the Dorset coastline), hard engineering, soft engineering and managed retreat and an example at the Holderness coastline. Key skills: Cross section (beach), mean, median mode, percentage increase, sketch.	
	Assessment	Mid topic extended writing and end of topic GCSE style assessment					

Year 9 Curriculum Map		Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Art 3 lessons per week	Curriculum Content	Vintage Britain Introduction to GCSE Respond to the theme: Vintage Britain. Trip to Beamish Open Air Museum. Investigate artist(s). Visual and written research skills.	Vintage Britain Understand how an artist works and develop own ideas informed by their style. Develop knowledge and understanding of an artist's process, interpret and develop own ideas. Record observations and insights.	Vintage Britain Develop knowledge and understanding of an artist's process, interpret and develop own ideas. Exploring suitable media and materials. Record observations and insights. Refine ideas through experiments. Present a personal response to the theme: Vintage Britain.	Observational Drawing project. Students will work from first hand observations. They will complete teacher led workshops introducing them to a range of media techniques and processes. They will discover artists and make connections with their work.	Observational Drawing Project. Students will work from first hand observations. They will develop their knowledge and skills from teacher led workshops and explore media, techniques and processes. They will discover artists and make connections with their work. Refine ideas through experiments. Present a personal response.	Observational Drawing Project. Students will work from first hand observations. They will discover artists and make connections with their work. Refine ideas through experiments explore composition ideas and present a personal response.
	Assessment	Student work will be assessed using AQA Assessment Objectives for GCSE Art, Craft and Design.					
Business Studies 2 lessons per week	Curriculum Content	Introduction to Business Successful entrepreneurs Skills and qualities of an entrepreneur	Exploring Enterprises Customers and employees SMEs Goods and services Types of ownership Aims and objectives	Exploring Enterprises Risks and rewards Mindset of an entrepreneur Skills for success Foundation of Light enterprise programme	Exploring Enterprises Market research Primary and secondary research Qualitative and quantitative research Foundation of Light enterprise programme	Exploring Enterprises Market research Understanding customers Customer needs and expectations	Exploring Enterprises Market research Understanding competitors
	Assessment	Baseline test	Component assessments		Students will complete a BTEC assignment which will be assessed using BTEC grading criteria. Work will then be externally moderated.		
Computing 3 lessons per week	Curriculum Content	Number Systems (Binary, Hexadecimal and Denary) CPU's - factors affecting speed	Storage Devices Computer Architecture	Python Programming Algorithms (sorting and searching)	Logic Gates Truth Tables Logic Circuits	Hardware (internal components of a computer)	Mini programming project
	Assessment	End of topic tests					
Construction 3 lessons per week	Curriculum Content	Health and Safety induction to the workshops. Induction to the WJEC Level 1/2 Award in Constructing The Built Environment Understanding Hazards and Risk, developing a Risk Assessment for Carpentry and Joinery/Electrical Installation. Unit 2 : Developing Construction Projects Pupils will develop skills in Carpentry and Joinery to enable them to complete a wooden frame to a given specification or in Electrical Installation to complete a ring main extension and a two way lighting circuit.	Pupils will apply the skills learnt in the first half term to plan, manufacture and evaluate the their practical outcome(s)	Safety and Security in Construction. Pupils will learn to summarise the responsibilities of health and safety legislation, identify safety signs used by the construction industry and identify fire extinguishers used in different situations. They will also identify risks to security in construction in different situations and describe methods to minimise those risks.	Understanding Hazards and Risk, developing a Risk Assessment for Carpentry and Joinery/Electrical Installation. Unit 2 : Developing Construction Projects Pupils will develop skills in Carpentry and Joinery to enable them to complete a wooden frame to a given specification or in Electrical Installation to complete a ring main extension and a two way lighting circuit.	Pupils will apply the skills learnt in the first half term to plan, manufacture and evaluate the their practical outcome(s)	
	Assessment	Interim assessment tasks throughout the unit.	Assessment in line with WJEC controlled assessment criteria.	Learning will be assessed through a series of progress checks throughout the term and and through a past exam practice paper at the end on the topic.	Interim assessment tasks throughout the unit.	Assessment in line with WJEC controlled assessment criteria.	
Drama 3 lessons per week	Curriculum Content	Drama styles & practitioners - Physical Theatre & masks - Non Naturalistic. Brecht vs Stanislavski	DNA - Set Text - Performance & Vocal skills, Characters	DNA - Set Text - Costume & make up, Set Design, Props, Staging	DNA - Set text - Lighting, Sound, Director's vision. Performance of extract	DNA revision. Rehearsals, Tech and dress rehearsals for practical performance. & Performance of extract.	
	Assessment	Teacher assessment of practical development in lessons. Written reflection.	Timed written assessments.- 4 mark & 6 mark questions.	Timed written assessments - 9 mark & 14 mark questions.	Timed written assessments.- 9 mark, 12 mark & 14 mark questions.	Full written assessment of component 3, section A (70mins), Performance of extract from DNA (ran as component 2 mock)	
Food Technology 3 lessons per week	Curriculum Content	Pupils will complete an introduction to the GCSE Food Preparation and Nutrition course, covering the foundations of food. food safety and hygiene together with knife skills and basic food preparation.	Students will develop food choice, nutrition, diet and health. Pupils will also learn about food preparation skills, while preparing a range of complex dishes.	Pupils will continue to consider food choice in relation to special diets and diet through life stages. Pupils will also continue to develop their food preparation skills, while preparing a range of complex dishes.	Pupils will continue to consider food choice in relation to religion and culture. Pupils will continue to develop their food preparation skills, while preparing a range of complex dishes.	Pupils will continue to consider food choice in relation to food provenance. Pupils will be introduced to food science investigations exploring the functional and chemical properties of food. Pupils will also continue to develop their food preparation skills, while preparing a range of complex dishes.	Pupils will continue to consider food choice in relation to food provenance. Pupils will be introduced to food science investigations exploring the functional and chemical properties of food. Pupils will also continue to develop their food preparation skills, while preparing a range of complex dishes.
	Assessment	GCSE exam style questions embedded throughout. Practical work periodically assessed against GCSE criteria.					
Health & Social Care 3 lessons per week	Curriculum Content	Component 1 - Human Lifespan Development Main life stages Growth and development across the different life stages using PIES classification	Component 1 - Human Lifespan Development Growth and development across the different life stages The impact of growth and development across the different life stages	Component 1 - Human Lifespan Development Factors that influence growth and development: Physical factors Social and cultural factors Economic factors		Component 1 - Human Lifespan Development Life events Sources of support How individuals adapt to life events and the role and value of support in this	
	Assessment	Topic assessment			Students will complete BTEC assignments which are assessed using BTEC grading criteria.		

Year 9 Curriculum Map		Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Music 3 lessons per week	Curriculum Content	Theory: grade 1 and stepping up to GCSE music Scales: major and minor up to 3 sharps and flats Performing: solo performance and keyboard skills Composing: composing rhythms Understanding Music: listen to unfamiliar music, identify and describe musical elements	Theory: grade 1+ Scales: major, minor, chromatic and pentatonic Performing: solo performance and keyboard skills Composing: what makes a good melody? Understanding Music: listen to unfamiliar music, identify and describe musical elements	Theory: grade 1+ Scales: major, minor, chromatic and pentatonic Performing: solo performance and keyboard skills Composing: composing melody Understanding Music: listen to unfamiliar music, identify and describe musical elements	Theory: grade 1+ Scales: major, minor, chromatic and pentatonic Performing: solo/ensemble performance and keyboard skills Composing: extending a melody Understanding music: listen to unfamiliar music, identify and describe musical elements	Theory: grade 1+ Scales: major, minor, chromatic and pentatonic Performing: solo/ ensemble performance and keyboard skills Composing: composing melody using sequence, retrograde, repetition and inversion Understanding music: listen to unfamiliar music, identify and describe musical elements	Theory: grade 1+ Scales: major, minor, chromatic and pentatonic Performing: solo/ ensemble performance and keyboard skills Composing: melody and adding harmony Understanding music: listen to unfamiliar music, identify and describe musical elements
	Assessment	Performance recorded at the end of each half term, composing work assessed using composing criterion at GCSE, weekly vocabulary tests and understanding music questions every lesson					
Religious Studies 3 lessons per week	Curriculum Content	Christian beliefs - Trinity, Nature of God and Afterlife	Islamic beliefs - Allah, Muhammad and the Sunni/Shi'a split	Life and death - abortion and euthanasia	Relationships - family, marriage and gender roles and equality.	Christian practices - forms of worship, sacraments and pilgrimage.	The Nature of Good and Evil - sin/crime, the nature of punishment and the death penalty
	Assessment	GCSE style questions embedded into Schemes Of Work. Formal exam paper.					
PE Core 2 lessons per week	Curriculum Content	Pupils will participate in a broad range of physical activities This includes - Invasion games Net games Gymnastics and trampolining Athletics Striking and Fielding games Orienteering Health and Fitness					
	Assessment	No formal assessment is made					
Photography 3 lessons per week	Curriculum Content	The Alphabet Project To explore composition, viewpoints, framing, lighting and technical skills when taking photographs. Explore techniques to develop own ideas Evaluate progress, improve and refine.	The Alphabet Project To explore composition, viewpoints, framing, lighting and technical skills when taking photographs. Explore techniques to develop own ideas Evaluate progress, improve and refine. Present a personal response to the theme: 'Alphabet'.	The Alphabet Project To explore composition, viewpoints, framing, lighting and technical skills when taking photographs. Explore techniques to develop own ideas Evaluate progress, improve and refine. Present a personal response to the theme: 'Alphabet'.	Independent Project (select 1 of 4 questions). Visual and written research skills. Develop knowledge and understanding of an artist's / photographer's process. Observational drawing, written, collections, photographs, visual.	Independent Project (select 1 of 4 questions). Visual and written research skills. Develop knowledge and understanding of an artist's / photographer's process. Observational drawing, written, collections, photographs, visual.	Independent project. Develop own ideas informed by artists' styles, refine ideas through experiments. Present a personal response to their theme.
	Assessment	Student work will be assessed using AQA Assessment Objectives for GCSE Art, Craft and Design (Photography).					
Sports Studies 3 lessons per week	Curriculum Content	Learning Outcome 1: Know the personal qualities, styles, roles and responsibilities associated with effective sports leadership different leadership roles and opportunities in sport (e.g. captains, managers, teachers, coaches, expedition leaders, role models) • role-related responsibilities (e.g. knowledge of activity, enthusiasm for activity, knowledge of safety, knowledge of child protection issues, knowledge of basic first aid) • personal qualities which relate to leadership roles (e.g. reliability, punctuality, confidence, communication, creativity) • leadership styles, i.e. o democratic o autocratic o laissez-faire	Learning Outcome 2: Be able to plan sports activity sessions • key considerations when planning sports activity sessions, . • safety considerations when planning sports activity sessions,	Learning Outcome 3: Be able to deliver sports activity sessions o safe practice, i.e. o organisation of group/activity o safe supervision (e.g. as a leader, coach) • delivery style, i.e. o proactive/reactive o demonstration/explanation • communication skills, i.e. o verbal o non-verbal o appropriate language o technical terms • motivation techniques, i.e. o encouragement o extrinsic motivators (e.g. rewards, prizes) • activity-specific knowledge, i.e. o understanding of current techniques and tactics which are appropriate to the requirements of the performers • adaptability, i.e. o making adjustments in an activity that isn't working o addressing issues you hadn't prepared for	Learning Outcome 4: Be able to evaluate own performance in delivering a sports activity session Learners should be taught: • key aspects to consider in evaluating planning and delivery of a sports activity session, i.e. o what went well? - against the plan (e.g. was the order of activities effective?) - against the delivery (e.g. did I keep everyone motivated?) o what did not go well? - against the plan (e.g. did I consider an appropriate number of activities?) - against the delivery (e.g. was the group listening to me?) o what could be improved for the future? - against the plan (e.g. were the group's objectives met?) - against the delivery (e.g. could I position myself better when communicating with the group?)	2.9 Sport Studies Unit R052: Developing sports skills Learning Outcome 4: Be able to apply practice methods to support improvement in a sporting activity. • how to identify areas of improvement in their own performance in a sporting activity • types of skills • types of practice • methods to improve own performance • how to measure improvement in skills, techniques and strategies developed	
	Assessment	Assignment One	Assignment Two	Assignment Three	Assignment Four	Assignment Four	

Year 9 Curriculum Map		Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Sports Science 3 lessons per week	Curriculum Content	Unit R042 - LO1: Know the principles of training in a sporting context • the principles of training in a sporting context	Learning Outcome 2: Know how training methods target different fitness components Learners must be taught: • aerobic and anaerobic exercise • the components of fitness • specific training methods for each of the fitness components	Learning Outcome 3: Be able to conduct fitness tests Tests which assess fitness Tests for each component of fitness maximal or sub-maximal tests How to interpret the results of fitness tests Design a fitness training programme	Learners must be taught: • key components of the musculo-skeletal system and its function key components of cardio-respiratory system and its function the role of the musculo-skeletal system in producing movement the role of the cardio-respiratory system during physical activity,	Learning Outcome 2: Understand the importance of the musculo-skeletal and cardiorespiratory systems in health and fitness • benefits of cardio-respiratory fitness in everyday life, i.e. prevention or reduction of: • benefits of muscular strength and flexibility • benefits of muscular endurance	Learning Outcome 3: Be able to assess the short-term effects of physical activity on the musculo-skeletal and cardio-respiratory systems Different short-term effects of physical activity on the musculo-skeletal and cardio-respiratory systems and reasons for these ways to measure and record the short-term effects of physical activity on the musculo-skeletal and cardiorespiratory systems Learning Outcome 4: Be able to assess the long-term effects of physical activity on the musculo-skeletal and cardio-respiratory systems Long-term effects of physical activity on the musculo-skeletal and cardio-respiratory systems and reasons for these. Ways to measure and record the long-term effects of physical activity on the musculo-skeletal and cardiorespiratory systems
	Assessment	Assignment One	Assignment Two	Assignment Three Assignment Four	Assignment One	Assignment Two	Assignment Three and Four
Pastoral	Curriculum Content	Literacy - Reading & Tier 2 Vocabulary Alcohol and risky behaviour PiXL Finding my voice PiXLOrate: Voice PiXLOrate: Body language PiXLOrate: Working with others Them and Us: Helping each other to grow Them and Us: How to deliver feedback sensitively Them and Us: How to handle receiving feedback Organisation: What does an organised person look like? Organisation: Organisation in the future Organisation: What organisational techniques work for me?	Literacy - Reading & tier 2 Vocabulary Mental Health PiXL Adapting my voice Them and Us: Impact of being offended Them and Us: Respecting those who are not the same as us E-safety: Online behaviour Communication: Content and rhetoric Communication: Social media and communication Communication: Communication in the workplace	Literacy - Reading & Tier 2 Vocabulary Budgeting PiXL Adapting my voice Organisation: What does an organised person look like? Organisation: Organisation in the future Organisation: What organisational techniques work for me? PiXLOrate: Content PiXLOrate: Structure PiXLOrate: Rhetorical techniques	Literacy - Reading & Tier 2 Vocabulary Crime & Punishment PiXL Growing in confidence Wellbeing: Pride Wellbeing: Pride in the environment Wellbeing: Confidence Resilience: What makes people quit? Resilience: Overcoming barriers Resilience: Turning setbacks into success	Literacy - Reading & Tier 2 Vocabulary Careers Prison me, no way- TBC. PiXL Growing in confidence Futures: Competitive advantage Initiative: What's so good about showing initiative? Initiative: Initiative and growth mindset Initiative: Solution-based and problem-based thinking Them and Us: The impact of valuing people Them and Us: Ways to show that you value people	